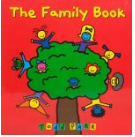

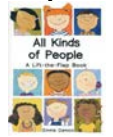


# Arbury Primary School – Curriculum Mapping – 2022/23 (EYFS)

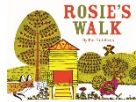
		Topic	Phonics	English	Maths
EYFS	Autumn 1 (7 weeks)	<p><b>People</b></p> <p><i>Key questions</i> Who is in my family? Who is in my class? Who can help me if I have a problem?</p> <p><b>All About Me</b>  <i>Hands-on experiences:</i> sharing family photographs, drawing family pictures. <i>Key vocabulary:</i> unique, family, different, same, love.</p> <p><b>My School Community</b>  <i>Hands-on experiences:</i> meeting key adults in school, making a class safety circle, having a tour of the school, electing School Council/ Eco-Committee Reps. <i>Key vocabulary:</i> teacher, community, map, directions</p> <p><b>People Who Help Us</b>  <i>Hands-on experiences:</i> visit from a fire fighter/ ambulance or police officer, people who help us role play/ dressing up. <i>Key vocabulary:</i> care, emergency, fix, deliver, helpful.</p> <p>Celebration Focus: Harvest Festivals, Black History Month PSHE unit: Beginning and Belonging; My Family and Friends (including anti-bullying) PD: Gym (Fun Shapes), Forest School, Squiggle Whilst You Wiggle, Dough Disco</p>	<p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>Distinguishing between sounds</li> <li>Oral blending and segmenting</li> <li>Rhyiming words</li> </ul> <p><i>Phase 2 – set 1</i></p> <ul style="list-style-type: none"> <li>Give the sound when shown a grapheme</li> <li>Find any letter on display when given the phoneme</li> <li>Orally blend/segment CVC words</li> <li>Blend and segment in order to read and spell VC words</li> <li>Read Fairy Words (HFW): phase 2</li> </ul> <p>Phonics writing books: letter formation using sparkle marks, writing vc words, drawing pictures and labelling with initial sounds</p> <p>Children will begin to read with T/TA 1:1 weekly.</p>	<p><i>TFW texts</i></p> <ul style="list-style-type: none"> <li>Mr Wiggle and Mr Waggle</li> <li>Little Red Hen</li> </ul> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> <li>Focus on pre-writing skills</li> <li>Telling a story as a class</li> <li>Making puppets</li> <li>Holding a pencil</li> <li>Sitting with good posture for writing</li> <li>Drawing a picture from the story</li> <li>Drawing parts of a story map</li> </ul> <p><i>Poems/ Rhymes</i></p> <ul style="list-style-type: none"> <li>Chop Chop</li> <li>Falling Apples</li> <li>Wise Old Owl</li> </ul> <p><i>Songs:</i></p> <ul style="list-style-type: none"> <li>1, 2, 3 good to be me</li> <li>Pat-a-cake</li> <li>1, 2, 3, 4, 5, Once I Caught a Fish Alive</li> <li>This Old Man</li> <li>Five Little Ducks</li> <li>Name Song</li> <li>Things For Fingers</li> </ul>	<p><i>Getting to Know You</i></p> <p><i>Just Like Me!</i></p> <ul style="list-style-type: none"> <li>Match and sort</li> <li>Compare amounts</li> <li>Compare size, mass and capacity</li> <li>Exploring Patterns</li> </ul>

**Topic****On the Move****Key questions**

How do different people get around?

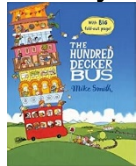
How do you say hello?

How do Christians celebrate Christmas?

**My Journeys****Hands-on experiences:**

crossing the road safely, drawing maps of our journey to school, exploring different forms of transport.

**Key vocabulary:** bicycle, scooter, bus, safely, vehicle

**Journeys around the World****Hands-on experiences:**

making different vehicles by box modelling, learning about different countries and languages and experiences of our peers.

**Key vocabulary:** language, country, island.

**Special Journeys**

**Hands-on experiences:** trip to Audley End, preparing nativity play, Christmas post office role play.

**Key vocabulary:** coach, Christmas, believe, sleigh, decorations, celebration.

Celebration Focus: Bonfire Night, Diwali, Remembrance Day, Christmas, Hanukkah  
PSHE unit: Keeping Safe  
PD: Games (Fundamentals 1), Forest School, Squiggle Whilst You Wriggle, Dough Disco

**Phonics****Phase 1**

- Distinguishing between sounds
- Oral blending and segmenting
- Rhyming words

**Phase 2 – set 2-4**

- Give the sound when shown any grapheme
- Find any letter on display when given the phoneme
- Orally blend/segment CVC words
- Blend and segment in order to read and spell VC words
- Read Fairy Words (HFW): phase 2
- Read Tricky Troll Words (CEW): phase 2

Phonics writing books: letter formation using sparkle marks, writing vc words, drawing pictures and labelling with initial sounds

Children will begin to read with T/TA 1:1 weekly.

**English****TFW texts**

- We're going on a bear hunt

**Outcomes**

- Drawing a story map, labelling using initial sounds, writing cards
- Tell a story as the class
- Imitating – beginning to change a story and telling this orally
- Writing a recount of trip to Audley End

**Poems/ Rhymes**

- A basket of Apples
- Leaves are Falling
- Cup of Tea

**Songs**


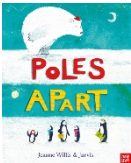

- I'm A Little Teapot
- The Grand Old Duke Of York
- Ring O' Roses
- Hickory Dickory Dock
- Not Too Difficult
- The ABC Song
- The Wheels on the Bus
- Row, Row, Row your boat




**Maths****It's Me 1 2 3!**

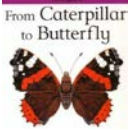
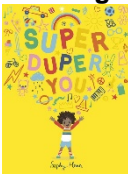

- Representing 1, 2 & 3
- Comparing 1, 2 & 3
- Composition 1, 2 & 3
- Circles and triangles
- Positional Language


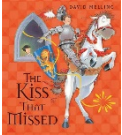

**Light and Dark**

- Representing numbers to 5.
- One more and less.
- Shapes with 4 sides
- Time

	Topic	Phonics	English	Maths
Spring 1 (6 weeks)	<b>Animals</b> <b>Key Questions</b> Where do different animals live? How do animals adapt to their environments? Why are some animals endangered?  <b>On Safari</b>  <i>Hands-on experiences:</i> visit from lion learners, exploring hot and cold colours, small world play with animals from the savannah.  <i>Key vocabulary:</i> Kenya, savannah, grassland, equator, hot, dry.	<b>Phase 2 – set 5, Phase 3 – set 6-7</b> <ul style="list-style-type: none"> <li>Give the sound when shown any grapheme</li> <li>Find all or most taught graphemes when given the sound</li> <li></li> <li>Blend and read CVC words</li> <li>Segment and spell CVC words</li> <li>Read Fairy Words (HFW): phase 2-3</li> <li>Read Tricky Troll Words (CEW): phase 2-3</li> <li>Spell Tricky Troll Words (CEW): phase 2</li> <li>Write each letter correctly when following a model.</li> </ul>	<b>TFW texts</b> <ul style="list-style-type: none"> <li>Dear Zoo</li> <li>The Three Little Pigs</li> </ul> <b>Outcomes</b> <ul style="list-style-type: none"> <li>Drawing a story map, labelling, writing lists</li> <li>Writing speech bubbles</li> <li>Beginning to tell stories in pairs</li> <li>Imitating – different ugly animals e.g. 3 little penguins</li> </ul> <b>Poems/ Rhymes</b> <ul style="list-style-type: none"> <li>Popcorn</li> <li>A Little House</li> <li>Pancakes</li> <li>Let's Put on our Mittens</li> </ul>	<b>Alive in 5!</b> <ul style="list-style-type: none"> <li>Introducing Zero</li> <li>Comparing numbers to 5</li> <li>Composition of 4 and 5</li> <li>Compare Mass (2)</li> <li>Compare Capacity (2)</li> </ul> <b>Growing 6, 7, 8</b> <ul style="list-style-type: none"> <li>6, 7 &amp; 8</li> <li>Making Pairs</li> <li>Combining 2 groups</li> <li>Length &amp; Height</li> <li>Time</li> </ul>
	<b>The Polar Regions</b>  <i>Hands-on experiences:</i> exploring ice, drawing penguins, reading information books.  <i>Key vocabulary:</i> Antarctica, Arctic, polar, cold, icy, melt.	Phonics writing books: writing CVC words, spelling tricky words, letter formation, writing captions/ sentences e.g. I am in the pit., caption/ sentence building activities  Children will read with T/TA 1:1 weekly.	<b>Songs</b> <ul style="list-style-type: none"> <li>Wind The Bobbin Up</li> <li>Rock-a-bye Baby</li> <li>Five Little Monkeys Jumping On The Bed</li> <li>Twinkle Twinkle</li> <li>If You're Happy And You Know It</li> <li>Head, Shoulders, Knees And Toes</li> </ul>	
	<b>Ocean animals</b>  <i>Hands-on experiences:</i> exploring plastic waste and ocean pollution, litter pick in the forest area, visit to the Museum of Zoology.  <i>Key vocabulary:</i> ocean, pollution, waste, litter, protect.			
	Celebration Focus: Lunar New Year, LGBTQ+ History Month PSHE unit: Me and My World PD: Dance (Toys), Forest School, Dough Disco			

		Topic	Phonics	English	Maths
Spring 2 (6 weeks)		<b>Space</b>  <i>Key Questions</i> Where is space and how do I get there? What makes a good astronaut? What is a star?  <b>Rockets and the Space Station</b>  <i>Hands-on experiences:</i> making rockets using box modelling materials, visit to the library to get information books.  <i>Key vocabulary:</i> rocket, planet, solar system, sun, star, moon, Earth	<i>Phase 3</i> <ul style="list-style-type: none"> <li>Give the sound when shown any grapheme</li> <li>Find all or most taught graphemes when given the sound</li> <li>Blend and read CVC words</li> <li>Segment and spell CVC words</li> <li>Read Fairy Words (HFW): phase 2-3</li> <li>Read Tricky Troll Words (CEW): phase 2-3</li> <li>Spell Tricky Troll Words (CEW): phase 2-3</li> <li>Write each letter correctly when following a model.</li> </ul>	<i>TFW texts</i> <ul style="list-style-type: none"> <li>Whatever Next!</li> <li>How to Catch a Star</li> </ul> <i>Outcomes</i> <ul style="list-style-type: none"> <li>Drawing a story map</li> <li>Beginning to write sentences</li> <li>Writing labels, captions and lists</li> <li>Telling stories in pairs</li> <li>Instructional writing</li> </ul> <i>Poems/ Rhymes</i> <ul style="list-style-type: none"> <li>Spring Wind</li> <li>Furry, Furry Squirrel</li> <li>Hungry Birdies</li> </ul>	<i>Growing 6, 7, 8</i> <ul style="list-style-type: none"> <li>6, 7 &amp; 8</li> <li>Making Pairs</li> <li>Combining 2 groups</li> <li>Length &amp; Height</li> <li>Time</li> </ul> <i>Building 9 &amp; 10</i> <ul style="list-style-type: none"> <li>9 &amp; 10</li> <li>Comparing Numbers to 10</li> <li>Bonds to 10</li> <li>3d-Shape</li> <li>Pattern (2)</li> </ul>
		<b>Astronauts</b>  <i>Hands-on experiences:</i> astronaut role play, astronaut training, learning about Valentina Tereshkova.  <i>Key vocabulary:</i> astronaut, explore, discover, travel, experiment.	Phonics writing books: writing CVC words, spelling tricky words, letter formation, writing captions/ sentences e.g. I am in the pit., caption/ sentence building activities  Children will read with T/TA 1:1 weekly.	<i>Songs</i> <ul style="list-style-type: none"> <li>Old Macdonald</li> <li>Incy Wincy Spider</li> <li>Baa Baa Black Sheep</li> <li>Row, Row, Row Your Boat</li> <li>The Wheels On The Bus</li> <li>The Hokey Cokey</li> </ul>	
		<b>Stars and beyond</b>  <i>Hands-on experiences:</i> creating art in response to Van Gogh's 'Starry Night', naming and painting planets, considering life beyond Earth.  <i>Key vocabulary:</i> heat, energy, star, sun			
		Celebration Focus: World Book Day, Easter PSHE unit: My Emotions PD: Gym (Move & Hold), Forest School, Dough Disco			

	Topic	Phonics	English	Maths
Summer 1: Growing (6 weeks)	<p><b>Growing</b></p> <p><i>Key Questions</i> What does a caterpillar turn into? How have I grown? How does a plant grow?</p> <p><b>Growing Caterpillars</b></p>  <p><i>Hands-on experiences:</i> watching caterpillars grow, making butterfly lifecycles, making observational drawings.</p> <p><i>Key vocabulary:</i> caterpillar, butterfly, chrysalis, egg, lifecycle, change.</p>	<p><i>Phase 3</i></p> <ul style="list-style-type: none"> <li>Give the sound when shown any grapheme</li> <li>Find all or most taught graphemes when given the sound</li> <li>Blend and read CVC words</li> <li>Segment and spell CVC words</li> <li>Read Fairy Words (HFW): phase 2-4</li> <li>Read Tricky Troll Words (CEW): phase 2-4</li> <li>Spell Tricky Troll Words (CEW): phase 2-3</li> <li>Write each letter correctly, usually correctly.</li> </ul>	<p><i>TFW texts</i></p> <ul style="list-style-type: none"> <li>The Very Hungry Caterpillar</li> <li>The Enormous Turnip</li> </ul> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> <li>Drawing a story map</li> <li>Beginning to write sentences with punctuation</li> <li>Writing labels, captions and lists</li> <li>Drawing and labelling a life cycle</li> <li>Imitating and innovating</li> <li>Beginning to tell stories individually</li> </ul> <p><i>Poems/ Rhymes</i></p> <ul style="list-style-type: none"> <li>I have a little seed</li> <li>Five Little Peas</li> <li>Caterpillar rhyme</li> <li>If I Were So Very Small</li> </ul> <p><i>Songs</i></p> <ul style="list-style-type: none"> <li>Big Bear Funk</li> <li>Toothbrushing songs</li> </ul>	<p><i>To 20 and Beyond</i></p> <ul style="list-style-type: none"> <li>Building Numbers Beyond 10</li> <li>Counting Patterns Beyond 10</li> <li>Spatial Reasoning (1)</li> <li>Match, Rotate, Manipulate</li> </ul> <p><i>First Then Now</i></p> <ul style="list-style-type: none"> <li>Adding More</li> <li>Taking Away</li> <li>Spatial Reasoning (2)</li> <li>Compose and Decompose</li> </ul>
	<p><b>Growing Me</b></p>  <p><i>Hands-on experiences:</i> trying different fruits, dentist role play, looking at our baby pictures.</p> <p><i>Key vocabulary:</i> dentist, teeth, cavity, patient, baby, toddler, child.</p>	<p>Phonics writing books: writing words with adjacent consonants, spelling tricky words, letter formation, writing sentences" e.g. 'They are all my chips', sentence building activities.</p> <p>Children will read with T/TA 1:1 weekly.</p>		
	<p><b>Growing Plants</b></p>  <p><i>Hands-on experiences:</i> visit to the Botanical Gardens, planting cress and sunflowers, exploring the growth of plants and trees in the forest school.</p> <p><i>Key vocabulary:</i> root, seed, soil, stem, watering can, vegetable, plant, grow, pick</p> <p>Celebration Focus: Eid PSHE unit: Healthy Lifestyles PD: Games (Fundamentals 2), Forest School</p>			

