

Respect. Confidence. Support. Friendship. Kindness. Being Safe. Honesty. Happiness

Richmond Hill Primary School



‘Our children are at the heart of everything we do.’

Key Stage 2 Curriculum Overview

Respect. Confidence. Support. Friendship. Kindness. Being Safe. Honesty. Happiness

English at Richmond Hill School 2025 - 2026

	Year 3	Year 4	Year 5	Year 6
Autumn	<ul style="list-style-type: none"> • Fiction: Descriptions – The First Drawing • Poetry: Remembrance Acrostic Poems • Fiction: Narrative – Leon and the Place between • Non-Fiction: Diary Entry- Ernest Shackleton, Antarctica • Poetry: Lune poetry 	<ul style="list-style-type: none"> • Fiction: A sequel to Kun’s story- The Ever-Changing Earth • Poetry: Simile poems/ Kennings • Non-Fiction: Tourist brochures – The Baker by the Sea 	<ul style="list-style-type: none"> • Fiction: Epic Stories - The Odyssey • Poetry: Lyrical Poetry – Odes • Non-Fiction: So You Think You’ve Got it Bad? A Kid’s Life in Ancient Greece • Fiction: Narrative Sequels – The Island, • Poetry: Poetry mood • Non-Fiction: Real Life Mysteries 	<ul style="list-style-type: none"> • Fiction: The Hidden Forest – Character Description • Poetry: Concrete Poem • Non-Fiction: Balanced discussion • Fiction: Anne Frank – Own Extended diary entry • Non-Fiction: Newspaper article • Poetry: I Don’t Like Poetry WW2
Spring	<ul style="list-style-type: none"> • Fiction: Jim, A Cautionary Tale • Poetry: limericks • Non-Fiction: • Fiction: Narrative (twisted tale) – Cinderella on the Nile • Non-Fiction: 	<ul style="list-style-type: none"> • Fiction: Story opening – A Winter’s Child • Poetry: Question poems/ Narrative poems • Non-Fiction: Biography – Pride: The Story of Harvey Milk and the Rainbow Flag 	<ul style="list-style-type: none"> • Fiction: Expanded explanations - Curiosity • Poetry: Using figurative language – Objects • Non-Fiction: Her Story • Fiction: Science-fiction narratives – Robot Girl • Poetry: Free Verse Poetry – How they see the future • Non-Fiction: Tourist Brochures – The Alps 	<ul style="list-style-type: none"> • Fiction: Leila and the Blue Fox – Extended Blog Entry • Poetry: Sonnet • Non-Fiction: Information Text • Fiction: Rain Player – Missing scene • Non-Fiction: Instructions • Poetry: Haiku

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer</p>	<ul style="list-style-type: none"> • Non-Fiction: Newspaper reports, Book: Escape to Pompeii • Poetry: Onomatopoeia poem • Non-Fiction: Non-Chronological reports – Book: Cloud Tea 	<ul style="list-style-type: none"> • Fiction: Evacuee story– The Lion and the Unicorn • Poetry: Tanka poems/Poems with a repeating structure • Non-Fiction: Information text about the wonders of the natural world- The Crown 	<ul style="list-style-type: none"> • Fiction: Biographies – Freedom Bird • Poetry: Concrete poems • Non-Fiction: Black and British • Fiction: Narrative -The Lost Thing • Poetry: Performance Poetry • Non-Fiction: Break the Mould 	<ul style="list-style-type: none"> • Fiction: Can We Save the Tiger? - Persuasive Speech • Poetry: Limerick • Non-Fiction: Discussion Text • Fiction: The Wind in the Walls – Gothic Narrative • Non-Fiction: Old English Letter • Poetry: Reverso
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Maths at Richmond Hill School 2025 - 2026

	Year 3	Year 4	Year 5	Year 6
Autumn	<ul style="list-style-type: none"> Place Value Addition and Subtraction Multiplication and Division (A) 	<ul style="list-style-type: none"> Place Value Addition and Subtraction Area Multiplication and Division (A) 	<ul style="list-style-type: none"> Place Value Addition and Subtraction Multiplication and Division (A) Fractions (A) 	<ul style="list-style-type: none"> Place Value Addition, Subtraction, Multiplication and Division Fractions (A) Fractions (B) Converting Units
Spring	<ul style="list-style-type: none"> Multiplication and Division (B) Length and Perimeter Fractions (A) Mass and Capacity 	<ul style="list-style-type: none"> Multiplication and Division (B) Length and Perimeter Fractions Decimals (A) 	<ul style="list-style-type: none"> Multiplication and Division (B) Fractions (B) Decimals and Percentages Perimeter and Area Statistics 	<ul style="list-style-type: none"> Ratio Algebra Decimals Fractions, Decimals and Percentages Area, Perimeter and Volume Statistics
Summer	<ul style="list-style-type: none"> Fractions (B) Money Time Shape Statistics 	<ul style="list-style-type: none"> Decimals (B) Money Time Shape Statistics Position and Direction 	<ul style="list-style-type: none"> Shape Position and Direction Decimals Negative Numbers Converting Units Volume 	<ul style="list-style-type: none"> Shape Position and Direction Consolidation

	Year 3	Year 4	Year 5	Year 6
Autumn	<p>Materials - Rocks and Soil -</p> <ul style="list-style-type: none"> classify rocks and identify how they were formed learn about fossil formation and use models to explore how fossils tell us about the past. investigate the physical properties of rocks explore soil formation, separate soil using a sedimentation jar and test soil drainage <p>Animals, including humans - Movement & nutrition-</p> <ul style="list-style-type: none"> identify key bones and compare them to other explore how changes in muscles result in movement study how energy is used by the body, what constitutes a balanced diet in humans and how research contributes to nutritionist expertise 	<p>Animals, including humans - Digestion & Food –</p> <ul style="list-style-type: none"> describe the function of key organs in the digestive system identify the types of human teeth investigate factors that impact our dental health <p>Energy - Electricity and circuits -</p> <ul style="list-style-type: none"> explore appliances that use electricity learn how to work with electricity safely and build circuits investigate electrical conductors and insulators explore the relationship between the number of bulbs and bulb brightness 	<p>Materials – mixtures and separation -</p> <ul style="list-style-type: none"> explore different types of mixtures and the different methods that can be used to separate them identify different solutions investigate how temperature affects the time taken to dissolve design and create a water filter, sieve soil and evaporate solutions <p>Materials – properties and changes –</p> <ul style="list-style-type: none"> broaden experience of the properties of materials investigate hardness, transparency and conductivity consider how these properties influence the uses of materials explore reversible changes, including dissolving and changes of state compare these to irreversible changes 	<p>Living things and their habitats – Classifying big and small –</p> <ul style="list-style-type: none"> broaden knowledge of how vertebrates, invertebrates, plants and micro-organisms are grouped using shared characteristics discover how Carl Linnaeus developed the Linnaean and binomial systems for classifying and naming living things use and produce classification keys to sort and identify organisms. <p>Energy – Light and reflection –</p> <ul style="list-style-type: none"> explain observations of reflection and shadows explore how our eyes allow us to see and how mirrors can be used in a variety of ways investigate factors affecting the size of shadows and the laws of reflection
Spring	<p>Forces, Earth and space -Forces and Magnets –</p> <ul style="list-style-type: none"> investigate the movement of vehicles on different surfaces learn about the impact of friction write scientific methods and recording data as they investigate pupils explore the properties of different magnets <p>Plants - Plant reproduction –</p> <ul style="list-style-type: none"> describe the functions of named parts investigate factors that may affect plant growth and how water is transported explore how seeds vary and create models to show seed dispersal methods 	<p>Materials - States of matter –</p> <ul style="list-style-type: none"> investigate the properties of solids, liquids and gases learn about the different states of matter explore changes of state explain changes to water through the water cycle investigate the relationship between temperature and rate of evaporation <p>Energy - Sound and vibrations -</p> <ul style="list-style-type: none"> exploring different ways of producing sounds learn about the relationship between vibrations and what they hear study dolphins and whales to develop their understanding of how sound travels between objects and investigate 	<p>Earth and space –</p> <ul style="list-style-type: none"> explore some of the key celestial bodies in our Solar System learn their names and compare their movements discover the relationship between the Earth’s rotation and daylight consider how and why humans’ ideas about the universe have changed over time <p>Unbalanced forces –</p> <ul style="list-style-type: none"> build on their knowledge of forces explore gravity, air resistance and water resistance in more depth consider the effect of these forces being unbalanced demonstrate key principles in the classroom and plan investigations 	<p>Living things and their habitats – Evolution and inheritance –</p> <ul style="list-style-type: none"> study patterns in humans and other species learn about characteristics that are inherited from parents and those that are environmental learn how observations lead to theories and explore natural selection begin to explain how species evolve over time and the role of fossil evidence <p>Energy – Circuits, batteries and switches –</p> <ul style="list-style-type: none"> learn to draw conventional circuit diagrams and use models to explain current, resistance and voltage compare different batteries and consider the effect on bulb brightness

