



Curriculum Overview 2022-2023

| Subject | Year Group and Key stage | Terms 1 and 2 | Terms 3 and 4 | Terms 5 and 6 |
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| ART | EYFS | Please see EYFS Curriculum overview | | |
| | Years One and Two Key Stage One | Heroes and Heroines I can use a range of materials I can draw, paint and sculpt I know about different artists, craftsmen and designers | Around the world in 80 Stories I have developed techniques of colour, pattern, texture, line, shape, form and space | Life on the ocean waves I can use a range of materials I can draw, paint and sculpt I have developed techniques of colour, pattern, texture, line, shape, form and space I know about different artists, craftsmen and designers |
| | Years Three and Four Lower Key Stage Two | Fashion through the ages Printmaking Pop art/ Bridget Riley <ul style="list-style-type: none"> • Create printing blocks using relief or impressed techniques (Y3) • Understand and identify key aspects such as complimentary colours, colour as tone, warm and cold colours (Y3) • Print on fabrics using tie-dye or batik (Y4) • Use a variety of techniques, e.g. marbling, silkscreen and cold water paste • Use sketchbook to collect, record and evaluate ideas (NC) • Improve mastery of techniques such as drawing, paintings and sculpture with varied materials (NC) | Global garden and Violent Earth Digital- poster design <ul style="list-style-type: none"> • Improve mastery of techniques such as drawing, paintings and sculpture with varied materials (NC) • Explain what he/she likes or dislikes about their work (Y3) • Know about some of the great artists, architects and designers in history and describe their work. (Y3) • Use taught technical skills to adapt and improve his/her work (Y4) | Stone Age to Iron Age Drawing- still life and sculptures Giacometti/ Moore <ul style="list-style-type: none"> • Use sketchbook to collect, record and evaluate ideas (NC) • Improve mastery of techniques such as drawing, paintings and sculpture with varied materials (NC) • learn about great artists, architects and designers (NC) • Know about some of the great artists, architects and designers in history and describe their work. (Y3) • Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas (Y3) • Explore shading, using different media (Y3) |



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| | | <ul style="list-style-type: none"> learn about great artists, architects and designers (NC) | | <ul style="list-style-type: none"> Describe some of the key ideas, techniques and working practice of artists, architects and designers who he/she has studied (Y4) Draw familiar objects with correct proportions (Y4) Articulate how he/she might improve their work using technical terms and reasons as a matter of course (Y4) Plan a sculpture through drawing and other preparatory work(Y4) Experiment with creating mood, feeling, movement and areas of interests by selecting appropriate materials and learnt techniques (Y4) |
| Years Five and Six Upper Key Stage two | <p>Printmaking Pop art/ Bridget Riley</p> <ul style="list-style-type: none"> Experiment with using layers and overlays to create new colours/textures (Y5) create intricate printing patterns by simplifying and modifying sketchbook designs (Y6) use different techniques, colours and textures when designing and making pieces of work and explain his/her choices (Y6) Use sketchbook to collect, record and evaluate ideas (NC) Improve mastery of techniques such as drawing, paintings and sculpture with varied materials (NC) | <p>Global garden and Violent Earth Digital- poster design</p> <ul style="list-style-type: none"> Improve mastery of techniques such as drawing, paintings and sculpture with varied materials (NC) Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work (Y5) Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures (Y5) Explain and justify preferences towards different styles and artists(Y6) Begin to develop an awareness of composition, scale and proportion in their work (Y6) | <p>Stone Age to Iron Age Drawing- still life and sculptures Giacometti/ Moore</p> <ul style="list-style-type: none"> Use sketchbook to collect, record and evaluate ideas (NC) Improve mastery of techniques such as drawing, paintings and sculpture with varied materials (NC) learn about great artists, architects and designers (NC) confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work (Y5) research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product (Y5) | |



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| | | <ul style="list-style-type: none"> learn about great artists, architects and designers (NC) | <ul style="list-style-type: none"> Follow a design brief to achieve an effect for a particular function (Y6) | <ul style="list-style-type: none"> develop skills in using clay including slabs, coils and slips (Y5) use simple perspectives in their work using single focal point and horizon (Y6) refine his/her use of learnt technique (Y6) explain and justify preferences towards different styles and artists (Y6) | | | |
| Computing | EYFS | Please see EYFS Curriculum overview | | | | | |
| | EYFS/ Y1 | Computer skills | Painting | Programming toys | Programming with scratch | Word processing skills | Using and applying |
| | Years One and Two Key Stage One YEAR A (Y2) | Computer skills | Presentation skills | Painting | Computer art | Programming toys | Preparing for Turtle Logo |
| | Years Three and Four Lower Key Stage Two YEAR A (Y3) | Drawing and desktop publishing | Internet research and communications | Presentation skills | Programming turtle logo and scratch | Word processing | Using and applying |
| | Years Five and Six | Online safety | 3d modelling | Flowol | Radio station | Scratch 3.0 developing games | Using and applying |