	Topic	Phonics	English	Maths
Summer 2 (7 weeks)	<p><b>Long, Long Ago</b></p> <p><i>Key Questions</i> How were things different in the past? Who lived in a castle? What happened to the dinosaurs?</p> <p><b>Daily life in the past</b></p>  <p><i>Hands-on experiences:</i> hand wash clothes and hang them out to dry, explore artefacts and photographs from the past</p> <p><i>Key vocabulary:</i> past, history, old, new</p> <p><b>Castles and Knights</b></p>  <p><i>Hands-on experiences:</i> making shields, box modelling castles, learning about different people who lived in castles.</p> <p><i>Key vocabulary:</i> castle, knight, portcullis, drawbridge, catapult</p> <p><b>Dinosaurs</b></p>  <p><i>Hands-on experiences:</i> exploring fossils from the Sedgewick Museum, measuring the size of dinosaurs on the field, making salt dough fossils.</p> <p><i>Key vocabulary:</i> dinosaur vocabulary, prehistoric, fossil, excavate.</p> <p>Celebration Focus: Refugee Week PSHE unit: My Body and Growing Up PD: Athletics (Sports Day Skills), Forest School.</p>	<p><i>Phase 3 and Phase 4</i></p> <ul style="list-style-type: none"> <li>Give the sound when shown any grapheme</li> <li>Find any grapheme from a display when given the phoneme</li> <li>Blend and read words with adjacent consonants</li> <li>Segment and spell words with adjacent consonants.</li> <li>Read Fairy Words (HFW): phase 2-4</li> <li>Read Tricky Troll Words (CEW): phase 2-4</li> <li>Spell Tricky Troll Words (CEW): phase 2-3</li> <li>Write each letter, usually correctly.</li> </ul> <p>Phonics writing books: writing words with adjacent consonants, spelling tricky words, letter formation, writing sentences" e.g. 'They are all my chips.' sentence building activities.</p> <p>Children will read with T/TA 1:1 weekly.</p>	<p><i>TFW texts</i></p> <ul style="list-style-type: none"> <li>Mrs Mopple's Washing Line</li> <li>Dinosaur information text</li> </ul> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> <li>Drawing a story map</li> <li>Beginning to write sentences with punctuation</li> <li>Writing labels, captions and lists</li> <li>Writing an information text</li> <li>Writing a recount</li> <li>Imitating and innovating</li> <li>Beginning to tell stories individually</li> </ul> <p><i>Poems/ Rhymes</i></p> <ul style="list-style-type: none"> <li>The Fox</li> <li>Monkey Babies</li> <li>Thunderstorm</li> <li>Five Little Owls,</li> <li>Under a Stone</li> </ul> <p><i>Songs</i></p> <ul style="list-style-type: none"> <li>In and out the dusty bluebells</li> <li>Skip to my Lou</li> <li>Ring a ring a roses</li> </ul>	<p><i>Find my Pattern</i></p> <ul style="list-style-type: none"> <li>Doubling</li> <li>Sharing &amp; Grouping</li> <li>Even and Odd</li> <li>Spatial Reasoning (3)</li> <li>Visualise and Build</li> </ul> <p><i>On the Move</i></p> <ul style="list-style-type: none"> <li>Deepening Understanding</li> <li>Patterns and Relationships</li> <li>Spatial Reasoning (4)</li> <li>Mapping</li> </ul> <p><i>Consolidation</i></p>



# Arbury Primary School – Curriculum Mapping – 2022/23 (Year 1 to 6)

Subject		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic Focus - Science / History / Geography - Overview	Autumn	<u>Where I Live (4)</u>  <u>Materials (3)</u>  <u>Toys (5)</u>	<u>Materials (4)</u>  <u>History of Our School (3)</u>  <u>The Great Fire of London (6)</u>	<u>Stone Age to Iron Age (7)</u>  <u>The Human Body (3)</u>  <u>Forces and Magnets (3)</u>	<u>Solids, Liquids and Gases (4)</u>  <u>Romans (6)</u>  <u>Europe (4)</u>	<u>Coastlines (6)</u>  <u>Properties and Changes of Materials (4)</u>  <u>Extreme Earth (4)</u>	<u>Central and South America (6)</u>  <u>The Maya Civilisation (4)</u>  <u>Circuits (3)</u>
	Spring	<u>Flight (4)</u>  <u>Growing (5)</u>	<u>Animals, Including Humans (5)</u>  <u>Rosa Parks (2)</u>  <u>Let's Go on Safari – Kenya (4)</u>	<u>Light (5)</u>  <u>Ancient Greece (6)</u>	<u>Egyptians (5)</u>  <u>Sound (4)</u>	<u>Earth and Space (4)</u>  <u>Forces (3)</u>  <u>Windrush? (4)</u>	<u>Light (2)</u>  <u>Circulatory System (4)</u>  <u>Evolution (5)</u>
	Summer	<u>Explorers (5)</u>  <u>Animals (5)</u>	<u>Living Things and Their Habitats (6)</u>  <u>Seaside Sea life (6)</u>	<u>Plants (6)</u>  <u>BeWILDerwood (3)</u>  <u>Rocks (3)</u>	<u>Electricity (5)</u>  <u>Animals (6)</u>	<u>Living Things and Their Habitats / Animals, including Humans (4)</u>  <u>Invaders and Settlers (8)</u>	<u>Living Things and Their Habitats - Classification (2)</u>  SATs Assessment  <u>Cambridge (6)</u>  Summer Production / Transition to Secondary School

	Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Trips / Events / Experiences	Aut 1		Amey Waste Management - Materials	Flag Fen – Stone Age to Iron Age	Colchester Castle - Romans	Wells-Next-the-sea - Coastlines	Outdoor Adventure - Kingswood
	Aut 2	Ely Toy Museum - Toys					
	Spr 1	Duxford – Flight			Fitzwilliam Museum – Egyptians	The National Space Centre – Earth and Space	
	Spr 2		Church Farm Visit – Healthy Bodies	Fitzwilliam Museum or Museum of Classical Archaeology – Ancient Greece			Museum of Zoology
	Sum 1						
	Sum 2	Shepreth Wildlife Park – Animals	Hunstanton Sea Life Centre – Seaside Sea Life	BeWILDerwood - BeWILDerwood	Wicken Fen – Animals	Sutton Hoo – Invaders and Settlers	Local Visit(s) – Kings College / Mathematical Bridge / River Cam

Subject		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic Focus - Science / History / Geography	Autumn	<p><b>'Out and About' week</b></p> <ul style="list-style-type: none"><li>- Use simple observational skills to study the geography of the school and its grounds (G)</li><li>- Use simple maps of the school and local area (G)</li><li>- Use locational and directional language to describe the location of features and routes (G)</li><li>- Make a simple maps or plans of the school or local area (G)</li><li>- Use simple fieldwork and observational skills to study key human and physical features of the local surrounding environment (G)</li><li>- Describe weather changes over the seasons (G)</li><li>- Know about the changes that are happening in the school environment (G)</li></ul> <p><b>Where I Live</b></p> <ul style="list-style-type: none"><li>- Use simple maps of the school and local area (G)</li><li>- Use locational and directional language to describe the location of features and routes (G)</li><li>- Make a simple maps or plans of the school or local area (G)</li><li>- Use simple fieldwork and observational skills to study key human and physical features of the local surrounding environment (G)</li><li>- Understand how our homes, school and other places are linked by roads, busses, footpaths and cycle lanes (G)</li><li>- Name, describe and compare places near to school (G)</li><li>- Link our homes and the school with other places in the local community (G)</li><li><i>Investigation (Working Scientifically)</i></li><li>- How are seasons changing? (Observing and recording plants, animals, temperature and Rainfall in the school grounds.)</li><li>- Which materials are best for a roof?</li></ul> <p><b>Materials</b> (Sc – Everyday Materials)</p> <ul style="list-style-type: none"><li>- Distinguish between an object and the material from which it is made (Sc)</li><li>- Identify and name a variety of everyday materials (Sc)</li><li>- Describe the simple physical properties of a variety of everyday materials (Sc)</li><li>- Compare and group together a variety of everyday materials (Sc)</li><li><i>Investigation (Working Scientifically)</i></li><li>- How can we sort materials into groups with different properties?</li></ul> <p><b>'Out and About' week</b> (See above)</p> <p><b>Toys</b></p> <ul style="list-style-type: none"><li>- Place Toys in chronological order (H)</li><li>- Describe how toys have changed in children's, parent's and grandparent's lives (H)</li><li>- Describe simple similarities and differences between toys (H)</li><li>- Sort artefacts (Toys) from 'Past' and 'Present' (H)</li><li>- Use common words and phrases to convey the passing of time (H)</li><li>- Ask and answer basic questions about the past using simple sources of information (H)</li><li>- Talk, draw or write about aspects of the past (H)</li><li><i>Investigation (Working Scientifically)</i></li><li>- How are seasons changing? (Observing and recording plants, animals, temperature and Rainfall in the school grounds.)</li><li>- How can we sort toys into groups with different materials?</li></ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"><li>- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses (Sc)</li><li>- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching (Sc)</li><li>- Making a recycled plant pot for a bulb to grow</li><li>- Sorting Recycling</li><li>Investigation (Working Scientifically)</li><li>- How can we sort materials for recycling?</li><li>- Which materials can be changed by squashing, bending, twisting and stretching</li></ul> <p><b>History of Our School</b></p> <ul style="list-style-type: none"><li>- Show an awareness of the past, using common words and phrases relating to the passing of time (H)</li><li>- Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods (H)</li><li>- Ask and answer questions, choosing and using parts of stories and other sources to show that we know and understands key features of events (H)</li><li>- Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented (H)</li><li>- Use a wide vocabulary of everyday historical terms (H)</li><li>- Record or present what we have learned (drawing / writing / talking about) (H)</li><li>- Describe changes to our school within living memory (Local history) (H)</li></ul> <p><b>Great Fire of London</b></p> <ul style="list-style-type: none"><li>- Show an awareness of the past, using common words and phrases relating to the passing of time (H)</li><li>- Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods (H)</li><li>- Ask and answer questions, choosing and using parts of stories and other sources to show that we know and understands key features of events (H)</li><li>- Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented (H)</li><li>- Use a wide vocabulary of everyday historical terms (H)</li><li>- Record or present what we have learned (drawing / writing / talking about) (H)</li><li>- Recount the Great fire of London (nationally significant event beyond living memory) (H)</li><li>- Discuss the contribution of Samuel Pepys to national achievements (H)</li><li>Investigation (Working Scientifically)</li><li>- What happens to cheese when it is buried/ wrapped in different materials?</li><li>- What materials are best for different purposes? (Fireproofing / carrying water?)</li></ul> <p><b>Christmas Production</b> <i>Speaking and Listening / Drama</i></p>	<p><b>Stone Age to Iron Age</b></p> <ul style="list-style-type: none"><li>- Place Stone Age, Bronze Age and Iron Age on a timeline (H)</li><li>- Describe changes in Britain from the Stone Age to the Iron Age (H)</li><li>- Use an increasing range of common words and phrases relating to the passing of time (H)</li><li>- Use sources of information to make simple (H) observations to answer questions about the past</li><li>- Use simple resources to find out about aspects of life in the past (H)</li><li>- Begin to make judgements about the reliability of sources (H)</li><li>- Communicate learning using some appropriate vocabulary (H)</li><li>- Hunter gatherers / early farming</li><li>- Bronze Age – Flag Fen / Stonehenge</li><li>- Iron age hill fort, tribal kingdoms, farming, art and culture</li><li>- Flag Fen – Local history</li><li><i>Investigation (Working Scientifically)</i></li><li><b>???</b></li></ul> <p><b>The Human Body</b> (Animals, including humans)</p> <ul style="list-style-type: none"><li>- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food (Sc)</li><li>- Identify that humans and some other animals have skeletons and muscles for support, protection and movement (Sc)</li><li><i>Investigation (Working Scientifically)</i></li><li>- How can animals be sorted based on their skeletons?</li><li>- How can animals (pets) be sorted based on what they eat?</li></ul> <p><b>Forces and Magnets</b> (Sc – Forces and Magnets)</p> <ul style="list-style-type: none"><li>- Compare how things move on different surfaces (Sc)</li><li>- Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance (Sc)</li><li>- Observe how magnets attract or repel each other and attract some materials and not others (Sc)</li><li>- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials (Sc)</li><li>- Describe magnets as having 2 poles (Sc)</li><li>- Predict whether 2 magnets will attract or repel each other, depending on which poles are facing (Sc)</li><li><i>Investigation (Working Scientifically)</i></li><li>- Which materials are magnetic?</li><li>- How does the surface affect the distance a vehicle will roll?</li></ul>	<p><b>Autumn Term - local habitat survey</b></p> <ul style="list-style-type: none"><li>- Use fieldwork to observe, measure, record and present the physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies (G)</li></ul> <p><b>Solids, Liquids and Gases</b> (States of Matter)</p> <ul style="list-style-type: none"><li>- Compare and group materials together, according to whether they are solids, liquids or gases (Sc)</li><li>- Observe that some materials change state when they are heated or cooled (Sc)</li><li>- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature (Sc)</li><li><i>Investigation (Working Scientifically)</i></li><li>- What animals and plants are in our local habitat?</li><li>- What happens to puddles after the rain stops?</li><li>- How quickly does ice melt at different temperatures?</li></ul> <p><b>Romans</b></p> <ul style="list-style-type: none"><li>- Place Romans on a timeline (H)</li><li>- Describe the Roman Empire and its impact on Britain (H)</li><li>- Use historic terms related to the period of study (H)</li><li>- Use sources of information beyond simple observations to answer questions about the past (H)</li><li>- Use a variety of resources to find out about aspects of life in the past (H)</li><li>- Understand that sources can contradict each other (H)</li><li>- Communicate our learning using appropriate vocabulary (H)</li><li>- Julius Caesar, Roman Empire army, Hadrian's Wall, Boudicca, Romanisation of Britain, Roman roads</li><li><i>Investigation (Working Scientifically)</i></li><li>- How much weight can 2m bridges hold before they break?</li></ul> <p><b>Europe</b></p> <ul style="list-style-type: none"><li>- Use maps, atlases, globes and digital/computer mapping to locate countries in Europe (G)</li><li>- Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries and major cities (G)</li><li>- Understand geographical similarities and differences through the study of human and physical geography of a region in a European country with a region in the UK (G)</li></ul>	<p><b>Coastlines</b></p> <ul style="list-style-type: none"><li>- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features (G)</li><li>- Use fieldwork to observe, measure, record and present human and physical features in Wells Next the Sea using a range of methods, including surveys, sketch maps, plans and graphs (G)</li><li>- Describe and understand the water cycle (G)</li><li>- Name and locate Wells Next the Sea and identify the human and physical characteristics (G)</li><li>- Name and locate Santa Barbara (North America) and identify the human and physical characteristics (G)</li><li>- Understand geographical similarities and differences through the study of human and physical geography of Wells Next the Sea and Santa Barbara (G)</li><li>- Traffic survey / Land use in Wells next the sea</li><li><i>Investigation (Working Scientifically)</i></li><li>- What mix of sand to water makes the best sandcastles?</li></ul> <p><b>Materials</b> (Properties and changes of materials)</p> <ul style="list-style-type: none"><li>- Compare and group together everyday materials on the basis of properties (Sc)</li><li>- Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution (Sc)</li><li>- Use knowledge of solids, liquids and gases to decide how mixtures might be separated (Sc)</li><li>- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic (Sc)</li><li>- Demonstrate that dissolving, mixing and changes of state are reversible (Sc)</li><li>- Explain that some changes are irreversible, including changes associated with burning and the action of acid on bicarbonate of soda (Sc)</li><li><i>Investigation (Working Scientifically)</i></li><li>- How does wind, sunlight and temperature affect evaporation rates?</li><li>- How can materials be separated using filtering, evaporation and sieving</li></ul> <p><b>Extreme Earth</b></p> <ul style="list-style-type: none"><li>- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features</li><li>- Describe physical geography, including: climate zones, biomes and vegetation belts, mountains, volcanoes and earthquakes (G)</li><li>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle (G)</li><li>- Identify weather patterns around the world</li><li><i>Investigation (Working Scientifically)</i></li><li>- What happens when varying amounts of bicarbonate of soda are added to vinegar?</li></ul>	<p><b>Outdoor Adventure</b></p> <p><b>South America</b></p> <ul style="list-style-type: none"><li>- Use maps, atlases, globes and digital/computer mapping to locate the Countries of South America (G)</li><li>- Describe and understand key aspects of South American physical geography – climate zones, biomes and vegetation belts (G)</li><li>- Describe and understand key aspects of South American human geography - including types of settlement, land use and natural resources (Rain forest) (G)</li><li>- Names and locate South America, concentrating on geographical regions, key physical (rivers and mountains) and human characteristics, countries and major cities (G)</li><li><i>Investigation (Working Scientifically)</i></li></ul> <p><b>The Maya Civilisation</b></p> <ul style="list-style-type: none"><li>- Place Mayan civilization on a timeline (H)</li><li>- Describe the Mayan civilization c. AD 900 (H)</li><li>- Devise and Answer historically valid questions about change, cause, similarity and difference, and significance (H)</li><li>- Construct informed responses that involve thoughtful selection and organisation of relevant historical information (H)</li><li>- Understand how our knowledge of the past is constructed from a range of sources (H)</li><li>- Select of use evidence from a range of sources to support arguments (H)</li><li>- Demonstrate a chronologically secure knowledge and understanding of the historical events studied in KS2 and added to the timeline (H)</li><li><i>Investigation (Working Scientifically)</i></li></ul> <p><b>Circuits</b> (Electricity)</p> <ul style="list-style-type: none"><li>- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells (Sc)</li><li>- Compare and give reasons for variations in how components function (Sc)</li><li>- Use recognised symbols when representing a simple circuit in a diagram (Sc)</li><li><i>Investigation (Working Scientifically)</i></li><li>- What happens when one component is changed in a circuit?</li><li>- What happens to the brightness of a bulb, volume of a buzzer or speed of a motor when the number of cells is changed?</li></ul>



