

AWGS KS 1 Year 1– enquiry based curriculum map

Main Subjects	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Seasonal change Y1 <b>What do we mean by seasons and weather?</b> How can we observe and measure the weather? How can you measure the amount of rain in the different seasons? Can we find out about temperature difference? (shade)		Everyday materials (Y1) <b>Hook – The Science Laboratory!</b> What are objects made from? What are the properties of the different materials? What happens to materials when they are heated and cooled?		Plants (Y1) <b>Hook – Why isn't this plant growing properly?</b> – The Aliens have planted! What are the main parts of flowering plants? How many different roots can be found? Can we describe what they look like close-up? Can we find the plant type from its flower?	Animals including humans (Y1) <b>Hook – The aliens have landed!</b> What are the names of the different parts of our bodies? What do our senses do and how good are another animal's?
History	Introduction Block A (HT) 3 lessons	Toys and Books Block E (HT) 7 lessons	A day in the life Block B 7 lessons Clothes, technology and a school day in the 50s.	Transport Block C 9 lessons - Who was Neil Armstrong? Moon landing and space travel – 1960s,	Keeping in Touch Block D 6 lessons  Development of communication.	Who was Charles Darwin? What did he discover? What life like when he was a child?
Geography  Ocean explorers	Oceans and seas of the world (HT) 5 lessons	Atlantic Underwater world (HT) 4 lessons	Pacific Underwater world (HT) 4 lessons	Boats and ships (HT) (9 lessons inc DT)	The Galapagos Islands (Pacific) and Charles Darwin (HT) (5 lessons)	(Geog HT)
Computing  <b>Database</b> <ul style="list-style-type: none"> <li>Understand that ICT can create and modify charts quickly and easily</li> </ul>	<b>Data (maths linked)</b> <ul style="list-style-type: none"> <li>Use ICT to Sort objects into groups according to a given criterion;</li> <li>Identify criteria for sorting objects on screen</li> <li>Use further criterion for grouping the same objects in different ways</li> <li>Use pictogram software to represent and interpret simple data</li> <li>Use a pictogram to create and help answer questions</li> </ul>	<b>Messaging</b> <ul style="list-style-type: none"> <li>Look at the different ways that messages can be sent, forums, letters, telephone, email, Stickies, text, instant messaging, walkie talkies</li> <li>Contribute ideas to a class email or respond to a message or forum on the learning platform</li> <li>Remember password to log into VLE</li> </ul>	<b>Programming Unit 1 : Beebots</b> <ul style="list-style-type: none"> <li>Explore a range of control toys and devices</li> <li>Follow instructions to move around a course</li> <li>Create a series instructions to move their peers around a course</li> <li>Explore outcomes when individual buttons are pressed on a robot</li> <li>Explore an on screen turtle ( or Bee BOT) navigate it around a course or grid</li> <li>Have experiences of controlling other devices such as sound recording devices, music players, video recording equipment and digital cameras</li> <li>While navigating around a course on a computer predict what will happen once the next command is entered.</li> </ul>	<b>Graphics</b> <ul style="list-style-type: none"> <li>Use a paint package to create a picture to communicate their ideas</li> <li>Explore shape, line and colour to communicate a specific idea</li> <li>Talk about their use of a paint package and their choice of tools</li> <li>Talk about the differences between a graphics package and paper based art activities (undo, changes quickly and easily made)</li> <li>To print</li> <li>To save with help</li> </ul>	<b>Programming Unit 2: Daisy Dino/Bee Bots (app)</b> <ul style="list-style-type: none"> <li>Discuss/explore what will happen when instructions are given in a sequence.</li> <li>Give a sequence of instructions to complete a simple task.</li> <li>Instructions use both movement commands and additional commands.</li> </ul>	<b>Music and Sound (Geog link and science opportunities)</b> <ul style="list-style-type: none"> <li>Recognise that an electronic keyboard can be used to select and control sounds</li> <li>Experiment with a range of devices which create and record sounds and musical phrases</li> <li>Understand that devices have stop, record and playback functions</li> <li>Explore a range of electronic music and sound devices including software and different peripherals</li> <li>Talk about their music when they share their recordings with the rest of the class</li> </ul>

