
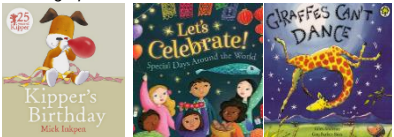

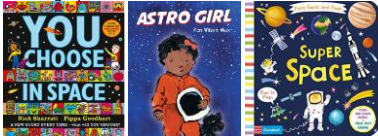

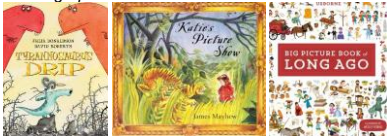


Arbury Primary School – Curriculum Mapping – 2021/22 (EYFS)

	Topic	Phonics	English	Maths
EYFS	<p>Autumn 1: People (7 weeks)</p> <p><i>Possible Experiences</i></p> <ul style="list-style-type: none"> Meeting key adults in school Sharing family photographs Visit from a fire fighter/ ambulance or police officer Electing School Council/ Eco-Committee Reps Making a class safety circle Self-portraits Visit to Church for Harvest Festival <p><i>Reading Spine</i></p>  <p><i>Key Questions</i></p> <p>Who is in my family? Who is in my class? Who can help me if I have a problem?</p> <p>PSHE unit: Beginning and Belonging; My Family and Friends (including anti-bullying) PE unit: Gym – Fun Shapes RE unit: Special People</p>	<p>Getting to Know You – Week 1-3</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> Distinguishing between sounds Oral blending and segmenting Rhyming words <p><i>Phase 2 – set 1</i></p> <ul style="list-style-type: none"> Give the sound when shown a 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 <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"> Mr Wiggle and Mr Waggle Little Red Riding Hood <p><i>Outcomes</i></p> <ul style="list-style-type: none"> Drawing a picture from the story Focus on pre-writing skills Telling a story as a class Holding a pencil Sitting with good posture for writing <p><i>Poems/ Rhymes</i></p> <ul style="list-style-type: none"> Poetry Basket: Chop Chop, Falling Apples, Wise Old Owl Nursery Rhymes: Old MacDonald Had a Farm, Heads, Shoulders, knees and toes, Twinkle, Twinkle Little Star, Incy Wincy Spider <p><i>Vocabulary</i></p> <ul style="list-style-type: none"> Mum, dad, baby, family, grandad, parents, sister, brother cousins, granny/nan, uncle, aunt, cuddle, love, visit, nice Mechanic, caretaker, librarian, vet, taxi driver, dentist, job, care, fix, deliver, brave, helpful, kind 	<p>Getting to Know You – Week 1-3</p> <p><i>Just Like Me! – Week 4-6</i></p> <ul style="list-style-type: none"> Match and sort Compare amounts Compare size, mass and capacity Exploring Patterns <p><i>Consolidation – Week 7</i></p>
	<p>Autumn 2: Celebrations (7 weeks)</p> <p><i>Possible Experiences</i></p> <ul style="list-style-type: none"> Bonfire Night – making chocolate sparklers Remembrance Day Children in Need – Talent Show Anti-bullying Week Show Racism the Red Card - Wear Red Day Eid Party/ Making samosas Nursery Rhyme Week Trip to Audley End to visit Santa's Grotto Nativity Play Collaborative class Christmas display Book Advent Calendar <p><i>Reading Spine</i></p>  <p><i>Key Questions</i></p> <p>What is a celebration? How do I prepare for a celebration? What do people eat at celebrations?</p> <p>PSHE unit: My Family and Friends (including anti-bullying); Identities and Diversity PE unit: Games – Fundamentals 1 RE unit: Celebrations / Christmas</p>	<p><i>Phase 1</i></p> <ul style="list-style-type: none"> Distinguishing between sounds Oral blending and segmenting Rhyming words <p><i>Phase 2 – set 2-4</i></p> <ul style="list-style-type: none"> 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 <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"> Little Red Hen Goldilocks <p><i>Outcomes</i></p> <ul style="list-style-type: none"> 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 <p><i>Poems/ Rhymes</i></p> <ul style="list-style-type: none"> Poetry Basket: A basket of Apples, Leaves are Falling, Cup of Tea Nursery Rhymes: Dingle Dangle Scarecrow, Five Currant Buns, Hickory Dickory Dock, Five Little Ducks <p><i>Vocabulary</i></p> <ul style="list-style-type: none"> Son, daughter, niece, nephew, grandchild, caring, alike, celebration, special, food, feast, balloon, present, card 	<p><i>It's Me 1 2 3! – Week 1-3</i></p> <ul style="list-style-type: none"> Representing 1, 2 & 3 Comparing 1, 2 & 3 Composition 1, 2 & 3 Circles and triangles Positional Language <p><i>Light and Dark – Week 4-6</i></p> <ul style="list-style-type: none"> Representing numbers to 5. One more and less. Shapes with 4 sides Time <p><i>Consolidation – Week 7</i></p>