Subject		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Science / History / Geography	Spring	<p><b>'Out and About' week</b> (See above)</p> <p><u><b>Flight</b></u></p> <ul style="list-style-type: none"> <li>- Sequence events and changes in Flight within living memory (H)</li> <li>- Describe the first aeroplane flight (Event beyond living memory that are globally significant) (H)</li> <li>- Understand the contribution key individuals have made to the development of flight (H)</li> <li>- Use common words and phrases to convey the passing of time (H)</li> <li>- Ask and answer basic questions about the past using simple sources of information (H)</li> <li>- Talk, draw or write about aspects of the past (H)</li> <li>- Materials used for flight (Sc)</li> <li>- Kite Making</li> </ul> <p><u><b>Investigation (Working Scientifically)</b></u></p> <ul style="list-style-type: none"> <li>- How are seasons changing? (Observing and recording plants, animals, temperature and Rainfall in the school grounds.)</li> <li>- Which paper aeroplane travels the furthest?</li> </ul> <p><b>'Out and About' week</b> (See above)</p> <p><u><b>Growing</b></u> (Plants)</p> <ul style="list-style-type: none"> <li>- Identify and name common wild and garden plants, including deciduous and evergreen trees (Sc)</li> <li>- Identify and describe the basic structure of a variety of common flowering plants, including trees (Sc)</li> <li>- Sunflower / Salad growing (Sc)</li> <li>- Identifying the best areas on the school field for growing plants (Make a simple maps or plans of the school or local area) (G)</li> </ul> <p><u><b>Investigation (Working Scientifically)</b></u></p> <ul style="list-style-type: none"> <li>- How are seasons changing? (Observing and recording plants, animals, temperature and Rainfall in the school grounds.)</li> <li>- How do sunflowers grow over two weeks in different locations? (Measuring and recording height and the number of leaves.)</li> </ul>	<p><u><b>Animals including humans / Chicks</b></u></p> <ul style="list-style-type: none"> <li>-notice that animals, including humans, have offspring which grow into adults</li> <li>-find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>-describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> <li>- Observational drawings of chicks</li> </ul> <p><u><b>Investigation (Working Scientifically)</b></u></p> <ul style="list-style-type: none"> <li>- How do chicks change as they grow?</li> </ul> <p><u><b>Rosa Parks</b></u></p> <ul style="list-style-type: none"> <li>- Show an awareness of the past, using common words and phrases relating to the passing of time (H)</li> <li>- Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods (H)</li> <li>- Ask and answer questions, choosing and using parts of stories and other sources to show that we know and understands key features of events (H)</li> <li>- Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented (H)</li> <li>- Use a wide vocabulary of everyday historical terms (H)</li> <li>- Record or present what we have learned (drawing/ writing / talking about) (H)</li> <li>- Describe the contribution of Rosa Parks to changes in equality (Significant individuals in the past who have contributed to national and international achievements within living memory)</li> </ul> <p><u><b>Investigation (Working Scientifically)</b></u></p> <ul style="list-style-type: none"> <li>- How are the bugs observed in the bug hotel different from those recorded in September?</li> <li>- How have the bulbs we planted changed over time?</li> </ul> <p><u><b>Let's Go on Safari- Kenya</b></u></p> <ul style="list-style-type: none"> <li>- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied (G)</li> <li>- Use simple compass directions (N, S, E &amp; W) and locational and directional language (near and far, left and right), to describe the location of features and routes on a map (G)</li> <li>- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key (G)</li> <li>- Identify weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the N and S Poles (G)</li> <li>- Understand geographical similarities and differences through studying the human and physical geography of Cambridge, and of a small area in Kenya (G)</li> <li>- Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather (G)</li> <li>- Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop (G)</li> </ul> <p><u><b>Investigation (Working Scientifically)</b></u></p> <ul style="list-style-type: none"> <li>- Which habitat is best suited to support a range of African animals?</li> </ul>	<p><u><b>Light</b></u> (Light)</p> <ul style="list-style-type: none"> <li>- Recognise that they need light in order to see things and that dark is the absence of light (Sc)</li> <li>- Notice that light is reflected from surfaces</li> <li>- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes (Sc)</li> <li>- Recognise that shadows are formed when the light from a light source is blocked by an opaque object (Sc)</li> <li>- Find patterns in the way that the size of shadows change (Sc)</li> <li>- Making shadow puppets</li> </ul> <p><u><b>Investigation (Working Scientifically)</b></u></p> <ul style="list-style-type: none"> <li>- Which materials are reflective and how can they be sorted and classified?</li> <li>- How does the size of a shadow puppet change in relation to the distance from the light source?</li> </ul> <p><u><b>Ancient Greece</b></u></p> <ul style="list-style-type: none"> <li>- Place Ancient Greece on a timeline (H)</li> <li>- Describe a study of Ancient Greek life and achievements and their influence on the western world (H)</li> <li>- Use an increasing range of common words and phrases relating to the passing of time (H)</li> <li>- Use sources of information to make simple (H) observations to answer questions about the past</li> <li>- Use simple resources to find out about aspects of life in the past (H)</li> <li>- Begin to make judgements about the reliability of sources (H)</li> <li>- Communicate learning using some appropriate vocabulary (H)</li> <li>- Ancient Greece – Greek life, achievements and their influence on the western world (H)</li> </ul> <p><u><b>Investigation (Working Scientifically)</b></u></p> <ul style="list-style-type: none"> <li>- 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?</li> <li>- How can we find the volume of objects by sinking them in water?</li> </ul>	<p><b>Spring Term - local habitat survey</b></p> <ul style="list-style-type: none"> <li>- Use fieldwork to observe, measure, record and present the physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies (G)</li> </ul> <p><u><b>Egyptians</b></u></p> <ul style="list-style-type: none"> <li>- Place Ancient Egypt on a timeline (H)</li> <li>- Describe the achievements of Ancient Egypt (H)</li> <li>- Use historic terms related to the period of study (H)</li> <li>- Use sources of information beyond simple observations to answer questions about the past (H)</li> <li>- Use a variety of resources to find out about aspects of life in the past (H)</li> <li>- Understand that sources can contradict each other (H)</li> <li>- Communicate our learning using appropriate vocabulary (H)</li> <li>- Pyramids and honouring the dead, Ancient Egyptian beliefs, Ancient Egyptian writing</li> <li>- Locate Egypt and key physical features including the River Nile (G)</li> </ul> <p><u><b>Investigation (Working Scientifically)</b></u></p> <ul style="list-style-type: none"> <li>- What animals and plants are in our local habitat?</li> <li>- How much force does it take to move a brick on different surfaces?</li> </ul> <p><u><b>Sound</b></u> (Sound)</p> <ul style="list-style-type: none"> <li>- Identify how sounds are made, associating some of them with something vibrating (Sc)</li> <li>- Recognise that vibrations from sounds travel through a medium to the ear (Sc)</li> <li>- Find patterns between the pitch of a sound and features of the object that produced it (Sc)</li> <li>- Find patterns between the volume of a sound and the strength of the vibrations that produced it (Sc)</li> <li>- Recognise that sounds get fainter as the distance from the sound source increases (Sc)</li> <li>- Making a stringed musical instrument</li> </ul> <p><u><b>Investigation (Working Scientifically)</b></u></p> <ul style="list-style-type: none"> <li>- How does the length of an instrument affect pitch?</li> <li>- How does the thickness of an elastic band affect the pitch it plays?</li> <li>- How does the distance a sound has to travel affect the volume?</li> </ul> <p><b>Easter Production</b></p> <p><i>Speaking and Listening / Drama</i></p>	<p><u><b>Earth and Space</b></u></p> <ul style="list-style-type: none"> <li>- Describe the movement of the Earth and other planets relative to the sun (Sc)</li> <li>- Describe the movement of the moon relative to the Earth (Sc)</li> <li>- Describe the sun, Earth and moon as approximately spherical bodies (Sc)</li> <li>- Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky (Sc)</li> <li>- Identify the position and significance of the Greenwich Meridian and time zones (including day and night) (G)</li> </ul> <p><u><b>Investigation (Working Scientifically)</b></u></p> <ul style="list-style-type: none"> <li>- How does the length of a shadow change throughout the day?</li> </ul> <p><u><b>Forces</b></u></p> <ul style="list-style-type: none"> <li>- Explain that unsupported objects fall towards the Earth because of the force of gravity (Sc)</li> <li>- Identify the effects of air resistance, water resistance and friction (Sc)</li> <li>- Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect (Sc)</li> </ul> <p><u><b>Investigation (Working Scientifically)</b></u></p> <ul style="list-style-type: none"> <li>- Which trainer has the best grip?</li> <li>- How does the nose shape of a vehicle affect the length it will roll down a slope?</li> <li>- How does the shape of a boat affect the amount of weight it can support?</li> </ul> <p><u><b>Windrush</b></u></p> <ul style="list-style-type: none"> <li>- Place Windrush on a timeline (H)</li> <li>- Describe what it was like to be an immigrant in the 1940s (an aspect or theme in British history that extends chronological knowledge beyond 1066) (H)</li> <li>- Compare sources of information available for the study of different times in the past (H)</li> <li>- Make comparisons between aspects of periods of history and the present day (H)</li> <li>- Present findings and communicate knowledge and understanding in different ways (H)</li> <li>- Provide an account of a historical event based on more than one source (H)</li> </ul>	<p><u><b>Light</b></u> (Light)</p> <ul style="list-style-type: none"> <li>- Recognise that light appears to travel in straight lines (Sc)</li> <li>- Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye (Sc)</li> <li>- Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes (Sc)</li> <li>- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them (Sc)</li> <li>- Making a working periscope</li> </ul> <p><u><b>Investigation (Working Scientifically)</b></u></p> <ul style="list-style-type: none"> <li>- How does distance from a light source affect the area of a shadow?</li> </ul> <p><u><b>Circulatory System</b></u> (Animals, including humans)</p> <ul style="list-style-type: none"> <li>- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood (Sc)</li> <li>- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function (Sc)</li> <li>- Describe the ways in which nutrients and water are transported within animals, including humans (Sc)</li> <li>- Pulse rate / heart rate monitors</li> </ul> <p><u><b>Investigation (Working Scientifically)</b></u></p> <ul style="list-style-type: none"> <li>- How does exercise affect pulse rate?</li> <li>- What is the relationship between diet, exercise and drugs on health?</li> </ul> <p><u><b>Evolution</b></u> (Sc - Evolution and inheritance / Living things and their habitats)</p> <ul style="list-style-type: none"> <li>- Recognise that living things have changed over time and that fossils provide information about living things from millions of years ago (Sc)</li> <li>- Recognise that living things produce offspring of the same kind, but normally not identical to their parents (Sc)</li> <li>- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution (Sc)</li> <li>- Describe how living things are classified into broad groups according to common observable characteristics (Sc)</li> <li>- Give reasons for classifying plants and animals based on specific characteristics (Sc)</li> <li>- Darwin</li> </ul> <p><u><b>Investigation (Working Scientifically)</b></u></p> <ul style="list-style-type: none"> <li>- Can you create a classification key for local wildlife?</li> <li>- Can you create a classification key for worldwide wildlife?</li> <li>- In what ways do animals and plants adapt to their surroundings?</li> </ul>