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		<p>the role of insulation to protect our ears</p> <ul style="list-style-type: none"> • explore how pitch and volume can be altered 		<ul style="list-style-type: none"> • apply their knowledge of switches and electrical circuits to design and produce their own practical devices
Summer	<p>Energy - Light and shadows –</p> <ul style="list-style-type: none"> • identify examples of light sources • learn that light is needed to see and how its absence causes darkness • investigate reflection and shadow formation, including how different factors affect shadows • explore how shadows can be used to entertain • create shadow puppets to recount how different people work or experiment with light <p>Making connections – Does hand span affect grip strength –</p> <ul style="list-style-type: none"> • experiment and analyse data • explore the relationship between hand span and grip strength • test how different gloves improve grip strength • apply their newfound knowledge to design friction gloves, fostering scientific inquiry and problem-solving skills 	<p>Living things and their habitats - Classification and changing habitats –</p> <ul style="list-style-type: none"> • identify different ways to group living things • make classification keys to explore which grouping methods are most effective • study how habitats change over time • understand that humans can have both positive and negative effects on their surroundings <p>Making connections - How does the flow of liquids compare?</p> <ul style="list-style-type: none"> • Revise the states of matter • consider methods for measuring how liquids flow differently from each other • plan and execute an enquiry • revisit the digestive system • explore how the flow of different liquids should be considered when producing different medicines 	<p>Animals, including humans – human timeline –</p> <ul style="list-style-type: none"> • study human development and change • identify key stages and consider what data may help determine if a child is growing normally • describe how puberty affects girls and boy • produce graphs to compare how gestation periods vary across different mammals, including humans <p>Living things and their habitats - Life cycles and reproduction –</p> <ul style="list-style-type: none"> • study animal life cycles • learn about the significance of reproduction for a species' survival • compare asexual and sexual reproduction in plants • compare the life cycles of mammals, birds, amphibians and insects identifying key differences • analyse secondary data to investigate how the amphibian life cycle is affected by predators and climate change 	<p>Animals, including humans – Circulation and health –</p> <ul style="list-style-type: none"> • learn about the role of the heart, blood and blood vessels • use models to demonstrate their function • explore how lifestyle choices affect our health • investigate the relationship between exercise and heart rate <p>Making connections – Are some sunglasses safer than others? –</p> <ul style="list-style-type: none"> • explore sun safety and its impact on health • investigate the efficacy of different sunglasses • devise enquiries to test light and UV transmission of the lenses

Computing at Richmond Hill School 2025 - 2026

	Year 3	Year 4	Year 5	Year 6
Autumn	<p>Computing systems and networks – Networks -</p> <ul style="list-style-type: none"> learn what is a network and how devices communicate and share information <p>Computing systems and networks – Programming, Scratch -</p> <ul style="list-style-type: none"> explore the programme Scratch, following the predict > test > review cycle. Learn about 'loops' and programming an animation, story and game 	<p>Online safety –</p> <ul style="list-style-type: none"> searching for information and making a judgement about the probable accuracy; recognising adverts and pop-ups; understanding that technology can be distracting <p>Programming – Further coding with Scratch –</p> <ul style="list-style-type: none"> revisiting the key features and beginning to use 'variables' in code scripts 	<p>Online safety –</p> <ul style="list-style-type: none"> Learning about app permissions; the positive and negative aspects of online communication; that online information is not always factual; how to deal with online bullying and managing our health and wellbeing <p>Computing systems and networks – Search engines –</p> <ul style="list-style-type: none"> Learning about how page rank works and how to identify inaccurate information 	<p>Online safety –</p> <ul style="list-style-type: none"> Learning to deal with issues online; about the impact and consequences of sharing information online; how to develop a positive online reputation; combating and dealing with online bullying and protective passwords <p>Programming – Intro to Python –</p> <ul style="list-style-type: none"> Using the programming language 'Python' to create designs and art. Learning how to create loops and nested loops to make their code more efficient
Spring	<p>Computing systems and networks – Emailing -</p> <ul style="list-style-type: none"> send emails with attachments and understand what cyberbullying is <p>Creating media -Video trailers –</p> <ul style="list-style-type: none"> develop digital video skills to create trailers, with special effects and transitions 	<p>Data handling – Investigating weather –</p> <ul style="list-style-type: none"> researching and storing data on spreadsheets and designing a weather station <p>Computing systems and networks – HTML –</p> <ul style="list-style-type: none"> learning about the markup language behind a webpage; becoming familiar with HTML tags, changing HTML and CSS code to alter images and 'remix' a live website 	<p>Data handling – Mars Rover 1 –</p> <ul style="list-style-type: none"> Learning about the Mars Rover, exploring how and why it transfers data including instructions, and how messages can be sent using binary code <p>Programming 2 – Micro:bit –</p> <ul style="list-style-type: none"> Creating algorithms and programs that are used in the real world. Using the 'predict, test and evaluate' cycle to create and debug programs with specific aims 	<p>Skills showcase – Inventing a product –</p> <ul style="list-style-type: none"> Designing a product, pupils: evaluate, adapt and debug code to make it suitable for their needs and designing products in CAD and creating a website and video <p>Data handling – Big data 1 –</p> <ul style="list-style-type: none"> Identifying how barcodes and QR codes work. Learning how infrared waves are used for the transmission of data while recognising the uses of RFID
Summer	<p>Data handling – Comparison cards databases –</p> <ul style="list-style-type: none"> learn about records, fields and data and sorting and filtering data <p>Online safety –</p> <ul style="list-style-type: none"> learn: the difference between fact, opinion and belief; and how to deal with upsetting online content. Know how to protect personal information online 	<p>Computer systems and networks – Collaborative learning –</p> <ul style="list-style-type: none"> Learn how to work collaboratively and explore a range of collaborative tools <p>Creating media – Website design –</p> <ul style="list-style-type: none"> Learn how web pages and sites are created and how to embed media and links 	<p>Programming – Music –</p> <ul style="list-style-type: none"> build on programming and music skills to create different sounds, beats, and melodies by using nested loops to create rhythms and making a soundtrack <p>Creating media – Stop motion animation –</p> <ul style="list-style-type: none"> create animations, storyboard ideas and decomposing a story into small parts before putting together to create the illusion of a moving image 	<p>Computing systems and networks – Bletchley Park and the history of computers –</p> <ul style="list-style-type: none"> discover the history of Bletchley Park, historical figures and the importance of code breaking and passwords. Design a computer of the future and create an audio advert for their designs <p>Exploring AI –</p> <ul style="list-style-type: none"> explore what AI is and how it generates text, images and code. Learn about creating and refining prompts to improve AI responses while also considering the ethical implications of AI and its potential to replace human roles