<p><b>E-Safety is on-going and requires bespoke lessons as well as regular reference</b></p> <p><b>E-Safety - Online Exploration</b></p> <p>Children need help from their teacher or trusted adult before they go online. Children explore onscreen activities that mimic real life. Children talk about the differences between real and online experiences.</p> <p><b>E-Safety - Online Communication and E-Awareness</b></p> <p>Children understand that they can share information online, e.g. via email or the school learning platform. Children understand that there is a right and wrong way to communicate and this may be different depending on who you are communicating with.</p> <p><b>E-Safety - Online research</b></p> <p>Use simple navigation skills to open a teacher selected website from a favourites link or shortcut. Make choices by clicking on buttons in a webpage and navigate between pages by using the forward and back arrows. Start to evaluate web sites by giving opinions about preferred or most useful sites. Know how to return to the home page of a teacher directed website. Know how to minimise a screen or turn off a monitor if they see something inappropriate on a website and tell a trusted adult.</p>	<p><b>Multimedia and publishing skills to be developed all year:</b></p> <ul style="list-style-type: none"> <li>• Contribute ideas to a class blog, forum or web page</li> <li>• Use simple authoring tools to create their own content or homepage on the learning platform</li> <li>• With support use sound recording tools to convey a simple message or introduction</li> <li>• With support add pictures they have created onto the learning platform</li> <li>• Talk about who can see pages on the learning platform and see their work at home ( out of school)</li> </ul>	<p><b>When word processing in Yr 1 children should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Develop familiarity with the keyboard – spacebar, backspace, shift, enter, to provide text on screen that is clear and error free</li> <li>• Select appropriate images</li> <li>• Begin to select or record a sound to add to my work</li> <li>• Add text to photographs, graphics (images) and sound e.g. captions, labelling and simple sentences through the use of e.g. <i>2create A Story</i></li> <li>• Use pre-defined layouts or templates for presentations</li> <li>• Begin to explain reasons why choices have been made to teacher or talk partner</li> </ul>
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AWGS KS 1 Year2 – enquiry based curriculum map

Main Subjects	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	All living things and their habitats (Y2) <b>Which habitats do you know of on our amazing planet Earth?</b> What do you want to know about habitats? How many different living things can we find? Do habitats change during a year? Where is the most popular place for animals to live?		Uses of everyday materials (Y2) <b>Hook – The laboratory!</b> Which material is best for the bottom of children’s school shoes?  How well do different materials bounce?  What are the uses for wood/plastics? Which material is best for blocking a hole in a bucket?		Animals including humans (Y2) <b>Hook – Creating a wildlife workshop</b> How do animals change, what do animals need to survive and stay healthy? How can you work out the order of the animals’ life cycles?	Plants (Y2) <b>What are different seeds like?</b> What do bulbs need so that can grow healthily? My woolly socks are covered with seeds from outside. How could we find out if they will grow?
History	How has the weather changed history? eg Great fire of London		Famous diarists (Samuel Pepys - HT) Block F 5 lessons	Florence Nightingale and Mary Seacole		
Geography <b>We are weather experts.</b>	Daily Weather (HT) Block A 4 lessons	Meteorologists (HT) Block B 5 lesson	Extreme Weather (HT) Block D 4 lessons	Climate around the World (HT) Block E 6 lesson	Hot Hot Hot (HT) Block F 2 lessons Cold Cold Cold (HT) Block G 5 lessons	
Computing  <b>Branching Database</b> <ul style="list-style-type: none"> <li>Understand the difference between questions and answers</li> <li>Ask questions that comply with the rule that it can only have a yes or no answer</li> <li>Use a branching database to identify objects using yes or no questions</li> </ul>	<b>Data (maths linked)</b> <ul style="list-style-type: none"> <li>Develop different criteria and create own pictograms</li> <li>Use a simple graphing package to record information – add labels and numbers as appropriate</li> <li>Use ICT to edit and change the information quickly.</li> <li>Talk about how ICT helps them to organise their information</li> <li>Save , retrieve and amend their work</li> <li>Use a graphs to create and answer questions</li> </ul>	<b>Messaging</b> <ul style="list-style-type: none"> <li>Compare all the different ways that messages can be sent and start to consider their advantages and disadvantages</li> <li>Contribute and discuss ideas to compose and respond to class/group/individual e-mails, forums, blogs</li> </ul> <b>Animation</b> <ul style="list-style-type: none"> <li>Create a sequence of still images which together form a short animated sequence</li> <li>Create a simple animation to illustrate a story or idea</li> <li>Upload their images on the learning platform</li> </ul>	<b>Digital imagery</b> <ul style="list-style-type: none"> <li>Develop greater control over the digital stills or video camera</li> <li>Begin to discuss the quality of their image and make decisions (e.g delete a blurred / bad image)</li> <li>Begin to select and edit and change images</li> <li>Begin to change or enhance photographs and pictures (crop, re-colour)</li> </ul>	<b>Graphics</b> <ul style="list-style-type: none"> <li>Use ICT to source, generate and amend ideas for their art work</li> <li>Talk about the advantages and disadvantages of using a graphics package over paper based art activities</li> <li>Develop a variety of skills using a range of tools and techniques to communicate a specific idea or artistic style /effect</li> <li>Create a stamp to make patterns and designs</li> <li>Describe to others their use of a paint package and their reason for choice of tools</li> </ul>	<b>Programming Unit 1 : Probots</b> <ul style="list-style-type: none"> <li>Talk about how everyday devices can be controlled</li> <li>Know that devices and actions on screen may be controlled by sequences of actions and instructions</li> <li>Create a sequence of instructions to create a right-angled shape on screen</li> <li>Create a sequence of instructions to control a programmable robot to carry out a pre-determined route to include direction, distance and turn (on screen or floor robot)</li> <li>Control a floor robot using appropriate buttons, Make predictions and estimate distances and turns</li> <li>Experience a range of control devices such as a microscope, sound recorders, cameras and other devices</li> <li>Control music software through sequencing icons ( see sound and music modules)</li> </ul> <b>Programming Unit 2: Move the turtle</b> <ul style="list-style-type: none"> <li>Generate a sequence of instructions including ‘right angle’ turns.</li> <li>Create a sequence of instructions to generate simple geometric shapes (oblong /square).</li> <li>Discuss how to improve/change their sequence of commands.</li> </ul>	
<b>E-Safety is on-going and requires bespoke lessons as well as regular reference</b> <b>Online Research</b> Children explore a range of age-appropriate digital resources. Children to know that not everything they find online is accurate. Know that some websites contain advertisements (often embedded) and learn how to ignore them. Children to know what to do if they find something inappropriate online. Children discuss, understand and abide by the school’s e-Safety SMART Rules			<b>Publishing skills to be developed all year:</b> <ul style="list-style-type: none"> <li>Contribute and discuss ideas to compose and respond to discussions and forums on the Learning platform</li> <li>Begin to talk about the advantages of using electronic communications in terms of sharing pages and information with a wider audience at home and school</li> <li>Look and talk about other people’s contributions on the learning platform</li> <li>Consider who can see their contributions on the learning platform</li> </ul>		<b>When word processing in Yr 2 children should be taught to:</b> <ul style="list-style-type: none"> <li>Begin to word process short narrative and non-narrative texts</li> <li>Develop basic editing skills including different presentational features (font size, colour and style)</li> <li>Select from different presentational features e.g. title, paragraph, label etc</li> <li>Word process short narrative and non-narrative texts</li> <li>Save, print, retrieve and amend their work</li> </ul>	