Subject		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Science / History / Geography	Summer	<p><b>'Out and About' week</b> (See above)</p> <p><b>Explorers</b></p> <ul style="list-style-type: none"> <li>- Understand and compare the contribution key individuals have made to Exploration (Christopher Columbus and Neil Armstrong) (Neil Armstrong / Mae Jemison / Tim Peake) (H)</li> <li>- Use common words and phrases to convey the passing of time (H)</li> <li>- Ask and answer basic questions about the past using simple sources of information (H)</li> <li>- Talk, draw or write about aspects of the past (H)</li> <li>- Materials used for boat building (Sc)</li> <li>- Investigation (Working Scientifically)</li> <li>- How are seasons changing? (Observing and recording plants, animals, temperature and Rainfall in the school grounds.)</li> <li>- How can we use our sense of smell, touch and hearing to identify an unseen object?</li> </ul> <p><b>'Out and About' week</b> (See above)</p> <p><b>Animals</b> (Animals, including humans)</p> <ul style="list-style-type: none"> <li>- Identify and name a variety of common animals (Sc)</li> <li>- Identify and name a variety of common animals that are carnivores, herbivores and omnivores (Sc)</li> <li>- Describe and compare the structure of a variety of common animals (Sc)</li> <li>- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense (Sc)</li> <li>- Investigation (Working Scientifically)</li> <li>- How are seasons changing? (Observing and recording plants, animals, temperature and Rainfall in the school grounds.)</li> <li>- How can we group animals with different properties?</li> </ul>	<p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>-explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>-Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>-Identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>-describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</li> <li>- Investigation (Working Scientifically)</li> <li>- Woodlouse investigation ??</li> <li>- Bug hotel ??</li> </ul> <p><b>Seaside</b></p> <ul style="list-style-type: none"> <li>- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied (G)</li> <li>- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key (G)</li> <li>- Name and locate the world's seven continents and five oceans (G)</li> <li>- Name, locate and identify characteristics of the seas surrounding the United Kingdom (G)</li> <li>- Use basic geographical vocabulary to refer to key physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather (G)</li> <li>- Use basic geographical vocabulary to refer to key human features: city, town, village, factory, farm, house, office, port, harbour and shop (G)</li> <li>- Animals fact files</li> <li>- Investigation (Working Scientifically)</li> <li>- What food chains might you find in different marine locations? (Rock pools / Reefs / Oceans)</li> <li>- Having visited the Sea Life Centre, what questions am I going to answer about a chosen animal?</li> </ul>	<p><b>Plants</b> (Sc – Plants)</p> <ul style="list-style-type: none"> <li>- Identify and describe the functions of different parts of flowering plants (Sc)</li> <li>- Explore the requirements of plants for life and growth and how they vary from plant to plant (Sc)</li> <li>- Investigate the way in which water is transported within plants (Sc)</li> <li>- Explore the part that flowers play in the life cycle of flowering plants (Sc)</li> <li>- Measuring plant growth</li> <li>- Use fieldwork to observe rainfall (G)</li> <li>- Describe and understand trade links and the distribution of food (G)</li> <li>- BBC - Secret Life of Plants</li> <li>- Investigation (Working Scientifically)</li> <li>- How do plants grow in different conditions?</li> <li>- How is water transported around plants?</li> </ul> <p><b>BeWILDerwood</b></p> <ul style="list-style-type: none"> <li>- Use the 8 points of a compass (G)</li> <li>- Use maps and digital/computer mapping to locate counties in the UK (G)</li> <li>- Name and locate counties and cities of the UK (G)</li> <li>- Investigation (Working Scientifically)</li> <li>- Do people with the longest legs jump the furthest?</li> </ul> <p><b>Rocks</b></p> <ul style="list-style-type: none"> <li>- Compare and group together different kinds of rocks on the basis of their appearance and properties (Sc)</li> <li>- Describe in simple terms how fossils are formed (Sc)</li> <li>- Recognise that soils are made from rocks and organic matter (Sc)</li> <li>- Investigation (Working Scientifically)</li> <li>- In what ways can rocks be sorted and classified?</li> <li>- What are the different kinds of soil and how can they be sorted and classified?</li> </ul>	<p><b>Electricity</b> (Electricity)</p> <ul style="list-style-type: none"> <li>- Identify common appliances that run on electricity (Sc)</li> <li>- Construct a simple series electrical circuit, identifying and naming its basic parts (Sc)</li> <li>- Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery (Sc)</li> <li>- Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit (Sc)</li> <li>- Recognise some common conductors and insulators, and associate metals with being good conductors (Sc)</li> <li>- The lightbulb - Thomas Edison</li> <li>- Investigation (Working Scientifically)</li> <li>- Which materials conduct electricity?</li> <li>- How does changing the number of bulbs and batteries in a series circuit affects the brightness of the bulb(s)?</li> </ul> <p><b>Summer Term - local habitat survey</b></p> <ul style="list-style-type: none"> <li>- Use fieldwork to observe, measure, record and present the physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies (G)</li> </ul> <p><b>Animals</b> (Animals, including humans)</p> <ul style="list-style-type: none"> <li>- Describe the simple functions of the basic parts of the digestive system in humans (Sc)</li> <li>- Identify the different types of teeth in humans and their simple functions (Sc)</li> <li>- Construct and interpret a variety of food chains (Sc)</li> <li>- Use 4 figure grid references, symbols and keys (including the use of OS maps) to build their knowledge of a region of the Fens (G)</li> <li>- Use fieldwork to observe, measure, record and present physical features in Wicken Fen using a range of methods, including sketch maps, plans and graphs and digital technologies (G)</li> <li>- Name and locate the Fen region of the UK and identify human and physical characteristics, key topographical features and land use patterns and understand how some of these have changed over time (G)</li> <li>- Understand geographical features of an areas of the Fens (G)</li> <li>- Pond Dipping</li> <li>- Investigation (Working Scientifically)</li> <li>- What animals and plants are in our local habitat?</li> <li>- What happens to egg shell when placed in different liquids?</li> </ul>	<p><b>Life Cycles</b> (Living things and their habitats / Animals, including humans)</p> <ul style="list-style-type: none"> <li>- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird (Sc)</li> <li>- Describe the life process of reproduction in some plants and animals (Sc)</li> <li>- Describe the changes as humans develop to old age</li> <li>- Investigation (Working Scientifically)</li> </ul> <p><b>Invaders and Settlers</b></p> <ul style="list-style-type: none"> <li>- Place the settlement by Anglo-Saxons and Scots on a timeline (H)</li> <li>- Place the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor on a time line (H)</li> <li>- Describe Britain's settlement by Anglo-Saxons and Scots (H)</li> <li>- Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (H)</li> <li>- Compare sources of information available for the study of different times in the past (H)</li> <li>- Make comparisons between aspects of periods of history and the present day (H)</li> <li>- Present findings and communicate knowledge and understanding in different ways (H)</li> <li>- Provide an account of a historical event based on more than one source (H)</li> <li>- <b>Anglo-Saxons and Scots</b> - Fall of Roman empire, Scots invasions from Ireland to North Britain, Anglo-Saxons settlements and place names</li> <li>- <b>Vikings and Anglo-Saxon struggle for the Kingdom of England</b> - Viking raids and invasion, Resistance by Alfred the Great and Athelstan, first kings of England, Anglo-Saxon laws and justice, Edward the Confessor and his death in 1066</li> </ul>	<p><b>SATs Assessment</b></p> <p><b>Cambridge</b></p> <ul style="list-style-type: none"> <li>- Place the founding of the University of Cambridge on a timeline (H)</li> <li>- Describe the development of The University of Cambridge (Local history) (H)</li> <li>- Devise and Answer historically valid questions about change, cause, similarity and difference, and significance (H)</li> <li>- Construct informed responses that involve thoughtful selection and organisation of relevant historical information (H)</li> <li>- Understand how our knowledge of the past is constructed from a range of sources (H)</li> <li>- Select of use evidence from a range of sources to support arguments (H)</li> <li>- Demonstrate a chronologically secure knowledge and understanding of the historical events studied in KS2 and added to the timeline (H)</li> <li>- Use the 8 points of a compass and 6 figure grid references, symbols and keys (including the use of OS maps) to build their knowledge of Cambridge (G)</li> <li>- Use fieldwork to observe, measure, record and present the human and physical features in Cambridge using a range of methods, including sketch maps, plans and graphs and digital technologies (G)</li> <li>- Understand aspects of human geography in Cambridge: types of settlement, economic activity, trade links (G)</li> <li>- Name and locate counties and cities of the UK including Cambridge (G)</li> <li>- Identifying human and physical characteristics of Cambridge, key topographical features (river Cam) and land use patterns (University) and understand how some of these have changed over time (G)</li> </ul> <p><b>Summer Production</b> <i>Speaking and Listening / Drama</i></p> <p><b>Transition to Secondary School</b></p>

Subject	Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
English - Autumn	Autumn 1	<b>Text: <i>Mouse House</i> by John Burningham</b> <b>Writing outcomes:</b> A letter, instructions <b>Grammar:</b> Full stops, capital letters, finger spaces <b>Phonics:</b> Story Time Phonics daily <b>Story Time:</b> A range of stories linked to houses and out and about	<b>Text: <i>The Tiger Who Came for Tea</i> by Judith Kerr</b> <b>Writing outcomes:</b> a wanted poster, invitation, narrative <b>Grammar:</b> expanded noun phrases and simple conjunctions <b>Spelling:</b> No Nonsense Spelling: phase 5 GPCs and homophones	<b>Text: <i>Stone Age Boy</i> by Satoshi Kitamura</b> <b>Writing outcomes:</b> Setting and character descriptions, recounts, own narrative <b>Grammar:</b> noun phrases, articles and determiners, using dialogue <b>Spelling:</b> No Nonsense Spelling: suffixes from year 2, prefixes un and dis and words from the statutory word list.	<b>Text: <i>Non-chronological reports and poetry (I and the Seed that Grew the Tree)</i> linked to science (Bio blitz)</b> <b>Writing outcomes:</b> report, non-chronological text, free verse poem <b>Grammar:</b> paragraphs and conjunctions <b>Spelling:</b> No Nonsense spelling Words ending 'sure', words from statutory spelling list	<b>Text: <i>The Giant's necklace</i> by Michael Morpurgo</b> <b>Writing outcomes:</b> character and setting descriptions, narrative, diary entry <b>Grammar:</b> apostrophes, conjunctions for co-ordination and subordination, Fronted adverbials <b>Spelling:</b> No Nonsense spellings: Words with 'ough' letter string, words with silent letters	<b>Text: <i>The Explorer</i> by Katherine Rundell</b> <b>Writing outcomes:</b> setting descriptions, diary writing (2 x weeks), non-chronological reports <b>Grammar:</b> word classes, clauses, relative clauses <b>Spelling:</b> No Nonsense Spelling: words from the year 5/6 statutory word list, words with -able. -ible and -ibly suffix
		<b>Text: <i>Stanley's Stick</i> by John Hegley</b> <b>Writing outcomes:</b> Postcard home, narrative <b>Grammar:</b> Full stops, capital letters, finger spaces <b>Phonics:</b> Story Time Phonics daily <b>Story Time:</b> A range of stories linked to houses and out and about	<b>Text: <i>The Tin Forest</i> by Helen Ward</b> <b>Writing outcomes:</b> description, diary entry, instructions <b>Grammar:</b> expanded noun phrases, commas in a list, sentence types (commands) <b>Spelling:</b> No Nonsense Spelling: homophones and common exception words	<b>Text: <i>Leon and the Place Between</i> by Angela McAllister</b> <b>Writing outcomes:</b> review of a show, writing dialogue, narrative writing <b>Grammar:</b> prepositions, adverbs, dialogue <b>Spelling:</b> No Nonsense Spelling: words with the /eɪ/ sound spelt 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they), homophones, words from statutory spelling lists	<b>Text: <i>Escape from Pompeii</i> by Christina Ballit</b> <b>Writing outcomes:</b> Setting and character descriptions, recounts, own narrative <b>Grammar:</b> noun phrases, articles and determiners, using dialogue <b>Spelling:</b> No Nonsense Spelling: suffixes from year 2, prefixes un and dis and words from the statutory word list.	<b>Text: <i>How does a Lighthouse Work</i> by Roman Belyaev. <i>Hello Lighthouse</i> by Sophie Blackall, short animation about a lighthouse</b> <b>Writing outcomes:</b> explanations, stories, newspaper report <b>Grammar:</b> modal verbs, fronted adverbials, relative clauses and direct speech <b>Spelling:</b> No Nonsense spellings: Words ending -ible and -able, homophones	<b>Text: <i>Unspoken</i> by Henry Cole</b> <b>Writing outcomes:</b> diary, narrative <b>Grammar:</b> synonyms/antonyms, semi-colon to mark boundaries between clauses <b>Spelling:</b> No nonsense spelling scheme Adding suffixes beginning with vowels to words ending in '-fer', words from the year 5/6 statutory word list, revising tricky spellings from this term
		<b>Text: <i>Leaf Man</i> by Lois Ehlert</b> <b>Writing outcomes:</b> lost poster, narrative <b>Grammar:</b> Full stops, capital letters, finger spaces <b>Phonics:</b> Story Time Phonics daily <b>Story Time:</b> A range of stories linked to houses and out and about					
	Autumn 2	<b>I Love You, Blue Kangaroo by Emma Chichester Clark</b> <b>Writing outcomes:</b> letters and retellings. <b>Grammar:</b> nouns and adjectives, writing questions <b>Phonics:</b> Story Time Phonics daily <b>Story Time:</b> A range of stories linked to toy topic	<b>Text: Poetry- a range of poetry on fire and fireworks</b> <b>Writing outcomes:</b> poetry, descriptive writing <b>Grammar:</b> adverbs, past tense <b>Spelling:</b> No Nonsense Spelling: common exception words and homophones	<b>Text: The Amazing Body Detectives by Maggie Li</b> <b>Writing outcomes:</b> Fact sheets, non-chronological texts <b>Grammar:</b> coordination conjunctions, subordinating conjunctions <b>Spelling:</b> No Nonsense Spelling: Prefixes 'mis-' and 're-', statutory words and personal spelling lists	<b>Text: The Wolves in the Walls by Neil Gaiman</b> <b>Writing outcomes:</b> persuasive letter, diary entry, narrative <b>Grammar:</b> subordinating conjunctions, noun phrases, fronted adverbials and direct speech <b>Spelling:</b> No Nonsense Spelling: Prefixes 'in-', 'il-', 'im-' and 'ir-', words from statutory and personal word lists	<b>Text: The Firework Maker's Daughter by Phillip Pullman</b> <b>Writing outcomes:</b> Persuasive letters, persuasive advert, description writing and narrative <b>Grammar:</b> fronted adverbials, word classes, revision of conjunctions for subordination, commas <b>Spelling:</b> No Nonsense Spelling: revision of selected spellings, plurals, use of hyphen	<b>Text: The Rain Player by David Wisniewski</b> <b>Writing outcomes:</b> instructions, narrative <b>Grammar:</b> colons and semi-colons for lists, sub-headings, cohesion between paragraphs <b>Spelling:</b> No nonsense spelling scheme words from the year 5/6 statutory word list, homophones (se/ce), personal spelling lists
		<b>The Naughty Bus by Jan Mark</b> <b>Writing outcomes:</b> Fact sheets about buses, vehicle story <b>Grammar:</b> conjunction 'and', adjectives, nouns and verbs <b>Phonics:</b> Story Time Phonics daily <b>Story Time:</b> A range of stories linked to toy topic	<b>Text: The Great Fire of London by Emma Adams</b> <b>Writing outcomes:</b> diaries, non-chronological reports, instruction texts <b>Grammar:</b> conjunctions, present and past tense, different sentence types <b>Spelling:</b> No Nonsense Spelling: 'ge' and 'dge' at the end of words, /s/sound spelt 'c' before 'e', 'i' and 'y', homophones	<b>Text: Coming Home by Michael Morpurgo</b> <b>Writing outcomes:</b> diaries, stories and letters (recounts) <b>Grammar:</b> noun phrases (and similes), past and present tense, present perfect tense <b>Spelling:</b> No Nonsense Spelling: the /ɪ/ sound spelt 'y', words ending with the /g/ sound spelt '-gue' and the /k/ sound spelt '-que'	<b>Text: Ice Palace by Robert Swindells</b> <b>Writing outcomes:</b> letter of explanation, explanation text, diary entry <b>Grammar:</b> Noun phrases, coordinating conjunctions and subordinating conjunctions, pronouns <b>Spelling:</b> No Nonsense Spelling: words with the /eɪ/ sound spelt 'i', 'eigh' or 'ey' Words with the /f/ sound spelt 'ch' and the /u/ sound spelt 'ou', words from statutory and personal spelling lists and adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed')	<b>Text: Earth Shattering Events by Robin Jacobs</b> <b>Writing outcomes:</b> A volcano fact file, a non-chronological report. <b>Grammar:</b> Parenthesis, cohesion and paragraphs, relative clauses <b>Spelling:</b> No Nonsense Spelling: building new words from known morphemes, using dictionaries	<b>Text: Cloud Busting by Malorie Blackman</b> <b>Writing outcomes:</b> diary entry, play script, informal letter <b>Grammar:</b> Cohesion between paragraphs, colons and layout of texts <b>Spelling:</b> No nonsense spelling scheme Words ending tious/cious, words from year 5/6 statutory word lists, revision of spellings from Autumn term
		<b>Dogger by Shirley Hughes</b> <b>Writing outcomes:</b> description (lost poster), retelling <b>Grammar:</b> adjectives, adding suffix -ed and -ing to verbs <b>Phonics:</b> Story Time Phonics daily <b>Story Time:</b> A range of stories linked to toy topic					