EYFS		Topic	Phonics	English	Maths
		<p>Spring 1: Animals (6 weeks)</p> <p><i>Possible Experiences</i></p> <ul style="list-style-type: none"> Pantomime Visit from Lion Learners/ animals Getting a class pet 'Be the Rainbow' event/ LGBTQ+ History Month Visit from member of local community about Spring Festival RSPB Big Birdwatch Children's Mental Health Week Take One Picture <p><i>Reading Spine</i></p>  <p><i>Key Questions</i></p> <p>Where do different animals live? How do animals adapt to their environments? Why are some animals endangered?</p> <p>PSHE unit: My Emotions PE unit: Dance – Toys RE unit: Celebrations</p>	<p><i>Phase 2 – set 5, Phase 3 – set 6-7</i></p> <ul style="list-style-type: none"> Give the sound when shown any grapheme Find all or most taught graphemes when given the sound Blend and read CVC words Segment and spell CVC words Read Fairy Words (HFW): phase 2-3 Read Tricky Troll Words (CEW): phase 2-3 Spell Tricky Troll Words (CEW): phase 2 Write each letter correctly when following a model. <p>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</p> <p>Children will read with T/TA 1:1 weekly.</p>	<p><i>TFW texts</i></p> <ul style="list-style-type: none"> Monkey Puzzle The Three Little Pigs <p><i>Outcomes</i></p> <ul style="list-style-type: none"> Drawing a story map, labelling, writing lists Writing speech bubbles Beginning to tell stories in pairs Imitating – different ugly animals e.g. 3 little dogs <p><i>Poems/ Rhymes</i></p> <ul style="list-style-type: none"> Poetry Basket: Popcorn, A Little House, Pancakes, Let's Put on our Mittens Nursery Rhymes: Ten in a bed, Row, Row, Row your Boat <p><i>Vocabulary</i></p> <ul style="list-style-type: none"> Dragonfly, wasp, centipede, beetle, flap, squirm, land, search, identify, examine, tiny, delicate 	<p><i>Alive in 5! – Week 1-3</i></p> <ul style="list-style-type: none"> Introducing Zero Comparing numbers to 5 Composition of 4 and 5 Compare Mass (2) Compare Capacity (2) <p><i>Growing 6, 7, 8 – Week 4-5</i></p> <ul style="list-style-type: none"> 6, 7 & 8 Making Pairs Combining 2 groups Length & Height Time <p><i>Consolidation – Week 6</i></p>
		<p>Spring 2: Space (6 weeks)</p> <p><i>Possible Experiences</i></p> <ul style="list-style-type: none"> Trip to Arbury Court Library to get information books Visit from Mobile Planetarium Making bottle rockets World Book Day Dance Workshop Sing Up Day <p><i>Reading Spine</i></p>  <p><i>Key Questions</i></p> <p>How far is it to the moon? Who has been to space? Can I go to space on my bike?</p> <p>PSHE unit: Me and My World PE unit: Gym – Move & Hold RE unit: Easter</p>	<p><i>Phase 3</i></p> <ul style="list-style-type: none"> Give the sound when shown any grapheme Find all or most taught graphemes when given the sound Blend and read CVC words Segment and spell CVC words Read Fairy Words (HFW): phase 2-3 Read Tricky Troll Words (CEW): phase 2-3 Spell Tricky Troll Words (CEW): phase 2-3 Write each letter correctly when following a model. <p>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</p> <p>Children will read with T/TA 1:1 weekly.</p>	<p><i>TFW texts</i></p> <ul style="list-style-type: none"> Whatever Next! How to Catch a Star <p><i>Outcomes</i></p> <ul style="list-style-type: none"> Drawing a story map Beginning to write sentences Writing labels, captions and lists Telling stories in pairs Instructional writing <p><i>Poems/ Rhymes</i></p> <ul style="list-style-type: none"> Poetry Basket: Spring Wind, Furry, Furry Squirrel Nursery Rhymes: Five little monkeys, Five little speckled Frogs, Jack and Jill, Five little men <p><i>Vocabulary</i></p> <p>Astronaut, planet, Earth, explore, discover, travel, dark, bumpy, far</p>	<p><i>Growing 6, 7, 8 – Week 1-2</i></p> <ul style="list-style-type: none"> 6, 7 & 8 Making Pairs Combining 2 groups Length & Height Time <p><i>Building 9 & 10 – Week 3-5</i></p> <ul style="list-style-type: none"> 9 & 10 Comparing Numbers to 10 Bonds to 10 3d-Shape Pattern (2) <p><i>Consolidation – Week 6</i></p>

EYFS		Topic	Phonics	English	Maths
	Summer 1: Growing (6 weeks)	<p><i>Possible Experiences</i></p> <ul style="list-style-type: none"> Planting cress and sunflowers Watching caterpillars grow Visiting school pond Talking about our bodies and how we have grown Observational drawings <p><i>Reading Spine</i></p>  <p><i>Key Questions</i> How does a plant grow? What does a caterpillar turn into? How have I grown?</p> <p>PSHE unit: My Body and Growing Up; Healthy Lifestyles PE unit: Games – Fundamentals 2 RE unit: Story Time</p>	<p><i>Phase 3</i></p> <ul style="list-style-type: none"> Give the sound when shown any grapheme Find all or most taught graphemes when given the sound Blend and read CVC words Segment and spell CVC words Read Fairy Words (HFW): phase 2-4 Read Tricky Troll Words (CEW): phase 2-4 Spell Tricky Troll Words (CEW): phase 2-3 Write each letter correctly, usually correctly. <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"> The Very Hungry Caterpillar The Enormous Turnip <p><i>Outcomes</i></p> <ul style="list-style-type: none"> Drawing a story map Beginning to write sentences with punctuation Writing labels, captions and lists Drawing and labelling a life cycle Imitating and innovating Beginning to tell stories individually <p><i>Poems/ Rhymes</i></p> <ul style="list-style-type: none"> Poetry Basket: I have a little seed, Hungry Birdies, Five Little Peas Nursery Rhymes: There's a worm at the bottom of the garden, Little Miss Muffet, Baa, Baa, Black sheep, One, Two Buckle my shoe <p><i>Vocabulary</i> Bean, root, seed, soil, stem, watering can, vegetable, plant, grow, pick, collect, colourful</p>	<p><i>To 20 and Beyond – Week 1-3</i></p> <ul style="list-style-type: none"> Building Numbers Beyond 10 Counting Patterns Beyond 10 Spatial Reasoning (1) Match, Rotate, Manipulate <p><i>First Then Now – Week 4-6</i></p> <ul style="list-style-type: none"> Adding More Taking Away Spatial Reasoning (2) Compose and Decompose
	Summer 2: Long, Long Ago (7 weeks)	<p><i>Possible Experiences</i></p> <ul style="list-style-type: none"> Visit to Museum Sports Day Art workshop Science Week Visiting Year 1 classrooms and meeting new teachers <p><i>Reading Spine</i></p>  <p><i>Key Questions</i> What happened to the dinosaurs? What is a museum? How did people travel in the past?</p> <p>PSHE unit: Keeping Safe PE unit: Athletics – Sports Day Skills RE unit: Special Places</p>	<p><i>Phase 3 and Phase 4</i></p> <ul style="list-style-type: none"> Give the sound when shown any grapheme Find any grapheme from a display when given the phoneme Blend and read words with adjacent consonants Segment and spell words with adjacent consonants. Read Fairy Words (HFW): phase 2-4 Read Tricky Troll Words (CEW): phase 2-4 Spell Tricky Troll Words (CEW): phase 2-3 Write each letter, usually correctly. <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"> Dinosaur information text Mrs Mopple's Washing Line <p><i>Outcomes</i></p> <ul style="list-style-type: none"> Drawing a story map Beginning to write sentences with punctuation Writing labels, captions and lists Writing an information text Writing a recount Imitating and innovating Beginning to tell stories individually <p><i>Poems/ Rhymes</i></p> <ul style="list-style-type: none"> Poetry Basket: The Fox, Monkey Babies, Thunderstorm, Five Little Owls, If I Were So Very Small, Under a Stone Nursery Rhymes: Pat-a-Cake, Two little Dickie birds <p><i>Vocabulary</i> Past, history, old, ancient, new, dinosaur vocabulary, museum, exhibition, curator</p>	<p><i>Find my Pattern – Week 1-3</i></p> <ul style="list-style-type: none"> Doubling Sharing & Grouping Even and Odd Spatial Reasoning (3) Visualise and Build <p><i>On the Move – Week 4-6</i></p> <ul style="list-style-type: none"> Deepening Understanding Patterns and Relationships Spatial Reasoning (4) Mapping <p><i>Consolidation – Week 7</i></p>