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History at Richmond Hill School 2025 - 2026

	Year 3	Year 4	Year 5	Year 6
Autumn	<p>Pre-History –</p> <ul style="list-style-type: none"> Understand that prehistory was a long time ago. Accurately place AD and BC on a timeline. Identify conclusions that are certainties and possibilities based on archaeological evidence. Explain the limitations of archaeological evidence. Use artefacts to make deductions about the Amesbury Archer's life. Identify gaps in their knowledge of the Bronze Age. Explain how bronze was better than stone and how it transformed farming. Explain how trade increased during the Iron Age and why coins were needed. Identify changes and continuities between the Neolithic and Iron Age periods. Explain which period they would prefer to have lived in, providing evidence for their choice. 	<p>How hard was it to invade and settle in Britain?</p> <ul style="list-style-type: none"> Explain how the Britons felt when the Romans left Britain. Suggest reasons for the Anglo-Saxon invasion of Britain. Name the key features of Anglo-Saxon settlements. Identify changes and continuities in settlements from prehistoric Britain. Make inferences about artefacts. Describe how Anglo-Saxon beliefs changed. Explain how missionaries spread Christianity. Explain the threat the Vikings posed to the Anglo-Saxons. Identify the qualities needed to be a monarch in 1066. 	<p>What did the Greeks ever do for us?</p> <ul style="list-style-type: none"> Describe the features of Ancient Greece. Identify the key periods in the ancient Greek civilisation. Make inferences about Greek gods. Compare Athens and Sparta. Understand the different types of democracy. Explain how Athenian democracy worked. Explain what philosophy is. Identify the achievements of the ancient Greek philosophers. Identify the ancient Greeks' legacies and their impact. 	<p>WW2 -</p> <ul style="list-style-type: none"> Identify the causes of World War 2. Identify the different phases in the Battle of Britain. Make deductions about the Blitz from photographs. Describe how children may have felt when evacuated. Evaluate the accuracy, reliability and usefulness of sources. Describe the impact WW2 had on women's and African-Caribbean migrant lives.
Spring	<p>Egyptians -</p> <ul style="list-style-type: none"> Identify where and when ancient civilisations first appeared. Ask historically valid questions about sources. 	<p>The Achievements of the Indus Civilization -</p> <ul style="list-style-type: none"> Explain where the Indus Valley Civilisation was located. Compare the achievements of the Indus Valley Civilisation with at least one other civilisation's achievements. Name features of the Indus Valley settlements. 	<p>Were the Vikings raiders, traders or something else?</p> <ul style="list-style-type: none"> Explain where the Vikings came from and why they invaded Britain. Sequence events according to their significance for groups of people. Find evidence and make inferences from sources. 	<p>Victorians -</p> <ul style="list-style-type: none"> Identify the type of information the census gives about people. Use the census to make inferences about people from the past. Create questions about Victorian working conditions and the thoughts and feelings of a Victorian working child.

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Summer	<ul style="list-style-type: none"> ● Identify Ancient Egypt's location and its key geographical features. ● Explain why the River Nile was important to ancient Egyptians. ● Explain the significance of the Rosetta Stone. ● Explain the importance of gods and goddesses to people in ancient Egypt. ● Analyse mummification's connection to ancient Egyptian beliefs about the afterlife. ● Decide what was important to people in ancient Egypt. 	<ul style="list-style-type: none"> ● Explain who the Indus Valley Civilisation traded with. ● Identify crafts of the Indus Valley Civilisation. ● Explain what seals were used for. ● Explain how the Indus Valley Civilisation used technology. ● Make comparisons between the Indus Valley Civilisation and Bronze Age Britain. 	<ul style="list-style-type: none"> ● Name Viking trade routes. ● Explain why trade routes were important to the Vikings. ● Identify the differences between Viking sagas. ● Evaluate the impact of Viking achievements. ● 	<ul style="list-style-type: none"> - Identify and describe the changes between periods of time using the census. - Use other primary and secondary sources to verify the data in a census. - Use a range of sources, including the census, to build an understanding of a period. - Describe the changes in the 1921 census. - Plan a local history enquiry using the census.
	<p>Romans -</p> <ul style="list-style-type: none"> ● Explain what was important to people in Ancient Rome. ● Explain the meaning of the words 'empire', 'invasion' and 'settlement'. ● Analyse the different reasons for the Roman invasion of Britain. ● Explain how the Celts responded to the Roman invasion. ● Explain how the Roman army's structure, discipline and equipment made it so successful. ● Use artefacts to make deductions about the lives of Roman soldiers in Britain. ● Explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance. 	<p>How have the lives of children changed?</p> <ul style="list-style-type: none"> ● Make inferences and deductions from primary and secondary sources. ● Explain why children needed to work. ● Identify the jobs Tudor and Victorian children had. ● Describe the working conditions of Tudor and Victorian children. ● Identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work. ● Use sources to identify leisure activities and compare them over time. ● Identify diseases past children suffered from and discuss how effective the treatments were. 	<p>How have Black people supported Britain?</p> <ul style="list-style-type: none"> ● Understand that the first Black people on the landscape of Britain were Roman soldiers ● Make inferences and deductions from primary and secondary sources, knowing how to cite evidence to prove assertion. ● grasp that there had been no black people in Britain since Roman times and that there were only a few hundred black Britons living in Tudor times. ● Pupils can explain the nature of the transatlantic slave trade and how it worked to Britain's benefit, as one of the world's biggest slave-trading nations ● Understand how some black activists helped bring about the end of the slave trade in 1807. ● Explain why the role of Black people has been relatively neglected, until recently. 	<p>Mayans -</p> <ul style="list-style-type: none"> - Sequence the key periods of the Ancient Maya civilisation. - Identify periods that were happening in Britain at the same time. - Explain how the Ancient Maya settled in the rainforest and the challenges they faced. - Describe Ancient Maya beliefs. - Name the features of the Ancient Maya cities. - Make deductions about the Ancient Maya cities. - Evaluate the reasons for the decline of the Maya civilisation. - Understand the importance of archaeologists, archivists and historians in constructing our understanding of the past.

