

Arbury Primary School – Curriculum Mapping – note for the academic year 2020-2021

School closure due to Covid-19, and the subsequent restrictions on aspects of teaching and learning to ensure safety for all, have led to some changes to our curriculum offer in this interim period. We continue to plan and teach to provide a broad and balanced experience for all children, and to review our curriculum coverage.

Arbury Primary School – Curriculum Mapping – 2020/21 (EYFS)

	Term	Communication and Language	Physical Development	Personal, Social and Emotional Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
EYFS	Autumn 1 All About Me	Introducing ourselves. Talking about our families. Learning to listen to and follow instructions, and to talk to friends. Time To Talk (2 per week). Role play: shop and vet.	Physical Education (PE) is 'Write Dance'. Learning to hold a pencil correctly. Forest Schools once a week (Muddy Mondays): setting rules and mud slides. Self-portrait (developmental drawings to check pencil grip).	Establishing friendship groups. Creating classroom rules/ routines. Celebrating our similarities and differences: football game for show Racism the Red Card.	Hearing sounds in own name. Name writing. Draw and label a family portrait, learning about 'Different Families Same Love'. Hearing/writing initial letter sounds. Our class text this half term is: ' <i>This Is Our House</i> ' by Michael Rosen.	Introduce numbers through singing counting songs. Learn to read and write numbers correctly. Number and Place Value: numbers to 5. Addition and Subtraction: sorting. Reasoning: eg "I know that's number 1 because..."	Tour of the School. Learning about different jobs that adults do through role play (looking at gender stereotypes). Creating Where In The World display to reflect diversity of family backgrounds. Celebrate Harvest Festival.	Self-portraits (including full range of skin colours). Draw a builder/ police officer/ fire fighter (looking at gender stereotyping).
	Autumn 2 Festivals and Celebrations	Sharing home news. Talking about family celebrations. Talking about firework night. Listen to a talk about the Muslim festival of Eid, ask questions. Role play: autumn vegetable shop, then Santa's Grotto	PE is Games skills. Learning to hold a pencil correctly. Preparations for Christmas play/Nativity dances. Forest Schools once a week (Muddy Mondays): dens and rope bridges. Self-portrait (developmental drawings to check pencil grip).	Friendships, recognising special people. Making safety circles.	Continue learning all 26 initial letter sounds. Describing with simple adjectives eg fireworks. Read phonetically decodable 2 and 3 letter words (eg at,dog). Learn 'tricky words' eg of, the. Guided reading. Learn to write a birthday card. Learn to write a list (to Santa). Write simple sentences. Our class text this half term is: ' <i>Giraffes Can't Dance</i> ' by Giles Andreae	Learn to represent numbers in different ways eg numicon, cubes, toys, fingers and numbers. Number and Place Value: compare groups. Addition and Subtraction: one more, one less. Measurement: Time/My Day. Daily practise at writing numbers correctly. Reasoning: eg "I know this has more because..."	Learn about Diwali, make a diva lamp from salt dough. Science experiment with melting (make a chocolate sparkler). Learn about Eid, have a mini Eid party, dress up and make samosas. Birthday celebrations for class bear, make cards. Compare habitats (Arctic/ Antarctic).	Learn Christmas songs. Nativity themed role play and small world. Bonfire night paintings.
	Spring 1 Three Little Pigs	Listen to and retell the story of The Three Little Pigs, using Talk For Writing. Role Play: Three Little Pigs' House + Builders' Yard	Forest Schools once a week (Muddy Mondays): den building/fire pit. PE is marching, and games skills. Self-portrait (developmental drawings to check pencil grip).	Resolving conflict. Looking at feelings and emotions. Developing resilience.	Create own story maps. Describe and label characters (from the Three Little Pigs). Sequence stories. Write simple sentences, including finger spaces and full stops. Children begin to use marking grids to self-assess writing skills. Read phonetically decodable 2, 3 and 4 letter words (eg at, dog, jump). Learn 'tricky words' eg of, the, my, was. Guided reading. Our class text this half term is: ' <i>Prince Cinders</i> ' by Babette Cole	Addition and subtraction: number bonds to 5 (eg 4+1=5). Number and Place Value: counting numbers to 10, and comparing. Daily practise at writing numbers correctly. Reasoning: "2+1 doesn't = 5 because...."	Learn about Chinese New Year. Make paper lanterns, taste prawn crackers and noodles.	Design Little Pig's house. Follow the plan and make a house from found materials. Evaluate.
	Spring 2 Dinosaurs	Launched with dinosaur egg- where did it come from? Why is it here? Role Play: volcano/gellibaff/fossils in sand	Forest Schools once a week (Muddy Mondays): dens, rope bridges, cooking. Self-portrait (developmental drawings to check pencil grip). PE is Games skills.	Looking at our similarities and differences, understanding how to value and respect each other.	Read and write warning notices (eg to keep the eggs safe). Write 'Lost' posters re dinosaurs, display around school. Write in sentences, including finger spaces, full stops, question marks and exclamation marks. Read phonetically decodable 2, 3, 4 and 5 letter words (eg at, dog, jump, blast). Learn 'tricky words' eg of, the, my, was, there. Guided reading. Write a card, eg for Easter. Our class text this half term is: ' <i>Tyrannosaurus Drip</i> ' by Julia Donaldson	Addition and subtraction: number bonds to 10 (eg 5+5, 6+4, 7+3, 8+2 etc) Geometry: 2D and 3D shapes. Daily practise at writing numbers correctly. Daily practise at counting forwards and backwards to 10. Reasoning: "I know 6+4 =10 because...."	Research favourite dinosaurs. Exploration in 'gellibaff' and with dinosaur fossils in the sand tray. Sort and categorise dinosaurs. Learn about Easter.	Small world dinosaur play. Painted volcanos. Musical instruments to make dinosaur soundscape. Make an Easter Card.
	Summer 1 Famous Artists + Growing and Changing	Share experiences about home. Talk about what children can see in the artworks studied, give opinions. Oral instructions for how to plant seeds (instructional vocabulary: first, next, then etc). Role play: Garden Centre	Forest Schools once a week (Muddy Mondays): whittling with a vegetable peeler. Self-portrait (developmental drawings to check pencil grip). PE is Games skills. Out and About Day including gym trail and parachutes.	'All about our bodies', celebrating what our bodies can do and how they change over time (eg baby to toddler).	Recounts. Sentence work about Kandinsky and Mondrian's art. Write labels eg parts of a plant. Write simple instructions eg for how to grow cress. Write sentences, including finger spaces, sounding out words, full stops, question marks and exclamation marks. Read phonetically decodable 2, 3, 4 and 5 letter words (eg at, dog, jump, blast). Learn to read <u>and spell</u> 'tricky words' eg of, the, my, was, there. Guided reading. Our class text this half term is: ' <i>Katie's Picture Show</i> ' by James Mayhew	Geometry: explore patterns. Addition and subtraction: adding by counting on, taking away by counting back. Daily practise at writing numbers correctly. Daily practise at counting forwards and backwards to 15. Reasoning about addition: "I know that if I add two numbers together the answer will be bigger because...."	Planting seeds. Learning about what seeds need to grow eg water/soil/sun. Label parts of a plant. Out and About Day including a mini beast hunt and making bird feeders.	Recreate work in the same style as Kandinsky and Mondrian. Opportunity to make own art work inspired by artists studied. Visit from local artist- felt workshop.
	Summer 2 Going To The Zoo, Transport, Holidays	Talk about lifecycles connected to butterfly kit. Road safety talk and road equipment for role play. Role Play: Travel Agent and Zoo	Forest Schools once a week (Muddy Mondays): dens, whittling, cooking, drinks. Self-portrait (developmental drawings to check pencil grip). PE is Sports Day practise. Farmyard Sports festival at local secondary school (running, throwing, catching).	Understanding how to take care of our local environment (home, school, local area). Rules for staying safe when out of school on a trip.	Book- making based on the story 'Dear Zoo'. Information writing about lifecycles and trips. Instructional writing for how to cross the road eg First, then next. Write sentences, including finger spaces, sounding out words, full stops, question marks and exclamation marks, reading back to self-check. Read phonetically decodable 2, 3, 4 and 5 letter words (eg at, dog, jump, blast). Learn to read <u>and spell</u> 'tricky words' eg of, the, my, was, there, my. Guided reading. Our class text this half term is: ' <i>Aaaargh Spider</i> ' by Lydia Monks	Number and Place Value: counting to 20. Multiplication and Division: doubling and halving. Learning about odd and even numbers. Measurement: length, height and distance. Daily practise at writing numbers correctly. Daily practise at counting forwards and backwards to 20. Learn to count in 2s. Reasoning about odd and even numbers: "I know that 5 is odd because..."	Matching animals to habitats eg farm, arctic, zoo. Animal lifecycles including butterfly. Watching and observing daily changes in butterfly net. Road safety. Different types of transport (old and new).	Make own animals from a range of materials. Small world play with zoo animals. Role playing of road crossing.