Arbury Primary School – Curriculum Mapping – 2021/22 (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</u>	<u>Recycling</u>	<u>Stone Age to Iron Age</u>	<u>Solids, Liquids and Gases</u>	<u>Coastlines</u>	<u>Central and South America</u>
		<u>Materials</u>	<u>Hatching Chicks</u>	<u>The Human Body</u>	<u>Romans</u>	<u>Materials</u>	<u>The Maya Civilisation</u>
		<u>Toys</u>	<u>The Great Fire of London</u>	<u>Forces and Magnets</u>	<u>Europe</u>	<u>Extreme Earth</u>	<u>Circuits</u>
	Spring	<u>Flight</u>	<u>The History of Our School</u>	<u>Light</u>	<u>Egyptians</u>	<u>Earth and Space</u>	<u>Light</u>
		<u>Growing</u>	<u>Healthy Bodies</u>	<u>Ancient Greece</u>	<u>Sound</u>	<u>Forces</u>	<u>Circulatory System</u>
	Summer		<u>Rosa Parks</u>			<u>What was it like to be a child in this area during WWII?</u>	<u>Evolution</u>
		<u>Explorers</u>	<u>Let's Go on Safari – Kenya</u>	<u>Plants</u>	<u>Electricity</u>	<u>Life Cycles</u>	SATs Assessment
		<u>Animals</u>	<u>Plants</u>	<u>BeWILDerwood</u>	<u>Animals</u>	<u>Invaders and Settlers</u>	<u>Cambridge</u>
			<u>Seaside Sea life</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 - Recycling	Flag Fen – Stone Age to Iron Age	British Museum - Romans	Wells-Next-the-sea - Coastlines	Outdoor Adventure
	Aut 2	Toy Museum - Toys					
	Spr 1	Duxford – Flight			Fitzwilliam Museum – Egyptians	The National Space Centre – Earth and Space	
	Spr 2		Farm Visit – Healthy Bodies	Fitzwilliam Museum or Museum of Classical Archaeology – Ancient Greece		'Kindertransport' Day in school	Museum of Zoology
	Sum 1						
	Sum 2	Shepreth Wildlife Park – Animals Lion Learners visit / Wood Green visit	Hunstanton Sea Life Centre – Seaside Sea Life	BeWILDerwood - BeWILDerwood	Wicken Fen – Animals	History off the Page - Vikings	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>'Out and About' week</p> <ul style="list-style-type: none"> - Use simple observational skills to study the geography of the school and its grounds (G) - Use simple maps of the school and local area (G) - Use locational and directional language to describe the location of features and routes (G) - Make a simple maps or plans of the school or local area (G) - Use simple fieldwork and observational skills to study key human and physical features of the local surrounding environment (G) - Describe weather changes over the seasons (G) - Know about the changes that are happening in the school environment (G) <p>Where I Live</p> <ul style="list-style-type: none"> - Use simple maps of the school and local area (G) - Use locational and directional language to describe the location of features and routes (G) - Make a simple maps or plans of the school or local area (G) - Use simple fieldwork and observational skills to study key human and physical features of the local surrounding environment (G) - Understand how our homes, school and other places are linked by roads, busses, footpaths and cycle lanes (G) - Name, describe and compare places near to school (G) - Link our homes and the school with other places in the local community (G) <p><i>Investigation (Working Scientifically)</i></p> <ul style="list-style-type: none"> - How are seasons changing? (Observing and recording plants, animals, temperature and Rainfall in the school grounds.) - Which materials are best for a roof? <p>Materials (Sc – Everyday Materials)</p> <ul style="list-style-type: none"> - Distinguish between an object and the material from which it is made (Sc) - Identify and name a variety of everyday materials (Sc) - Describe the simple physical properties of a variety of everyday materials (Sc) - Compare and group together a variety of everyday materials (Sc) <p><i>Investigation (Working Scientifically)</i></p> <ul style="list-style-type: none"> - How can we sort materials into groups with different properties? <p>'Out and About' week (See above)</p> <p>Toys</p> <ul style="list-style-type: none"> - Place Toys in chronological order (H) - Describe how toys have changed in children's, parent's and grandparent's lives (H) - Describe simple similarities and differences between toys (H) - Sort artefacts (Toys) from 'Past' and 'Present' (H) - Use common words and phrases to convey the passing of time (H) - Ask and answer basic questions about the past using simple sources of information (H) - Talk, draw or write about aspects of the past (H) <p><i>Investigation (Working Scientifically)</i></p> <ul style="list-style-type: none"> - How are seasons changing? (Observing and recording plants, animals, temperature and Rainfall in the school grounds.) - How can we sort toys into groups with different materials? 	<p>Recycling</p> <ul style="list-style-type: none"> - 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) - Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching (Sc) - Explore and compare the differences between things that are living, dead, and things that have never been alive (Sc) - 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 (Sc) - Identify and name a variety of plants and animals in their habitats, including microhabitats (Sc) - 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 (Sc) - Making a recycled plant pot for a bulb to grow - Sorting Recycling - Making Bug Hotels <p><i>Investigation (Working Scientifically)</i></p> <ul style="list-style-type: none"> - How can we sort materials for recycling? - What mini beasts can we find in the different environments of our bug hotel? - Which materials can be changed by squashing, bending, twisting and stretching? <p>Hatching Chicks</p> <ul style="list-style-type: none"> - Notice that animals, including humans, have offspring which grow into adults (Sc) - Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) (Sc) - Observational drawings of chicks <p><i>Investigation (Working Scientifically)</i></p> <ul style="list-style-type: none"> - How do chicks change as they grow? <p>The Great Fire of London</p> <ul style="list-style-type: none"> - Show an awareness of the past, using common words and phrases relating to the passing of time (H) - 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) - 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) - 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) - Use a wide vocabulary of everyday historical terms (H) - Record or present what we have learned (drawing / writing / talking about) (H) - Recount the Great fire of London (nationally significant event beyond living memory) (H) - Discuss the contribution of Samuel Pepys to national achievements (H) - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom (G) - Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage (G) - Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop (Ongoing) (G) <p><i>Investigation (Working Scientifically)</i></p> <ul style="list-style-type: none"> - What happens to cheese when it is buried wrapped in different materials? - What materials are best for different purposes? (Fireproofing / carrying water?) <p>Christmas Production</p> <p><i>Speaking and Listening / Drama</i></p>	<p>Stone Age to Iron Age</p> <ul style="list-style-type: none"> - Compare and group together different kinds of rocks on the basis of their appearance and properties (Sc) - Describe in simple terms how fossils are formed (Sc) - Recognise that soils are made from rocks and organic matter (Sc) - Place Stone Age, Bronze Age and Iron Age on a timeline (H) - Describe changes in Britain from the Stone Age to the Iron Age (H) - Use an increasing range of common words and phrases relating to the passing of time (H) - Use sources of information to