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| | Upper Key Stage two YEAR A (Y5) | | | | | | |
| | Falcons 2022- 2023 | Y3 online/ drawing and desktop publishing Y5 online safety | Y3 programming Turtle logo and scratch Y5 scratch 3.0 developing games | Y3 word processing Y5 Flowol | Y3 presentation skills Y5 3d modelling | Y3 internet research and communicating Y5 radio station | Y3 using and applying Y5 using and applying |
| Design and Technology | EYFS | Please see EYFS Curriculum overview | | | | | |
| | Years One and Two Key Stage One | Heroes and Heroines I can build and improve structure and mechanisms | | Around the world in 80 Stories | | Life on the ocean waves I can design a purposeful, functional and appealing product I can generate, model and communicate ideas I can use a range of tools and materials I can evaluate existing products and own ideas I understand where food comes from | |
| | Years Three and Four Lower Key Stage Two | Fashion through the ages Textiles Art Objective: <ul style="list-style-type: none"> • add detail to work in different types of stitch. Including cross stitch (Y3) • Use research and criteria to develop products which are fit for purpose (NC) • Use annotated sketches and prototypes to explain ideas (NC) | | Global garden and Violent Earth Structures <ul style="list-style-type: none"> • Use research and criteria to develop products which are fit for purpose (NC) • Use annotated sketches and prototypes to explain ideas (NC) • Evaluate existing products and improve own work (NC) • demonstrate that his/her design meets a range of requirements (Y3) | | Stone Age to Iron Age Food – smoothies <ul style="list-style-type: none"> • Understand seasonality; prepare and cook mainly savoury dishes (NC) • say what to do to be hygienic and safe (Y3) • begin to be able to read and understand food labels (Y3) • measure and weigh ingredients appropriately (Y3) • understand what makes a healthy and balanced diet and that different foods and | |



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- Evaluate existing products and improve own work (NC)
- demonstrate that his/her design meets a range of requirements (Y3)
- complete a plan that shows the order and also what equipment and tools he/she needs (Y3)
- use equipment and tools accurately (Y3)
- explain how he/she has selected appropriate materials and components to create a finished product that will be of good quality (Y3)
- investigate and analyse a range of existing products (Y3)
- investigate similar products to the one to be made to give starting points for a design (Y4)
- generate alternative plans and expound on the good points and drawbacks of his/her original design (Y4)
- select from and use a wider range of tools and equipment to perform practical tasks, e.g cutting, shaping, joining and finishing, accurately (Y4)
- explain how his/her choices of materials and components have contributed to the aesthetic

- complete a plan that shows the order and also what equipment and tools he/she needs (Y3)
- use equipment and tools accurately (Y3)
- explain how he/she has selected appropriate materials and components to create a finished product that will be of good quality (Y3)
- Strengthen frames using diagonal struts(Y3)
- investigate similar products to the one to be made to give starting points for a design (Y4)
- generate alternative plans and expound on the good points and drawbacks of his/her original design (Y4)
- select from and use a wider range of tools and equipment to perform practical tasks, e.g cutting, shaping, joining and finishing, accurately (Y4)
- explain how his/her choices of materials and components have contributed to the aesthetic qualities of his/ her finished product (Y4)
- consider how the finished product might be improved and how well it meets the needs of the user (Y4)
- join and combine materials and components accurately in temporary and permanent way (Y4)
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- drinks provide different substances the body needs to be healthy and active (Y4)
- understand seasonality and know how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable/ tasty to eat (Y4)



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| | | <p>qualities of his/ her finished product (Y4)</p> <ul style="list-style-type: none"> consider how the finished product might be improved and how well it meets the needs of the user (Y4) join and combine materials and components accurately in temporary and permanent way (Y4) | | |
| Years Five and Six Upper Key Stage two | <p>Fashion through the ages Textiles</p> <ul style="list-style-type: none"> Use research and criteria to develop products which are fit for purpose (NC) Use annotated sketches and prototypes to explain ideas (NC) Evaluate existing products and improve own work (NC) use research and develop criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups (Y5) create prototypes to show his/her ideas (Y5) use tools and materials precisely (Y5) 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. (Y5) evaluate his/her ideas and products against his/her own design criteria | <p>Global garden and Violent Earth Structures</p> <ul style="list-style-type: none"> Use research and criteria to develop products which are fit for purpose (NC) Use annotated sketches and prototypes to explain ideas (NC) Evaluate existing products and improve own work (NC) use research and develop criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups (Y5) create prototypes to show his/her ideas (Y5) use tools and materials precisely (Y5) 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. (Y5) evaluate his/her ideas and products against his/her own design criteria and consider the views of others to improve his/her work (Y5) apply his/her understanding of how to strengthen, stiffen and reinforce more complex structures (Y5) | <p>Stone Age to Iron Age Food – smoothies</p> <ul style="list-style-type: none"> Use research and criteria to develop products which are fit for purpose (NC) Evaluate existing products and improve own work (NC) Understand seasonality; prepare and cook mainly savoury dishes (NC) know appropriate portion sizes and the importance of not skipping meals, including breakfast (Y5) understand some of the basic processes to get food from farm to plate (Y5) taste a range of ingredients and food items to develop a food vocabulary when designing (Y5) understand the main food groups and the different nutrients that are important for health (Y6) use information on food labels to inform choices (Y6) join and combine ingredients appropriately e.g beating, rubbing in. (y6) | |



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| | | <p>and consider the views of others to improve his/her work (Y5)</p> <ul style="list-style-type: none"> • apply his/her understanding of how to strengthen, stiffen and reinforce more complex structures (Y5) • make modifications to the original design as he/she proceeds (Y6) • cut and join with accuracy to ensure a high quality finish to his/her product (Y6) • understand how key events and individuals in design and technology have helped shape the world (Y6) • construct products using different techniques (Y6) • use market research to inform plans (Y6) • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and Computer aided design (Y6) • | <ul style="list-style-type: none"> • make modifications to the original design as he/she proceeds (Y6) • cut and join with accuracy to ensure a high quality finish to his/her product (Y6) • understand how key events and individuals in design and technology have helped shape the world (Y6) • construct products using different techniques (Y6) • use market research to inform plans (Y6) • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and Computer aided design (Y6) | |
| English | EYFS | Please see EYFS Curriculum overview | | |
| | Years One and Two Key Stage One | <p>Narrative Instructions Recount Non-chronological report</p> | <p>Letters Poetry Author study Explanation text</p> | |