Geography at Richmond Hill School 2025 - 2026

	Year 3	Year 4	Year 5	Year 6
Autumn	<p>Antarctica -</p> <ul style="list-style-type: none"> Describe what lines of latitude and longitude are, giving an example. Understand that the Northern and Southern Hemispheres experience seasons at different times. Define what climate zones are. Understand Antarctica has a polar climate made up of ice sheets, snow and mountains. Describe Antarctica's location in the far south of the globe. State that tourism and research are the two main reasons people visit Antarctica. Describe equipment researchers might use and clothes they wear. List some of the research carried out in Antarctica. State the outcome of Shackleton's expedition. Successfully plot four-figure grid references at the point where the vertical and horizontal line meet. Describe a similarity and difference between life in the UK and life in Antarctica. Confidently use the zoom function on a digital map. Begin to recall the eight points of a compass, following at least four of them. 	<p>Why do people live near volcanoes?</p> <ul style="list-style-type: none"> Name all four layers of the Earth in the correct order, stating one fact about each layer. Explain one or more ways a mountain can be formed. Give a correct example of a mountain range and its continent. Describe a tectonic plate and know that mountains occur along plate boundaries. Correctly label the features of shield and composite volcanoes and explain how they form. Name three ways in which volcanoes can be classified. Describe how volcanoes form at tectonic plate boundaries. Explain a mix of negative and positive consequences of living near a volcano. State whether they would or would not want to live near a volcano. State that an earthquake is caused when two plate boundaries move and shake the ground. Explain that earthquakes happen along plate boundaries. List some negative effects that an earthquake can have on a community. Observe, digitally record and map different rocks using a symbol on a map. Identify rock types and their origins based on collected data. 	<p>Would you like to live in the desert?</p> <ul style="list-style-type: none"> Identify the lines of latitude where hot desert biomes are located. Describe the characteristics of a hot desert biome. Locate the largest deserts in each continent. Describe ways the Mojave Desert is used. Name and describe the physical features found in a desert. Identify how humans use the desert. Explain how human activity may contribute to the changing climate and landscape of a desert. Recognise that the Mojave Desert has a different time zone to the UK. Describe some of the threats to deserts. Give the benefits and drawbacks of living in a desert environment. Identify characteristics of two contrasting biomes and compare land use. Discuss if a desert environment is hospitable and why. 	<p>Oceans</p> <ul style="list-style-type: none"> Describe the water cycle. Describe how the ocean is used for human activity. Explain how the ocean helps to regulate the Earth's climate and temperature. Identify the Great Barrier Reef as part of Australia. Describe the benefits of the Great Barrier reef. Describe how humans impact the oceans and the consequences of this. Explain some actions that can be taken to help support healthy oceans. Explain which data collection method would be best for marine fieldwork and why. Collect data using a tally chart, photographs and a sketch map. Safely navigate the fieldwork environment. Make suggestions for how to improve a marine environment. Present data using a tally chart and pie chart.

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	<ul style="list-style-type: none"> ● Recognise and describe features on their school grounds from an aerial map. ● Draw a map of the route they take on an expedition. ● State one thing that went well on the expedition and one aspect that did not go as hoped. 			
Spring	<p>Rainforests -</p> <ul style="list-style-type: none"> ● Describe a biome and give an example. ● State the location and some key features of the Amazon rainforest. ● Name and describe the four layers of tropical rainforests. ● Understand that trees and plants adapt to living in the rainforest and give an example. ● Define the word indigenous and give an example of how indigenous peoples use the Amazon's resources. ● Name one way in which the Amazon is changing. ● Articulate why the Amazon rainforest is important. ● Give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help. ● Use a variety of data collection methods with support. ● Summarise how the local woodland is used and suggest changes to improve the area. 	<p>Where does our food come from?</p> <ul style="list-style-type: none"> ● Identify that different foods grow in different biomes and say why. ● Explain which food has the most significant negative impact on the environment. ● Consider a change people can make to reduce the negative impact of food production. ● Describe the intentions around trading responsibly. ● Explain that food imports can be both helpful and harmful. ● Describe the journey of a cocoa bean. ● Locate countries on a blank world map using an atlas. ● Use a scale bar correctly to measure approximate distances. ● Collect data through an interview process. ● Analyse interview responses to answer an enquiry question. ● Discuss any trends in data collected. 	<p>What is life like in the Alps?</p> <ul style="list-style-type: none"> ● Locate the Alps on a world map and identify and label the eight countries they spread through. ● Locate three physical and three human characteristics in the Alps. ● Research and describe the physical and human features of Innsbruck. ● Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs. ● Compare the human and physical geography of their local area and Innsbruck. ● Describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, 'What is life like in the Alps?' 	<p>Energy</p> <ul style="list-style-type: none"> - Describe the significance of energy. - Give examples of sources of energy and their trading routes. - Define renewable and non-renewable energy. - Discuss the benefits and drawbacks of different energy sources. - Describe the significance of the Prime Meridian. - Identify human features on a digital map. - Discuss how transport links have changed over time. - Locate UK cities on a map. - Use six-figure grid references to identify features on an OS map. - Consider and justify the location of energy sources. - Design and use interview questions. - Plot points on a sketch map.

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer</p>	<p>Settlements: India -</p> <ul style="list-style-type: none"> ● Locate some cities in the UK. ● Describe the difference between villages, towns and cities. ● Identify features on an OS map using the legend. ● Describe the different types of land use. ● Follow a route on an OS map. ● Discuss reasons for the location of human and physical features. ● Locate some geographical regions in the UK. ● Identify and begin to offer explanations about changes to features in the local area. ● Describe the location of New Delhi. ● Identify some human and physical features in New Delhi. ● State some similarities and differences between land use and features in New Delhi and the local area. 	<p>What are rivers and how are they used?</p> <ul style="list-style-type: none"> ● Identify water stores and processes in the water cycle. ● Describe the three courses of a river. ● Name the physical features of a river. ● Name some major rivers and their location. ● Describe different ways a river is used. ● List some of the problems around rivers. ● Describe human and physical features around a river. ● Identify the location of a river on an OS map. ● Make a judgement on the environmental quality in a river environment. ● Make suggestions on how a river environment could be improved. 	<p>What is Greece like?</p> <ul style="list-style-type: none"> ● Know where Greece is located within the northern and eastern hemispheres. The location within Europe and know about the border countries (Bulgaria, Albania, Turkey and North Macedonia). ● Name the seas surrounding Greece and its islands. ● Know that Greece is made up of Mainland Greece and the Greek islands. ● Identify the key characteristics of Greece. ● Understand and explain how the key human and physical features affect and influence Greece. ● Compare and contrast Greece with the United Kingdom and other countries, including previous European countries studied including Italy and Switzerland (The Alps) ● Print off digital maps in order to annotate, describe and explain features of Mount Olympus. ● Produce sketch maps to explain key characteristics of mountain ranges and produce other graphs to record other key features including rainfall. 	<p>UK</p> <ul style="list-style-type: none"> - Describe where the UK is in the world, using key geographical vocabulary - Identify key landmarks of the UK, identify their location and explain their purpose - Compare an area of the UK to an area of another European country - Describe the land use of the UK and my local area - Recognise the human and physical land features of the UK