Trips and Events	Autumn 1	Visit The Church Of The Good Shepherd – Harvest celebrations Show Racism The Red Card- 'Wear Red Day'		Spring 1	Library visits to Arbury library. Talk from a member of our local Chinese community about Chinese New Year.		Summer 1	Sports Day / Out and About Week / Visiting artist- felt workshop	
	Autumn 2	Visit Santa at Audley End Anti-Bullying Week, including Odd Sock Day Talk from a member of our local Muslim community about the festival of Eid.		Spring 2	Sedgewick Museum- see the dinosaur fossils. Talk from the local Vicar about Easter eggs.		Summer 2	Linton Zoo to see the animals. Farmyard Sports Festival at Chesterton Community College	

Arbury Primary School – Curriculum Mapping – 2020/21 (Year 1 to 6)

Subject	Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic Focus / English	Autumn 1	<p>'Out and About' week</p> <p>Where I Live</p> <ul style="list-style-type: none"> - E-Safety - Places around the school - Homes and Houses – Materials for roofing - Designing and building playground equipment <p><u>Science Investigation</u></p> <ul style="list-style-type: none"> - How are seasons changing? (Observing and recording plants, animals, temperature and Rainfall in the school grounds.) - Which materials are best for a roof? <p><u>Class reader:</u> 'We're Going on a Leaf Hunt'</p> <p><u>English</u></p> <p>Labels, Lists and Signs / Stories in Familiar Settings / Poems with pattern and rhyme</p> <p><u>Grammar, Punctuation and Spelling</u></p> <p>Finger Spaces</p> <p>Capitals for sentence starts</p> <p>Full stops</p> <p>Naming letters of the alphabet</p> <p>Forming lower case and capital letters</p>	<p>Recycling</p> <ul style="list-style-type: none"> - E-Safety - Making a recycled plant pot for a bulb - Collage / Sculpture from recyclables - Sorting Recycling - Mapping mini-beasts' habitats in the local environment - Making Bug Hotels - Describing the uses of materials <p><u>Science Investigation</u></p> <ul style="list-style-type: none"> - How can we sort materials for recycling? - What mini beasts can we find in the different environments of our bug hotel? <p><u>Class readers:</u> 'Tin Forest'</p> <p><u>English</u></p> <p>Stories in familiar settings / The Senses / Worms / Recounts</p> <p><u>Grammar, Punctuation and Spelling</u></p> <p>Revisit year 1 grammar</p> <p>Commas for lists</p> <p>Hatching Chicks</p> <ul style="list-style-type: none"> - Life Cycles - Making chick puppets - Observational drawing of chick - Needs of animals - Chick diaries <p><u>Science Investigation</u></p> <ul style="list-style-type: none"> - How do chicks change as they grow? <p><u>English</u></p> <p>Letters</p> <p><u>Grammar, Punctuation and Spelling</u></p> <p>Expanded noun phrases</p>	<p>BeWILDerwood</p> <ul style="list-style-type: none"> - E-Safety - Visit to BeWILDerwood - Den Building - Shell Structure Boxes for Twiggle furniture / tools etc / making Minpin birds - Scratch Programming project - Where do we come from in the country / world? - Mapping imaginary and real places <p><u>Science Investigation</u></p> <ul style="list-style-type: none"> - Do people with the longest legs jump the furthest? <p><u>Class reader:</u> 'The Minpins'</p> <p><u>English</u></p> <p><u>Grammar, Punctuation and Spelling</u></p> <p>Revisit year 2 grammar</p> <p>Determiners 'a' and 'an' for consonants and vowels</p>	<p>Autumn Term local habitat survey</p> <p>Solids, Liquids and Gasses</p> <ul style="list-style-type: none"> - Design and make a winter soup - Evaporation and melting <p><u>Science Investigation</u></p> <ul style="list-style-type: none"> - What animals and plants are in our local habitat? - What happens to puddles after the rain stops? - How quickly does ice melt at different temperatures? <p><u>Class reader:</u> 'Escape From Pompeii'</p> <p><u>English</u></p> <p><u>Grammar, Punctuation and Spelling</u></p> <p>Revisit year 3 grammar</p> <p>Romans</p> <ul style="list-style-type: none"> - E-Safety - Visit to the British Museum - Roman Mosaics - Caesar - Roman Empire - Hadrian's Wall - Boudicca - Romanisation of Britain - Roman roads - Measuring straight lines accurately <p><u>Science Investigation</u></p> <ul style="list-style-type: none"> - How much weight can 2m bridges hold before they break? <p><u>Class reader:</u> 'Escape From Pompeii'</p> <p><u>English</u></p> <p><u>Grammar, Punctuation and Spelling</u></p> <p>Revisit year 3 grammar (Continued)</p> <p>Pronouns for clarity and cohesion and to avoid repetition</p> <p>Europe</p> <ul style="list-style-type: none"> - Continents in the world - Weather around the world - European countries <p><u>Class reader:</u> 'This is Venice'</p> <p><u>English</u></p> <p><u>Grammar, Punctuation and Spelling</u></p> <p>Fronted adverbials</p> <p>Using commas for fronted adverbials</p>	<p>Coastlines</p> <ul style="list-style-type: none"> - Trip to Wells Next the Sea - Water Cycle - Counties / Regions - Erosion - Beach Hut Textiles - North American Coastline <p><u>Science Investigation</u></p> <ul style="list-style-type: none"> - What mix of sand to water makes the best sandcastles? - How does wind, sunlight and temperature affect evaporation rates? - How can materials be separated using filtering, evaporation and sieving <p><u>Class reader:</u> 'The Giant's Necklace'</p> <p><u>English</u></p> <p><u>Grammar, Punctuation and Spelling</u></p> <p>Revisit year 4 grammar</p> <p>Relative Clauses beginning with 'who', 'which', 'where', 'when', 'whose', 'that' or with an implied relative pronoun.</p>	<p>Kingswood Residential</p> <ul style="list-style-type: none"> - Digital media - Modroc figures <p>Central and South America</p> <ul style="list-style-type: none"> - Locating countries in South America - River Amazon and the River Cam - Climate Zones - Google Earth - Settlements and Land Use <p><u>Class reader:</u> 'The Explorer'</p> <p><u>English</u></p> <p><u>Grammar, Punctuation and Spelling</u></p> <p>Revisit year 5 grammar</p> <p>Synonyms and Antonyms</p>