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| | Years Three and Four Lower Key Stage Two | Narrative Poetry Recounts Playscripts Persuasion letters | Non- chronological reports Discussion Instructions Biography/ auto biography Journalistic writing | |
| | Years Five and Six Upper Key Stage two | Narrative Poetry Recounts Playscripts Persuasion letters | Non- chronological reports Discussion Instructions Biography/ auto biography Journalistic writing | |
| Geography | EYFS | Please see EYFS Curriculum overview | | |
| | Years One and Two Key Stage One | Heroes and Heroines I can name and locate the countries that make up the UK using atlases and globes (Y1) I can identify seasonal/ daily weather patterns in the UK (Y1) I can use four compass directions and simple vocab (Y1) I can use basic vocabulary to describe a less familiar place (Y2) I can use aerial images and other models to create simple plans and maps, using symbols (Y2) | Around the world in 80 stories Explorers, where have they travelled European traditional tales I can identify seasonal/ daily weather patterns in the UK (Y1) I can use geographical vocabulary to refer to local and familiar features (Y1) I can use basic vocabulary to describe a less familiar place (Y2) I can use aerial images and other models to create simple plans and maps, using symbols (Y2) | Life on the ocean waves Polar regions Pirates I can name and locate the countries that make up the UK using atlases and globes (Y1) I can identify seasonal/ daily weather patterns in the UK (Y1)G3, I can use four compass directions and simple vocab (Y1) I can name and locate world's continents and oceans (Y2) I can use aerial images and other models to create simple plans and maps, using symbols (Y2) |
| | Years Three and Four | Fashion through the ages <ul style="list-style-type: none"> Study a region of the UK (not local) (NC) | Global garden and Violent Earth <ul style="list-style-type: none"> Locate world's countries, focussing on key physical and human features (NC) Study a region of the UK (not local) (NC) | Stone Age to Iron Age <ul style="list-style-type: none"> Describe and understand climate, rivers, mountains, volcanoes, earthquakes, settlements, trade link etc (NC) |



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| | | | <ul style="list-style-type: none">• Use 8 points of compass, symbols and keys (NC)• Describe and understand climate, rivers, mountains, volcanoes, earthquakes, settlements, trade link etc (NC)• Use fieldwork to observe, measure and record (NC) • ask and respond to geographical questions, e.g. describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if...continues? (Y3)• analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures such as populations, temperatures etc. (Y3)• recognise that different people hold different views about an issue and begin to understand some of the reasons why (Y3)• communicate findings in ways appropriate to the task or for the audience (Y3)• understand and use a widening range of geographical terms, e.g. specific topic vocabulary – meander, floodplain, location, industry, transport, settlement, water cycle etc. (Y3)• use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office (Y3)• make more detailed fieldwork sketches/ diagrams (Y3) | <ul style="list-style-type: none">• Locate world's countries, focussing on key physical and human features (NC) |
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| | | | <ul style="list-style-type: none"> • use fieldwork instruments e.g. camera, rain gauge (Y3) • use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features (Y3) • use four figure grid references(Y3) • use the 8 points of a compass (Y3) • make plans and maps using symbols and keys (Y3) • understand and use a widening range of geographical terms e.g. specific topic vocabulary – contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes, etc. (Y4) • measure straight line distances using the appropriate scale (Y4) • explore features on OS map using 6 figure grid references (Y4) • draw accurate maps with more complex keys (Y4) • plan the steps and strategies for an enquiry (Y4) | |
| Years Five and Six | Fashion through the ages <ul style="list-style-type: none"> • Name and locate counties, cities, regions and features of UK (NC) | Global garden and Violent Earth <ul style="list-style-type: none"> • Name and locate counties, cities, regions and features of UK (NC) • Understand longitude, latitude, equator, hemisphere, tropics, polar circle and time zones. (NC) • Study a region of Europe, and the Americas (NC) | Stone Age to Iron Age <ul style="list-style-type: none"> • Understand longitude, latitude, equator, hemisphere, tropics, polar circle and time zones. (NC) • Understand biomes, vegetation belts, land use, economic activity, distribution of resources etc (NC) | |



