
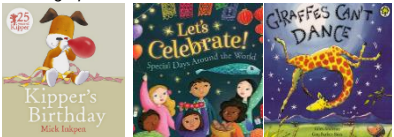

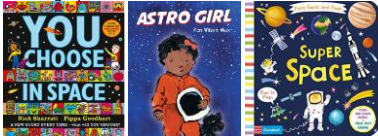

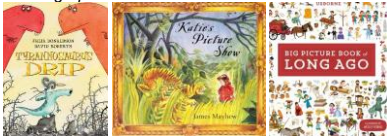


# Arbury Primary School – Curriculum Mapping – 2021/22 (EYFS)

	Topic	Phonics	English	Maths
<b>EYFS</b>	<p><b>Autumn 1: People (7 weeks)</b></p> <p><i>Possible Experiences</i></p> <ul style="list-style-type: none"> <li>Meeting key adults in school</li> <li>Sharing family photographs</li> <li>Visit from a fire fighter/ ambulance or police officer</li> <li>Electing School Council/ Eco-Committee Reps</li> <li>Making a class safety circle</li> <li>Self-portraits</li> <li>Visit to Church for Harvest Festival</li> </ul> <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"> <li>Distinguishing between sounds</li> <li>Oral blending and segmenting</li> <li>Rhyming words</li> </ul> <p><i>Phase 2 – set 1</i></p> <ul style="list-style-type: none"> <li>Give the sound when shown a grapheme</li> <li>Find any letter on display when given the phoneme</li> <li>Orally blend/segment CVC words</li> <li>Blend and segment in order to read and spell VC words</li> <li>Read Fairy Words (HFW): phase 2</li> </ul> <p>Phonics writing books: letter formation using sparkle marks, writing vc words, drawing pictures and labelling with initial sounds</p> <p>Children will begin to read with T/TA 1:1 weekly.</p>	<p><i>TFW texts</i></p> <ul style="list-style-type: none"> <li>Mr Wiggle and Mr Waggle</li> <li>Little Red Riding Hood</li> </ul> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> <li>Drawing a picture from the story</li> <li>Focus on pre-writing skills</li> <li>Telling a story as a class</li> <li>Holding a pencil</li> <li>Sitting with good posture for writing</li> </ul> <p><i>Poems/ Rhymes</i></p> <ul style="list-style-type: none"> <li>Poetry Basket: Chop Chop, Falling Apples, Wise Old Owl</li> <li>Nursery Rhymes: Old MacDonald Had a Farm, Heads, Shoulders, knees and toes, Twinkle, Twinkle Little Star, Incy Wincy Spider</li> </ul> <p><i>Vocabulary</i></p> <ul style="list-style-type: none"> <li>Mum, dad, baby, family, grandad, parents, sister, brother cousins, granny/nan, uncle, aunt, cuddle, love, visit, nice</li> <li>Mechanic, caretaker, librarian, vet, taxi driver, dentist, job, care, fix, deliver, brave, helpful, kind</li> </ul>	<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"> <li>Match and sort</li> <li>Compare amounts</li> <li>Compare size, mass and capacity</li> <li>Exploring Patterns</li> </ul> <p><i>Consolidation – Week 7</i></p>
	<p><b>Autumn 2: Celebrations (7 weeks)</b></p> <p><i>Possible Experiences</i></p> <ul style="list-style-type: none"> <li>Bonfire Night – making chocolate sparklers</li> <li>Remembrance Day</li> <li>Children in Need – Talent Show</li> <li>Anti-bullying Week</li> <li>Show Racism the Red Card - Wear Red Day</li> <li>Eid Party/ Making samosas</li> <li>Nursery Rhyme Week</li> <li>Trip to Audley End to visit Santa's Grotto</li> <li>Nativity Play</li> <li>Collaborative class Christmas display</li> <li>Book Advent Calendar</li> </ul> <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"> <li>Distinguishing between sounds</li> <li>Oral blending and segmenting</li> <li>Rhyming words</li> </ul> <p><i>Phase 2 – set 2-4</i></p> <ul style="list-style-type: none"> <li>Give the sound when shown any grapheme</li> <li>Find any letter on display when given the phoneme</li> <li>Orally blend/segment CVC words</li> <li>Blend and segment in order to read and spell VC words</li> <li>Read Fairy Words (HFW): phase 2</li> <li>Read Tricky Troll Words (CEW): phase 2</li> </ul> <p>Phonics writing books: letter formation using sparkle marks, writing vc words, drawing pictures and labelling with initial sounds</p> <p>Children will begin to read with T/TA 1:1 weekly.</p>	<p><i>TFW texts</i></p> <ul style="list-style-type: none"> <li>Little Red Hen</li> <li>Goldilocks</li> </ul> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> <li>Drawing a story map, labelling using initial sounds, writing cards</li> <li>Tell a story as the class</li> <li>Imitating – beginning to change a story and telling this orally</li> <li>Writing a recount of trip to Audley End</li> </ul> <p><i>Poems/ Rhymes</i></p> <ul style="list-style-type: none"> <li>Poetry Basket: A basket of Apples, Leaves are Falling, Cup of Tea</li> <li>Nursery Rhymes: Dingle Dangle Scarecrow, Five Currant Buns, Hickory Dickory Dock, Five Little Ducks</li> </ul> <p><i>Vocabulary</i></p> <ul style="list-style-type: none"> <li>Son, daughter, niece, nephew, grandchild, caring, alike, celebration, special, food, feast, balloon, present, card</li> </ul>	<p><i>It's Me 1 2 3! – Week 1-3</i></p> <ul style="list-style-type: none"> <li>Representing 1, 2 &amp; 3</li> <li>Comparing 1, 2 &amp; 3</li> <li>Composition 1, 2 &amp; 3</li> <li>Circles and triangles</li> <li>Positional Language</li> </ul> <p><i>Light and Dark – Week 4-6</i></p> <ul style="list-style-type: none"> <li>Representing numbers to 5.</li> <li>One more and less.</li> <li>Shapes with 4 sides</li> <li>Time</li> </ul> <p><i>Consolidation – Week 7</i></p>