	Autumn 2	<p>'Out and About' week</p> <p>Toys</p> <ul style="list-style-type: none"> - Toy history over time - Programming toys - Recognising common uses of IT - Sorting materials - Pop-up cards <p><u>Science Investigation</u></p> <ul style="list-style-type: none"> - How are seasons changing? (Observing and recording plants, animals, temperature and Rainfall in the school grounds.) - How can we sort materials into groups with different properties? <p><u>Class reader:</u> 'I love you, Blue Kangaroo'</p> <p><u>English</u></p> <p>Traditional Poems for Young Children/ Label, Lists and Signs / Stories with Repeating Patterns / Songs and Repetitive Poems</p> <p><u>Grammar, Punctuation and Spelling</u></p> <p>Combining words to make a sentence</p> <p>Capitals for names, places and days of the week</p> <p>Capitals for the personal pronoun 'I'</p> <p>Forming digits 0-9</p>	<p>The Great Fire of London</p> <ul style="list-style-type: none"> - Designing and making a fire engine - Fire collages - Fire colour paint mixing - Countries and Capital cities of the UK - Burying cheese investigation <p><u>Science Investigation</u></p> <ul style="list-style-type: none"> - What happens to cheese when it is buried wrapped in different materials? - What materials are best for different purposes? (Fireproofing / carrying water?) <p><u>Class readers:</u> 'The Baker's Boy and the Great Fire of London'</p> <p><u>English</u></p> <p>Fire Poem / Diary of the Great Fire / Great Fire Story / Mapping an imaginary journey/ Instructions</p> <p><u>Grammar, Punctuation and Spelling</u></p> <p>Co-ordinating conjunctions 'or', 'and' or 'but' / Subordinating conjunctions 'when', 'if', 'that' or 'because' / Sentences types – questions and commands</p> <p>Christmas Production</p> <p><i>Speaking and Listening / Drama</i></p>	<p>The Human Body</p> <ul style="list-style-type: none"> - Healthy eating - Skeletons and Muscles <p><u>Science Investigation</u></p> <ul style="list-style-type: none"> - How can animals be sorted based on their skeletons? <p>Forces and Magnets</p> <ul style="list-style-type: none"> - Testing if materials are magnetic and sorting - Measuring the distance cars roll on different surfaces - The 8 points of a compass <p><u>Science Investigation</u></p> <ul style="list-style-type: none"> - Which materials are magnetic? - How does the surface affect the distance a vehicle will roll? <p><u>Class reader:</u> 'Amazing Grace'</p> <p><u>English</u></p> <p><u>Grammar, Punctuation and Spelling</u></p> <p>Conjunctions for clauses - 'when', 'if', 'because' and 'although'</p> <p>Conjunctions to express time, place and cause – 'when', 'before', 'after', 'while', 'so' and 'because'</p> <p>Subordinate clauses</p>	<p><u>Class reader:</u> 'Escape From Pompeii'</p> <p><u>English</u></p> <p><u>Grammar, Punctuation and Spelling</u></p> <p>Revisit year 3 grammar (Continued)</p> <p>Pronouns for clarity and cohesion and to avoid repetition</p> <p>Europe</p> <ul style="list-style-type: none"> - Continents in the world - Weather around the world - European countries <p><u>Class reader:</u> 'This is Venice'</p> <p><u>English</u></p> <p><u>Grammar, Punctuation and Spelling</u></p> <p>Fronted adverbials</p> <p>Using commas for fronted adverbials</p>	<p>Extreme Earth</p> <ul style="list-style-type: none"> - Recognise country shapes - North America - Weather Patterns - Changes in the Environment - Structures of building - Makeshift Shelters - Volcano collage <p><u>Science Investigation</u></p> <ul style="list-style-type: none"> - What happens when varying amounts of bicarbonate of soda are added to vinegar? <p><u>Class reader:</u> 'The Firework Maker's Daughter'</p> <p><u>English</u></p> <p><u>Grammar, Punctuation and Spelling</u></p> <p>Modal verbs to indicate degrees of possibility – 'might', 'should', 'will' and 'must'</p> <p>Adverbs to indicate degrees of possibility – 'perhaps' and 'surely'.</p>	<p>The Maya Civilisation</p> <ul style="list-style-type: none"> - The Maya Civilisation - Cooking chilli <p><u>Class reader:</u> 'Cloudbusting' (link to Anti-bullying work)</p> <p><u>English</u></p> <p><u>Grammar, Punctuation and Spelling</u></p> <p>Word Classes – Subjects and Objects</p> <p>Circuits</p> <ul style="list-style-type: none"> - Coding using Flowol - Design an electronic greeting card - Building circuits from designs <p><u>Science Investigation</u></p> <ul style="list-style-type: none"> - What happens when one component is changed in a circuit? - What happens to the brightness of a bulb, volume of a buzzer or speed of a motor when the number of cells is changed? <p><u>English</u></p> <p><u>Grammar, Punctuation and Spelling</u></p> <p>Subjunctive Form – Formal speech writing, informal speech and question tags in speech</p>