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Art at Richmond Hill School 2025 - 2026

	Year 3	Year 4	Year 5	Year 6
Autumn	<p>Painting and mixed media – Prehistoric painting-</p> <ul style="list-style-type: none"> investigate making own paints, making paints and painting on different surfaces explore prehistoric art 	<p>Painting – Light and dark –</p> <ul style="list-style-type: none"> develop colour mixing skills, using shades and tints learn about composition plan own still life to paint 	<p>Sculpture and 3D – Interactive installation –</p> <ul style="list-style-type: none"> plan by researching and drawing, a sculpture to fit a design brief investigate scale 	<p>Painting and mixed media – Artist study –</p> <ul style="list-style-type: none"> research the life, techniques and artistic intentions of an artist collect ideas in sketchbook and plan for a final piece
Spring	<p>Drawing – Growing artists –</p> <ul style="list-style-type: none"> explore the techniques of Henry Rousseau draw natural forms, becoming aware of differences in the choice of drawing medium, scale and tone <p>Craft and design – Ancient Egyptian scrolls –</p> <ul style="list-style-type: none"> learn about the way colour, scale and pattern influenced ancient Egyptian art explore the technique of papermaking 	<p>Drawing – Power prints –</p> <ul style="list-style-type: none"> develop awareness of composition in drawing combine media for effect when developing a drawing into a print <p>Sculpture and 3D – Mega materials –</p> <ul style="list-style-type: none"> explore the different ways materials can be shaped and joined learn about techniques used by >>> create own sculptures 	<p>Drawing – depth, emotion and movement</p> <ul style="list-style-type: none"> develop ideas more independently consider the purpose of drawings investigate how imagery can be used to convey emotions combine collage and printmaking to create a piece <p>Craft and design – Architecture –</p> <ul style="list-style-type: none"> investigate the environment through drawing and printmaking learn about the work of architect Zaha Hadid create own building designs explore ideas behind the symbolism of monument design 	<p>Oceans</p> <p>Craft and design – Photo opportunity –</p> <ul style="list-style-type: none"> explore photography as a medium for expressing ideas investigate scale and composition, colour and techniques use digital media to design and create photographic imagery
Summer	<p>Roman mosaics –</p> <p>Sculpture and 3D – Abstract shape and space –</p> <ul style="list-style-type: none"> explore how shapes and negative spaces can be represented by three dimensional forms manipulate a range of materials learn ways to join and create free-standing structures inspired by Anthony Caro 	<p>Craft and design – Fabric of nature –</p> <ul style="list-style-type: none"> develop drawings through experimentation and textile-based techniques design a repeating pattern suitable for fabric 	<p>Painting and mixed media – Portraits –</p> <ul style="list-style-type: none"> investigate self-portraits by a range of artists develop own unique self-portraits in mixed media 	<p>Drawing – Make my voice heard -</p> <ul style="list-style-type: none"> understand how artists use imagery and symbols as well as drawing techniques like expressive mark making, tone and the dramatic light and dark effect called 'chiaroscuro'

Design Technology at Richmond Hill School 2025 - 2026

	Year 3	Year 4	Year 5	Year 6
Autumn	<p>Mechanical systems – Pneumatic toys –</p> <ul style="list-style-type: none"> explore how squashed air can be used to create apply this to design and build a working pneumatic toy <p>Cooking and nutrition – Eating Seasonally –</p> <ul style="list-style-type: none"> discover when and where fruits and vegetables are grown learn about seasonality in the UK respond to a design brief to design a seasonal food tart using ingredients harvested in the UK in May and June 	<p>Sculptures – Design and make an Anglo-Saxon house –</p> <p>Electrical systems – Torches –</p> <ul style="list-style-type: none"> apply their scientific understanding of electrical circuits create a torch made from recycled and reclaimed materials and objects design and evaluate product against set design criteria 	<p>Mechanical systems – Making a pop-up book –</p> <ul style="list-style-type: none"> create a four-page pop-up story book design incorporate a range of functional mechanisms <p>Cooking and nutrition – Developing a recipe –</p> <ul style="list-style-type: none"> research and modify a traditional Bolognese sauce recipe to improve the nutritional value cook improved version create packaging that fits design criteria 	<p>Textiles – Waistcoats –</p> <ul style="list-style-type: none"> select fabrics, use templates, pin, decorate and stitch materials together to create a waistcoat for a person or purpose of their choosing create or use a pattern template to fit a desired person or item <p>Digital world – Navigating the world –</p> <ul style="list-style-type: none"> program a navigation tool to produce a multifunctional device combine 3D virtual objects to form a complete product concept in 3D
Spring	<p>Textiles – Egyptian collars –</p> <ul style="list-style-type: none"> introduce two new skills to add to the pupils' repertoire: cross stitch and appliqué apply their knowledge to the design, decoration and assembly of their Egyptian collars 	<p>Textiles – Fastenings –</p> <ul style="list-style-type: none"> building upon sewing skills pupils design and create a book sleeve explore a variety of fastenings <p>Cooking and nutrition – Adapting a recipe –</p> <ul style="list-style-type: none"> adapt a simple biscuit recipe create a biscuit suited to a chosen audience ensure product comes within a budget 	<p>Digital world – Monitoring devices –</p> <ul style="list-style-type: none"> program a Micro: bit animal monitoring device develop 3D CAD skills by learning how to navigate the Tinkercad interface and essential tools <p>Electrical systems – Doodlers –</p> <ul style="list-style-type: none"> explore series circuits further and introduce motors explore how the design cycle can be approached at a different starting point investigate an existing product, which uses a motor problem-solve and work out how the product has been constructed 	<p>Structures – Pet playgrounds –</p> <ul style="list-style-type: none"> design and create a model for a playground including five apparatus use a footprint as a base <p>Mechanical systems – Automata toys –</p> <ul style="list-style-type: none"> construct an automata; measuring and cutting materials, assembling the frame design characters
Summer	<p>Structure – Constructing a castle –</p> <ul style="list-style-type: none"> learn about the features of a castle design and make one of their own use configurations of handmade nets and recycled materials <p>Digital world – Wearable technology –</p> <ul style="list-style-type: none"> design, code and promote a piece of wearable technology to use in low light conditions develop an understanding of programming 	<p>Mechanical systems – Making a slingshot car –</p> <ul style="list-style-type: none"> transform lollipop sticks, wheels, dowel and straws into a moving car use glue guns to construct make the launch mechanism design and create the chassis of a vehicle using nets <p>Digital world – Mindful moments timer –</p> <ul style="list-style-type: none"> design, program, prototype and brand a Micro:bit timer to a specified amount of minutes 	<p>Textiles – Stuffed toys –</p> <ul style="list-style-type: none"> create a stuffed toy apply skills learnt introduce blanket stitch <p>Structures – Bridges –</p> <ul style="list-style-type: none"> learn about various types of bridges explore the strength of structures create own bridge and test its durability use woodworking tools and techniques 	<p>Electrical systems – Steady hand game –</p> <ul style="list-style-type: none"> design and create a steady hand game use nets to create the bases apply knowledge of electrical circuits to build an operational circuit with a buzzer <p>Cooking and nutrition – Come dine with me –</p> <ul style="list-style-type: none"> research and prepare a three-course meal and taste-test research the journey of main ingredient write a favourite recipe