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| | | | <ul style="list-style-type: none">• Understand biomes, vegetation belts, land use, economic activity, distribution of resources etc (NC)• Use 4 and 6 figure grid references on OS maps (NC)• Use fieldwork to record and explain areas. (NC)• understand and use a widening range of geographical terms, e.g. specific topic vocabulary – climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. (Y5)• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (Y6)• use the 8 points of a compass, four and six figure grid references, symbols and key (including the use of OS maps) to build his/her knowledge of the United Kingdom and the wider world (Y6)• use fieldwork to observe, measure, record and present the human and physical features in the local areas using a range of methods, including sketch maps, plans and graphs, and digital technologies (Y6)• understand and use a widening range of geographical terms, e.g. specific topic vocabulary – urban, rural, land, use, sustainability, tributary, trade links etc (Y6)• use maps, charts etc. to support decision making about the location of places e.g. new bypass (Y6) | <ul style="list-style-type: none">• use maps, charts etc. to support decision making about the location of places e.g. new bypass (Y6) |
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| History | EYFS | Please see EYFS Curriculum overview | | |
| | Years One and Two Key Stage One | <p>Heroes and Heroines</p> <p>People who help us Kings and queens</p> <p>I know about the lives of significant historical figures, comparing from different time periods I know about key events, eg Bonfire Night and events of local importance</p> <ul style="list-style-type: none"> • Recount past changes (Y1) • chronological order (Y1) • subject related vocabulary (Y1) | <p>Around the world in 80 Stories</p> <p>I know about the lives of significant historical figures, comparing from different time periods I know about significant local people</p> <ul style="list-style-type: none"> • Recount past changes (Y1) • chronological order (Y1) • using a range of sources (Y1) • subject related vocabulary (Y1) • Place historical figures, events and artefacts in order on a given time line, using dates where appropriate (Y2) • Use artefacts, pictures, stories, online sources and databases to find out about the past (Y2) • Ask and answer questions such as: What was it like for a...? What happened? How long ago? (Y2) • Give reasons why people from the past acted in the ways they did. (Y2) • Use information gained from research to describe differences between then and now (Y2) | <p>Life on the ocean waves</p> <p>I know about the lives of significant historical figures, comparing from different time periods I know about significant local people</p> <ul style="list-style-type: none"> • Recount past changes (Y1) • chronological order (Y1) • using a range of sources (Y1) • subject related vocabulary (Y1) • Place historical figures, events and artefacts in order on a given time line, using dates where appropriate (Y2) • Use artefacts, pictures, stories, online sources and databases to find out about the past (Y2) • Ask and answer questions such as: What was it like for a...? What happened? How long ago? (Y2) • Give reasons why people from the past acted in the ways they did. (Y2) • Use information gained from research to describe differences between then and now (Y2) |



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| | <p>Years Three and Four</p> | <p>Fashion through the ages British History</p> <ul style="list-style-type: none"> Extended period study the changing power of monarchs significant turning points in British History Crime and punishment; leisure <p>By end of the Key Stage:</p> <ul style="list-style-type: none"> describe a study of an aspect or theme in British history that's extends pupils knowledge beyond 1066 (NC) Use dates to place events, artefacts and historical figures on a timeline (Y3) Study two different accounts of the same event, exploring similarities and differences (Y3) Refer to more than one source of evidence for more accurate understanding of events (Y3) Describe features of period studied e.g. clothes, beliefs, homes, attitudes. (Y3) Describe similarities and differences between people, events and objects over time. (Y3) subject related vocabulary (Y3) Understand that changes occur over time. Add evidence and dates to timeline to represent this (Y4) Use dates and historical terminology to describe events (Y4) | <p>Global Garden and Violent Earth</p> | <p>Stone Age to Iron Age</p> <p>Changes in Britain from Stone Age to Iron Age</p> <ul style="list-style-type: none"> Use dates to place events, artefacts and historical figures on a timeline Study two different accounts of the same event, exploring similarities and differences Refer to more than one source of evidence for more accurate understanding of events Describe features of period studied e.g. clothes, beliefs, homes, attitudes. Describe similarities and differences between people, events and objects over time. subject related vocabulary use an increasing range of common words and phrases relating to the passing of time describe memories of key events in his/her life using historical vocabulary <p>KS2 End Objectives</p> <ul style="list-style-type: none"> describe changes in Britain from the stone age to the iron age (NC) Use dates to place events, artefacts and historical figures on a timeline (Y3) Study two different accounts of the same event, exploring similarities and differences (Y3) Refer to more than one source of evidence for more accurate understanding of events (Y3) |
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| | | <ul style="list-style-type: none"> • Give reasons why separate versions of the same event may differ in the accounts (Y4) • Explore main events and changes in history, giving causes and consequences (Y4) • Independently suggest sources of evidence to answer their questions (Y4) • Give reasons for the changes in the features of the period studied e.g. clothes, beliefs, homes. (Y4) • Describe how some past events and actions of people affect life today. (Y4) • Subject related vocabulary: during, chronology, era, dates, time period, change (Y4) | | <ul style="list-style-type: none"> • Describe features of period studied e.g. clothes, beliefs, homes, attitudes. (Y3) • Describe similarities and differences between people, events and objects over time. (Y3) • subject related vocabulary (Y3) • Understand that changes occur over time. Add evidence and dates to timeline to represent this (Y4) • Use dates and historical terminology to describe events (Y4) • Give reasons why separate versions of the same event may differ in the accounts (Y4) • Independently suggest sources of evidence to answer their questions (Y4) • Give reasons for the changes in the features of the period studied e.g. clothes, beliefs, homes. (Y4) • Describe how some past events and actions of people affect life today. (Y4) • Subject related vocabulary: during, chronology, era, dates, time period, change (Y4) |
| Years Five and Six | Fashion through the ages Leisure: Post 1066 Fashion British History <ol style="list-style-type: none"> 1. Extended period study <ul style="list-style-type: none"> - the changing power of monarchs - significant turning points in British History | Global garden and Violent Earth | Stone Age to Iron Age Changes in Britain from Stone Age to Iron Age <ul style="list-style-type: none"> • Use dates to place events, artefacts and historical figures on a timeline • Study two different accounts of the same event, exploring similarities and differences | |



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- Crime and punishment; **leisure**

By end of the Key Stage:

- describe a study of an aspect or theme in British history that's extends pupils knowledge beyond 1066 (NC)
- Identify significant changes within and across historical periods studied (Y5)
- Understand that continuity and change occurs over time. Add evidence and dates to timeline to represent this (Y5)
- Select reliable sources of evidence to answer questions about the past. (Y5)
- Appreciate that there is not always a single answer to historical questions. (Y5)
- Begin to understand the concept of propaganda - Know that people (now and in the past) may represent events in ways that persuade others. (Y5)
- Describes causes and consequences of the main events, situations and changes in the period studied. (Y5)
- Show awareness of social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world. (Y5)
- Identifies links and changes within and across the time periods and localities studied. (Y5)
- Describe and explain key changes in a historical period (refers to: political,