Subject	Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic Focus / English	Spring 1	<p>'Out and About' week</p> <p>Flight</p> <ul style="list-style-type: none"> - History of early flight - Programming toys - Materials for flight - Kite Making - Paper Aeroplanes - Printing with feathers <p><u>Science Investigation</u></p> <ul style="list-style-type: none"> - How are seasons changing? (Observing and recording plants, animals, temperature and Rainfall in the school grounds.) - Which paper aeroplane travels the furthest? <p><u>Class reader:</u> 'Violet the Pilot'</p> <p><u>English</u></p> <p>Stories with repeating patterns / Poems on a theme / Information Texts</p> <p><u>Grammar, Punctuation and Spelling</u></p> <p>Joining clauses with 'and'</p> <p>Exclamations marks</p>	<p>Castles</p> <ul style="list-style-type: none"> - E-safety - Designing a strong bridge across a moat - Comparing materials used for castles - 3D castle project - rubbings - Coding – Simple instructions for routes - Sketching castles - Keeping healthy in medieval times - Hygiene, food & exercise <p><u>Science Investigation</u></p> <ul style="list-style-type: none"> - What happens to the body when we exercise? - How much weight can a bridge support? <p><u>Class reader:</u> 'Castles'</p> <p><u>English</u></p> <p>Traditional tales / Recounts / Songs and repetitive poems / Fantasy Stories</p> <p><u>Grammar, Punctuation and Spelling</u></p> <p>Using -ly to turn adjectives into adverbs</p> <p>Apostrophes</p> <p>Sentence types – exclamations and statements</p>	<p>Light</p> <ul style="list-style-type: none"> - Internet searching - Making shadow puppets <p><u>Science Investigation</u></p> <ul style="list-style-type: none"> - Which materials are reflective and how can they be sorted and classified? - How does the size of a shadow puppet change in relation to the distance from the light source? <p><u>Class reader:</u> 'On a Beam of Light'</p> <p><u>English</u></p> <p><u>Grammar, Punctuation and Spelling</u></p> <p>Adverbs to express time, place and cause – 'then', 'next', 'soon' and 'therefore'</p> <p>Prepositions to express time place and cause – 'before', 'after', 'during', 'in' and 'because of'</p>	<p>Spring Term local habitat survey</p> <p>Egyptians</p> <ul style="list-style-type: none"> - Fitzwilliam Museum visit - River Nile - Pop-up books - Canopic Jars - Scratch Game design <p><u>Science Investigation</u></p> <ul style="list-style-type: none"> - What animals and plants are in our local habitat? - How much force does it take to move a brick on different surfaces? <p><u>Class reader:</u> The Egyptian Cinderella</p> <p><u>English</u></p> <p><u>Grammar, Punctuation and Spelling</u></p> <p>Apostrophes for possession - The difference between plurals and possessive –s - Plural possessive apostrophes</p> <p>Punctuating direct speech - Inverted commas - Comma after the reported clause - punctuation within inverted commas)</p>	<p>Earth, Space and Forces</p> <ul style="list-style-type: none"> - Time zones - Day and Night - Forces - Gravity - Making a moving solar system - Isaac Newton - Sundials - Friction - Air Resistance <p><u>Science Investigation</u></p> <ul style="list-style-type: none"> - Which trainer has the best grip? - How does the nose shape of a vehicle affect the length it will roll down a slope? - How does the shape of a boat affect the amount of weight it can support? <p><u>Class reader:</u> 'Destination Space'</p> <p><u>English</u></p> <p>Texts: 'Hidden Figures'</p> <p><u>Grammar, Punctuation and Spelling</u></p> <p>Parenthesis – brackets, dashes or commas</p> <p>Expanding noun phrases to convey complicated information concisely</p> <p>Tenses – Perfect form of verbs to mark time and cause</p>	<p>Light</p> <ul style="list-style-type: none"> - Investigating light boxes - Making a working periscope - Trip to the Tate Modern <p><u>Science Investigation</u></p> <ul style="list-style-type: none"> - How does distance from a light source affect the area of a shadow? <p><u>Class reader:</u> 'Spider and the Fly'</p> <p><u>English</u></p> <p><u>Grammar, Punctuation and Spelling</u></p> <p>Punctuation – Using a colon to introduce a list, semi-colons within lists and bullet points</p> <p>Circulatory System (4 weeks)</p> <ul style="list-style-type: none"> - Pulse rate / heart rate monitors - Research the relationship between diet, exercise, drugs and health - Healthy lifestyles week <p><u>Science Investigation</u></p> <ul style="list-style-type: none"> - How does exercise affect pulse rate? - What is the relationship between diet, exercise and drugs on health? <p><u>Class reader:</u> 'Spider and the Fly'</p> <p><u>English</u></p> <p><u>Grammar, Punctuation and Spelling</u></p> <p>Active and Passive</p> <p>Formal and Informal – Subjunctive form</p> <p>Formal and Informal - Vocabulary</p>
	Spring 2	<p>'Out and About' week</p> <p>Growing</p> <ul style="list-style-type: none"> - Structures of plants - Humans growing - Sunflower diary - Sunflower growing - Salad growing - Making a healthy salad <p><u>Science Investigation</u></p> <ul style="list-style-type: none"> - How are seasons changing? (Observing and recording plants, animals, temperature and Rainfall in the school grounds.) - How do sunflowers grow over two weeks in different locations? (Measuring and recording height the number of leaves.) <p><u>Class Reader:</u> 'The Flower'</p> <p><u>English</u></p> <p>Instructions / Fairy Tales and Traditional Tales / Poems on a theme</p> <p><u>Grammar, Punctuation and Spelling</u></p> <p>Capitals for names, places, days of the week and the personal pronoun 'I'</p>	<p>Rosa Parks</p> <ul style="list-style-type: none"> - Learning about the significant contribution of Rosa Parks to equality - Designing a flag, medal or coin/note to celebrate equality or challenge prejudice - Bug Hotel 2 – revisit the environments and compare <p><u>Science Investigation</u></p> <ul style="list-style-type: none"> - How are the bugs observed in the bug hotel different from those recorded in September? - How have the bulbs we planted changed over time? <p><u>Class reader:</u> 'Great Women who Changed the World'</p> <p><u>English</u></p> <p>Diary / Letter</p> <p><u>Grammar, Punctuation and Spelling</u></p> <p>Tenses / Suffixes –ness, -er and compounding</p> <p>Forming adjectives using suffixes –ful and -less</p>	<p>Stone Age to Iron Age</p> <ul style="list-style-type: none"> - Wandlebury visit - Making a foraging bag - Comparing rocks - What soil is made of? - Scratch – Hunter/Gatherer game - Stone Age to Bronze Age to Iron Age <p><u>Science Investigation</u></p> <ul style="list-style-type: none"> - In what ways can rocks be sorted and classified? - What are the different kinds of soil and how can they be sorted a classified? <p><u>Class reader:</u> 'Stone Age Boy'</p> <p><u>English</u></p> <p><u>Grammar, Punctuation and Spelling</u></p> <p>Inverted commas to punctuate direct speech</p> <p>Present perfect form of verbs in contrast to the past tense</p>	<p>Sound</p> <ul style="list-style-type: none"> - Making a stringed musical instrument - Data logging sounds - Dance music production - Sound travelling through air, water and solid objects <p><u>Science Investigation</u></p> <ul style="list-style-type: none"> - How does the length of an instrument affect pitch? - How does the thickness of an elastic band affect the pitch it plays? - How does the distance a sound has to travel affect the volume? <p><u>Class reader:</u> Fox</p> <p><u>English</u></p> <p><u>Grammar, Punctuation and Spelling</u></p> <p>Noun phrases - Modifying adjectives / Nouns and preposition phrases.</p> <p>Suffixes - words with endings '-sure' and '-ture'</p> <p>Suffixes - Spell words which sound like '-sion'</p> <p>Easter Production</p> <p><i>Speaking and Listening / Drama</i></p>	<p>What was it like to be a child in this area during WWII?</p> <ul style="list-style-type: none"> - Printing propaganda posters - Kindertransport <p><u>Class reader:</u> 'Oranges in No Man's Land'</p> <p><u>English</u></p> <p><u>Grammar, Punctuation and Spelling</u></p> <p>Tenses – Perfect form of verbs to mark time and cause (Continued)</p>	<p>Evolution</p> <ul style="list-style-type: none"> - Classification keys for local wildlife - Classification keys for wildlife worldwide - Adaptation in animals and plants - Darwin <p><u>Science Investigation</u></p> <ul style="list-style-type: none"> - Can you create a classification key for local wildlife? - Can you create a classification key for worldwide wildlife? - In what ways do animals and plants adapt to their surroundings? <p><u>Class reader:</u> 'If...'</p> <p><u>English</u></p> <p><u>Grammar, Punctuation and Spelling</u></p> <p>Formal and Informal – Structures</p> <p>Punctuation – Semi-colons, colons, dashes to mark the boundaries between independent clauses</p> <p>Hyphens – Avoiding ambiguity</p>