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Personal, Social and Health Education at Richmond Hill School 2025 - 2026

	Year 3	Year 4	Year 5	Year 6
Autumn	<p>Being Me in the World –</p> <ul style="list-style-type: none"> • setting personal goals • self-identity and worth • positivity in challenges • rules, rights and responsibilities • rewards and consequences • responsible choices • seeing things from others' perspectives <p>Celebrating Difference –</p> <ul style="list-style-type: none"> • families and their differences • family conflict and how to manage it • witnessing bullying and how to solve it • recognising words can be hurtful • giving and receiving compliments 	<p>Being Me in the World –</p> <ul style="list-style-type: none"> • being part of a class team • being a school citizen • right, responsibilities and democracy (school council) • rewards and consequences • group decision making • having a voice • what motivates behaviour <p>Celebrating difference -</p> <ul style="list-style-type: none"> • challenging assumptions • judging by appearance • accepting self and others • understanding influences • understanding bullying • problem solving • identifying how special and unique everyone is • first impressions 	<p>Being Me in the World –</p> <ul style="list-style-type: none"> • planning the forthcoming year • being a citizen • rights and responsibilities • rewards and consequences • how behaviour affects groups • democracy, having a voice, participating <p>Celebrating difference –</p> <ul style="list-style-type: none"> • cultural differences and how they can cause conflict • racism • rumours and name- calling • types of bullying • material wealth and happiness • enjoying and respecting other cultures 	<p>Being Me in the World –</p> <ul style="list-style-type: none"> • identifying goals for the year • global citizenship • children's universal rights • feeling welcome and valued • choices, consequences and rewards • group dynamics • democracy, having a voice • anti-social behaviour • role-modelling <p>Celebrating difference –</p> <ul style="list-style-type: none"> • perceptions of normality • understanding disability • power struggles • understanding bullying • inclusion/ exclusion • differences as conflict • difference as celebration • empathy
Spring	<p>Dreams and Goals –</p> <ul style="list-style-type: none"> • difficult challenges and achieving success • dreams and ambitions • new challenges • motivation and enthusiasm • recognising and trying to overcome obstacles • managing feelings and simple budgeting <p>Healthy Me –</p> <ul style="list-style-type: none"> • exercise • fitness challenges • food labelling and healthy swaps • attitudes towards drugs • keeping safe and why it's important online and off line • respect for myself and others • healthy and safe choices 	<p>Dreams and Goals -</p> <ul style="list-style-type: none"> • hopes and dreams • overcoming disappointment • creating new, realistic dreams • achieving goals • working in a group • celebrating contributions • resilience • positive attitudes <p>Healthy Me –</p> <ul style="list-style-type: none"> • healthier friendships • good dynamics • smoking • alcohol • assertiveness • peer pressure • celebrating inner strength 	<p>Dreams and Goals –</p> <ul style="list-style-type: none"> • future dreams • the importance of money • jobs and careers • dream jobs and how to get there • goals in different cultures • supporting others (charity) • motivation <p>Healthy Me –</p> <ul style="list-style-type: none"> • smoking, including vaping • alcohol • alcohol and anti-social behaviour • emergency aid • body image • relationships with food • healthy choices • motivation and behaviour 	<p>Dreams and Goals –</p> <ul style="list-style-type: none"> • personal learning goals, in and out of school • success criteria • emotions in success • making a difference in the world • motivation • recognising achievements • compliments <p>Healthy Me –</p> <ul style="list-style-type: none"> • taking personal responsibility • how substances affect the body • exploitation, including 'county lines' and gang culture • emotional and mental health • managing stress
Summer	<p>Relationships –</p> <ul style="list-style-type: none"> • family roles and responsibilities • friendship and negotiation • keeping safe online and who to go to for help • being a global citizen • being aware of how my choices affect others 	<p>Relationships –</p> <ul style="list-style-type: none"> • jealousy • love and loss • memories of loved ones • getting on and falling out • girlfriends and boyfriends • showing appreciation to people and animals <p>Changing me –</p>	<p>Relationships –</p> <ul style="list-style-type: none"> • self-recognition and self-worth • building self-esteem • safer online communities • rights and responsibilities online • online gaming and gambling • reducing screen time • dangers of online grooming 	<p>Relationships –</p> <ul style="list-style-type: none"> • mental health • identifying mental health worries and sources of support • love and loss • managing feelings • power and control • assertiveness

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	<ul style="list-style-type: none"> • awareness of how other children have different lives • expressing appreciation for family and friends <p>Changing me –</p> <ul style="list-style-type: none"> • how babies grow • understanding a baby's needs • family stereotypes • challenging my ideas • preparing for transition 	<ul style="list-style-type: none"> • being unique • girls and boys puberty • confidence in change • accepting change • preparing for transition • environmental change 	<ul style="list-style-type: none"> • SMARRT internet safety rules <p>Changing me –</p> <ul style="list-style-type: none"> • self-and body image • influences of online and media on body image • puberty for girls • puberty for boys • conception (including IVF) • growing responsibility • coping with change • preparing for transition 	<ul style="list-style-type: none"> • technology safety • take responsibility with technology use <p>Changing me –</p> <ul style="list-style-type: none"> • self-image • body image • puberty and feelings • conception to birth • reflections about change • physical attraction • respect and consent • boyfriends/ girlfriends • sexting • transition
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Religious Education at Richmond Hill School 2025 - 2026