Subject	Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
English - Spring	Spring 1	<b>Text: The Blue Balloon by Mick Inkpen</b> Writing Outcomes: recounts and narratives Grammar: word classes (verbs), conjunctions Phonics: Story Time Phonics daily Story Time: A range of stories linked to toy topic	<b>Text: Gorilla by Anthony Browne</b> Writing outcomes: letters, retellings, narratives Grammar: noun phrases, conjunctions, apostrophes, suffixes, comparatives and superlatives Spelling :No Nonsense Spelling: az/sound spelt 'y' Common exception words could, should, would, contractions, adding suffixes	<b>Text: On a Beam of Light by Jennifer Berne</b> Writing outcomes: diary, biography Grammar: adverbials of time, paragraphs Spellings No Nonsense spelling scheme: suffixes '-ness' and '-ful' following a consonant, Prefixes 'sub-' and 'tele-'	<b>Text: Egyptian Cinderella by Shirley Climo</b> Writing outcomes: diary writing and narrative Grammar: noun phrases and conjunctions Spelling No Nonsense spelling scheme: The /g/ sound spelt 'gu', words with endings like /tʃə/ spelt '-ture'	<b>Text: Hidden Figures by Margot Lee Shetterly</b> Writing outcomes: character descriptions, formal persuasive letters and biographies. Grammar: conjunctions, sentence types, prefixes, cohesion. Spelling No Nonsense spelling scheme: words from statutory and personal spelling lists Rare GPCs (bruise, guarantee, immediately, vehicle, yacht)	<b>Text: The Lost Thing by Shaun Tan</b> Writing outcomes: lost poster, explanation text, formal letter of advice Grammar: expanded noun phrases, modal verbs, subjunctive mood Spelling: No nonsense spelling scheme Words with 'ough' letter string, words from year 5/6 statutory word list, words ending tial/cial
		<b>Text: Izzy Gizmo by Pip Jones</b> Writing Outcomes: Instructions, narrative Grammar: Capital letters form names and 'I', questions and exclamations Phonics: Story Time Phonics daily Story Time: A range of stories linked to toy topic	<b>Text: The Tunnel by Anthony Browne</b> Writing outcomes: letters, descriptions, narratives Grammar: Suffixes, adverbs, tense Spelling: No Nonsense Spelling/i:/ sound spelt 'ey' Near homophones, Adding '-ing', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant after a single vowel Common exception words	<b>Text: Jack and the Beanstalk- play scripts</b> Writing outcomes: A setting description, a play script Grammar: apostrophes, noun phrases, adverbs Spellings No Nonsense spelling scheme: apostrophes for contraction, Words with the /ʃ/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure')	<b>Text: The Story of Tutankhamun by Patricia Cleveland-Peck</b> Writing outcomes: diary, instructions, non-chronological reports Grammar: conjunctions, apostrophes, fronted adverbials Spellings No Nonsense spelling scheme: homophones and personal spellings	<b>The moon landing and moon poetry (Silver by Walter de a Mare)</b> Writing outcomes: diaries, newspapers, poetry Grammar: commas, parenthesis, direct speech and indirect speech, noun phrases Spellings No Nonsense spelling scheme: Words ending in '-ably' and '-ibly', homophones (led/lead, steel/steal, alter/altar,	<b>Text: Dragonology by Dr. Ernest Drake</b> Writing outcomes: instructions, non-chronological report, newspaper report Grammar: colons and semi-colons for lists, passive and active Spelling: No nonsense spelling scheme Generating words from prefixes, words from year 5/6 statutory word list, revision of learning this half term
		<b>Text: Taking Flight by Adam Hanchen</b> Writing outcomes: information texts, recounts Grammar: conjunctions- using 'but' and 'or'. Phonics: Story Time Phonics daily Story Time: A range of stories linked to toy topic		<b>Text: The Works (list poems, calligrams and shape poems)</b> Writing outcomes: Shape poems, calligram poems and list poems Grammar: word classes, abstract and concrete nouns Spellings: No Nonsense spelling scheme Suffixes '-less', '-ness', '-ful' 6 '-ful' and '-ly', words from the statutory spelling lists			
	Spring 2	<b>Text: Jack and the Beanstalk</b> Writing outcomes: diary entry, character description (wanted poster), retelling (narrative) Grammar: Capital letters for names, sequencing sentences Phonics: Story Time Phonics daily Story time: A range of books linked to any topic	<b>Text: A range of food poetry, including 'Fruits: A Caribbean Counting Poem' by Valerie Bloom</b> Writing outcomes: A range of poems about food Grammar: Adding suffixes -ful and -less, adverbs Spelling: No nonsense spelling scheme /o/ spelt 'a' after 'w' and 'qu', /ʒ/ spelt 's', segmentation ,and syllable clapping. Homophones	<b>Text: Theseus and the Minotaur from 'The Orchard Book of First Greek Myths' by Saviour Pirotta</b> Writing outcomes: setting descriptions, character descriptions, narratives Grammar: Direct speech, adverbials, expanded noun phrases and paragraphs Spelling: No nonsense spelling scheme Elements from the previous half term that require practice, Prefixes 'super-' and 'auto-', words from statutory and personal spelling lists	<b>Text: Mufaro's Beautiful Daughters by John Steptoe</b> Writing outcomes: thought bubble (monologue), setting description, diary entry Grammar: coordinating conjunctions, direct speech, subordinating conjunctions Spelling: No nonsense spelling scheme Strategies at the point of writing, Prefixes 'anti-' and 'inter-', Strategies for learning words: selected words from statutory and personal spelling lists	<b>Text: The Lost Happy Endings by Carol Ann Duffy</b> Writing outcomes: Descriptions, diaries and narratives Grammar: expanded noun phrases, direct speech, clauses Spelling: No nonsense spelling scheme Spellings taught in previous half term, proofreading: checking from another source after writing, building words from root words	<b>Text: The Spider and the Fly by Mary Howitts</b> Writing outcomes: instructions (recipes), persuasive formal letters, discursive texts (Spider's court case) Grammar: using bullet points, formal language, cohesion between paragraphs Spelling: No nonsense spelling scheme Words from statutory word list, tricky homophones, homophones from KS2,
		<b>Text: The Flower by John Light</b> Writing Outcomes: Instruction text, diary, narrative Grammar: Sentence construction, prefix – un, plurals Phonics: Story Time Phonics daily Story time: A range of books linked to any topic	<b>Text: The Bear and the Piano by David Lichfield</b> Writing outcomes: letters, adverts, recounts, narratives Grammar: apostrophes, sentence types, tenses Spelling: No nonsense spelling scheme Adding '-es' to nouns and verbs ending in 'y', the possessive apostrophe, adding suffixes '-ful' , '-less' and '-ly'	<b>Text: The Greeks: Non-chronological reports and newspapers</b> Writing Outcomes: a non-chronological report, a newspaper recount Grammar: subordinating conjunctions, adverbials of time, direct speech Spelling: No nonsense spelling scheme homophones, proofreading, Words with the /k/ sound spelt 'ch' (Greek in origin)	<b>Text: Sensational! poems about the senses selected by Roger McGough</b> Writing outcomes: A range of poems based on the senses Grammar: Word classes and language features revision Spelling: No nonsense spelling scheme Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion', Strategies for learning words: words from statutory and personal spelling lists	<b>Text: the Princess' Blankets by Carol Ann Duffy</b> Writing outcomes: Description, letters, narrative Grammar: Noun phrases, cohesion, prefixes Spelling: Homophones, Strategies for learning words, 'ei' and 'ie' words	<b>Text: King Kong by Anthony Browne</b> Writing outcomes; informal letter, narrative, newspaper report Grammar: modal verbs, subordinate clauses, formal/informal language, passive voice Spelling: No nonsense spelling scheme Words from statutory word lists, generating words from prefixes and roots, revision of spellings from Spring term



Subject	Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
English - Summer	Summer 1	<b>Text: Beegu by Alexi Deacon</b> Writing Outcomes: Descriptions, diaries, narratives Grammar: Questions, past tense –ed suffix, recognising sentences Phonics: Story time Phonics daily Story time: A range of books linked to any topic	<b>Text: Lila and the Secret of Rain by David Conway</b> Writing Outcomes: letters, descriptions and diaries Grammar: Commas in lists, adverbials and progressive tense Spelling: No Nonsense Spelling Scheme: The /l/ or /ə/ sound spelt '-el' at the end of words Adding endings '-ing', '-ed', '-er', and '-est' to words ending in '-y', words including /ɔ:/ spelt 'a' before 'l' and 'll' and /ɔ:/ spelt 'a'	<b>Text: Persuasive adverts and letters</b> Writing Outcomes: an advertisement, a persuasive letter Grammar: sentence types, adjectives, conjunctions for subordination Spelling: No Nonsense Spelling scheme: Previously taught suffixes ('-ed', '-ing', '-s', '-es', '-ness', '-ful', '-less' and '-ly'), suffix -ly	<b>Text: The King Who Banned the Dark by Emily Haworth-Booth</b> Writing Outcomes: letter of advice, persuasive letters, persuasive posters and adverts, persuasive leaflets. Grammar: Plural and possessive s, sentence types, conjunctions for subordination Spelling: No nonsense spelling scheme Words with the /s/ sound spelt 'sc' (Latin in origin): Endings that sound like /ʒən/ spelt 'sion', words from statutory and personal spelling lists	<b>Text: The Bee Book by Charlotte Milner</b> Writing Outcomes: Instructions, explanations, non-chronological reports Grammar: Adverbials, sentence types, Parenthesis, Adding suffixes to change nouns to verbs Spelling: No nonsense spellings scheme: Strategies for learning words, etymological/morphological strategies for spelling	<b>Text: The Highwayman by Alfred Noyes</b> Writing outcomes: wanted poster, narrative (ghost story), narrative (from point of view of character Tim) Grammar: expanded noun phrases, formal and informal speech and writing Spelling: No nonsense spelling scheme Rare GPCs from statutory word lists, words from Year 5/6 statutory word lists,
		<b>Text: Lost and Found by Oliver Jeffers</b> Writing Outcomes: letters, poems, non-chronological reports Grammar: plurals, words classes (verbs and adjectives), sequencing sentences Phonics: Story Time Phonics daily Story time: A range of books linked to any topic	<b>Text: The Ugly Five by Julia Donaldson and The Ultimate Book of African Animals by National Geographic</b> Writing Outcomes: Poetry, animal spotter's guide, non-chronological report Grammar: noun phrases, conjunctions and cohesion Spelling: Non Nonsense Spelling schemes suffixes '-ment' and '-ness' The /s:/ sound spelt 'or' after 'w' /l/ or /ə/ The sound spelt '-al' at the end of Words.	<b>Text: Starbird by Sharon King-Chai</b> Writing Outcomes: descriptions, letter to persuade, narrative Grammar: punctuating dialogue, noun phrases, adverbials, present perfect form Spelling: No nonsense spelling scheme: words from statutory and personal spelling lists, Rare GPCs (/t/ sound),	<b>Text: Fox by Margaret Wild</b> Writing Outcomes: description, thought bubble, narrative (sequel) Grammar: Noun phrases, plural and possessive s, pronouns, direct speech, fronted adverbials Spelling: No Nonsense Spelling Scheme: apostrophes, homophones, words from statutory list	<b>Text: The Promise by Nicola Davis</b> Writing Outcomes: Poetry, description, narrative Grammar: word classes, commas, dashes for parenthesis, cohesion Spelling: No nonsense spelling scheme: Proofreading, words from statutory spelling lists, homophones	<b>Text: Shackleton's Journey by William Grill</b> Writing outcomes: Formal letter, motivational speech, discursive text Grammar: Formal language for writing, cohesive devices Spelling: No Nonsense Spelling scheme Words ending ant and ancy, root words and meanings,
	Summer 2	<b>Text: Owl Babies by Martin Waddell</b> Writing Outcomes: letters, retellings, non-chronological reports Grammar: Questions/exclamations, adjectives, suffixes, capital letters Phonics: Story Time Phonics daily Story time: A range of books linked to any topic	<b>Text: The Owl and the Pusst Cat by Edward Lear</b> Writing Outcomes: instructions, retellings, new narratives Grammar: conjunctions for subordination, commas in lists, apostrophes for contractions and possession Spelling: homophones, sounds spelt 'il' at the end of words	<b>Text: The Minpins by Roald Dahl</b> Writing Outcomes: Descriptions, diaries, non-chronological reports Grammar: Sentence types, conjunctions, noun phrases, word families, paragraphs Spelling: The /n/ sound spelt 'ou', Strategies for learning words from statutory and personal spelling lists	<b>Text: The Lost Word by Robert McFarlane and Jackie Morris</b> Writing Outcomes: Poems, descriptions, acrostic poem Grammar: word classes, fronted adverbials, nouns and verbs Spelling: Suffix '-ous', Prefixes, Startegies for learning words.	<b>Text: Beowulf by Michael Morpurgo</b> Writing Outcomes: Formal letters, speeches, diaries Grammar: Creating adjectives using suffixes, formal language, modal verbs, clauses and conjunctions Spelling: Revision of spellings taught last half term, proofreading, strategies for learning words	<b>Text: Macbeth by William Shakespeare (Leon Garfield retelling)</b> Writing outcomes: Descriptive stories, formal letters, discursive texts Grammar: use range of grammar taught this year. Spelling No nonsense spelling scheme Revision of spellings from last half term, tricky spellings to revise, Words ending '-ent', '-ence' and '-ency'
		<b>Text: The Bog Baby by Jeanne Willis</b> Writing Outcomes: Instructions, recounts, narratives Grammar: conjunctions, questions, revision of grammar taught this year Phonics: Story Time Phonics daily Story time: A range of books linked to any topic	<b>Text: Flotsam by David Weisner</b> Writing Outcomes: Recounts, descriptions, narratives Grammar: Past tense verbs, questions, conjunctions, noun phrases Spelling: Revision of the Year 2 programme of study and spelling patterns that the children found most challenging.	<b>Text: The Iron Man by Ted Hughes</b> Writing Outcomes: Retellings, diary entries, narratives Grammar: Fronted adverbials, direct speech, revision of previously taught grammar points Spelling: Homophones, proofreading, revision of aspects from this half term	<b>Text: The Barnabus Project by The Fan Brothers</b> Writing Outcomes: Non-chronological reports, persuasive adverts, newspaper report Grammar: Conjunctions, paragraphs, noun phrases, direct speech Spelling: Suffix 'ly' added to words ending in 'y', 'le' and 'ic', revision of this terms work.	<b>Text: The Mysteries of Harris Burdick by Chris Van Allsberg</b> Writing Outcomes: Descriptions, narratives Grammar: using dashes for parenthesis, cohesion across paragraphs Spelling: Homophones, Words from statutory and personal spelling lists, Spelling aspects from Year 5 that are not secure	<b>End of primary: production, assemblies, etc. Transition work.</b> Spelling: No Nonsense Spelling Scheme: Homophones, revision of commonly misspelt words