Subject	Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic Focus / English	Summer 1	<p>'Out and About' week</p> <p>Explorers</p> <ul style="list-style-type: none">- Sea or Space collage- Christopher Columbus compared to space travel- Neil Armstrong / Mae Jemison / Tim Peake- Materials for boat building <p><u>Science Investigation</u></p> <ul style="list-style-type: none">- How are seasons changing? (Observing and recording plants, animals, temperature and Rainfall in the school grounds.)- How can we use our sense of smell, touch and hearing to identify an unseen object? <p><u>Class reader:</u> 'Beegu'</p> <p><u>English</u></p> <p>Traditional Tales / Information Texts / Letters</p> <p><u>Grammar, Punctuation and Spelling</u></p> <p>Question Marks / Adding –s and –es for plurals</p>	<p>Let's Go on Safari – Kenya</p> <ul style="list-style-type: none">- Coding – Programming complex routes- Using compass directions- Identifying habitats and animals in Kenya and producing Fact files- Using aerial photos to make maps- Map work – Continents, oceans and hot and cold areas of the world- Masai Art – Making Necklaces- Bean Diaries <p><u>Science Investigation</u></p> <ul style="list-style-type: none">- What are the best conditions for beans to grow?- Which habitat is best suited to support a range of African animals? <p><u>Class reader:</u> 'Lila and the Secret of Rain'</p> <p><u>English</u></p> <p>Animal facts leaflets / Classic animal poems / Stories by the same author</p> <p><u>Grammar, Punctuation and Spelling</u></p> <p>Suffixes –er and –est in adjectives</p>	<p>Plants</p> <ul style="list-style-type: none">- Painting Leaves- Investigating plant growing conditions- Investigating the transport of water in plants- Growing ladybirds- Measuring plant growth and rainfall- BBC Secret Life of Plants- Food Miles – Where does our food come from?- Deserts in the world <p><u>Science Investigation</u></p> <ul style="list-style-type: none">- How do plants grow in different conditions?- How is water transported around plants? <p><u>Class reader:</u> 'Poems to perform'</p> <p><u>English</u></p> <p><u>Grammar, Punctuation and Spelling</u></p> <p>Nouns (Including abstract nouns)</p> <p>Paragraphs (Including headings and subheadings)</p>	<p>Electricity</p> <ul style="list-style-type: none">- Common electrical appliances- Circuits- Conductors and Insulators- The lightbulb - Thomas Edison- Making a buzzer game <p><u>Science Investigation</u></p> <ul style="list-style-type: none">- Which materials conduct electricity?- How does changing the number of bulbs and batteries in a series circuit affects the brightness of the bulb(s)? <p><u>Class reader:</u> Sleuth on Skates</p> <p><u>English</u></p> <p><u>Grammar, Punctuation and Spelling</u></p> <p>Standard English - We were / we was – I did / I done</p> <p>Paragraphs to organise around a theme</p> <p>Summer Term local habitat survey</p> <p>Animals</p> <ul style="list-style-type: none">- Wicken Fen visit- Geo-caching and map reading- E-Safety- Food chains- Classification and grouping animals- Making classification keys- Pond Dipping- Teeth- The digestion system <p><u>Science Investigation</u></p> <ul style="list-style-type: none">- What animals and plants are in our local habitat?- What happens to egg shell when placed in different liquids? <p><u>Class reader:</u> i-SPY Nature: What can you spot?</p> <p><u>English</u></p> <p><u>Grammar, Punctuation and Spelling</u></p> <p>Suffixes – '-ation', '-ly', and '-ous'</p> <p>Suffixes which sound the same – '-tion', '-sion', '-ssion' and '-cian'.</p>	<p>Life Cycles</p> <ul style="list-style-type: none">- Grouping Materials- Read the Hobbit- Testing shelter design- Ants- How humans change as they get old- Life cycles of birds, mammal, amphibians <p><u>Class reader:</u> 'Way Home'</p> <p><u>English</u></p> <p><u>Grammar, Punctuation and Spelling</u></p> <p>Commas to clarify meaning and avoid ambiguity</p> <p>Cohesion within paragraphs – then, after, that, this and firstly</p> <p>Cohesion - links across paragraphs for time, place, number and tense.</p>	<p>SATs Assessment</p> <p>Cambridge</p> <ul style="list-style-type: none">- Locating Cambridge in the UK- Ordnance Survey Maps- Grid references- Compass Points- Bridge building- Alfred Wallace- Visit to Kings College Chapel and the Mathematical Bridge <p><u>Class reader:</u> 'Street Child'</p> <p><u>English</u></p> <p><u>Grammar, Punctuation and Spelling</u></p> <p>Grammar Revision</p> <p>Y6 SATs</p> <p>Cohesion – adverbials to link paragraph and ellipsis</p> <p>Cohesion – Structuring texts using headings, sub-headings, columns, bullet points or tables</p> <p>Consolidate KS2 learning</p> <p>Summer Production</p> <p><i>Speaking and Listening / Drama</i></p>
	Summer 2	<p>'Out and About' week</p> <p>Animals</p> <ul style="list-style-type: none">- Stories about animals- Wood Green visitors in- E – Safety- Animal clay/stick models- Classifying animals <p><u>Science Investigation</u></p> <ul style="list-style-type: none">- How are seasons changing? (Observing and recording plants, animals, temperature and Rainfall in the school grounds.)- How can we group animals with different properties? <p><u>Class reader:</u> 'Lots: The Diversity of Life on Earth' (+ Lion Learners visit)</p> <p><u>English</u></p> <p>Humorous Poems (Animals) / Information Texts / Fantasy Stories</p> <p><u>Grammar, Punctuation and Spelling</u></p> <p>Using the prefix un-</p> <p>Using the suffixes –ing, -ed and –er.</p>	<p>Seaside Sea life</p> <ul style="list-style-type: none">- E-safety- Food chains- Designing and making a salad- Using aerial photos to compare places and produce maps- Using geographical vocabulary- Sea side painting / sketching- Identifying sea side habitats and animals- fact files <p><u>Science Investigation</u></p> <ul style="list-style-type: none">- What food chains might you find in different marine locations? (Rock pools / Reefs / Oceans)- Having visited the Sea Life Centre, what questions am I going to answer about a chosen animals? <p><u>Class readers:</u> 'Winnie at the Seaside'</p> <p><u>English</u></p> <p>Information texts / Quest stories / Traditional poems (The Owl and the Pussycat)</p> <p><u>Grammar, Punctuation and Spelling</u></p> <p>Consolidating grammar for year 2</p>	<p>Ancient Greece</p> <ul style="list-style-type: none">- Block Printing – Repeated Patterns- Visit to the Fitzwilliam Museum or Museum of Classical Archaeology- Archimedes – Floating and Sinking- Greek Architecture- Making sandwiches using produce grown <p><u>Class reader:</u> 'A Visitor's Guide to Ancient Greece'</p> <p><u>Science Investigation</u></p> <ul style="list-style-type: none">- How can we measure how fast we can run 60m? How can we measure how far we can throw a javelin? How can we measure how high we can jump?- How can we find the volume of objects by sinking them in water? <p><u>English</u></p> <p><u>Grammar, Punctuation and Spelling</u></p> <p>Word families to indicate meaning</p> <p>Prefixes to form nouns – 'super-', 'anti-' and 'auto-'</p>	<p><u>Class reader:</u> i-SPY Nature: What can you spot?</p> <p><u>English</u></p> <p><u>Grammar, Punctuation and Spelling</u></p> <p>Suffixes – '-ation', '-ly', and '-ous'</p> <p>Suffixes which sound the same – '-tion', '-sion', '-ssion' and '-cian'.</p>	<p>Invaders and Settlers</p> <ul style="list-style-type: none">- Bread Making- Clay Art- Making Shelters- Romans to 1066 <p><u>Class reader:</u> 'How to Train Your Dragon'</p> <p><u>English</u></p> <p><u>Grammar, Punctuation and Spelling</u></p> <p>Cohesion - links across paragraphs for time, place, number and tense.</p> <p>(Continued)</p> <p>Prefixes – 'dis-', 'de-', 'mis-', 'over-', and 're-'</p> <p>Suffixes '-ate', '-ise' and '-ify'</p>	