**Communication & Collaboration**

Children are able to send suitable and purposeful emails, developing awareness of appropriate language to use.

Children know that passwords help to keep information safe and secure and that they should not be shared

Children contribute to a class discussion forum.

**E - Awareness**

Children are aware that not everyone they meet online is automatically trustworthy.

Children understand that personal information is unique to them and should not be shared without a teacher or parent's permission.

Children identify characteristics of people who are worthy of their trust.

- Use the mouse or arrow keys to insert words and sentences
- Use appropriate editing tools to improve their work
- Make use of graphics, video and sound to enhance their text on screen
- Talk about their use of graphics and sound and how it may enhance or change the mood and atmosphere of their presentation and make changes where appropriate
- Use different layouts and templates for different purposes

AWGS Year 3– enquiry based curriculum map

Main Subjects	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Animals including humans How do living things get their food? Which food do animals need in order to survive? What is special about the human skeleton? What is the function of muscles?		Forces and magnets How does the type of surface on the table affect the speed of the tub travelling on it? What are magnets used for?	Light Where can shadows be found? What affects size and darkness of shadows?	Rocks Where are the rocks in the world? Which are the rocks near our school? How are rocks formed? How are fossils made? What is soil made from?	Plants How does the number of roots affect the amount of water that is absorbed? Does the length of roots change over time?
History	Where was the Roman Empire and what was its impact on Britain?		Anglo-Saxons (HT) Invaders and Settlers: Blocks A-F) inc Scots.			
Geography <b>Mountains, rivers and coasts</b>	Geographical links to Roman Empire.			Journey of River Block A (10 lessons) Rivers for people Block B (5 lessons)		Mountains Block D (6 lessons) (NB A region in Europe)
Music  <i>* Additional maths unit 'TIME' encourages BEAT, PATTERNS and STAFF NOTATION (3 lessons)*</i>	Poetry (PERFORM) (lit) 4weeks and Human body (sci) (STRUCTURES) 3 weeks	In the past (hist) 3 weeks (PITCH)Ancient worlds (STRUCTURES) (hist) 3 weeks	Sounds (EXPLORE) 3 weeks (sci/materials) Communication (ICT) (COMPOSITION) 3 weeks	* Singing French (PITCH) 3 weeks * Environment (COMPOSITION) 3 weeks	Sound (BEAT) (DT) 3 weeks Food and drink (PERFORM) (DT) 3 weeks	China (PITCH) + maths 3 weeks Soundscape (ICT) ? weeks
	The sound collector (1.1) Poetry lessons (1-3) Playgrounds, Sounds and Bugs.  Human body lessons (1-3) Bones and muscles	In the past lessons (1-3) <i>Roman marches</i>  Ancient worlds lessons (1-3) Greeks ( <i>adapt to Romans</i> )	Sounds lessons (1-3) Tubes, pans and patterns  Communication lessons (1-3 and art links) Earcons, motifs, emogies, call/respond, ringtones and contrasting pitch.	* Singing French lessons (1-3) Friends, family and numbers <i>Could be used as warm up repertoire through the year. *</i>  Environment lessons (1-3) Places, bridges, soundscape.	Building lessons (1-3) Beats, vocal sounds, perform  * Food and drink lessons (1-3) Singing together. <i>Could be used as warm up repertoire through the year. *</i>	China lessons (1-3) Pentatonic scales, New Year  <i>Life cycle soundscape</i>
Computing  <b>Data (maths linked)</b> • To choose, print and annotate appropriate graphs, to answer simple questions e.g. bar charts, or pie charts and interpret data	<b>Database (maths linked)</b> • Collect information by designing and using a simple questionnaire to record numbers, text and choices. • As a class, design what information needs to go on record cards • Create record cards to store collected information • Use a database to generate bar charts and graphs to answer questions • Answer questions by searching and sorting the database	<b>Messaging</b> • In online discussion: start new threads and contribute to others relevant to the topic; consider relevance of contributions • Begin to experience other forms of online discussion, such as blogs, wikis, quizzes, surveys and video conferencing	<b>Programming Unit 1 : Scratch – Animation</b> • Navigate the Scratch programming environment. • Create a background and sprite for animation • Change background after a specific time. • Add inputs to control their sprite. • Change position of sprite on screen.	<b>Digital Imagery (Geog link and science opportunities)</b> • To use still and video cameras, independently • To take photographs with a digital microscope • To evaluate quality of footage taken • To understand the need to frame shots and keep the camera still • To download still images and video • to sequence still images and video and use simple editing techniques to create a presentation • create a simple animation either by using stop-motion techniques with a webcam, or by using animation software	<b>Programming Unit 2: Logo</b> • Write a simple program in Logo to produce a line drawing. • Use more advanced Logo programming, including pen up, pen down etc. • Write a program to reproduce a defined problem, e.g. geometric shape/pattern.	<b>Music and Sound (Geog link and science opportunities)</b> • use ICT to select and record sounds in multimedia software • use music software to organise and reorganise sounds • locate, record, save and retrieve sounds • To begin to layer sounds using music composition software, Audacity or Podium • Add sounds from different sources
<b>E-Safety is on-going and requires bespoke lessons as well as regular reference</b> <b>Online Research</b> Use child-friendly search engines independently to find information through key words. Understand that the Internet contains fact, fiction and opinions and begin to distinguish between them.  <b>Communication &amp; Collaboration</b> Use a range of online communication tools, such as email, forums and polls.			<b>Multimedia and publishing skills to be developed all year:</b> • Evaluate a range of printed and electronic texts, appropriate to task e.g newspaper, poster, webpage, Photstory, and recognise key features of layout and design • Select and import graphics from digital cameras, graphics packages and the Internet • if multimedia, select suitable sounds (including recording with a microphone) and visual effects • organise and present information for a specific audience		<b>When word processing in Yr 3 children should be taught to:</b> • use font sizes and effects appropriately to fit purpose of text • recognise key features of layout and design such as text boxes, columns, borders, WordArt • develop further basic drafting and editing skills • cut, copy and paste between applications • use spell checker • delete, insert and replace text using mouse or arrow keys	

<p>Know how to deal with unpleasant forms of electronic communication (save the message and speak to a trusted adult).</p> <p>Be able to discern when an email should or should not be opened.</p> <p><b>E-Awareness</b></p> <p>Develop awareness of relevant e-Safety issues, such as cyber bullying.</p> <p>Children understand and abide by the school's 'Being SMART Online' Rules and know that it contains rules that exist in order to keep children safe online.</p> <p>Understand what personal information should be kept private.</p> <p>Know that passwords keep information secure and that they should be kept private</p>	<ul style="list-style-type: none"> <li>• Through peer assessment and self evaluation, evaluate design and make suitable improvements</li> <li>• Recognise the difference and the advantages and disadvantages between electronic media and printed media and select key features when designing publications</li> </ul>	<p>begin to use more than two fingers to enter text</p>
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AWGS Year 4– enquiry based curriculum map