make simple (H) observations to answer questions about the past - Use simple resources to find out about aspects of life in the past (H) - Begin to make judgements about the reliability of sources (H) - Communicate learning using some appropriate vocabulary (H) - Hunter gatherers / early farming - Bronze Age – Flag Fen / Stonehenge - Iron age hill fort, tribal kingdoms, farming, art and culture - Flag Fen – Local history <p><i>Investigation (Working Scientifically)</i></p> <ul style="list-style-type: none"> - In what ways can rocks be sorted and classified? - What are the different kinds of soil and how can they be sorted and classified? <p>The Human Body (Animals, including humans)</p> <ul style="list-style-type: none"> - Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food (Sc) - Identify that humans and some other animals have skeletons and muscles for support, protection and movement (Sc) <p><i>Investigation (Working Scientifically)</i></p> <ul style="list-style-type: none"> - How can animals be sorted based on their skeletons? - How can animals (pets) be sorted based on what they eat? <p>Forces and Magnets (Sc – Forces and Magnets)</p> <ul style="list-style-type: none"> - Compare how things move on different surfaces (Sc) - Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance (Sc) - Observe how magnets attract or repel each other and attract some materials and not others (Sc) - 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) - Describe magnets as having 2 poles (Sc) - Predict whether 2 magnets will attract or repel each other, depending on which poles are facing (Sc) <p><i>Investigation (Working Scientifically)</i></p> <ul style="list-style-type: none"> - Which materials are magnetic? - How does the surface affect the distance a vehicle will roll? 	<p>Autumn Term - local habitat survey</p> <ul style="list-style-type: none"> - 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) <p>Solids, Liquids and Gases (States of Matter)</p> <ul style="list-style-type: none"> - Compare and group materials together, according to whether they are solids, liquids or gases (Sc) - Observe that some materials change state when they are heated or cooled (Sc) - Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature (Sc) <p><i>Investigation (Working Scientifically)</i></p> <ul style="list-style-type: none"> - What animals and plants are in our local habitat? - What happens to puddles after the rain stops? - How quickly does ice melt at different temperatures? <p>Romans</p> <ul style="list-style-type: none"> - Place Romans on a timeline (H) - Describe the Roman Empire and its impact on Britain (H) - Use historic terms related to the period of study (H) - Use sources of information beyond simple observations to answer questions about the past (H) - Use a variety of resources to find out about aspects of life in the past (H) - Understand that sources can contradict each other (H) - Communicate our learning using appropriate vocabulary (H) - Julius Caesar, Roman Empire army, Hadrian's Wall, Boudicca, Romanisation of Britain, Roman roads <p><i>Investigation (Working Scientifically)</i></p> <ul style="list-style-type: none"> - How much weight can 2m bridges hold before they break? <p>Europe</p> <ul style="list-style-type: none"> - Use maps, atlases, globes and digital/computer mapping to locate countries in Europe (G) - 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) - 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) 	<p>Coastlines</p> <ul style="list-style-type: none"> - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features (G) - 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) - Describe and understand the water cycle (G) - Name and locate Wells Next the Sea and identify the human and physical characteristics (G) - Name and locate Santa Barbara (North America) and identify the human and physical characteristics (G) - Understand geographical similarities and differences through the study of human and physical geography of Wells Next the Sea and Santa Barbara (G) - Traffic survey / Land use in Wells next the sea <p><i>Investigation (Working Scientifically)</i></p> <ul style="list-style-type: none"> - What mix of sand to water makes the best sandcastles? <p>Materials (Properties and changes of materials)</p> <ul style="list-style-type: none"> - Compare and group together everyday materials on the basis of properties (Sc) - Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution (Sc) - Use knowledge of solids, liquids and gases to decide how mixtures might be separated (Sc) - Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic (Sc) - Demonstrate that dissolving, mixing and changes of state are reversible (Sc) - Explain that some changes are irreversible, including changes associated with burning and the action of acid on bicarbonate of soda (Sc) <p><i>Investigation (Working Scientifically)</i></p> <ul style="list-style-type: none"> - How does wind, sunlight and temperature affect evaporation rates? - How can materials be separated using filtering, evaporation and sieving <p>Extreme Earth</p> <ul style="list-style-type: none"> - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features - Describe physical geography, including: climate zones, biomes and vegetation belts, mountains, volcanoes and earthquakes (G) - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle (G) - Identify weather patterns around the world <p><i>Investigation (Working Scientifically)</i></p> <ul style="list-style-type: none"> - What happens when varying amounts of bicarbonate of soda are added to vinegar? 	<p>Outdoor Adventure</p> <p>South America</p> <ul style="list-style-type: none"> - Use maps, atlases, globes and digital/computer mapping to locate the Countries of South America (G) - Describe and understand key aspects of South American physical geography – climate zones, biomes and vegetation belts (G) - Describe and understand key aspects of South American human geography - including types of settlement, land use and natural resources (Rain forest) (G) - Names and locate South America, concentrating on geographical regions, key physical (rivers and mountains) and human characteristics, countries and major cities (G) <p><i>Investigation (Working Scientifically)</i></p> <p>The Maya Civilisation</p> <ul style="list-style-type: none"> - Place Mayan civilization on a timeline (H) - Describe the Mayan civilization c. AD 900 (H) - Devise and Answer historically valid questions about change, cause, similarity and difference, and significance (H) - Construct informed responses that involve thoughtful selection and organisation of relevant historical information (H) - Understand how our knowledge of the past is constructed from a range of sources (H) - Select of use evidence from a range of sources to support arguments (H) - Demonstrate a chronologically secure knowledge and understanding of the historical events studied in KS2 and added to the timeline (H) <p><i>Investigation (Working Scientifically)</i></p> <p>Circuits (Electricity)</p> <ul style="list-style-type: none"> - Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells (Sc) - Compare and give reasons for variations in how components function (Sc) - Use recognised symbols when representing a simple circuit in a diagram (Sc) <p><i>Investigation (Working Scientifically)</i></p> <ul style="list-style-type: none"> - What happens when one component is changed in a circuit? - What happens to the brightness of a bulb, volume of a buzzer or speed of a motor when the number of cells is changed?