Subject	Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Trips / Events / Experiences	Autumn 1		Amey Waste Management - Recycling	BeWILDerwood - BeWILDerwood	British Museum - Romans	Wells-Next-the-sea - Coastlines	Residential : Kingswood
	Autumn 2	Toy Museum - Toys					Local Visit – River Cam
	Spring 1	Pantomime Duxford – Flight	Pantomime Colchester Castle - Castles	Pantomime	Fitzwilliam Museum – Egyptians	Pantomime The National Space Centre – Earth and Space	Pantomime
	Spring 2			Wandlebury – Stone Age to Iron Age		'Kindertransport' Day in school	Museum of Zoology
	Summer 1						London – River Trip
	Summer 2	Shepreth Wildlife Park – Animals Lion Learners visit	Hunstanton Sea Life Centre – Under the Sea	Fitzwilliam Museum or Museum of Classical Archaeology – Ancient Greece	Wicken Fen – Animals Lion Learners visit	History off the Page - Vikings	Local Visit – Kings College / Mathematical Bridge / River Cam

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Maths (White Rose)	Autumn	<ul style="list-style-type: none"> Number: Place value- within 10 (4 weeks) Number: Addition and subtraction- within 10 (4 weeks) Geometry: shape (1 week) Number and place value- within 20 (2 weeks) 	<ul style="list-style-type: none"> Number: Place value (3 weeks) Number: Addition and Subtraction (5 weeks) Measurement: Money (2 weeks) Number: <u>Multiplication</u> and Division (2 weeks) <p>Aut 2 - Times tables focus: x10</p>	<ul style="list-style-type: none"> Number: Place value (3 weeks) Number: Addition and Subtraction (5 weeks) Number: Multiplication and Division (3 weeks) <p>Aut 1 - Times tables focus: x3 Aut 2 - Times tables focus: x4</p>	<ul style="list-style-type: none"> Number: Place Value (4 weeks) Number: Addition and Subtraction (3 weeks) Measurement: Length and Perimeter (1 week) Number: Multiplication and Division (3 weeks) <p>Aut 1 - Times tables focus: x7 Aut 2 - Times tables focus: x9</p>	<ul style="list-style-type: none"> Number: Place Value (3 weeks) Number: Addition and Subtraction (2 weeks) Statistics- (2 weeks) Number: Multiplication and Division (2 weeks) Perimeter and Area (2 weeks) 	<ul style="list-style-type: none"> Number: Place Value (2 weeks) Number: Addition, Subtraction, Multiplication and Division (4 weeks) Fractions (4 weeks) Geometry- Position and Direction (1 week)
	Spring	<ul style="list-style-type: none"> Number: Addition and subtraction- within 20 (4 weeks) Number and place value- within 50. Multiples of 2, 5 and 10 included. (3 weeks) Measurement: Length and height (2 weeks) Measurement: Weight and Volume (2 weeks) 	<ul style="list-style-type: none"> Number: Multiplication and <u>Division</u> (2 weeks) Statistics (2 weeks) Geometry: Properties of Shape(3 weeks) Number: Fractions (3 weeks) Measurement: Length and height (2 week) <p>Spring 1 - Times tables focus: x2 Spring 2 - Times tables focus: x5</p>	<ul style="list-style-type: none"> Number: Multiplication and Division (3 weeks) Measurement: Money (1 week) Statistics (2 weeks) Measurement: Length and perimeter (3 weeks) Number: Fractions (2 weeks) <p>Spring 1 – Times tables focus: x8 Spring 2 - Times tables focus: x6</p>	<ul style="list-style-type: none"> Number: Multiplication and Division (3 weeks) Measurement: Area (1 week) Fractions (4 weeks) Decimals (3 weeks) <p>Spring 1 - Times tables focus: x11 Spring 2 - Times tables focus: x12</p>	<ul style="list-style-type: none"> Number: Multiplication and Division (3 weeks) Number: Fractions (6 weeks) Number: Decimals and Percentages (2 weeks) 	<ul style="list-style-type: none"> Number: Decimals (2 weeks) Number: Percentages (2 weeks) Number: Algebra (2 weeks) Measurement: Converting Units (1 week) Measurement: Perimeter, Area and Volume (2 weeks) Number: Ratio (2 weeks)
	Summer	<ul style="list-style-type: none"> Number: Multiplication and Division- Reinforce multiples of 2,5 and 10 to be included (3 weeks) Number: Fractions (2 weeks) Geometry: Position and direction (1 week) Number: Place Value-within 100 (1 week) Measurement: money (1 week) Time (2 weeks) 	<ul style="list-style-type: none"> Position and Direction (3 weeks) Problem solving and efficient methods (1.5 weeks) Measurement: Time (2.5 weeks) Measurement: Mass, Capacity and Temperature (3 weeks) Investigations (2 weeks) <p>Times tables focus: consolidation</p>	<ul style="list-style-type: none"> Number: Fractions (3 weeks) Measurement: Time (3 weeks) Geometry: Properties of Shapes (2 weeks) Measurement: Mass, Capacity and Temperature (3 weeks) <p>Times tables focus: consolidation</p>	<ul style="list-style-type: none"> Decimals (2 weeks) Measurement: Money (2 weeks) Time (1 week) Statistics- (2 weeks) Geometry- Properties of Shape (3 weeks) Geometry- Position and Direction (1 week) <p>Times tables focus: consolidation</p>	<ul style="list-style-type: none"> Number: Decimals (4 weeks) Geometry: Properties of Shapes (3 weeks) Geometry- Position and Direction (1 week) Measurement: Converting Units (2 weeks) Measures Volume (1 week) 	<ul style="list-style-type: none"> Geometry- Properties of Shape (2 weeks) Problem Solving (3 weeks) Statistics- (2 weeks) Investigations (4 weeks)