Main Subjects	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	<p>States of matter                      What is a solid, a liquid and a gas?                      Which liquid moves the fastest?                      What can we find out about gases? What happens when things are heated and cooled?</p>		<p>Animals including humans                      How many different types of teeth have we got? What are their functions?                      How does the stomach work?                      What are food chains?</p>	<p>All living things                      How many different animals can we find in the wildlife area?                      How can we classify different animals?                      How are the animals suited to where they live?</p>	<p>Sound                      What happens to the sound of the drum when we get further away from it?                      Where in the school would be the best places to put fire alarms?                      What is a 'sound'?</p>	<p>Electricity                      Hook – Designing and making a product: a torch for an explorer                      What can electricity do? Which circuits will work? Can you repair the ones that do not work?                      What can we find inside a torch?</p>
History	<p>Vikings and the struggle for the Kingdom of England to the time of Edward the Confessor.</p>				<p>2015-6 Local History: What was Salisbury like in Victorian times? (include Salisbury workhouse; make use of Salisbury museum education service. Victorian day with Ros Liddington)                      2016+ WW2 and the local area</p>	
Geography	<p>Volcanoes and Earthquakes (eg Caribbean HT UKS2 plans in Earth matters)</p>		<p>Climates Zones and Biomes HT UKS2 plans in Earth Matters                      Environmental focus</p>			
Computing	<p><b>Branching Database</b></p> <ul style="list-style-type: none"> <li>search a branching database</li> <li>create and use a branching database to organise, reorganise and analyse information</li> <li>compare the use of graphing software, branching database and card-based database for organising and interpreting data</li> <li>explore some real-life examples of branching databases, such as keys for animal identification</li> </ul>	<p><b>Graphing (maths linked)</b></p> <ul style="list-style-type: none"> <li>Have regular opportunities to enter data into a graphing package and use it to create a range of graphs, and to interpret data across all subjects</li> <li>To compare how different graphs can be used for different purposes</li> </ul>	<p><b>Programming Unit 1 : Scratch – Animation Scratch Simple Game</b></p> <ul style="list-style-type: none"> <li>Navigate the Scratch programming environment.</li> <li>Create a background and sprite for a game.</li> <li>Add inputs to control their sprite.</li> <li>Use conditional statements (if... then) within their game.</li> </ul>	<p><b>Digital Imagery (Geog link and science opportunities) Graphics</b></p> <ul style="list-style-type: none"> <li>import a photograph and explore the effects which can be created</li> <li>use a range of visual effects such as filters, hues and painting over photographs.</li> <li>Create patterns and montages</li> <li>select areas and manipulate to give different effects</li> </ul>	<p><b>Programming Unit 2: Logo Programming Unit 2: Kodu</b></p> <ul style="list-style-type: none"> <li>Navigate the Kodu macro environment using keyboard and mouse</li> <li>Create a 3D digital world for a game with land, water and scenery.</li> <li>Add a sprite to their world.</li> <li>Program their sprite to navigate their 3D world with an input.</li> <li>Create paths on which sprites will move.</li> <li>Use conditional statements ('if...then') to give objects behaviours</li> </ul>	<p><b>Music and Sound (Geog link and science opportunities)</b></p> <ul style="list-style-type: none"> <li>listen to a variety of radio programmes, evaluating their style</li> <li>write a script for a radio programme</li> <li>plan and record audio for a radio program, eg interview, news broadcast, advert, cookery programme</li> <li>evaluate and re-record (maybe editing)</li> <li>maybe publish work online as a podcast</li> </ul>
<p><b>E-Safety is on-going and requires bespoke lessons as well as regular reference Online Research</b></p> <p>Use internet search engines to gather resources for their own research work.                      Be aware of different search engines and discuss their various features (e.g. Google image &amp; video search).                      Show children how to change the 'Search Settings' to Strict in Google.                      Understand the importance of framing questions into search criteria when conducting web searches.</p>			<p><b>Multimedia and publishing skills to be developed all year:</b></p> <ul style="list-style-type: none"> <li>select from your best work to save and share through an e-portfolio</li> <li>use at least two online communication methods (eg online discussion, surveys, quizzes, blogs, wikis, shared online folders, web quests) through the Learning Platform in topic work</li> <li>discuss advantages and disadvantages of these communication methods</li> </ul>		<p><b>When word processing in Yr 4 children should be taught to:</b></p> <ul style="list-style-type: none"> <li>Evaluate a range of electronic multimedia, appropriate to task e.g website, photostory, leaflet, and recognise key features of layout and design</li> <li>With support, plan structure and layout of document/presentation</li> <li>Select and import graphics from digital cameras, graphics packages and other sources and prepare it for processing using ICT</li> </ul>	