Subject		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Science / History / Geography	Spring	<p>'Out and About' week (See above)</p> <p>Flight</p> <ul style="list-style-type: none"> - Sequence events and changes in Flight within living memory (H) - Describe the first aeroplane flight (Event beyond living memory that are globally significant) (H) - Understand the contribution key individuals have made to the development of flight (H) - Use common words and phrases to convey the passing of time (H) - Ask and answer basic questions about the past using simple sources of information (H) - Talk, draw or write about aspects of the past (H) - Materials used for flight (Sc) - Kite Making <p><u>Investigation (Working Scientifically)</u></p> <ul style="list-style-type: none"> - How are seasons changing? (Observing and recording plants, animals, temperature and Rainfall in the school grounds.) - Which paper aeroplane travels the furthest? 	<p>Revisit Bug Hotels</p> <p>The History of Our School</p> <ul style="list-style-type: none"> - Show an awareness of the past, using common words and phrases relating to the passing of time (H) - 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) - 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) - 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) - Use a wide vocabulary of everyday historical terms (H) - Record or present what we have learned (drawing / writing / talking about) (H) - Describe changes to our school within living memory (Local history) (H) <p>Healthy Bodies (Healthy Bodies)</p> <ul style="list-style-type: none"> - Notice that animals, including humans, have offspring which grow into adults (Sc) - Find out about and describe the basic needs of animals, including humans, for survival (Sc) - Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene (Sc) <p><u>Investigation (Working Scientifically)</u></p> <ul style="list-style-type: none"> - What happens to the body when we exercise? <p>Revisit Bug Hotels</p> <p>Rosa Parks</p> <ul style="list-style-type: none"> - Show an awareness of the past, using common words and phrases relating to the passing of time (H) - 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) - 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) - 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) - Use a wide vocabulary of everyday historical terms (H) - Record or present what we have learned (drawing / writing / talking about) (H) - 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) <p><u>Investigation (Working Scientifically)</u></p> <ul style="list-style-type: none"> - How are the bugs observed in the bug hotel different from those recorded in September? - How have the bulbs we planted changed over time? 	<p>Light (Light)</p> <ul style="list-style-type: none"> - Recognise that they need light in order to see things and that dark is the absence of light (Sc) - Notice that light is reflected from surfaces - Recognise that light from the sun can be dangerous and that there are ways to protect their eyes (Sc) - Recognise that shadows are formed when the light from a light source is blocked by an opaque object (Sc) - Find patterns in the way that the size of shadows change (Sc) - Making shadow puppets <p><u>Investigation (Working Scientifically)</u></p> <ul style="list-style-type: none"> - Which materials are reflective and how can they be sorted and classified? - How does the size of a shadow puppet change in relation to the distance from the light source? <p>Ancient Greece</p> <ul style="list-style-type: none"> - Place Ancient Greece on a timeline (H) - Describe a study of Ancient Greek life and achievements and their influence on the western world (H) - Use an increasing range of common words and phrases relating to the passing of time (H) - Use sources of information to make simple (H) observations to answer questions about the past - Use simple resources to find out about aspects of life in the past (H) - Begin to make judgements about the reliability of sources (H) - Communicate learning using some appropriate vocabulary (H) - Ancient Greece – Greek life, achievements and their influence on the western world (H) <p><u>Investigation (Working Scientifically)</u></p> <ul style="list-style-type: none"> - How can we measure how fast we can run 60m? - How can we measure how far we can throw a javelin? How can we measure how high we can jump? - How can we find the volume of objects by sinking them in water? 	<p>Spring Term - local habitat survey</p> <ul style="list-style-type: none"> - 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) <p>Egyptians</p> <ul style="list-style-type: none"> - Place Ancient Egypt on a timeline (H) - Describe the achievements of Ancient Egypt (H) - Use historic terms related to the period of study (H) - Use sources of information beyond simple observations to answer questions about the past (H) - Use a variety of resources to find out about aspects of life in the past (H) - Understand that sources can contradict each other (H) - Communicate our learning using appropriate vocabulary (H) - Pyramids and honouring the dead, Ancient Egyptian beliefs, Ancient Egyptian writing - Locate Egypt and key physical features including the River Nile (G) <p><u>Investigation (Working Scientifically)</u></p> <ul style="list-style-type: none"> - What animals and plants are in our local habitat? - How much force does it take to move a brick on different surfaces? <p>Sound (Sound)</p> <ul style="list-style-type: none"> - Identify how sounds are made, associating some of them with something vibrating (Sc) - Recognise that vibrations from sounds travel through a medium to the ear (Sc) - Find patterns between the pitch of a sound and features of the object that produced it (Sc) - Find patterns between the volume of a sound and the strength of the vibrations that produced it (Sc) - Recognise that sounds get fainter as the distance from the sound source increases (Sc) - Making a stringed musical instrument <p><u>Investigation (Working Scientifically)</u></p> <ul style="list-style-type: none"> - How does the length of an instrument affect pitch? - How does the thickness of an elastic band affect the pitch it plays? - How does the distance a sound has to travel affect the volume? <p>Easter Production</p> <p><i>Speaking and Listening / Drama</i></p>	<p>Earth and Space (Earth and Space)</p> <ul style="list-style-type: none"> - Describe the movement of the Earth and other planets relative to the sun (Sc) - Describe the movement of the moon relative to the Earth (Sc) - Describe the sun, Earth and moon as approximately spherical bodies (Sc) - Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky (Sc) - Identify the position and significance of the Greenwich Meridian and time zones (including day and night) (G) <p><u>Investigation (Working Scientifically)</u></p> <ul style="list-style-type: none"> - How does the length of a shadow change throughout the day? <p>Forces (Forces)</p> <ul style="list-style-type: none"> - Explain that unsupported objects fall towards the Earth because of the force of gravity (Sc) - Identify the effects of air resistance, water resistance and friction (Sc) - Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect (Sc) <p><u>Investigation (Working Scientifically)</u></p> <ul style="list-style-type: none"> - Which trainer has the best grip? - How does the nose shape of a vehicle affect the length it will roll down a slope? - How does the shape of a boat affect the amount of weight it can support? <p>What was it like to be a child in this area during WWII?</p> <ul style="list-style-type: none"> - Place the WWII on a timeline (H) - Describe what it was like to be a child in this area during WWII (an aspect or theme in British history that extends chronological knowledge beyond 1066) (H) - Compare sources of information available for the study of different times in the past (H) - Make comparisons between aspects of periods of history and the present day (H) - Present findings and communicate knowledge and understanding in different ways (H) - Provide an account of a historical event based on more than one source (H) - Kindertransport in Cambridge 	<p>Light, (Light)</p> <ul style="list-style-type: none"> - Recognise that light appears to travel in straight lines (Sc) - 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) - 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) - Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them (Sc) - Making a working periscope <p><u>Investigation (Working Scientifically)</u></p> <ul style="list-style-type: none"> - How does distance from a light source affect the area of a shadow? <p>Circulatory System (Animals, including humans)</p> <ul style="list-style-type: none"> - Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood (Sc) - Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function (Sc) - Describe the ways in which nutrients and water are transported within animals, including humans (Sc) - Pulse rate / heart rate monitors <p><u>Investigation (Working Scientifically)</u></p> <ul style="list-style-type: none"> - How does exercise affect pulse rate? - What is the relationship between diet, exercise and drugs on health? <p>Evolution (Sc - Evolution and inheritance / Living things and their habitats)</p> <ul style="list-style-type: none"> - Recognise that living things have changed over time and that fossils provide information about living things from millions of years ago (Sc) - Recognise that living things produce offspring of the same kind, but normally not identical to their parents (Sc) - Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution (Sc) - Describe how living things are classified into broad groups according to common observable characteristics (Sc) - Give reasons for classifying plants and animals based on specific characteristics (Sc) - Darwin <p><u>Investigation (Working Scientifically)</u></p> <ul style="list-style-type: none"> - Can you create a classification key for local wildlife? - Can you create a classification key for worldwide wildlife? - In what ways do animals and plants adapt to their surroundings?