- Refer to more than one source of evidence for more accurate understanding of events
- Describe features of period studied e.g. clothes, beliefs, homes, attitudes.
- Describe similarities and differences between people, events and objects over time.
- subject related vocabulary
- use an increasing range of common words and phrases relating to the passing of time
- describe memories of key events in his/her life using historical vocabulary

KS2 End Objectives

- describe changes in Britain from the stone age to the iron age (NC)
- Describes causes and consequences of the main events, situations and changes in the period studied. (Y5)
- Show awareness of social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world. (Y5)
- Identify significant changes within and across historical periods studied (Y5)
- Understand that continuity and change occurs over time. Add evidence and dates to timeline to represent this (Y5)
- Select reliable sources of evidence to answer questions about the past. (Y5)
- Appreciate that there is not always a single answer to historical questions. (Y5)
- Describe and explain key changes in a historical period (refers to: political, cultural, social, religious, technological changes) (Y6)



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| | | <p>cultural, social, religious, technological changes) (Y6)</p> <ul style="list-style-type: none"> • Relate current studies to previous learning and make comparisons between different times in history (Y6) • Select suitable sources of evidence, giving reasons for the choice. (Y6) • Explore all available evidence to form their own opinion on a historical event (Y6) • Evaluate the usefulness and accuracy of different sources of evidence (Y6) • Understands that some evidence is propaganda, opinion or misinformation and that this effects interpretation of history. (Y6) • Explain and evaluate causes and consequences of the main events, situations and changes in the period studied. (Y6) • Use research and prior learning to explain why there are social, cultural, religious and ethnic diversities within societies studied in Britain and the wider world. (Y6) • In addition to subject related vocabulary - continuity, social, religious, political, technological, cultural (Y6) | | <ul style="list-style-type: none"> • Relate current studies to previous learning and make comparisons between different times in history (Y6) • Select suitable sources of evidence, giving reasons for the choice. (Y6) • Explore all available evidence to form their own opinion on a historical event (Y6) • Evaluate the usefulness and accuracy of different sources of evidence (Y6) • Explain and evaluate causes and consequences of the main events, situations and changes in the period studied. (Y6) • Use research and prior learning to explain why there are social, cultural, religious and ethnic diversities within societies studied in Britain and the wider world. (Y6) |
| Maths | EYFS | Please see EYFS Curriculum overview | | |
| | Years One and Two Key Stage One | <p>Autumn:</p> <ul style="list-style-type: none"> • Number: place value • Y1- numbers to 20 • Y2- numbers to 100 • Number: addition and subtraction | <p>Spring:</p> <ul style="list-style-type: none"> • Number: • Y1- division • Place value to 100 • Y2- division | <p>Summer:</p> <ul style="list-style-type: none"> • Geometry: • Position and shape • Measurement: • Time |



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| | | <ul style="list-style-type: none"> • Y1- numbers within 20 (including money) • Y2- numbers within 100 (including money) • Number: • Yr1- place value to 50 and multiplication <p>Y2 - multiplication</p> | <ul style="list-style-type: none"> • Statistics • Measurement: • Length and height • Geometry: • Y1 – shape • Y2 – properties of shape • Number: • Y1- fraction • Y2 - fraction | <ul style="list-style-type: none"> • Problem solving and efficient methods • Measurement: • Y1 – weight and volume • Y2 – mass, capacity and temperature <p>Mathematical investigations</p> |
| Years Three and Four Lower Key Stage Two | <p>Autumn:</p> <ul style="list-style-type: none"> • Number: • Place value • Addition and subtraction • Multiplication and division | <p>Spring:</p> <ul style="list-style-type: none"> • Number: • Multiplication and division • Measurement: • Length, perimeter and area • Number: • Fractions • Y3- Measurement: • Mass and capacity • Y4 Number: • Decimals | <p>Summer:</p> <ul style="list-style-type: none"> • Number: • Decimals (including money) • Measurement: • Time • Statistics • Geometry: • Properties of shape <p>Y4 - position and direction</p> | |
| Years Five and Six Upper Key Stage two | <p>Autumn:</p> <ul style="list-style-type: none"> • Number: • Place value • Four operations • Fractions | <p>Spring:</p> <ul style="list-style-type: none"> • Number: • Y5 – fractions • Y6 – ratio • Number: | <p>Summer:</p> <ul style="list-style-type: none"> • Geometry: • Properties of shape • Position and direction | |



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| | | | <ul style="list-style-type: none"> Decimals and percentages Y5- decimals Y6- algebra | <ul style="list-style-type: none"> Measurement: Converting units Perimeter, area and volume | <ul style="list-style-type: none"> statistics | <ul style="list-style-type: none"> Y5 measurement: Volume | <ul style="list-style-type: none"> Investigations | Y6- KS3 readiness |
| Modern Foreign Language | EYFS | Non statutory | | | | | | |
| | Years One and Two Key Stage One | Non statutory | | | | | | |
| | Years Three and Four YEAR A (Year Three) | Numbers 0-10 Greetings, asking and saying how you are Classroom instructions | Ask for and give name Christmas: nativity and letter to father Christmas | Revision of numbers, ask for and state age Colours | Colours Easter | Names of fruits, food items Revision of vocabulary | Days of the week Months of the year | |
| Years Five and Six YEAR A (Year Five) | The high street | The high street Short story: le Petit Thomas Christmas L'arbre de Noel | Keeping fit and healthy | Healthy eating French breakfast | A traditional dessert Date, weather and seasons | Compass Where live Similarities and Differences to UK and France stereotyping | | |
| FALCONS YEAR A (Mix Y3/5) | Numbers 0-10 Greetings, asking and saying how you are Classroom instructions (3/4) | Ask for and give name (Y3/4) Christmas (All) | Numbers..including age and colours (Y3/4) | Colours Easter (all) French breakfast (5/6) | Food (all) | Days of week and months (3/4) Locations (5/6) | | |