<p>Be aware that not everything they find online is accurate and that information needs to be checked and evaluated.</p> <p style="text-align: center;"><b>Communication &amp; Collaboration</b></p> <p>Children use online communication tools to exchange and develop their ideas in a range of curriculum opportunities.</p> <p>Use sensitive and appropriate language when using online communication tools.</p> <p>Use email as a form of communication, use the "To" box and add a subject heading.</p> <p>Add an attachment to an email.</p> <p>Develop understanding of when it is unsafe to open an email or an email attachment.</p> <p style="text-align: center;"><b>E-Awareness</b></p> <p>Children understand and abide by the school's 'Being SMART Online' rules and aware of the implications of not following the rules.</p> <p>Children understand that a password can keep information secure and the need to keep it a secret.</p>	<ul style="list-style-type: none"> <li>• To start to think about the different styles of language layout and format of online communications sent to different people (eg. when it is appropriate to use "text language").</li> </ul>	<ul style="list-style-type: none"> <li>• If project is multimedia, select and import sounds (eg own recording, sound effects bank created by teacher) and video/ visual effects</li> <li>• Through peer assessment and self evaluation, evaluate work both during and after completion, and make suitable improvements</li> <li>• Develop increasing sense of audience</li> </ul> <p><b>When word processing children should:</b></p> <ul style="list-style-type: none"> <li>• choose freely from a range of text styles, to suit audience</li> <li>• hold two hands over different halves of the keyboard</li> </ul> <p>use more than two fingers to enter text</p>
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Main Subjects	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	<p>Forces</p> <p><b>Hook – Transport scientists!</b></p> <p>How does the surface area of a piece of paper affect how quickly it falls?</p> <p>What affects how well a parachute falls?</p> <p>Which trainer provides the best grip?</p> <p>What affects how well an object fired from a trebuchet will travel?</p>	<p>Earth and Space</p> <p><b>Hook - Information for another planet!</b></p> <p>What is in our solar system? How large are they? How far apart are they?</p> <p>What is it like on the other planets in the solar system? What is the moon like?</p>	<p>Properties and changes of materials</p> <p><b>Hook – The Science Laboratory</b> Which material is the best conductor? What affect will a coat have on a person and an ice man? Which materials allow electricity to pass through them? What are the best conditions for dissolving sugar in the fastest time? How can we separate mixtures of different solids? Which changes cannot be easily reversed?</p>		<p>All living things</p> <p>At what part of their life cycle are the animals in the school grounds?</p> <p>How does the small mammal change over time?</p> <p>How do birds eggs change over time?</p> <p>What are the life cycles of amphibians? Insects?</p> <p>How do animals make babies?</p> <p>When and why do plants have flowers?</p> <p>Can we artificially pollinate plants?</p>	<p>Animals including humans (SRE policy)</p> <p>How long are the gestation periods of different animals?</p> <p>How does the weight/height/length of a person change?</p> <p>What happens to the human body during puberty?</p> <p>What happens to adults as they get older?</p>
History	Ancient Greece: How did they live? What did they achieve? Legacy?		Kings and Queens of Britain: How has their power changed?		The Mayan civilisation	
Geography	Greece today: What is life like today?		South America: Brazil		Rainforests (HT) Lower KS2 Blocks A-G What is the impact of deforestation? Native trees and woodlands contrast	