Subject		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
English – Guided Reading	Autumn 1	A range of picture books (Arbury Year 1 Reading Spine)	Journey by Aaron Becker Tigers- information text My Cat by Pie Corbett Recycling text- information text Chicks- explanation text	The Secrets of Stonehenge by Mick Manning	I was There: Boudica's Army by Hilary Mckay	The Giant's Necklace by Michael Morpurgo Hello Lighthouse by Sophie Blackall Charles Causley poetry	The Explorer by Katherine Rundell ( 3 weeks) Biographies: Herstory by Katherine Halligan (2 weeks) Benedict Allen biography (2 weeks)
	Autumn 2	A range of picture books	The Great Fire of London by Emma Adams The Baker's Boy and the Great Fire of London by Tom and Tony Bradman	Diary of a Killer Cat by Anne Fine	Fierce, Fearless and Free by Lari Don	The Firework Maker's Daughter by Philip Pullman Survivors by David Long Earth Shattering Events by Robin Jacobs	Cloud Busting by Malorie Blackman (3 weeks) The Malfasant by Alan Bold ( 1 week) The poetry of Vernon Scannell ( 2 weeks)
	Spring 1	A range of picture books	Voices in the Park by Anthony Browne (3 weeks) Hansel and Gretel by Anthony Browne (3 weeks)	The Hodgeheg by Dick King Smith	See Inside Ancient Egypt by Rob Lloyd Jones From a Railway Carriage by Robert Louis Stevenson	Space themed texts: Space Oddity lyrics by David Bowie Sky-Bots by Vashti Hardy Non-fiction space texts Cosmic Disco by Grace Nicholls	The Book of Hopes – Short stories collected by Katherine Rundell ( 6 weeks)
	Spring 2	A range of picture books	First Stories for Thinking by Robert Fisher (3 weeks) Fantastically Great Women Who Changed the World by Kate Pankhurst (3 weeks)	The Orchard Book of First Greek Myths by Saviour Pirotta	A Dollop of Ghee and a Pot of Wisdom by Chitra Soundar	TBC	Street Child by Berlie Doherty (6 weeks)
	Summer 1	A range of picture books	Getting ready for the KS1 SATs – range of texts	The Pied Piper of Hamelin by Michael Morpurgo	TBC	The Last Bear by Hannah Gold	Preparation for Key Stage 2 SATs- various texts
	Summer 2	A range of picture books	Aesop's Fables by Michael Rosen (a different fable each week)	Poems to Perform by Julia Donaldson. Various poems	Old Possum's Book of Curious Cats by T S Elliot	How to Train a Dragon by Cressida Cowell	Production- script reading

Subject	Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Maths (White Rose)	Autumn	<ul style="list-style-type: none"> <li>Number: Place value - within 10 (4 weeks)</li> <li>Number: Addition and subtraction - within 10 (4 weeks)</li> <li>Geometry: shape (1 week)</li> <li>Number and place value - within 20 (2 weeks)</li> </ul>	<ul style="list-style-type: none"> <li>Number: Place Value (3 weeks)</li> <li>Number: Addition and Subtraction (5 weeks)</li> <li>Measurement: Money (2 weeks)</li> <li>Number: Multiplication and Division (1 weeks)</li> </ul> <p>Autumn 2 - Times tables focus: x10</p>	<ul style="list-style-type: none"> <li>Number: Place value (3 weeks)</li> <li>Number: Addition and Subtraction (5 weeks)</li> <li>Number: Multiplication and Division (4 weeks)</li> </ul> <p>Autumn 1 - Times tables focus: x3 Autumn 2 - Times tables focus: x4</p>	<ul style="list-style-type: none"> <li>Number: Place Value (4 weeks)</li> <li>Number: Addition and Subtraction (3 weeks)</li> <li>Measurement: Length and Perimeter (2 week)</li> <li>Number: Multiplication and Division (3 weeks)</li> </ul> <p>Autumn 1 - Times tables focus: x7 Autumn 2 - Times tables focus: x9</p>	<ul style="list-style-type: none"> <li>Number: Place Value (3 weeks)</li> <li>Number: Addition and Subtraction (2 weeks)</li> <li>Statistics - (2 weeks)</li> <li>Number: Multiplication and Division (3 weeks)</li> <li>Measurement: Perimeter and Area (2 weeks)</li> </ul>	<ul style="list-style-type: none"> <li>Number: Place Value (2 weeks)</li> <li>Number: Addition, Subtraction, Multiplication and Division (5 weeks)</li> <li>Number: Fractions (4 weeks)</li> <li>Geometry: Position and Direction (1 week)</li> </ul>
	Spring	<ul style="list-style-type: none"> <li>Number: Addition and subtraction - within 20 (3 weeks)</li> <li>Number and place value - within 50. Multiples of 2, 5 and 10 included. (3 weeks)</li> <li>Measurement: Length and height (2 weeks)</li> <li>Measurement: Weight and Volume (2 weeks)</li> </ul>	<ul style="list-style-type: none"> <li>Number: Multiplication and Division (4 weeks)</li> <li>Statistics (2 weeks)</li> <li>Geometry: Properties of Shape (3 weeks)</li> <li>Number: Fractions (3 weeks)</li> </ul> <p>Spring 1 - Times tables focus: x2 Spring 2 - Times tables focus: x5</p>	<ul style="list-style-type: none"> <li>Number: Multiplication and Division (3 weeks)</li> <li>Measurement: Money (1 week)</li> <li>Statistics (2 weeks)</li> <li>Measurement: Length and perimeter (3 weeks)</li> <li>Number: Fractions (2 weeks)</li> </ul> <p>Spring 1 – Times tables focus: x8 Spring 2 - Times tables focus: x6</p>	<ul style="list-style-type: none"> <li>Number: Multiplication and Division (3 weeks)</li> <li>Measurement: Area (1 week)</li> <li>Number: Fractions (4 weeks)</li> <li>Number: Decimals (3 weeks)</li> </ul> <p>Spring 1 - Times tables focus: x11 Spring 2 - Times tables focus: x12</p>	<ul style="list-style-type: none"> <li>Number: Multiplication and Division (3 weeks)</li> <li>Number: Fractions (6 weeks)</li> <li>Number: Decimals and Percentages (2 weeks)</li> </ul>	<ul style="list-style-type: none"> <li>Number: Decimals (2 weeks)</li> <li>Number: Percentages (2 weeks)</li> <li>Number: Algebra (2 weeks)</li> <li>Measurement: Converting Units (1 week)</li> <li>Measurement: Perimeter, Area and Volume (2 weeks)</li> <li>Number: Ratio (2 weeks)</li> </ul>
	Summer	<ul style="list-style-type: none"> <li>Number: Multiplication and Division - Reinforce multiples of 2,5 and 10 to be included (3 weeks)</li> <li>Number: Fractions (2 weeks)</li> <li>Geometry: Position and direction (1 week)</li> <li>Number: Place Value - within 100 (2 week)</li> <li>Measurement: Money (1 week)</li> <li>Time (2 weeks)</li> </ul>	<ul style="list-style-type: none"> <li>Measurement: Length and Height (2 weeks)</li> <li>Position and Direction (2 weeks)</li> <li>Problem solving and efficient methods (2 weeks)</li> <li>Measurement: Time (2 weeks)</li> <li>Measurement: Mass, Capacity and Temperature (3 weeks)</li> <li>Investigations (2 weeks)</li> </ul> <p>Times tables focus: consolidation</p>	<ul style="list-style-type: none"> <li>Number: Fractions (3 weeks)</li> <li>Measurement: Time (3 weeks)</li> <li>Geometry: Properties of Shapes (2 weeks)</li> <li>Measurement: Mass, Capacity and Temperature (3 weeks)</li> </ul> <p>Times tables focus: consolidation</p>	<ul style="list-style-type: none"> <li>Number: Decimals (2 weeks)</li> <li>Measurement: Money (2 weeks)</li> <li>Measurement: Time (1 week)</li> <li>Statistics - (2 weeks)</li> <li>Geometry: Properties of Shape (3 weeks)</li> <li>Geometry: Position and Direction (1 week)</li> </ul> <p>Times tables focus: consolidation</p>	<ul style="list-style-type: none"> <li>Number: Decimals (3 weeks)</li> <li>Geometry: Properties of Shapes (3 weeks)</li> <li>Geometry: Position and Direction (2 week)</li> <li>Measurement: Converting Units (2 weeks)</li> <li>Measurement: Volume (1 week)</li> </ul>	<ul style="list-style-type: none"> <li>Statistics – (2 weeks)</li> <li>Geometry: Properties of Shape (3 weeks)</li> <li>Problem Solving - (3 weeks)</li> <li>Investigations and themed projects (6-7 weeks)</li> </ul>

Subject	Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
RE (DRE)	Autumn 1	<b>Religion:</b> Christianity <b>Theme:</b> Creation Story <b>Key Question:</b> Does God want Christians to look after the world?	<b>Religion:</b> Christianity <b>Theme:</b> What did Jesus teach? <b>Key Question:</b> Is it possible to be kind to everyone all of the time?	<b>Religion:</b> Hinduism <b>Theme:</b> Divali <b>Key Question:</b> Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?	<b>Religion:</b> Buddhism <b>Theme:</b> Buddha's teachings <b>Key Question:</b> Is it possible for everyone to be happy?	<b>Religion:</b> Sikhism <b>Theme:</b> Belief into action <b>Key Question:</b> How far would a Sikh go for his/ her religion?	<b>Religion:</b> Islam <b>Theme:</b> Beliefs and Practices <b>Key Question:</b> What is the best way for a Muslim to show commitment to God?
	Autumn 2	<b>Religion:</b> Christianity <b>Theme:</b> Christmas <b>Key Question:</b> What gifts might Christians In my town have given Jesus if he had been born here rather than in Bethlehem?	<b>Religion:</b> Christianity <b>Theme:</b> Christmas - Jesus as gift from God <b>Key Question:</b> Why do Christians believe God gave Jesus to the world?	<b>Religion:</b> Christianity <b>Theme:</b> Christmas <b>Key Question:</b> Has Christmas lost its true meaning?	<b>Religion:</b> Christianity <b>Theme:</b> Christmas <b>Key Question:</b> What is the most significant part of the nativity story for Christians today?	<b>Religion:</b> Christianity <b>Theme:</b> Christmas <b>Key Question:</b> Is the Christmas story true?	<b>Religion:</b> Christianity <b>Theme:</b> Christmas <b>Key Question:</b> How significant is it that Mary was Jesus' mother?
	Spring 1	<b>Religion:</b> Christianity <b>Theme:</b> Jesus as a friend <b>Key Question:</b> Was it always easy for Jesus to show friendship?	<b>Religion:</b> Islam <b>Theme:</b> Prayer at home <b>Key Question:</b> Does praying at regular intervals help a Muslim in his/ her everyday life?	<b>Religion:</b> Christianity <b>Theme:</b> Jesus' Miracles <b>Key Question:</b> Could Jesus heal people? Were these miracles or is there some other explanation?	<b>Religion:</b> Buddhism <b>Theme:</b> The 8-fold path <b>Key Question:</b> Can the Buddha's teachings make the world a better place?	<b>Religion:</b> Sikhism <b>Theme:</b> Beliefs and moral values <b>Key Question:</b> Are Sikh stories important today?	<b>Religion:</b> Christianity <b>Theme:</b> Beliefs and Meaning <b>Key Question:</b> Is anything ever eternal?
	Spring 2	<b>Religion:</b> Christianity <b>Theme:</b> Easter - Palm Sunday <b>Key Question:</b> Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	<b>Religion:</b> Christianity <b>Theme:</b> Easter – Resurrection <b>Key Question:</b> How important is it to Christians that Jesus came back to life after His crucifixion?	<b>Religion:</b> Christianity <b>Theme:</b> Easter - Forgiveness <b>Key Question:</b> What is 'good' about Good Friday?	<b>Religion:</b> Christianity <b>Theme:</b> Easter <b>Key Question:</b> Is forgiveness always possible for Christians?	<b>Religion:</b> Christianity <b>Theme:</b> Easter <b>Key Question:</b> How significant is it for Christians to believe God intended Jesus to die?	<b>Religion:</b> Christianity <b>Theme:</b> Easter <b>Key Question:</b> Is Christianity still a strong religion 2000 years after Jesus was on Earth?
	Summer 1	<b>Religion:</b> Judaism <b>Theme:</b> Shabbat <b>Key Question:</b> Is Shabbat important to Jewish children?	<b>Religion:</b> Islam <b>Theme:</b> Community and Belonging <b>Key Question:</b> Does going to a Mosque give Muslims a sense of belonging?	<b>Religion:</b> Hinduism <b>Theme:</b> Hindu Beliefs <b>Key Question:</b> How can Brahman be everywhere and in everything?	<b>Religion:</b> Buddhism <b>Theme:</b> The 8-fold path <b>Key Question:</b> What is the best way for a Buddhist to lead a good life?	<b>Religion:</b> Sikhism <b>Theme:</b> Prayer and Worship <b>Key Question:</b> What is the best way for a Sikh to show commitment to God?	<b>Religion:</b> Islam <b>Theme:</b> Beliefs and moral values <b>Key Question:</b> Does belief in Akhirah (life after death) help Muslims lead good lives?
	Summer 2	<b>Religion:</b> Judaism <b>Theme:</b> Rosh Hashanah and Yom Kippur <b>Key Question:</b> Are Rosh Hashanah and Yom Kippur important to Jewish children?	<b>Religion:</b> Islam <b>Theme:</b> Hajj <b>Key Question:</b> Does completing Hajj make a person a better Muslim?	<b>Religion:</b> Hinduism <b>Theme:</b> Pilgrimage to the River Ganges <b>Key Question:</b> Would visiting the River Ganges feel special to a non-Hindu?	<b>Religion:</b> Christianity <b>Theme:</b> Prayer and Worship <b>Key Question:</b> Do people need to go to church to show they are Christians?	<b>Religion:</b> Christianity <b>Theme:</b> Beliefs and Practices <b>Key Question:</b> What is the best way for a Christian to show commitment to God?	<b>Religion:</b> Non-religious world view - Humanism <b>Theme:</b> Beliefs and Practices <b>Key Question:</b> What do Humanists believe?