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| | | The high street (5/6) | | Keeping fit and healthy (Y5/6) | | | |
| Music | EYFS | Please see EYFS Curriculum overview | | | | | |
| | Years One and Two Key Stage One | Heroes and Heroines I can listen and understand live and recorded music I can make and combine sounds musically listen to famous theme tunes | Around the world in 80 Stories I can sing songs I can play tuned and untuned instruments musically | Life on the Ocean Waves I can sing songs I can play tuned and untuned instruments musically I can make and combine sounds musically | | | |
| | Years Three and Four | Fashion through the ages <ul style="list-style-type: none"> • use voice and instruments with increasing accuracy, control and expression (NC) • improvise and compose music (NC) • listen with attention to detail(NC) • appreciate wide range of live and recorded music (NC) • begin to develop understanding of history(NC) • Sings Rounds and Partner songs in tune. (Y3) • Keeps to a steady beat in 2, 3 and 4 metre (Y3) • Starts to develop rehearsal routines and strategies (Y3) • Begins to compare and contrast different pieces in | Global garden and Violent Earth <ul style="list-style-type: none"> • use voice and instruments with increasing accuracy, control and expression (NC) • improvise and compose music (NC) • listen with attention to detail(NC) • appreciate wide range of live and recorded music (NC) • begin to develop understanding of history(NC) • Sings Rounds and Partner songs in tune. (Y3) • Keeps to a steady beat in 2, 3 and 4 metre (Y3) • Respond to graphic notation for pitch, duration and rhythm (Y3) • Begins to compare and contrast different pieces in mood, character and changes. (Y3) | Stone Age to Iron Age <ul style="list-style-type: none"> • use voice and instruments with increasing accuracy, control and expression (NC) • improvise and compose music (NC) • listen with attention to detail(NC) • appreciate wide range of live and recorded music (NC) • begin to develop understanding of history(NC) • Sings Rounds and Partner songs in tune. (Y3) • Keeps to a steady beat in 2, 3 and 4 metre (Y3) • Starts to develop rehearsal routines and strategies (Y3) • Respond to graphic notation for pitch, duration and rhythm (Y3) • Begins to compare and contrast different pieces in mood, character and changes. (Y3) | | | |



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| | | <p>mood, character and changes. (Y3)</p> <ul style="list-style-type: none"> • Sing Rounds and Partner songs in tune with increasing expression, accuracy and fluency. (Y4) • Recognise and explore the ways sounds can be combined expressively, using rhythmic and melodic ostinato. (Y4) • Create graphic notation for pitch, duration and rhythm (Y4) • Compare and contrast different pieces recognising how different musical elements are combined and used expressively. (Y4) • Pupils can listen with increasing attention to detail and recall sounds with growing aural memory (Y4) • Pupils recognise how the different musical elements are combined and used expressively (Y4) | <ul style="list-style-type: none"> • Sing Rounds and Partner songs in tune with increasing expression, accuracy and fluency. (Y4) • Pupils improvise repeated patterns and combine several textures of sound. (Y4) • Create graphic notation for pitch, duration and rhythm (Y4) • Compare and contrast different pieces recognising how different musical elements are combined and used expressively. (Y4) • Pupils can listen with increasing attention to detail and recall sounds with growing aural memory (Y4) • Pupils recognise how the different musical elements are combined and used expressively (Y4) | <ul style="list-style-type: none"> • Recognise and explore the ways sounds can be combined expressively, using rhythmic and melodic ostinato. (Y4) • Compare and contrast different pieces recognising how different musical elements are combined and used expressively. (Y4) • Pupils can listen with increasing attention to detail and recall sounds with growing aural memory (Y4) • Pupils recognise how the different musical elements are combined and used expressively (Y4) |
| Years Five and Six | <p>Fashion through the ages</p> <ul style="list-style-type: none"> - perform with control and expression solo and in ensembles (NC) - improvise and compose using dimensions of music (NC) - listen to detail and recall aurally (NC) | <p>Global garden and Violent Earth</p> <ul style="list-style-type: none"> - perform with control and expression solo and in ensembles (NC) - improvise and compose using dimensions of music (NC) - listen to detail and recall aurally (NC) - use and understand basics of staff notation (NC) | <p>Stone Age to Iron Age</p> <ul style="list-style-type: none"> - perform with control and expression solo and in ensembles (NC) - improvise and compose using dimensions of music (NC) - listen to detail and recall aurally (NC) - use and understand basics of staff notation (NC) | |



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- use and understand basics of staff notation (NC)
- develop an understanding of the history of music, including great musicians and composers(NC)
- Pupils start to sing songs in parts. (Y5)
- Play pieces with simple parts with developing control of pitch, duration, tempo and dynamics (Y5)
- They improvise and compose melodic and rhythmic phrases through rehearsals (Y5)
- They understand and start to use the staff and other musical notations. (Y5)
- Compare and contrast a range of pieces showing awareness of dimensions, context and purpose. (Y5)
- They suggest improvements to their own and others' work (Y5)
- Pupils sing songs in parts with increasing control and expression. (Y6)
- Play pieces with parts with accurate control of pitch, duration, tempo and dynamics (Y6)
- They improvise melodic and rhythmic phrases as part of a