Subject		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Science / History / Geography	Summer	<p>'Out and About' week (See above)</p> <p>Explorers</p> <ul style="list-style-type: none">- Understand and compare the contribution key individuals have made to Exploration (Christopher Columbus and Neil Armstrong) (Neil Armstrong / Mae Jemison / Tim Peake) (H)- Use common words and phrases to convey the passing of time (H)- Ask and answer basic questions about the past using simple sources of information (H)- Talk, draw or write about aspects of the past (H)- Materials used for boat building (Sc)<i>Investigation (Working Scientifically)</i>- How are seasons changing? (Observing and recording plants, animals, temperature and Rainfall in the school grounds.)- How can we use our sense of smell, touch and hearing to identify an unseen object?	<p>Revisit Bug Hotels</p> <p>Let's Go on Safari – Kenya</p> <ul style="list-style-type: none">- 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 (Sc)- Identify and name a variety of plants and animals in their habitats, including microhabitats (Sc)- 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 (Sc)- Kenyan animal Fact files- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied (G)- Use simple compass directions (N, S, E & W) and locational and directional language (near and far, left and right), to describe the location of features and routes on a map (G)- 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)- 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)- Understand geographical similarities and differences through studying the human and physical geography of Cambridge, and of a small area in Kenya (G)- 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)- Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop (G)<i>Investigation (Working Scientifically)</i>- Which habitat is best suited to support a range of African animals? <p>Plants (Plants)</p> <ul style="list-style-type: none">- Observe and describe how seeds and bulbs grow into mature plants (Sc)- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy (Sc)<i>Investigation (Working Scientifically)</i>- What are the best conditions for beans to grow? <p>Revisit Bug Hotels</p> <p>Seaside Sea life</p> <ul style="list-style-type: none">- 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 (Sc)- Identify and name a variety of plants and animals in their habitats, including microhabitats (Sc)- 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 (Sc)- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied (G)- 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)- Name and locate the world's seven continents and five oceans (G)- Name, locate and identify characteristics of the seas surrounding the United Kingdom (G)- 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)- Use basic geographical vocabulary to refer to key human features: city, town, village, factory, farm, house, office, port, harbour and shop (G)- Animals fact files<i>Investigation (Working Scientifically)</i>- What food chains might you find in different marine locations? (Rock pools / Reefs / Oceans)- Having visited the Sea Life Centre, what questions am I going to answer about a chosen animals?	<p>Plants (Sc – Plants)</p> <ul style="list-style-type: none">- Identify and describe the functions of different parts of flowering plants (Sc)- Explore the requirements of plants for life and growth and how they vary from plant to plant (Sc)- Investigate the way in which water is transported within plants (Sc)- Explore the part that flowers play in the life cycle of flowering plants (Sc)- Measuring plant growth- Use fieldwork to observe rainfall (G)- Describe and understand trade links and the distribution of food (G)- BBC - Secret Life of Plants<i>Investigation (Working Scientifically)</i>- How do plants grow in different conditions?- How is water transported around plants?	<p>Electricity (Electricity)</p> <ul style="list-style-type: none">- Identify common appliances that run on electricity (Sc)- Construct a simple series electrical circuit, identifying and naming its basic parts (Sc)- 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)- 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)- Recognise some common conductors and insulators, and associate metals with being good conductors (Sc)- The lightbulb - Thomas Edison<i>Investigation (Working Scientifically)</i>- Which materials conduct electricity?- How does changing the number of bulbs and batteries in a series circuit affects the brightness of the bulb(s)? <p>Summer Term - local habitat survey</p> <ul style="list-style-type: none">- 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) <p>Animals (Animals, including humans)</p> <ul style="list-style-type: none">- Describe the simple functions of the basic parts of the digestive system in humans (Sc)- Identify the different types of teeth in humans and their simple functions (Sc)- Construct and interpret a variety of food chains (Sc)- 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)- 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)- 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)- Understand geographical features of an areas of the Fens (G)- Pond Dipping<i>Investigation (Working Scientifically)</i>- What animals and plants are in our local habitat?- What happens to egg shell when placed in different liquids?	<p>Life Cycles (Living things and their habitats / Animals, including humans)</p> <ul style="list-style-type: none">- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird (Sc)- Describe the life process of reproduction in some plants and animals (Sc)- Describe the changes as humans develop to old age<i>Investigation (Working Scientifically)</i> <p>Invaders and Settlers</p> <ul style="list-style-type: none">- Place the settlement by Anglo-Saxons and Scots on a timeline (H)- Place the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor on a time line (H)- Describe Britain's settlement by Anglo-Saxons and Scots (H)- Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (H)- Compare sources of information available for the study of different times in the past (H)- Make comparisons between aspects of periods of history and the present day (H)- Present findings and communicate knowledge and understanding in different ways (H)- Provide an account of a historical event based on more than one source (H)- Anglo-Saxons and Scots - Fall of Roman empire, Scots invasions from Ireland to North Britain, Anglo-Saxons settlements and place names- Vikings and Anglo-Saxon struggle for the Kingdom of England - 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	<p>SATs Assessment</p> <p>Cambridge</p> <ul style="list-style-type: none">- Place the founding of the University of Cambridge on a timeline (H)- Describe the development of The University of Cambridge (Local history) (H)- Devise and Answer historically valid questions about change, cause, similarity and difference, and significance (H)- Construct informed responses that involve thoughtful selection and organisation of relevant historical information (H)- Understand how our knowledge of the past is constructed from a range of sources (H)- Select of use evidence from a range of sources to support arguments (H)- Demonstrate a chronologically secure knowledge and understanding of the historical events studied in KS2 and added to the timeline (H)- 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)- 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)- Understand aspects of human geography in Cambridge: types of settlement, economic activity, trade links (G)- Name and locate counties and cities of the UK including Cambridge (G)- 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) <p>Summer Production <i>Speaking and Listening / Drama</i></p> <p>Transition to Secondary School</p>