Subject	Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PE (CAS)	Autumn 1	<b>Gym</b> – Jumping Jacks  <b>Multi-Skills</b> - Fundamental 1	<b>Gym</b> – Points of Contact <b>Multi-Skills</b> - Fundamental 1	<b>Gym</b> – Patterns and Pathways  <b>Games</b> – Ball Handling Skills	<b>Gym</b> – Principles of Balance  <b>Games</b> - Invasion Games – Ball on the Ground – Football / Floor Ball passing	<b>Gym</b> – Pair Composition  <b>Games</b> – Invasion Games - Football	<b>Gym</b> – Body Symmetry  <b>Games</b> – Invasion Games – Floor Ball
	Autumn 2						
	Spring 1	Dance – Moving words <b>Multi-Skills</b> - Fundamental 2	Dance – Great Fire of London <b>Multi-Skills</b> - Fundamental 2	Dance – Solar System  <b>OAA</b> – Coop, Comms, Cons. (y3/4 A) / Forest School	Dance – Cold Places  <b>OAA</b> – Coop, Comms, Cons. (y3/4 B) / Forest School	Dance – On the Beach  <b>Games</b> – Netball	Dance – Why Bully Me?  <b>Games</b> – Basketball
	Spring 2	<b>Gym</b> – Rock and Roll <b>Multi-Skills</b> - Fundamental 3	Gym – Ball, Tall and Wall <b>Multi-Skills</b> - Fundamental 3	<b>Gym</b> – Hand Apparatus  <b>Games</b> – Strike and Field - Rounders	<b>Gym</b> – Rotation  <b>Games</b> - Net Games - Tennis	<b>Gym</b> – Press and Go  <b>OAA</b> – Coop, Comms, Cons. (y5/6 A) / Forest School	<b>Gym</b> – Group Work  <b>OAA</b> – Coop, Comms, Cons. (y5/6 B) / Forest School
	Summer 1						
	Summer 2	<b>Dance</b> – Weather <b>Athletics</b> - Sports Day Skills / <b>OAA</b> – Trails, Trust and Teamwork (y1/2 A)	<b>Dance</b> – Magical Friends <b>Athletics</b> - Sports Day Skills / <b>OAA</b> – Trails, Trust and Teamwork (y1/2 B)	<b>Dance</b> – Machines  <b>Athletics</b> – Challenges Water safety (2 lessons)	<b>Dance</b> – Rugby & the Haka  <b>Athletics</b> – Pentathlon Water safety Refresher (2 lessons)	<b>Dance</b> – Dance Styles  <b>Athletics</b> – Heptathlon Water safety Refresher (2 lessons)	<b>Dance</b> – Football  <b>Athletics</b> – Decathlon Water safety Refresher (2 lessons)

Subject	Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Music	Autumn 1	<b>Musicianship:</b> Pulse/ Beat	<b>Musicianship:</b> Pulse/ Beat	<b>Performing:</b> Recorders 1	<b>Singing:</b> Class Choir	<b>Reading Notation:</b>	<b>Instrumental Performance:</b> Samba 1
	Autumn 2	<b>Singing:</b> Musical Theatre	<b>Singing:</b> Musical Theatre	<b>Singing:</b> Class Choir	<b>Performing:</b> Recorders 3	<b>Composing</b>	<b>Composing / Improvising</b>
	Spring 1	<b>Musicianship:</b> Rhythm	<b>Musicianship:</b> Rhythm	<b>Improvising</b>	<b>Improvising / Composing</b>	<b>Instrumental Performance:</b>	<b>Reading Notation:</b> Samba 2
	Spring 2	<b>Singing:</b> Class Choir	<b>Singing:</b> Class Choir	<b>Singing:</b> Musical Theatre	<b>Singing:</b> Musical Theatre	<b>Singing:</b> Class Choir	<b>Singing:</b> Class Choir
	Summer 1	<b>Musicianship:</b> Pitch	<b>Musicianship:</b> Pitch	<b>Reading Notation:</b> Recorders 2	<b>Composing</b>	<b>Improvising</b>	<b>Performing:</b> Samba 3
	Summer 2	<b>Composing</b>	<b>Composing</b>	<b>Composing</b>	<b>Reading Notation:</b> Recorders 4	<b>Singing:</b> Musical Theatre	<b>Singing:</b> Musical Theatre
	<b>Music Appraisal</b> is included within in each unit. Teachers may choose to use the suggested listening materials from the Model Musical Curriculum included in the Yearly Overview.						

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Computing	Autumn 1	<b>Computing Systems and Networks - Technology around us.</b> Develop understanding of technology and how it can help. Start to become familiar with the different components of a computer. Consider how to use technology responsibly.	<b>Computing Systems and Networks - Information Technology around us</b> Look at information technology at school and beyond. Investigate how information technology improves our world. Use information technology responsibly.	<b>Computing Systems and Networks – Connecting Computers</b> Develop understanding of digital devices, with an initial focus on inputs, processes, and outputs. Compare digital and non-digital devices. Introduction to computer networks, including devices that make up a network's infrastructure. Discover the benefits of connecting devices in a network.	<b>Computing Systems and Networks – The Internet</b> Apply knowledge and understanding of networks, to appreciate the internet as a network of networks. Learn that the World Wide Web is part of the internet, who owns content and what they can access, add, and create. Evaluate online content to decide how honest, accurate, or reliable it is.	<b>Computing Systems and Networks – Sharing Information</b> Develop their understanding of computer systems and how information is transferred between systems and devices. Consider small-scale systems as well as large-scale systems. Take part in a collaborative online project with other class members.	<b>Computing Systems and Networks – Communication</b> Learn about the World Wide Web as a communication tool. Learn how we find information on the World Wide Web, through learning how search engines work. Evaluate which methods of internet communication to use for particular purposes.
	Autumn 2	<b>Creating Media - Digital Painting.</b> Develop their understanding of a range of tools used for digital painting. Create their own digital paintings. Consider their preferences when painting with and without the use of digital devices.	<b>Creating Media - Digital Photography</b> Recognise that different devices can be used to capture photographs and gain experience capturing, editing, and improving photos. Recognise that images they see may not be real.	<b>Creating Media – Stop-frame Animation</b> Use a range of techniques to create a stop-frame animation using tablets to create a story-based animation. Add other types of media to their animation, such as music and text.	<b>Creating Media – Audio Editing</b> Examine devices capable of recording digital audio. Discuss the ownership of digital audio and copyright. Use Audacity to produce a podcast, editing their work, adding multiple tracks, and opening and saving the audio files. Evaluate their work and give feedback to their peers.	<b>Creating Media – Video Editing</b> Learn how to create short videos in groups, developing the skills of capturing, editing, and manipulating video. Reflect on and assess their progress in creating a video.	<b>Creating Media – Webpage Creation</b> Learners identify what makes a good web page using this information to design and evaluate their own website using Google Sites. Pay specific attention to copyright and fair use of media, aesthetics of the site and navigation paths.
	Spring 1	<b>Programming A - Moving a robot.</b> Identify what each floor robot command does and use that knowledge to start predicting the outcome of programs. Introduction to the early stages of program design through the introduction of algorithms.	<b>Programming A - Robot Algorithms</b> Use given commands in different orders to investigate how the order affects the outcome. Learn about design in programming. Develop artwork and test it for use in a program. Design algorithms and then test those algorithms as programs and debug them.	<b>Programming A – Sequence in Music</b> Introduction to the Scratch programming environment. Introduction to a selection of motion, sound, and event blocks which they will use to create their own programs. Make a representation of a piano.	<b>Programming A – Repetition in Shapes</b> Create programs by planning, modifying, and testing commands to create shapes and patterns. Use Logo, a text-based programming language, to look at repetition and loops in programming.	<b>Programming A – Selection in Physical Computing</b> Explore the use a microcontroller (Crumble controller), learning how to connect and program components. Introduction to the concept of selection (through the 'if... then...' structure). Design and make a working model of a fairground carousel.	<b>Programming A – Variables in Games</b> Learn what variables are, and relate them to real-world examples of values that can be set and changed. Use variables to create a simulation of a scoreboard. Apply their knowledge of variables and design to improve their game in Scratch.
	Spring 2	<b>Data and Information - Grouping Data.</b> Understanding that to search data, it must have labels. Assign data (images) with different labels in order to demonstrate how computers are able to group and present data. Put objects into groups and label these groups. Sort objects into different groups, based on the properties they choose. Sort objects into different groups to answer questions about data.	<b>Data and Information - Pictograms</b> Learn how data can be collected in the form of a tally chart. Learn the term 'attribute' and use this to help organise data. Present data in the form of pictograms and finally block diagrams. Use the data presented to answer questions.	<b>Data and Information – Branching Databases</b> Learn what a branching database is and how to create one. Use attributes to sort groups of objects by using yes/no questions. Create physical and on-screen branching databases. Evaluate the effectiveness of branching databases and what types of data should be presented as a branching database.	<b>Data and Information – Data Logging</b> Consider how and why data is collected over time. Consider how computers can use special input devices called sensors to monitor the environment. Collect data as well as access data captured over long periods of time, looking at data points, data sets, and logging intervals. Review and analyse data. Pose questions and use data loggers to automatically collect the data needed to answer those questions.	<b>Data and Information – Flat-file Databases</b> Look at how a flat-file database can be used to organise data in records. Use tools within a database to order and answer questions about data. Create graphs and charts from their data to help solve problems. Use a real-life database to answer a question.	<b>Data and Information – Introduction to Spreadsheets</b> Organise data in a spreadsheet into columns and rows. Introduction to formulas and how they can be used to produce calculated data. Apply formulas that include a range of cells and apply formulas to multiple cells by duplicating them. Use spreadsheets to plan an event and answer questions, creating graphs and charts.
	Summer 1	<b>Creating Media - Digital Writing.</b> Develop understanding of the various aspects of using a computer to create and manipulate text. Become more familiar with using a keyboard and mouse to enter and remove text. Change the look of text. Consider the differences between using a computer to create text, and writing text on paper.	<b>Creating Media - Making Music</b> Using a computer to create music. Learners will compare creating music digitally and non-digitally. Learners will look at patterns and purposefully create music.	<b>Creating Media – Desktop Publishing</b> Use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents. Add text and images to create their own pieces of work using desktop publishing software. Look at a range of page layouts thinking carefully about the purpose of these why desktop publishing is used in the real world.	<b>Creating Media – Photo Editing</b> Develop understanding of how digital images can be changed and edited, and how they can then be resaved and reused. Consider the impact that editing images can have, and evaluate the effectiveness of their choices.	<b>Creating Media – Vector Drawing</b> Learn that vector images are made up of shapes. Learn how to use the different drawing tools and how images are created in layers. Explore ways in which images can be grouped and duplicated to support creating more complex pieces of work.	<b>Creating Media – 3D Modelling</b> Develop knowledge and understanding of using a computer to produce 3D models. Make accurate 3D models of physical objects, such as a pencil holder, which include using 3D objects as placeholders. Examine the need to group 3D objects, then go on to plan, develop, and evaluate their own 3D model of a photo frame.
	Summer 2	<b>Programming B - Programming Animations.</b> Introduction to on-screen programming through ScratchJr. Explore the way a project looks by investigating sprites and backgrounds. Use programming blocks to use, modify, and create programs. Introduction to algorithms.	<b>Programming B - An Introduction to Quizzes</b> Recaps on learning from the Y1 ScratchJr unit. Understand that sequences of commands have an outcome, and make predictions based. Use and modify designs to create their own quiz questions in ScratchJr using blocks of code. Evaluate their work and make improvements to their programming projects.	<b>Programming B – Events and Actions</b> Learn how to move a sprite in four directions (up, down, left, and right). Explore movement within the context of a maze, using design to choose an appropriately sized sprite. Explore drawing lines with sprites and change the size and colour of lines. Design and code a maze-tracing program.	<b>Programming B – Repetition in Games</b> Explore the concept of repetition in programming using the Scratch environment. Look at the difference between count-controlled and infinite loops, and use their knowledge to modify existing animations and games using repetition. Design and create a game which uses repetition, applying stages of programming design throughout.	<b>Programming B – Selection in Quizzes</b> Learn how the 'if... then... else...' structure can be used to select different outcomes depending on whether a condition is 'true' or 'false'. Represent this in algorithms, and then by constructing programs using Scratch. Design a quiz in response to a given task and implement it as a program. Evaluate program, identifying how it meets the requirements of the task, and further ways it could be improved.	<b>Programming B – Sensing</b> Bringing together elements of: sequence, repetition, selection and variables. Build and test in the programming environment, before transferring it to a micro:bit. Apply knowledge of the programming constructs to create own micro:bit-based step counter.