Computing	<p><b>Communication – Internet research Unit 1</b></p> <ul style="list-style-type: none"> <li>Use advanced search functions in Google, e.g. quotations.</li> <li>Understand websites such as Wikipedia are made by users (link to E-Safety)</li> <li>Use strategies to check the reliability of information, e.g. cross checking with books.</li> <li>Use their knowledge of domain names to aid their judgment of the validity of websites.</li> </ul>	<p><b>Communication – Cloud computing Unit 2</b></p> <ul style="list-style-type: none"> <li>Understand files may be saved off their device in 'clouds' (servers).</li> <li>Upload/download a file to the cloud on different devices.</li> <li>Understand about syncing files using cloud computing folders.</li> </ul>	<p><b>Programming Unit 1 : Kodu</b></p> <ul style="list-style-type: none"> <li>Create more complex games – building on work in Year 4</li> <li>Create a user controlled sprite, automated sprites and peripheral characters with different behaviours.</li> <li>Use copying and creatable to create multiple characters.</li> <li>Shift camera angles in settings and in the code.</li> <li>Use timers, health monitors and power ups.</li> </ul>	<p><b>Digital Imagery (Geog link and science opportunities)</b></p> <p>Digital Imagery</p> <ul style="list-style-type: none"> <li>To use different filming techniques and camera angles e.g. zoom, panning, wide shot etc to create different mood/perspective</li> <li>Plan a video or animation by drawing a storyboard</li> <li>Use a range of sound effects, music and voice-overs to create mood/ atmosphere</li> <li>Select and edit sounds, text, movie clips and other effects to suit purpose and audience</li> <li>Evaluate and improve work with a view to purpose and audience</li> </ul>	<p><b>Programming Unit 2: Scratch: Creating more challenging games</b></p> <ul style="list-style-type: none"> <li>Design their own game including sprites, backgrounds, scoring and/or timers.</li> <li>Their game uses conditional statements, loops, variables and broadcast messages.</li> <li>Their game finishes if the player wins or loses and the player knows if they have won or lost.</li> <li>Evaluate the effectiveness of their game and debug if required.</li> </ul>	<p><b>Music and Sound (Geog link and science opportunities)</b></p> <ul style="list-style-type: none"> <li>record sounds using sound editing software</li> <li>collect sounds from a variety of sources (online, digital sound recorder)</li> <li>import sounds into sound editing software layer and edit sounds</li> <li>plan, create and refine either a radio programme or play with sound effects or a sonic postcard</li> <li>Save as a web compatible format for uploading and podcasting; share online</li> </ul>
<p><b>E-Safety is on-going and requires bespoke lessons as well as regular reference</b></p> <p><b>Online Research</b></p> <p>When using the Internet to research their work, children recognise the need to ask appropriate questions to find appropriate answers.</p> <p>Children know that good online research involved interpreting information, rather than copying.</p> <p>Children are able to carry out more refined web searches by using key words.</p> <p>Children evaluate search results and refine as necessary for the best results.</p> <p>Know that information found on websites may be inaccurate or biased and to check the validity of a website.</p> <p>Develop strategies to ignore or cancel unsolicited advertising (pop-ups, banners, videos or audio).</p> <p>Children use websites where resources can be downloaded without infringing copyright.</p> <p>Acknowledge sources used in their work.</p>			<p><b>Data (Modelling and Simulation)</b></p> <ul style="list-style-type: none"> <li>to change variables in a spreadsheet to solve problems</li> <li>to make predictions and changes and check results.</li> <li>to enter formulae for the four operations (+-x/) into a spreadsheet</li> <li>to use 'SUM' to calculate the total of a set of numbers in a range of cells</li> <li>to change data in a spreadsheet to answer 'what if...?'</li> <li>questions and check predictions</li> <li>Using a simple layout demonstrated by the teacher, create a simple spreadsheet model and use it to solve problems</li> </ul> <p><b>Data logging</b></p>		<p><b>When word processing in Yr 5 children should be taught to:</b></p> <ul style="list-style-type: none"> <li>Evaluate a range of electronic multimedia, and understand the implications appropriate to their given task e.g. key features of layout and design</li> <li>Plan structure and layout of presentation</li> <li>evaluate and select suitable information and media from a range of electronic resources</li> <li>to use a multimedia authoring program to organise, refine and present information for a specific audience</li> <li>Create a range of hyperlinks to produce a non-linear presentation</li> </ul>	