- develop an understanding of the history of music, including great musicians and composers(NC)
- Play pieces with simple parts with developing control of pitch, duration, tempo and dynamics (Y5)
- They improvise and compose melodic and rhythmic phrases through rehearsals (Y5)
- They understand and start to use the staff and other musical notations. (Y5)
- They suggest improvements to their own and others' work (Y5)
- Play pieces with parts with accurate control of pitch, duration, tempo and dynamics (Y6)
- They improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within musical structures (Y6)
- They understand and use the staff and other musical notations. (Y6)
- They suggest improvements to their own and others' work, commenting on how intentions have been achieved. (Y6)
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- develop an understanding of the history of music, including great musicians and composers(NC)
- Pupils start to sing songs in parts. (Y5)
- Play pieces with simple parts with developing control of pitch, duration, tempo and dynamics (Y5)
- They improvise and compose melodic and rhythmic phrases through rehearsals (Y5)
- They understand and start to use the staff and other musical notations. (Y5)
- They suggest improvements to their own and others' work (Y5)
- Pupils sing songs in parts with increasing control and expression. (Y6)
- They improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within musical structures (Y6)
- They understand and use the staff and other musical notations. (Y6)
- Compare and contrast a range of pieces explaining opinions referring to dimensions, context and purpose. (Y6)
- Pupils discuss their views on a range of live and recorded music from different traditions and from great composers and musicians (Y6)



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| | | <p>group performance and compose by developing ideas within musical structures (Y6)</p> <ul style="list-style-type: none"> - Compare and contrast a range of pieces explaining opinions referring to dimensions, context and purpose. (Y6) - Pupils discuss their views on a range of live and recorded music from different traditions and from great composers and musicians (Y6) | | | | |
| PE | EYFS | Please see EYFS Curriculum overview | | | | |
| | Years One and Two Key Stage One | <ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching, and begin to apply these in a range of activities. • Developing balance, agility and co-ordination, and begin to apply these in a range of activities. • Participate in team games, developing simple tactics for attacking and defending. • Perform dances using simple movement patterns. | | | | |
| | Kingfishers | <p>PHSport Movement concepts (EYFS) Health and Fitness (Y1)</p> <p>Teacher unit one Personal skills (Real PE) (EYFS Y1)</p> | <p>PHSport Functional movement (EYFS) Invasion games- tag rugby (Y1)</p> <p>Teacher Dance (EYFS Y1) Unit two-Social skills (Real PE) (EYFS Y1)</p> | <p>PHSport Aesthetic movement (EYFS) Gymnastics (Y1)</p> <p>Teacher Dance (EYFS Y1) Unit three- cognitive skills (Real PE) (EYFS Y1)</p> | <p>PHSport Manipulative skills (EYFS) Invasion games- netball (Y1)</p> <p>Teacher Multi skills (EYFS Y1) Unit four- creative skills (Real PE) (EYFS Y1)</p> | <p>PHSport Athletics (EYFS Y1)</p> <p>Teacher Attacking and defending (EYFS Y1) Unit five- applying physical skills (Real PE) (EYFS Y1)</p> |



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| Woodpeckers | <p>PHSport Invasion games- tag rugby</p> <p>Teacher unit one Personal skills (Real PE) (Y2)</p> | <p>PHSport Invasion games- football</p> <p>Teacher Dance (Y2) Unit two-Social skills (Real PE) (Y2)</p> | <p>PHSport Gymnastics</p> <p>Teacher Dance (Y2) Unit three- cognitive skills (Real PE) (Y2)</p> | <p>PHSport Invasion games- netball</p> <p>Teacher Multi skills (Y2) Unit four- creative skills (Real PE) (Y2)</p> | <p>PHSport Athletics</p> <p>Teacher Attacking and defending (Y2) Unit five- applying physical skills (Real PE) (Y2)</p> | <p>PHSport Striking and fielding</p> <p>Teacher Circuits (Y2) Unit six-Health and fitness (Real PE) (Y2)</p> |
| Robins | <p>PHSport Movement concepts (EYFS) Health and Fitness (Y1) Invasion games-tag rugby (Y2)</p> <p>Teacher Unit one Personal skills (Real PE) (EYFS Y1 Y2)</p> | <p>PHSport Functional movement (EYFS) Invasion games- tag rugby (Y1 Y2)</p> <p>Teacher Dance (EYFS Y1 Y2) Unit two-Social skills (Real PE) (EYFS Y1 Y2)</p> | <p>PHSport Aesthetic movement (EYFS) Gymnastics (Y1 Y2)</p> <p>Teacher Dance (EYFS Y1 Y2) Unit three- cognitive skills (Real PE) (EYFS Y1 Y2)</p> | <p>PHSport Manipulative skills (EYFS) Invasion games- netball (Y1 Y2)</p> <p>Teacher Multi skills (EYFS Y1 Y2) Unit four- creative skills (Real PE) (EYFS Y1 Y2)</p> | <p>PHSport Athletics (EYFS Y1 Y2)</p> <p>Teacher Attacking and defending (EYFS Y1 Y2) Unit five- applying physical skills (Real PE) (EYFS Y1 Y2)</p> | <p>PHSport Fundamental skills (EYFS) Striking and fielding- cricket (Y1 Y2)</p> <p>Teacher Circuits (EYFS Y1 Y2) Unit six-Health and fitness (Real PE) (EYFS Y1 Y2)</p> |
| Years Three and Four Lower Key Stage Two | <ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination. • Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • Develop flexibility, strength, technique, control and balance. • Take part in outdoor and adventurous activity challenges both individually and within a team. • Perform dances using a range of movement patterns. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Swimming:</p> <ul style="list-style-type: none"> • Use a range of strokes effectively. | | | | | |