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

English - Spring	Spring 1	Text: The Blue Balloon by Mick Inkpen 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	Text: Gorilla by Anthony Browne 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	Text: On a Beam of Light by Jennifer Berne 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-'	Text: Egyptian Cinderella by Shirley Climo 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'	Text: Hidden Figures by Margot Lee Shetterly 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)	Text: The Lost Thing by Shaun Tan 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
		Text: Izzy Gizmo by Pip Jones 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	Text: The Tunnel by Anthony Browne 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	Text: Jack and the Beanstalk- play scripts 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)'	Text: The Story of Tutankhamun by Patricia Cleveland-Peck Writing outcomes: diary, instructions, non-chronological reports Grammar: conjunctions, apostrophes, fronted adverbials Spellings No Nonsense spelling scheme: homophones and personal spellings	The moon landing and moon poetry (Silver by Walter de a Mare) 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 ,	Text: Dragonology by Dr. Ernest Drake 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
		Text: Taking Flight by Adam Hanchen 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		Text: The Works (list poems, calligrams and shape poems) 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			

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

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

Subject	Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Languages (French)	Autumn 1			Rigolo 1 - Unit 1 – Bonjour Greetings and introductions / Numbers 1 / 10, Basic nouns	Rigolo 1 - Unit 7 – Encore! Describe people / Describe someone's nationality / Use a range of adjectives.	Rigolo 2 - Unit 1 – Salut, Gustave! 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 rd person to say what people are like	Rigolo 2 - Unit 7 – Le week-end Ask and talk about regular activities (1 st 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			Rigolo 1 - Unit 2 – En classe Identify classroom objects / Identify colours and describe an object's colour / Classroom instructions / Giving your age.	Rigolo 1 - Unit 8 – Quelle heure est-il? Use present tense verbs to describe activities / Express the time / Talk about what time you do activities.	Rigolo 2 - Unit 2 – À l'école Name school subjects / Talk about likes and dislikes at school / Ask and give the time / Talk about timings of the school day.	Rigolo 2 - Unit 8 – Les vêtements 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			Rigolo 1 - Unit 3 – Mon Corps Identify parts of the body / Describe eyes and hair appearance / Days of the week / Use adjectives to give basic character descriptions.	Rigolo 1 - Unit 9 – Les fêtes Talk about festivals and dates / Count from 31-60 / Give and understand instructions.	Rigolo 2 - Unit 3 – La nourriture 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.	Rigolo 2 - Unit 9 – Ma journée Ask and talk about daily routine, including times / Ask and talk about breakfast / Give details of a typical day.
	Spring 2			Rigolo 1 - Unit 4 – Les Animaux Identify animals and pets / Numbers 11-20 / Give someone's name and describe someone	Rigolo 1 - Unit 10 – Où vas-tu? Recognise French cities / Ask and answer where you are going / Give and understand basic directions / Describe the weather.	Rigolo 2 - Unit 4 – En ville 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.	Rigolo 2 - Unit 10 – Les transports 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			Rigolo 1 - Unit 5 – Ma famille Identify family members / The alphabet / Name household items / Basic prepositions to describe position and food.	Rigolo 1 - Unit 11 – On mange! 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.	Rigolo 2 - Unit 5 – En vacances Ask and say where you're going on holiday / Express opinions / Talk about what you're going to do on holiday.	Rigolo 2 - Unit 11 – Le sport Name sports / Give opinions about different sports / Give reasons for preferences and opinions / Talk about sporting events.
	Summer 2			Rigolo 1 - Unit 6 – Bon anniversaire! Recognise and ask for snacks / Give basic opinions about food / Numbers 21-31 / Months of the year / Form dates.	Rigolo 1 - Unit 12 – Le cirque Give the names of some French-speaking countries / Discuss the languages we speak / Identify items of clothing / Use colour adjectives to describe clothing.	Rigolo 2 - Unit 6 – Chez moi 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.	Rigolo 2 - Unit 12 – On va faire la fête! Revise transport, places and future plans / Revise descriptions of people and clothes / Revise opinions of food and clothes / Order food.