<p style="text-align: center;"><b>E-Safety Communication &amp; Collaboration</b></p> <p>Be aware of the different forms of technology that can be used to access the Internet and communicate with others.</p> <p style="text-align: center;"><b>E-Safety E-Awareness</b></p> <p>Children recognise their own right to be protected from the inappropriate use of technology by others and the need to respect the rights of other users.</p>	<ul style="list-style-type: none"> <li>• Plan an investigation using data logging technology</li> <li>• Make predictions for this investigation and understand how to make it a fair test</li> <li>• Carry out the investigation, ensuring accuracy</li> <li>• Interpret results, draw conclusions and analyse the effectiveness of the technology</li> </ul>	<ul style="list-style-type: none"> <li>• Through peer assessment and self evaluation children should evaluate their design and make suitable improvements</li> </ul> <p><b>When word processing children should:</b></p> <ul style="list-style-type: none"> <li>• format text to indicate relative importance.</li> <li>• justify text where appropriate.</li> <li>• cut and paste between applications.</li> <li>• delete/insert and replace text to improve clarity and mood.</li> <li>• make corrections using a range of tools (eg spell check, find and replace)</li> <li>• develop confidence using both hands when typing</li> </ul>
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AWGS Year 6– enquiry based curriculum map

Main Subjects	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	<p style="text-align: center;">Light</p> <p>Why learn about it? Modelling – What evidence would prove that light travels in straight lines? How do we see things? How can we show how we see things in a mirror?</p>		<p>Electricity</p> <p><b>Dragon’s den:</b> electronic scarecrow</p> <p>What affects the brightness of a bulb in a circuit?</p>	<p>All living things</p> <p>Why do we need to classify living things? How can plants be placed in different groups? How can we classify trees? How can more bees and butterflies be attracted into the school grounds?</p>	<p>Evolution and inheritance</p> <p>How do we know about living things that have lived in the past? Hook – Darwin’s thinking path What do you think the fossil is? Are all siblings of living things identical? How are animals suited to their habitat? How do different animals use camouflage to survive? How have different plants around the world evolved to survive?</p>	<p>Animals including humans (<b>drug education policy</b>)</p> <p><b>Hook – The Fitness Club!</b></p> <p>What is the function of the heart? What happens to the rate at which our hearts beat when we perform different exercises? What are the functions of blood? Why do we need to drink water? What effects do drugs have on the human body?</p>
History	<p>Ancient Egyptians</p> <p>What do we know about Ancient Egypt from what has survived?</p>		<p>2015-6 Local history based unit: Why and how was Salisbury Cathedral built? What was life like in Salisbury at the time? ( Medieval Salisbury, make use of Cathedral and Salisbury Museum Education Service)</p> <p>2016+ <i>Replace with or add to following unit:</i> <i>Changes in Britain from the Stone Age to the Iron Age (with Stonehenge and Old Sarum study)</i></p>		<p><i>Darwin</i></p>	
Geography	<p>Cities around the world (Africa and beyond)</p> <p>What are the capital cities of significant countries? Where are located and why?</p>				<p>The water cycle and coasts HT Block A 9 lessons</p> <p>Link coasts to PGL Osmington Bay trip</p>	<p>The water cycle and river HT Block B 5 lessons</p>
Computing	<p><b>Database</b></p> <ul style="list-style-type: none"> <li>to identify a problem which can be solved by collecting data</li> <li>to identify which data to collect</li> <li>to collect data in an efficient and accurate way</li> <li>to organise data by designing fields and records in a database</li> <li>to interpret data by using a range of searches and graphs</li> <li>to draw conclusions from data</li> <li>to use conclusions to solve the original problem</li> <li>to present findings to a specified audience</li> <li>to justify reasons for their choices and explain why other methods were not appropriate</li> </ul>		<p><b>Programming Unit 1: Introduction to Python/Small Basics</b></p> <ul style="list-style-type: none"> <li>Navigate Python/Small Basics programming environment Idle</li> <li>Declare variables</li> <li>Use a range of statements</li> <li>Use