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| | | Health and fitness (Y3 Y4 Y5 Y6) Teacher Unit one Personal skills (Real PE) Circuits | Invasion games- football (Y3 Y4 Y5 Y6) Teacher Unit two-Social skills (Real PE) Gymnastics | Gymnastics (Y3 Y4 Y5 Y6) Teacher Unit three- cognitive skills (Real PE) Swimming | Invasion games- hockey (Y3 Y4 Y5 Y6) Teacher Unit four- creative skills (Real PE) Dance | Athletics (Y3 Y4 Y5 Y6) Teacher Unit five- applying physical skills (Real PE) Net and Wall | Rounders (Y5 Y6) Teacher Unit six-Health and fitness (Real PE) OAA- orienteering |
| PSHEE | EYFS | Please see EYFS Curriculum overview | | | | | |
| | Years One and Two Key Stage One | Being me in my world Celebrating difference | Dreams and goals Healthy me | | Relationships (Including SRE) Changing me | | |
| | Years Three and Four Lower Key Stage Two | Being me in my world Celebrating difference | Dreams and goals Healthy me | | Relationships (Including SRE) Changing me | | |
| | Years Five and Six Upper Key Stage two | Being me in my world Celebrating difference | Dreams and goals Healthy me | | Relationships (Including SRE) Changing me | | |
| Religious Education CYCLE B | EYFS | UC- F1 Why is the word 'God' important to Christians? Creation Christianity | UC- F2 Why do Christians perform nativity plays at Christmas? Incarnation Christianity | Discovery RE How do people celebrate? Islam/ Judaism | UC- F3 Why do Christians put a cross in an Easter garden? Salvation Christianity | Discovery RE What can we learn from stories? | Discovery RE What makes places special? Christianity/ Islam/ Judaism |



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| Years One and Two Key Stage One | Discovery RE Is it possible to be kind all of the time? Christianity | UC- 1.4 What is the good news that Jesus brings? Gospel Christianity | Discovery RE Does praying at regular intervals every day help a Muslim in his/her everyday life? Islam | UC- 1.1 What do Christians believe God is like? God Christianity | Discovery RE Does going to the Mosque give Muslims a sense of belonging? Islam | Discovery RE Does completing Hajj make a person a better Muslim? Islam | |
| Years Three and Four Lower Key Stage Two | Discovery RE Is it possible for everyone to be happy? Buddhism | UC- 2a.2 What is it like (for Christians) to follow God? People of God Christianity | Discovery RE Can the Buddha's teachings make the world a better place? Buddhism | UC- 2a.4 What kind of world did Jesus want? Gospel Christianity | Discovery RE What is the best way for a Buddhist to lead a good life? Buddhism | UC- 2a.6 When Jesus left, what was the impact of the Pentecost? Kingdom of God Christianity | |
| Years Five and Six Upper Key Stage two | Discovery RE What is the best way for a Hindu to show commitment to God? Hinduism | UC- 2b.5 What would Jesus do? Gospel Christianity | Discovery RE What is the best way for a Muslim to show commitment to God? Islam | UC- 2b.6 What do Christians believe (what did) Jesus do to save human beings? Salvation Christianity | Discovery RE Do beliefs in Karma, Sansara and Moksha help Hindus lead good lives? Hinduism | UC- 2b.1 What does it mean (for Christians) if God is holy and loving? Christianity | |



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| | Falcons Class RE (Four Year cycle) | Discovery RE Is it possible for everyone to be happy? Buddhism | UC- 2a.2 What is it like (for Christians) to follow God? People of God Christianity | Discovery RE Can the Buddha's teachings make the world a better place? Buddhism | UC- 2a.4 What kind of world did Jesus want? Gospel Christianity | Discovery RE What is the best way for a Buddhist to lead a good life? Buddhism | UC- 2a.6 When Jesus left, what was the impact of the Pentecost? Kingdom of God Christianity |
| Science | EYFS | Please see EYFS Curriculum overview | | | | | |
| | Years One and Two Key Stage One | Working scientifically: During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions. | | | | | |
| | Years One and Two Key Stage One | Everyday materials (Y1) | Forces exploration unit | Light exploration unit | Plants | Habitats including simple food chains | |
| | Years Three and Four Lower Key Stage Two | Working scientifically: During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: <ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions | | | | | |



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| | | <ul style="list-style-type: none"> • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings. | | | | |
| Years Three and Four Lower Key Stage Two | Humans Healthy teeth and digestion Food chains (Y4) | Sources of sound (Y4) | Rocks Fossil formation and soils (Y3) | Materials States of matter (Y4) | Plants Requirements for growth, function of parts and life cycle (Y3) | |
| Years Five and Six Upper Key Stage two | <p>Working scientifically: UKS2 pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments | | | | | |
| Years Five and Six Upper Key Stage two | Humans (Y6) Health circulatory system blood | Sound (Y4) Pitch | Earth in space (Y5) | Materials (Y5) Changes and properties Changes that form new materials | Plants in their habitats (Y) Classification parts of plants reproduction | Evolution and inheritance (Y6) |