Subject	Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Computing	Autumn 1	Computing Systems and Networks - Technology around us. 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.	Computing Systems and Networks - Information Technology around us Look at information technology at school and beyond. Investigate how information technology improves our world. Use information technology responsibly.	Computing Systems and Networks – Connecting Computers 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.	Computing Systems and Networks – The Internet 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.	Computing Systems and Networks – Sharing Information 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.	Computing Systems and Networks – Communication 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	Creating Media - Digital Painting. 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.	Creating Media - Digital Photography 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.	Creating Media – Stop-frame Animation 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.	Creating Media – Audio Editing 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.	Creating Media – Video Editing 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.	Creating Media – Webpage Creation 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	Programming A - Moving a robot. 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.	Programming A - Robot Algorithms 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.	Programming A – Sequence in Music 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.	Programming A – Repetition in Shapes 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.	Programming A – Selection in Physical Computing 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.	Programming A – Variables in Games 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	Data and Information - Grouping Data. 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.	Data and Information - Pictograms 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.	Data and Information – Branching Databases 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.	Data and Information – Data Logging 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.	Data and Information – Flat-file Databases 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.	Data and Information – Introduction to Spreadsheets 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	Creating Media - Digital Writing. 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.	Creating Media - Making Music Using a computer to create music. Learners will compare creating music digitally and non-digitally. Learners will look at patterns and purposefully create music.	Creating Media – Desktop Publishing Use desktop publishing software and consider careful choices of font size, colour and type to edit and improve pre-made 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.	Creating Media – Photo Editing Develop understanding of how digital images can be changed and edited, and how they can then be re-saved and reused. Consider the impact that editing images can have, and evaluate the effectiveness of their choices.	Creating Media – Vector Drawing 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.	Creating Media – 3D Modelling 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	Programming B - Programming Animations. 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.	Programming B - An Introduction to Quizzes 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.	Programming B – Events and Actions 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.	Programming B – Repetition in Games 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.	Programming B – Selection in Quizzes 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.	Programming B – Sensing 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.

Subject	Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Art	Autumn 1		First weeks back to school. Artist: Wassily Kandinsky- Concentric Circles AccessArt: Colour Wheel- Primary and Secondary Colours Art focus: Painting / Colour Mixing	First weeks back to school. Colour wheel - Complementary colours / warm and cold colour tones Link: Stone Age to Iron Age Artist: Cave paintings (pre-historic) The cave art paintings of Lascaux Cave AccessArt: Discovering Charcoal / Drawing Like a Cave Man Art focus: Painting	Artist: Alexander Calder - Sculptor Art focus: 3d / Sculpture	Link: Coastlines Artist: Claude Monet Beach Hut Collage Applique Art focus: Textiles / Collage / 3d	Link: Central and South America Artist: Frida Kahlo- Portraits AccessArt: Exploring portraits Art focus: Drawing
	Autumn 2	Link: 'We're going on a leaf hunt' Artist: Andy Goldsworthy AccessArt: Wax resist Autumn leaves Art focus: Observational pen drawing exercises / Using wax crayons			Link: Habitat Survey Artist: Matisse - The Snail AccessArt: Drawing with Scissors Art focus: Collage / Printing	Link: The Giant's Necklace Artist: Miro AccessArt: Supersize Jewellery Art focus: 3d / Sculpture	Link: The Mayan Artist: Carlos Merida (mosaics) Mayan Masks Art focus: 3D Masks
	Spring 1	Link: Flight Artist: Leonardo Da Vinci-flying machines - Mona Lisa AccessArt: Drawing Feathers Art focus: Drawing (Choice from graphite, charcoal, chalk, oil pastel, printing)	Link: The History of Our School Artist: Christopher Wren AccessArt: Be an Architect Art focus - Colour mixing / Sculpture		Link: Egypt Artist: Khaled Hafez Egyptian Canopic Jars in Clay Art focus: 3d (Canopic jars)		
	Spring 2		Link: Revisit Bug Hotels Artist: Rachel Ruysch, Fruit and Insects AccessArt: Mini Beast Artwork Art focus: Explore colour and Collage	Link: Ancient Greece Artist: Van Gogh Painting- Sunflowers AccessArt: Fruit Inspired Clay tiles - Drawing and making flowers Art focus: 3d / Sculpture (clay)		Link: What was life like to be a child in this area during WWII? Artist: Henry Moore Sculpture and drawing of underground bomb shelters AccessArt: Communal Picnic Art focus: Explore Colour and Collage	Link: Evolution Artist: Georgia O'Keefe AccessArt: Graphy Ink Still Life Art focus: Painting / Drawing
	Summer 1		Link: Let's go on Safari- Kenya Artist: Henri Rousseau AccessArt: Making animal masks Art focus: Drawing / Collage / 3d				
	Summer 2	Link: 'Out and about' week Artist: Barry Flanagan (hare sculptures) Animal sculptures using natural materials Art Focus: Drawing / 3d (clay)		Link: BeWILDerwood Artist: Salvador Dalí Paintings - Floradali Butterfly Ship (Ship of Dreams) AccessArt: 3d visual map making Art focus: Drawing / 3d	Link: Local habitat survey Artist: Picasso- Bird of Peace AccessArt: Dragons and Birds Art focus: Drawing / Wax resist with inks	Link: Invaders and Settlers Artist: Klee and Kandinsky AccessArt: Sculptures with Personality Art focus: 3d Sculpture	Link: Transition work Artist: Alfred Wallace Kettles Yard Project Art focus: Drawing / Sculpture

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)				