	Year 3	Year 4	Year 5	Year 6
Autumn	<p>Where do we get our morals from?</p> <ul style="list-style-type: none"> reflect on why people make choices about how to live a good life consider views on what is right and wrong investigate how some Jewish people use a tallit write own moral code mini-book inspired by their learning in this unit 	<p>What makes some texts sacred?</p> <ul style="list-style-type: none"> look at different ways scriptures are used and what this shows about the value placed on them experience how the Guru Granth Sahib is treated like royalty and analyse information collaboratively 	<p>Why do people have to stand up for what they believe in?</p> <ul style="list-style-type: none"> Thinking first as geographers and historians, children explore the spread of Christian beliefs worldwide. Through looking at artwork, history, case studies and first-hand accounts, they will investigate why, when their fundamental beliefs are the same, Christian worship looks so different in the UK and across the world. They create freeze frames and breaking news articles as people from the past. 	<p>What happens when we die?</p> <ul style="list-style-type: none"> interpret different sources of wisdom and beliefs about what happens when we die find out what different people from Abrahamic and non-religious perspectives do to mark someone's death explore how this is linked with beliefs about the afterlife through scripture, poems and readings consider the concepts of heaven and hell through art
Spring	<p>What happens if we do wrong?</p> <ul style="list-style-type: none"> develop previous learning about the role of God and moral guidance explore the meaning of consequences to different people explore beliefs about reincarnation 	<p>Who was Jesus really?</p> <ul style="list-style-type: none"> explore how Jesus was represented and viewed by different people during his life learn about his ministry and reflect on how the parables he shared learn about the miracles some Christians believe he performed are interpreted by different people examine the significance of Jesus' death and resurrection to many Christians 	<p>Why doesn't Christianity always look the same?</p> <ul style="list-style-type: none"> explore the spread of Christian beliefs worldwide investigate why, when their fundamental beliefs are the same, Christian worship looks so different in the UK and across the world create freeze frames and breaking news articles as people from the past 	<p>Why is there suffering?</p> <ul style="list-style-type: none"> look at suffering, sin and free will find out what people from different worldviews think about this challenging question analyse stories and texts explore why some people turn to God in times of suffering whereas others take it as evidence that God does not exist
Summer	<p>Why is water symbolic?</p> <ul style="list-style-type: none"> explore the many ways water is used in rituals and ceremonies explore the symbolic use of water look at what stories from scripture suggest about water create poetry to express ideas about the symbolism and significance of water think about how people's beliefs about water's preciousness might affect their actions 	<p>Why is the Bible the bestselling book of all time?</p> <ul style="list-style-type: none"> explore how the Christian Bible that exists today developed look at the different types of writing within the Bible and when it was written find out how some Christians use their Bibles and present their ideas as marketers of the Bible 	<p>Why are some places in the world significant to believers?</p> <ul style="list-style-type: none"> investigate why some places are significant to some religions explore why this has sometimes led to conflicts and what these places can reveal about beliefs and culture examine primary sources and what these can tell us about the past and significance 	<p>What place does religion have in our world today?</p> <ul style="list-style-type: none"> explore own worldview and the religious composition of class use census data and digital mapping to investigate what these can suggest about religion and its limitations consider the importance of freedom of religion or belief and how Religion and worldviews lessons can help them become better citizens in the future

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Physical Education at Richmond Hill School 2025 - 2026

	Year 3	Year 4	Year 5	Year 6
Autumn	<p>Football, Hockey and Dodgeball -</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate apply basic principles suitable for attacking and defending <p>OAA –</p> <ul style="list-style-type: none"> take part in outdoor and adventurous activity challenges both individually and within a team 	<p>OAA –</p> <ul style="list-style-type: none"> take part in outdoor and adventurous activity challenges both individually and within a team <p>Football and Hockey –</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate apply basic principles suitable for attacking and defending <p>Dance –</p> <ul style="list-style-type: none"> perform dance using a range of movements patterns 	<p>Football, Hockey and Netball -</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate apply basic principles suitable for attacking and defending <p>OAA –</p> <ul style="list-style-type: none"> take part in outdoor and adventurous activity challenges both individually and within a team 	<p>Football, Hockey and Basketball -</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate apply basic principles suitable for attacking and defending <p>OAA –</p> <ul style="list-style-type: none"> take part in outdoor and adventurous activity challenges both individually and within a team
Spring	<p>Dance –</p> <ul style="list-style-type: none"> perform dance using a range of movements patterns <p>Tag Rugby –</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate apply basic principles suitable for attacking and defending <p>Gymnastics –</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance 	<p>Tag Rugby, Netball and Cricket –</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate apply basic principles suitable for attacking and defending <p>Gymnastics –</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance 	<p>Dance –</p> <ul style="list-style-type: none"> perform dance using a range of movements patterns <p>Tag Rugby and Athletics –</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate apply basic principles suitable for attacking and defending <p>Gymnastics –</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance 	<p>Tag Rugby, Cricket, Netball and Athletics –</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate apply basic principles suitable for attacking and defending
Summer	<p>Athletics –</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination develop flexibility, strength, technique, control and balance <p>Cricket, Tennis and Rounders –</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate 	<p>Athletics, Rounders and Tennis –</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate apply basic principles suitable for attacking and defending <p>Swimming –</p> <ul style="list-style-type: none"> develop swimming skill and introduced to survival skills 	<p>Rounders and Tennis –</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate apply basic principles suitable for attacking and defending <p>Swimming –</p> <ul style="list-style-type: none"> develop swimming skill and introduced to survival skills 	<p>Rounders, Bowls and Tennis –</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate apply basic principles suitable for attacking and defending <p>Swimming –</p> <ul style="list-style-type: none"> develop swimming skill and introduced to survival skills <p>Dance –</p>

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				<ul style="list-style-type: none">• perform dance using a range of movements patterns
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Music at Richmond Hill School 2025 - 2026

	Year 3	Year 4	Year 5	Year 6
Autumn	<p>Ballads -</p> <ul style="list-style-type: none"> learn what ballads are identify features and how to convey different emotions when performing write lyrics following the structure of a traditional ballad <p>Pentatonic melodies and composition –</p> <ul style="list-style-type: none"> revise key musical terminology play and create pentatonic melodies compose a piece of music using layered melodies and perform 	<p>Body and tuned percussion –</p> <ul style="list-style-type: none"> explore the rainforest through music using a mixture of body percussion and tuned percussion instruments to create rhythms of the rainforest <p>Rock and Roll –</p> <ul style="list-style-type: none"> learn about the origin and features of rock and roll music look at a walking bass line perform a whole-class piece 	<p>Blues -</p> <ul style="list-style-type: none"> identify the key featured and mood of Blues music and it's purpose learn the 12-bar Blues and the Blues scale create an improvised piece with a familiar, repetitive backing <p>South and West Africa –</p> <ul style="list-style-type: none"> learn the 'shosholoza' play the accompanying chords using tuned percussion learn to play the djembe and some dance moves 	<p>Songs of WW2 -</p> <ul style="list-style-type: none"> develop greater accuracy in pitch and control identify pitches within an octave when signing use knowledge of pitch to develop confidence when singing in parts
Spring	<p>Developing singing technique –</p> <ul style="list-style-type: none"> develop singing technique learning to keep in time, musical notation and rhythm culminating in a group performance of a song with actions <p>Creating compositions in response to an animation–</p> <ul style="list-style-type: none"> listen to music and consider the narrative in represents create original compositions to match an animation 	<p>Adapting and transposing motifs –</p> <ul style="list-style-type: none"> introduced to the concept of motifs and adapt and transpose motifs perform to peers <p>Haiku, music and performance –</p> <ul style="list-style-type: none"> create a haiku add music and percussion sound effects to bring all elements together group performance 	<p>Composition notation –</p> <ul style="list-style-type: none"> identify the pitch and rhythm of written notes experiment with noting develop an understanding of staff notation <p>Composition to represent the festival of colour –</p> <ul style="list-style-type: none"> explore the associations between music, sounds and colour perform own musical composition to represent Holi 	<p>Film music –</p> <ul style="list-style-type: none"> explore and identify the characteristics of film music create a composition and graphic score to perform alongside a film
Summer	<p>Jazz –</p> <ul style="list-style-type: none"> learn about ragtime style music create a jazz motif play a jazz version of a nursery rhyme <p>Traditional instruments and improvisation –</p> <ul style="list-style-type: none"> introduction to traditional Indian music learn about rag and tal listen to a range of examples of Indian music 	<p>Samba and carnival sounds and instruments –</p> <ul style="list-style-type: none"> introduction to samba and the sights and sounds of the carnival learn about traditional sounds and instruments, syncopated rhythms compose own samba break <p>Changes in pitch, tempo and dynamics –</p> <ul style="list-style-type: none"> represent the different stages of the river through vocal and percussive ostinatos final group performance 	<p>Looping and remixing–</p> <ul style="list-style-type: none"> learn how dance music is created learn how to play a well-known song create own version with a dance spin <p>Musical theatre –</p> <ul style="list-style-type: none"> introduction to musical theatre learn how singing, acting and dancing can be combined to give an overall performance explore how music can be used to tell a story 	<p>Composing and performing a leavers song -</p> <ul style="list-style-type: none"> Identify and evaluate the musical features of a song. Contribute ideas to their group chorus, suggesting how lines three and four could rhyme. Contribute ideas to their group verse, suggesting how lines one and four and five and eight could rhyme. Fit an existing melody over a four-chord backing track. Create a melody that fits both the lyrics and the four-chord backing track