Subject	Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
RE	Autumn 1	Christianity Creation – Who made the world? <i>Understanding Christianity 1.2:</i>	Christianity Creation – Who made the world? <i>Understanding Christianity 1.2: (Digging deeper)</i>	Hinduism Diwali – Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child? <i>DRE Y3/Aut1</i>	Buddhism Buddha's Teachings – Is it possible for everyone to be happy? <i>DRE Y4/Aut1</i>	Hinduism Beliefs and Moral Values - Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? <i>DRE Y5/Sum1</i>	Buddhism The 8-fold Path – What is the best way for a Buddhist to lead a good life? <i>DRE Y4/Sum1</i>
	Autumn 2	Christianity Incarnation – Why does Christmas matter to Christians? <i>Understanding Christianity 1.3:</i>	Christianity Incarnation – Why does Christmas matter to Christians? <i>Understanding Christianity 1.3: (Digging deeper)</i>	UC 2a.3	UC 2a.3 (digging deeper)	UC 2b.4	DRE Xmas unit
	Spring 1	Islam Prayer at home – Does paying at regular intervals help a Muslim in his or her everyday life? <i>DRE Y2/Spr1</i>	Islam Community and Belonging – Does going to a Mosque give Muslims a sense of belonging? (Mosque visit) <i>DRE Y2/Sum1</i>	UC 2a.1	Judaism Passover – How important is it for Jewish people to do what God asks them to do? (Synagogue visit?) <i>DRE Y4/Spr1</i>	UC 2b.5	Judaism Rites of Passage and Good Works – What is the best way for a Jew to show commitment to God? <i>DRE Y4/Sum1</i>
	Spring 2	Christianity Salvation – Why does Easter matter to Christians? <i>Understanding Christianity 1.5:</i>	Christianity Salvation – Why does Easter matter to Christians? <i>Understanding Christianity 1.5: (Digging deeper)</i>	UC 2a.5	UC 2a.4	UC 2b.6	UC 2b.2
	Summer 1	Christianity God – What do Christians believe God is like? <i>Understanding Christianity 1.1:</i>	Judaism Shabbat – Is Shabbat important to Jewish children? <i>DRE Y1/Sum1</i>	Sikhism Sharing and Community - Do Sikhs think it is important to share? <i>DRE – Y3/Sum1</i>	Islam Beliefs and Practices - What is the best way for Muslims to show commitment to God? <i>DRE – Y6/Aut1</i>	Sikhism Prayer and Worship – What is the best way for a Sikh to show commitment to God? <i>DRE – Y5/Sum1</i>	Islam Beliefs and Moral Values – Does belief in Akhirah (life after death) help Muslims lead good lives? (Mosque visit) <i>DRE – Y6/Sum1</i>
	Summer 2	Multi-Faith Weddings	Christianity Gospel – What is the good news that Jesus brings? (incl church visit) <i>Understanding Christianity 1.4</i>	UC 2a.2	UC 2a.6	UC 2b.1 (incl church visit)	UC 2b.3

Subject	Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PE (CAS)	Autumn 1	Gym – Jumping Jacks Fundamental 1	Gym – Points of Contact Fundamental 1	Gym – Patterns and Pathways Games – Ball Handling	Gym – Principles of Balance Games – Ball on the Ground	Gym – Pair Composition Games - Football Intra competition: Inter competition: Football	Gym – Body Symmetry Games - Football Intra competition: Inter competition: Football
	Autumn 2	Gym – Jumping Jacks Dance – Moving words Fundamental 1/2 Intra competition: Gym Inter competition: Gym	Gym – Points of Contact Dance – Great Fire of London Fundamental 1/2 Intra competition: Gym Inter competition: Gym	Gym – Patterns and Pathways Dance – Solar System Games – Ball Handling Games – Strike and Field Intra competition: Gym Inter competition:	Gym – Principles of Balance Dance – Cold Places Games – Ball on the Ground Games – Net Games Intra competition: Gym Inter competition:	Gym – Pair Composition Dance – On the Beach Games – Tag Rugby Intra competition: Inter competition: Cross Country	Gym – Body Symmetry Dance – Football Games – Tag Rugby Aut 2018 – football / handball Intra competition: Inter competition: Cross Country
	Spring 1	Dance – Moving Words Fundamental 2	Dance – Great Fire of London Fundamental 2	Dance – Solar System Games – Strike and Field Intra competition: Inter competition: Gym	Dance – Cold Places Games – Net Games Intra competition: Inter competition: Gym	Dance – On the Beach OAA – Co-op, Comms, Cons. Intra competition: Inter competition: Tag Rugby	Dance - Football Games –Tag Rugby Spr 2019 - basketball Intra competition: Inter competition: Tag Rugby
	Spring 2	Gym – Rock and Roll Fundamental 3 Intra competition: Multiskills Inter competition:	Gym – Ball, Tall and Wall Fundamental 3 Intra competition: Multiskills Inter competition:	Gym – Hand Apparatus OAA – Coop, Comms, Cons.	Gym - Rotation Games - Tennis	Gym – Press and Go OAA – Coop, Comms, Cons. Games - Netball	Gym – Group Work Games - Netball
	Summer 1	Gym – Rock and Roll Dance – Weather OAA – Trails, Trust and Teamwork	Gym – Ball, Tall and Wall Dance – Magical Friends Fundamental 3	Gym – Hand Apparatus Dance - Machines OAA – Coop, Comms, Cons. Athletics – Challenges Intra competition: Inter competition: Mini Tennis	Gym – Rotation Dance – Rugby & the Haka Games - Tennis Athletics – Pentathlon Intra competition: Inter competition: Mini Tennis	Gym – Press and Go Dance – Dance Styles Games - Netball Athletics - Heptathlon Intra competition: Inter competition: Netball	Gym – Group Work Dance – Why Bully Me? Games - Netball Athletics - Decathlon Intra competition: Inter competition: Netball
	Summer 2	Dance – Weather Athletics - Sports Day Skills Intra competition: Sports Day Inter competition:	Dance – Magical Friends Athletics - Sports Day Skills Intra competition: Sports Day Inter competition:	Dance - Machines Athletics – Challenges Intra competition: Inter competition: Kwik Cricket	Dance – Rugby & the Haka Athletics - Pentathlon Intra competition: Inter competition: Kwik Cricket	Dance – Dance Styles Athletics – Heptathlon Intra competition: Inter competition: Quadkids Athletics	Dance – Why Bully Me? Athletics – Decathlon Intra competition: Inter competition: Quadkids Athletics