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PSHCE (Cam PSHE Service)	Autumn 1	Safety Circles & Internet Safety activities  <b>Beginning and Belonging (BB 1/2)</b> Myself and My Relationships <ul style="list-style-type: none"> <li>Feeling safe and happy in school and class</li> </ul> <b>Digital Lifestyles (TG Digital Lifestyles)</b> Healthy and Safer Lifestyles <ul style="list-style-type: none"> <li>Evaluating content</li> <li>Well-being and reporting</li> </ul>	Safety Circles & Internet Safety activities  <b>Rights, Rules &amp; Responsibilities (RR1/2)</b> Citizenship <ul style="list-style-type: none"> <li>Understanding rules</li> <li>Decision making and responsibilities</li> </ul>	Safety Circles & Internet Safety activities  <b>Beginning and Belonging (BB 3/4)</b> Myself and My Relationships <ul style="list-style-type: none"> <li>Feeling safe and happy in school and class</li> </ul> <b>Digital Lifestyles (TG Digital Lifestyles)</b> Healthy and Safer Lifestyles <ul style="list-style-type: none"> <li>Online identity and contact</li> <li>Age restrictions and help</li> </ul>	Safety Circles & Internet Safety activities  <b>Rights, Rules &amp; Responsibilities (RR 3/4)</b> Citizenship <ul style="list-style-type: none"> <li>Respect and authority</li> <li>Rules and conventions at school and home</li> </ul>	Safety Circles & Internet Safety activities  <b>Beginning and Belonging (BB 5/6)</b> Myself and My Relationships <ul style="list-style-type: none"> <li>Feeling safe and happy in school and class</li> </ul> <b>Digital Lifestyles (TG Digital Lifestyles)</b> Healthy and Safer Lifestyles <ul style="list-style-type: none"> <li>Evaluating content</li> <li>Wellbeing and reporting</li> </ul>	Safety Circles & Internet Safety activities  <b>Rights, Rules &amp; Responsibilities (RR 5/6)</b> Citizenship <ul style="list-style-type: none"> <li>Conventions of courtesy and manners</li> <li>Online behaviour and showing respect</li> </ul>
	Autumn 2	Anti-bullying week activities.  <b>Family and Friends (FF 1/2)</b> Myself and My Relationships <ul style="list-style-type: none"> <li>Understanding relationships</li> <li>Problem solving in relationships</li> </ul>	Anti-bullying week activities.  <b>Anti-bullying (AB1/2)</b> Myself and My Relationships <ul style="list-style-type: none"> <li>Defining and understanding what bullying is</li> <li>Building positive and safe relationships</li> </ul> <b>Diversity and Communities (DC 1/2)</b> Citizenship <ul style="list-style-type: none"> <li>Personal and family identities</li> <li>Understanding communities</li> </ul>	Anti-bullying week activities.  <b>Family and Friends (FF 3/4)</b> Myself and My Relationships <ul style="list-style-type: none"> <li>Understanding friendships</li> <li>Problem solving in relationships</li> </ul>	Anti-bullying week activities.  <b>Anti-bullying (AB 3/4)</b> Myself and My Relationships <ul style="list-style-type: none"> <li>Defining and understanding what bullying is</li> <li>Building positive and safe relationships</li> </ul> <b>Diversity and Communities (DC 3/4)</b> Citizenship <ul style="list-style-type: none"> <li>Personal and family identities</li> <li>Understanding communities</li> </ul>	Anti-bullying week activities.  Health-related Behaviour Survey  <b>Family and Friends (FF 5/6)</b> Myself and My Relationships <ul style="list-style-type: none"> <li>Online friendships</li> <li>Consent and support</li> </ul>	Anti-bullying week activities.  Health-related Behaviour Survey  <b>Rights, Rules &amp; Responsibilities (RR 5/6)</b> Citizenship <ul style="list-style-type: none"> <li>Respect and authority</li> <li>Rules and conventions at school and home</li> </ul>
	Spring 1	<b>Working Together (WT 1/2)</b> Citizenship <ul style="list-style-type: none"> <li>Strengths and goals</li> <li>Communication and evaluation</li> </ul>	<b>Financial Capability (FC 1/2)</b> Economic wellbeing – non statutory <ul style="list-style-type: none"> <li>Money in different/familiar contexts</li> </ul>	<b>Working Together (WT 3/4)</b> Citizenship <ul style="list-style-type: none"> <li>Strengths and goals</li> <li>Communication and evaluation</li> </ul>	<b>Financial Capability (FC 3/4)</b> Economic wellbeing – non statutory <ul style="list-style-type: none"> <li>Ways to earn and spend money</li> <li>Impact of choices</li> </ul>	<b>Working Together (WT 5/6)</b> Citizenship <ul style="list-style-type: none"> <li>Strengths and goals</li> <li>Communication and evaluation</li> </ul>	<b>Financial Capability (FC 5/6)</b> Economic wellbeing – non statutory <ul style="list-style-type: none"> <li>Earnings and deduction</li> <li>Poverty and charities</li> </ul>
	Spring 2	<b>Healthy Lifestyles (HL1/2)</b> Healthy and Safer Lifestyles <ul style="list-style-type: none"> <li>Staying healthy</li> <li>Making choices</li> </ul>	<b>Drug Education (DE 1/2)</b> Healthy and Safer Lifestyles <ul style="list-style-type: none"> <li>Medicines</li> <li>Safety rules</li> </ul>	<b>Healthy Lifestyles (HL 3/4)</b> Healthy and Safer Lifestyles <ul style="list-style-type: none"> <li>Diet and activity level</li> <li>Mental wellbeing and sleep</li> </ul>	<b>Drug Education (DE 3/4)</b> Healthy and Safer Lifestyles <ul style="list-style-type: none"> <li>Medical and legal drugs</li> <li>Safety rules and risky items</li> </ul>	<b>Healthy Lifestyles (HL 5/6)</b> Healthy and Safer Lifestyles <ul style="list-style-type: none"> <li>Diet and activity level</li> <li>Physical and mental illness</li> </ul>	<b>Drug Education (DE 5/6)</b> Healthy and Safer Lifestyles <ul style="list-style-type: none"> <li>Legal and illegal drugs</li> <li>Drug uses, misuses and regulations</li> </ul>
	Summer 1	<b>My Emotions (ME1/2)</b> Myself and My Relationships <ul style="list-style-type: none"> <li>Self-awareness</li> <li>Feelings, thoughts and emotions</li> </ul>	<b>Personal Safety (PS 1/2 )</b> Healthy and Safer Lifestyles <ul style="list-style-type: none"> <li>Feeling safe and sharing worries</li> <li>Bodily autonomy</li> </ul>	<b>My Emotions (ME 3/4)</b> Myself and My Relationships <ul style="list-style-type: none"> <li>Self-respect and care</li> <li>Managing emotions</li> </ul>	<b>Personal Safety (3/4)</b> Healthy and Safer Lifestyles <ul style="list-style-type: none"> <li>Feeling safe and sharing worries</li> <li>Bodily autonomy</li> </ul>	<b>My Emotions (ME 5/6)</b> Myself and My Relationships <ul style="list-style-type: none"> <li>Wellbeing</li> <li>Managing emotions</li> </ul>	<b>Personal Safety (5/6)</b> Healthy and Safer Lifestyles <ul style="list-style-type: none"> <li>Feeling safe and sharing worries</li> <li>Bodily autonomy</li> </ul>
	Summer 2	<b>Managing Safety and Risk (MSR 1/2)</b> Healthy and Safer Lifestyles <ul style="list-style-type: none"> <li>Risky situations</li> <li>Keeping safe</li> </ul> <b>Relationships and Sex Education (RS1)</b> Healthy and Safer Lifestyles <ul style="list-style-type: none"> <li>External parts of the body</li> <li>Keeping clean</li> </ul>	<b>Managing Change</b> Myself and My Relationships <ul style="list-style-type: none"> <li>Times of loss and change</li> <li>Emotions involved with change</li> </ul> <b>Relationships and Sex Education (RS2)</b> Healthy and Safer Lifestyles <ul style="list-style-type: none"> <li>Babies, to children, to adults</li> <li>Caring families</li> </ul>	<b>Managing Safety and Risk (MSR 3/4)</b> Healthy and Safer Lifestyles <ul style="list-style-type: none"> <li>Risky situations</li> <li>Keeping safe</li> </ul> <b>Relationships and Sex Education (RS 3)</b> Healthy and Safer Lifestyles <ul style="list-style-type: none"> <li>Male and female bodies</li> <li>Keeping clean</li> </ul>	<b>Managing Change (MC 3/4)</b> Myself and My Relationships <ul style="list-style-type: none"> <li>Changes now and in the future</li> <li>Emotions linked to loss and change</li> </ul> <b>Relationships and Sex Education (RS 4)</b> Healthy and Safer Lifestyles <ul style="list-style-type: none"> <li>Being grown up</li> <li>Caring families</li> </ul>	<b>Managing Safety and Risk (MSR 5/6)</b> Healthy and Safer Lifestyles <ul style="list-style-type: none"> <li>Risky situations</li> <li>Keeping safe</li> </ul> <b>Relationships and Sex Education (RS 5)</b> Healthy and Safer Lifestyles <ul style="list-style-type: none"> <li>Male and female sexual parts</li> <li>Growing and changing bodies</li> </ul>	<b>Managing Change (MC 5/6)</b> Myself and My Relationships <ul style="list-style-type: none"> <li>Changes now and in the future</li> <li>Preparing to move school</li> </ul> Unit linked to additional transition preparation.)  <b>Relationships and Sex Education (RS 6)</b> Healthy and Safer Lifestyles <ul style="list-style-type: none"> <li>Human lifecycle</li> <li>Puberty</li> <li>Sexual reproduction</li> </ul>

Subject	Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
DT	Autumn 1	Structure: Playground for Ajay (Where I live)	Textiles: Chick finger puppets (Hatching Chicks)	Textiles: Stone Age foraging bags (Stone Age to Iron age)	Cooking and nutrition: Making soup (Solids, Liquids and Gases)		Cooking and nutrition: Making chilli (The Maya Civilisation)
	Autumn 2		Mechanical systems (wheels and axles): Fire engines (The Great Fire of London)	Structures and shell materials: Wooden picture frame – Gift for Christmas		Structures: Shelters (Extreme Earth)	Electrical systems: Light up Christmas cards) Circuits)
	Spring 1				Mechanical systems (linkages and levers): Pop-up book pages (Egyptians)	Electrical and mechanical systems: Roundabouts (Forces)	
	Spring 2	Cooking and nutrition: Fruit tasting/fruit kebabs (Growing)					
	Summer 1	Mechanical systems (sliders and levers): Pop up cards (Explorers)		Cooking and nutrition: Sandwiches (Plants)	Electrical systems: Buzzer games (Electricity)	Cooking and nutrition: Making bread (Invaders and Settlers)	Textiles: Making slippers
	Summer 2		Cooking and nutrition: Salad (Plants)				

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Art	Autumn 1		First weeks back to school. <b>Artist:</b> Wassily Kandinsky- Concentric Circles <b>AccessArt:</b> Colour Wheel- Primary and Secondary Colours <b>Art focus:</b> Painting / Colour Mixing	First weeks back to school. <b>Colour wheel</b> - Complementary colours / warm and cold colour tones  <b>Link:</b> Stone Age to Iron Age <b>Artist:</b> Cave paintings (pre-historic) The cave art paintings of Lascaux Cave <b>AccessArt:</b> Discovering Charcoal / Drawing Like a Cave Man <b>Art focus:</b> Painting	<b>Artist:</b> Alexander Calder - Sculptor <b>Art focus:</b> 3d / Sculpture	<b>Link:</b> Coastlines <b>Artist:</b> Claude Monet <b>Beach Hut Collage Applique</b> <b>Art focus:</b> Textiles / Collage / 3d	<b>Link:</b> Central and South America <b>Artist:</b> Frida Kahlo- Portraits <b>AccessArt:</b> Exploring portraits <b>Art focus:</b> Drawing
	Autumn 2	<b>Link:</b> 'We're going on a leaf hunt' <b>Artist:</b> Andy Goldsworthy <b>AccessArt:</b> Wax resist Autumn leaves <b>Art focus:</b> Observational pen drawing exercises / Using wax crayons			<b>Link:</b> Habitat Survey <b>Artist:</b> Matisse - The Snail <b>AccessArt:</b> Drawing with Scissors <b>Art focus:</b> Collage / Printing	<b>Link:</b> The Giant's Necklace <b>Artist:</b> Miro <b>AccessArt:</b> Supersize Jewellery <b>Art focus:</b> 3d / Sculpture	<b>Link:</b> The Mayan <b>Artist:</b> Carlos Merida (mosaics) <b>Mayan Masks</b> <b>Art focus:</b> 3D Masks
	Spring 1	<b>Link:</b> Flight <b>Artist:</b> Leonardo Da Vinci-flying machines - Mona Lisa <b>AccessArt:</b> Drawing Feathers <b>Art focus:</b> Drawing (Choice from graphite, charcoal, chalk, oil pastel, printing)	<b>Link:</b> The History of Our School <b>Artist:</b> Christopher Wren <b>AccessArt:</b> Be an Architect <b>Art focus</b> - Colour mixing / Sculpture		<b>Link:</b> Egypt <b>Artist:</b> Khaled Hafez <b>Egyptian Canopic Jars in Clay</b> <b>Art focus:</b> 3d (Canopic jars)		
	Spring 2		<b>Link:</b> Revisit Bug Hotels <b>Artist:</b> Rachel Ruysch, Fruit and Insects <b>AccessArt:</b> Mini Beast Artwork <b>Art focus:</b> Explore colour and Collage	<b>Link:</b> Ancient Greece <b>Artist:</b> Van Gogh Painting- Sunflowers <b>AccessArt:</b> Fruit Inspired Clay tiles - Drawing and making flowers <b>Art focus:</b> 3d / Sculpture (clay)		<b>Link:</b> What was life like to be a child in this area during WWII? <b>Artist:</b> Henry Moore Sculpture and drawing of underground bomb shelters <b>AccessArt:</b> Communal Picnic <b>Art focus:</b> Explore Colour and Collage	<b>Link:</b> Evolution <b>Artist:</b> Georgia O'Keefe <b>AccessArt:</b> Graphy Ink Still Life <b>Art focus:</b> Painting / Drawing
	Summer 1		<b>Link:</b> Let's go on Safari- Kenya <b>Artist:</b> Henri Rousseau <b>AccessArt:</b> Making animal masks <b>Art focus:</b> Drawing / Collage / 3d				
	Summer 2	<b>Link:</b> 'Out and about' week <b>Artist:</b> Barry Flanagan (hare sculptures) <b>Animal sculptures using natural materials</b> <b>Art Focus:</b> Drawing / 3d (clay)		<b>Link:</b> BeWILDerwood <b>Artist:</b> Salvador Dali Paintings - Floradali Butterfly Ship (Ship of Dreams) <b>AccessArt:</b> 3d visual map making <b>Art focus:</b> Drawing / 3d	<b>Link:</b> Local habitat survey <b>Artist:</b> Picasso- Bird of Peace <b>AccessArt:</b> Dragons and Birds <b>Art focus:</b> Drawing / Wax resist with inks	<b>Link:</b> Invaders and Settlers <b>Artist; Artist:</b> Klee and Kandinsky <b>AccessArt:</b> Sculptures with Personality <b>Art focus:</b> 3d Sculpture	<b>Link:</b> Transition work <b>Artist:</b> Alfred Wallace <b>Kettles Yard Project</b> <b>Art focus:</b> Drawing / Sculpture

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Languages (French)	Autumn 1			<b>Rigolo 1 - Unit 1 – Bonjour</b> Greetings and introductions / Numbers 1 / 10, Basic nouns	<b>Rigolo 1 - Unit 7 – Encore!</b> Describe people / Describe someone's nationality / Use a range of adjectives.	<b>Rigolo 2 - Unit 1 – Salut, Gustave!</b> Greet people and ask and answer questions / Talk about brothers and sisters / Use <i>avoir</i> to say what people have and have not/ Use <i>être</i> and the 3 <sup>rd</sup> person to say what people are like	<b>Rigolo 2 - Unit 7 – Le week-end</b> Ask and talk about regular activities (1 <sup>st</sup> person) / Use negatives to say what you don't do / Ask and say what other people do. / Talk about what you like/dislike doing.
	Autumn 2			<b>Rigolo 1 - Unit 2 – En classe</b> Identify classroom objects / Identify colours and describe an object's colour / Classroom instructions / Giving your age.	<b>Rigolo 1 - Unit 8 – Quelle heure est-il?</b> Use present tense verbs to describe activities / Express the time / Talk about what time you do activities.	<b>Rigolo 2 - Unit 2 – À l'école</b> Name school subjects / Talk about likes and dislikes at school / Ask and give the time / Talk about timings of the school day.	<b>Rigolo 2 - Unit 8 – Les vêtements</b> Identify clothes and ask and say what you'd like / Give opinions about clothes / Describe the clothes you wear / Numbers 60-80 / Ask/give prices.
	Spring 1			<b>Rigolo 1 - Unit 3 – Mon Corps</b> Identify parts of the body / Describe eyes and hair appearance / Days of the week / Use adjectives to give basic character descriptions.	<b>Rigolo 1 - Unit 9 – Les fêtes</b> Talk about festivals and dates / Count from 31-60 / Give and understand instructions.	<b>Rigolo 2 - Unit 3 – La nourriture</b> Name and ask politely for food items / Give instructions in the <i>vous</i> form / Express opinions about food / Talk about healthy and unhealthy food.	<b>Rigolo 2 - Unit 9 – Ma journée</b> Ask and talk about daily routine, including times / Ask and talk about breakfast / Give details of a typical day.
	Spring 2			<b>Rigolo 1 - Unit 4 – Les Animaux</b> Identify animals and pets / Numbers 11-20 / Give someone's name and describe someone	<b>Rigolo 1 - Unit 10 – Où vas-tu?</b> Recognise French cities / Ask and answer where you are going / Give and understand basic directions / Describe the weather.	<b>Rigolo 2 - Unit 4 – En ville</b> Name places in a town / Ask the way and give directions / Use prepositions with places to say where you are going / Give the time and say where you are going.	<b>Rigolo 2 - Unit 10 – Les transports</b> Forms of transport / Ask and talk about where you're going and how you get there / Talk about plans for a trip / Buy tickets at a station.
	Summer 1			<b>Rigolo 1 - Unit 5 – Ma famille</b> Identify family members / The alphabet / Name household items / Basic prepositions to describe position	<b>Rigolo 1 - Unit 11 – On mange!</b> Identify food items / Ask what someone wants/say what you want / Ask/say how much something costs / Talk about activities at a party / Give opinions about activities and food.	<b>Rigolo 2 - Unit 5 – En vacances</b> Ask and say where you're going on holiday / Express opinions / Talk about what you're going to do on holiday.	<b>Rigolo 2 - Unit 11 – Le sport</b> Name sports / Give opinions about different sports / Give reasons for preferences and opinions / Talk about sporting events.
	Summer 2			<b>Rigolo 1 - Unit 6 – Bon anniversaire!</b> Recognise and ask for snacks / Give basic opinions about food / Numbers 21-31 / Months of the year / Form dates.	<b>Rigolo 1 - Unit 12 – Le cirque</b> Give the names of some French-speaking countries / Discuss the languages we speak / Identify items of clothing / Use colour adjectives to describe clothing.	<b>Rigolo 2 - Unit 6 – Chez moi</b> Name rooms in the house / Use adjectives to describe rooms in the house / Say what people might do at home / Say what people do and where.	<b>Rigolo 2 - Unit 12 – On va faire la fête!</b> Revise transport, places and future plans / Revise descriptions of people and clothes / Revise opinions of food and clothes / Order food.