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	<ul style="list-style-type: none">• identify traditional instruments and create improvisations and preform			<p>of the chorus, using tuned percussion instruments.</p> <ul style="list-style-type: none">• Record melodies using letter notation.• Perform the leavers' song with confidence.
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Spanish at Richmond Hill School 2025 - 2026

	Year 3	Year 4	Year 5	Year 6
Autumn		<p>Presenting Myself By the end of this unit pupils will have the knowledge and skills to present themselves both orally and in written form in Spanish. This is one of the first units where previously learnt language will be integrated with newly acquired language, encouraging all pupils to use their growing bank of vocabulary. In this unit pupils focus on asking questions as well as providing accurate replies. They will demonstrate a growing understanding of grammar to manipulate language and start to create sentences of their own using a range of personal details including name, age, where they live and nationality.</p> <p>Family By the end of this unit pupils will have the knowledge and skills to make a presentation about their own/a fictitious family in both spoken and written form in Spanish. Pupils will start to integrate previously learnt language with newly acquired language, encouraging more confident use of their growing bank of vocabulary. Pupils will demonstrate an increasing knowledge of grammar and the use of the possessive in Spanish to manipulate language, thus starting to create more personalised responses as the unit supports the change from 1st person singular to 3rd person singular.</p>	<p>The Date Days of the week, months of the year and numbers 1-31 will be introduced, revised and consolidated so, by the end of this unit, pupils will have the knowledge and skills to say the date and when their birthday is in Spanish.</p> <p>Pets By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about the pets they have and/or do not have in Spanish. They will move from 1st person singular to 3rd person singular verb usage so they are able to say what the pet is called and use conjunctions more confidently.</p>	<p>Habitats By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about various plants and animals that live in five very different habitats. This is one of the first units to encourage slightly more complex and sophisticated writing using a wider range of vocabulary.</p> <p>At School In this unit pupils will learn the nouns and definite articles/determiners for 10 school subjects in the foreign language. They will also learn how to conjugate the verb “to study”, an introduction to time and an expansion of opinions. By the end of the unit pupils will have the knowledge and skills to talk about the subjects they like and dislike at school (along with a justification) and at what time/day they study various subjects. This will enable pupils to create more detailed and personalised responses by the end of the unit</p>
Spring		<p>Weather By the end of this unit pupils will have the knowledge and skills to describe the weather and present a weather forecast in the foreign language. This enables us to link the weather vocabulary with map work, compass points and general geography. This unit improves both language and cultural knowledge.</p> <p>My Home By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about where they live and which rooms they have and do not have in their homes in Spanish. This is a unit that focuses on recycling previously learnt</p>	<p>Clothes By the end of this unit pupils will have the knowledge and skills necessary to describe what they are wearing in Spanish. This is a unit that brings together much of the grammar covered in our Intermediate teaching type (nouns, gender, determiners, plurality, possessives, adjectival agreement, 1st person conjugation) so that pupils can say and write what they are packing in their suitcase for a holiday.</p> <p>Goldilocks In this unit pupils will learn to listen more carefully so as to be able to understand a familiar fairy tale recounted in the foreign language using picture,</p>	<p>The Weekend In this unit pupils will learn 10 phrases for activities they may do at the weekend in the foreign language. They will also be presented with further extension on telling the time and opinions/justifications. Pupils will have the knowledge and skills to talk about what they do at the weekend, enabling them to create more detailed and personalised responses by the end of the unit.</p> <p>Healthy Lifestyle In this unit pupils will learn the nouns and articles/determiners for 10 ‘healthy’ and 10 ‘less healthy’ foods, along with the 1st person singular</p>

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		<p>grammar, using it with new vocabulary, conjunctions and grammar, demonstrating a growing ability to create independent responses.</p>	<p>word and phrase cards. Pupils will be exposed to more language and will be encouraged to use a variety of activities to support their learning. This unit links strongly to transferable literacy skills.</p>	<p>conjugation of the high frequency verbs 'to eat' and 'to drink'. By the end of this unit pupils will be able to say what they eat and do not eat, and drink and do not drink to stay healthy. They will also learn the language for a variety of physical activities and will be presented with a healthy recipe. Pupils will be able to create more detailed and personalised responses by the end of this unit in the foreign language.</p>
<p>Summer</p>		<p>Classroom By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about what they have and do not have in their pencil cases and/or school bag in Spanish. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary and a better understanding of the negative form, demonstrating a growing ability to create independent responses.</p> <p>In the Cafe By the end of this unit, pupils will have the knowledge and skills necessary to perform a short role-play in a Spanish cafeteria. This is a unit that consolidates much of the grammar covered in our Early Language teaching type (nouns, gender, determiners and plurality) so that pupils can say and write what they are ordering to eat and/or drink using a wider range of vocabulary alongside very useful transactional language.</p>	<p>Regular Verbs In this series of six explicit grammar lessons pupils will focus on personal/subject pronouns and verb stems before learning how to conjugate regular verbs in Spanish. This unit is most suitable for language learners that already have a good understanding of grammar and are ready to explore whole verb conjugation in Spanish. This unit should not replace another unit when curriculum time is limited as it is purely based on verb conjugation.</p>	<p>Regular Verbs In this series of six explicit grammar lessons pupils will focus on personal/subject pronouns and verb stems before learning how to conjugate regular verbs in Spanish. This unit is most suitable for language learners that already have a good understanding of grammar and are ready to explore whole verb conjugation in Spanish. This unit should not replace another unit when curriculum time is limited as it is purely based on verb conjugation.</p>