Subject	Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Music	Autumn 1	Hey You! (Charanga) Old School Hip hop	Hands, Feet, Heart (Charanga) South African styles	Recorders 1 Naming of parts of the recorder / Posture and left hand at the top / Covering the holes / Making a sound using 'ta' / Crotchets and quavers / Notes B, A and G Music Appraisal		Wind Band – Brass / Woodwind Introduction to instruments / Listen to recordings of them / Listen to the teachers playing familiar tunes / Learn about the instruments / Try all instruments / Care of instruments / Music Appraisal	
	Autumn 2	Musical Theatre Choir for production	Musical Theatre Chorus and Solo parts for production		Recorders 3 Revising Year three programme / Learning notes E and C / More complex tunes / Minims and semibreves Music Appraisal	Wind Band – Brass / Woodwind Learn sound production on allocated instrument / Posture / Rhythm and pulse revision / Embouchure / Breath control / Co-ordination	
	Spring 1	In the Groove (Charanga) Blues, Baroque, Latin, Bhangra, Folk and Funk	Glockenspiel Stage 1/3 (Charanga) Learning basic instrumental skills by playing tunes in varying styles Composition	Glockenspiel Stage 2/3 (Charanga) Learning basic instrumental skills by playing tunes in varying styles Composition Music Appraisal	Glockenspiel Stage 3/3 (Charanga) Learning basic instrumental skills by playing tunes in varying styles Composition Music Appraisal	Wind Band – Brass / Woodwind Learn first five notes / Simple tunes / Look at notation / Practice technique / Introduction to school orchestra when appropriate / Sectionals to improve technique for each instrument	
	Spring 2	Rhythm in the Way We Walk (Charanga) Reggae	I Wanna Play in a Band (Charanga) Rock	Musical Theatre Choir for production	Musical Theatre Chorus and Solo parts for production	Wind Band – Brass / Woodwind More complex tunes / Harder notation / Solo performances / Begin to play as a band / Musician etiquette / Role of the conductor	
	Summer 1	Round and Round (Charanga) Latin Bossa Nova, Film music, Big Band Jazz, Mashup and Latin fusion	Your Imagination (Charanga) Film, Pop and Musicals	Let Your Spirit Fly (Charanga) R&B, Western Classical, Musicals, Motown and Soul Music Appraisal Composition	Stop! (Charanga) Grime, Classical, Bhangra, Tango and Latin Fusion Music Appraisal Composition	Wind Band – Brass / Woodwind Musicality / Dynamics	Dance eJay Electronic dance music composition
	Summer 2	Reflect, Rewind and Replay (Charanga) Western Classical and Revisiting favourite styles from the year.	Friendship Song (Charanga) Pop, Soul, Film and Musicals	Recorders 2 Revising Block 1 content / Using good tonguing / Look at formal notation and play simple tunes / Improve sound production, posture and technique Music Appraisal	Recorders 4 Practice all of previous skills / Encourage music theory practice with a view to wind band Music Appraisal	Wind Band – Brass / Woodwind Concert rehearsal / Solos and duets Public performance / Encouraging membership of school orchestra Musical Theatre Choir for production	Musical Theatre Chorus and Solo parts for production

Subject	Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PSHCE (Cam PSHE Service)	Autumn 1	Safety Circle/Internet Safety (Y1/2 E-safety – Me and my online identity) Beginning and Belonging	Safety Circle/Internet Safety (Y1/2 E-safety – Me and my online identity) Rights, Rules and Responsibilities	Safety Circle/Internet Safety (Y3/4 E-safety – Me and my online identity) Beginning and Belonging	Safety Circle/Internet Safety (Y3/4 E-safety – Me and my online identity) Rights, Rules and Responsibilities	Safety Circle/Internet Safety (Y5/6 E-safety – Me and my online identity) Beginning and Belonging	Safety Circle/Internet Safety (Y5/6 E-safety – Me and my online identity) Rights, Rules and Responsibilities
	Autumn 2	Anti-bullying Family and Friends	Anti-bullying Diversity and Communities	Anti-bullying Family and Friends	Anti-bullying Diversity and Communities	(Health-related Behaviour Survey) Anti-bullying Family and Friends	(Health-related Behaviour Survey) Anti-bullying Diversity and Communities
	Spring 1	Working Together	Financial Capability	Working Together	Financial Capability	Working Together	Financial Capability
	Spring 2	Healthy Lifestyles	Drug Education	Healthy Lifestyles	Drug Education	Healthy Lifestyles	Drug Education
	Summer 1	My Emotions	My Emotions	My Emotions	My Emotions	My Emotions SRE	My Emotions SRE <i>Preparing for transition to secondary school</i>
	Summer 2	Managing Risk; Personal Safety	Safety Contexts	Managing Risk; Personal Safety	Safety Contexts	Managing Risk; Personal Safety	Safety Contexts <i>Preparing for transition to secondary school</i>

Subject	Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Languages (French)	Autumn 1			Rigolo 1 - Unit 1 – Bonjour	Rigolo 1 - Unit 7 – Encore!	Rigolo 2 - Unit 1 – Salut, Gustave!	Rigolo 2 - Unit 7 – Le week-end
	Autumn 2			Rigolo 1 - Unit 2 – En Classe	Rigolo 1 - Unit 8 – Quelle heure est-il?	Rigolo 2 - Unit 2 – À l'école	Rigolo 2 - Unit 8 – Les vêtements
	Spring 1			Rigolo 1 - Unit 3 – Mon Corps	Rigolo 1 - Unit 9 – Les fêtes	Rigolo 2 - Unit 3 – La nourriture	Rigolo 2 - Unit 9 – Ma journée
	Spring 2			Rigolo 1 - Unit 4 – Les Animaux	Rigolo 1 - Unit 10 – Où vas-tu?	Rigolo 2 - Unit 4 – En ville	Rigolo 2 - Unit 10 – Les transports
	Summer 1			Rigolo 1 - Unit 5 – Ma Famille	Rigolo 1 - Unit 11 – On mange	Rigolo 2 - Unit 5 – En vacances	Rigolo 2 - Unit 11 – Le sport
	Summer 2			Rigolo 1 - Unit 6 – Bon Anniversaire!	Rigolo 1 - Unit 12 – Le Cirque	Rigolo 2 - Unit 6 – Chez moi	Rigolo 2 - Unit 12 – On va faire la fête!