selection algorithms</li> <li>Use comparison and numerical operators</li> </ul>	<p><b>Digital Imagery</b></p> <ul style="list-style-type: none"> <li>explore all the features of a given video editing or animation package</li> <li>plan a storyboard for a video or animation to suit a purpose</li> </ul> <p>film, create, edit and refine to ensure quality; present to an audience</p>	<p><b>Simulation</b></p> <ul style="list-style-type: none"> <li>To identify and enter the correct formulae into cells, modify the data, make predictions of changes and check them</li> <li>to identify formulae and enter them into a spreadsheet</li> <li>Copy formulae to create tables of results</li> <li>to use a spreadsheet to draw a graphs and answer questions to change the data and formulae in a spreadsheet to answer 'what if ...?' questions and check predictions</li> </ul>	<p><b>Programming : Unit 2 - HTML</b></p> <ul style="list-style-type: none"> <li>Create a basic page with head and body sections.</li> <li>Open and test pages in internet explorer</li> <li>Add frames to give the page structure</li> <li>Add text, pictures and video and be able to change these.</li> </ul> <p>Create hyperlinks to other pages and websites.</p>

<p><b>ALL YEAR - E-Safety: Online Research</b></p> <ul style="list-style-type: none"> <li>• Children use a range of sources to check the validity of a website.</li> <li>• Children recognise that different viewpoints can be found on the web. They critically evaluate the information they use, and understand some of the potential dangers of not doing so.</li> <li>• Children are aware of the issues of plagiarism, copyright and data protection in relation to their work.</li> <li>• Children select copyright free images and sounds from sources such as the Audio Networks and NEN image gallery.</li> </ul> <p><b>E-Safety: Communication &amp; Collaboration</b></p> <ul style="list-style-type: none"> <li>• Decide which online communication tool is the most appropriate to use for a particular purpose, e.g. email, discussion forums, podcast, or multi-user documents on Fronter.</li> <li>• Discuss issues to do with Social Networking. E.g. giving too much information, people using information online, not knowing who is at the other end of the conversation</li> </ul> <p><b>E-Safety: E-Awareness</b></p> <ul style="list-style-type: none"> <li>• Be aware of the issues surrounding cyberbullying and understanding the impact on an individual of sending or uploading unkind or inappropriate content.</li> <li>• Know that malicious adults use the Internet and attempt to make contact with children and know how to report abuse.</li> </ul>	<p><b>ALL YEAR - Blogging (kidblog.org)</b></p> <ul style="list-style-type: none"> <li>• Register for a blog: selecting a url and navigate to their blog once it is created.</li> <li>• Alter the theme and appearance of their blog, adding background images etc.</li> <li>• Create a new post, save it as a draft and publish it.</li> <li>• Embed photos, hyperlinks and videos into posts.</li> <li>• Reorganise posts and remove posts they no longer want.</li> <li>• Like/follow other blogs</li> <li>• and build up their blog content over the year.</li> </ul>	<p><b>ALL YEAR - Multimedia and Word processing (Yr 6)</b></p> <ul style="list-style-type: none"> <li>• Select appropriate software for the task/audience</li> <li>• Plan structure and layout of presentation</li> <li>• evaluate and select suitable information and media from a range of electronic resources</li> <li>• organise, refine and present information for a specific audience</li> <li>• Create a range of hyperlinks to produce a non-linear presentation</li> <li>• Through peer assessment and self evaluation, make suitable improvements</li> <li>• choose appropriate techniques to create an effective and well polished presentation considering intended audience.</li> <li>• Discuss and evaluate the presentations and give reasons for the chosen styles and techniques</li> </ul> <p><b>When word processing children should:</b></p> <ul style="list-style-type: none"> <li>• be able to use various display features to communicate to an audience: e.g. fact/definition boxes, annotated illustration, leaflet layout.</li> <li>• delete/insert and replace text to improve clarity and mood.</li> <li>• make corrections using a range of tools (eg spell check, find and replace)</li> </ul> <p>develop confidence using both hands when typing</p>
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