EYFS		Topic	Phonics	English	Maths
		<p><b>Spring 1: Animals (6 weeks)</b></p> <p><i>Possible Experiences</i></p> <ul style="list-style-type: none"> <li>Pantomime</li> <li>Visit from Lion Learners/ animals</li> <li>Getting a class pet</li> <li>'Be the Rainbow' event/ LGBTQ+ History Month</li> <li>Visit from member of local community about Spring Festival</li> <li>RSPB Big Birdwatch</li> <li>Children's Mental Health Week</li> <li>Take One Picture</li> </ul> <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"> <li>Give the sound when shown any grapheme</li> <li>Find all or most taught graphemes when given the sound</li> <li>Blend and read CVC words</li> <li>Segment and spell CVC words</li> <li>Read Fairy Words (HFW): phase 2-3</li> <li>Read Tricky Troll Words (CEW): phase 2-3</li> <li>Spell Tricky Troll Words (CEW): phase 2</li> <li>Write each letter correctly when following a model.</li> </ul> <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"> <li>Monkey Puzzle</li> <li>The Three Little Pigs</li> </ul> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> <li>Drawing a story map, labelling, writing lists</li> <li>Writing speech bubbles</li> <li>Beginning to tell stories in pairs</li> <li>Imitating – different ugly animals e.g. 3 little dogs</li> </ul> <p><i>Poems/ Rhymes</i></p> <ul style="list-style-type: none"> <li>Poetry Basket: Popcorn, A Little House, Pancakes, Let's Put on our Mittens</li> <li>Nursery Rhymes: Ten in a bed, Row, Row, Row your Boat</li> </ul> <p><i>Vocabulary</i></p> <ul style="list-style-type: none"> <li>Dragonfly, wasp, centipede, beetle, flap, squirm, land, search, identify, examine, tiny, delicate</li> </ul>	<p><i>Alive in 5! – Week 1-3</i></p> <ul style="list-style-type: none"> <li>Introducing Zero</li> <li>Comparing numbers to 5</li> <li>Composition of 4 and 5</li> <li>Compare Mass (2)</li> <li>Compare Capacity (2)</li> </ul> <p><i>Growing 6, 7, 8 – Week 4-5</i></p> <ul style="list-style-type: none"> <li>6, 7 &amp; 8</li> <li>Making Pairs</li> <li>Combining 2 groups</li> <li>Length &amp; Height</li> <li>Time</li> </ul> <p><i>Consolidation – Week 6</i></p>
		<p><b>Spring 2: Space (6 weeks)</b></p> <p><i>Possible Experiences</i></p> <ul style="list-style-type: none"> <li>Trip to Arbury Court Library to get information books</li> <li>Visit from Mobile Planetarium</li> <li>Making bottle rockets</li> <li>World Book Day</li> <li>Dance Workshop</li> <li>Sing Up Day</li> </ul> <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 &amp; Hold RE unit: Easter</p>	<p><i>Phase 3</i></p> <ul style="list-style-type: none"> <li>Give the sound when shown any grapheme</li> <li>Find all or most taught graphemes when given the sound</li> <li>Blend and read CVC words</li> <li>Segment and spell CVC words</li> <li>Read Fairy Words (HFW): phase 2-3</li> <li>Read Tricky Troll Words (CEW): phase 2-3</li> <li>Spell Tricky Troll Words (CEW): phase 2-3</li> <li>Write each letter correctly when following a model.</li> </ul> <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"> <li>Whatever Next!</li> <li>How to Catch a Star</li> </ul> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> <li>Drawing a story map</li> <li>Beginning to write sentences</li> <li>Writing labels, captions and lists</li> <li>Telling stories in pairs</li> <li>Instructional writing</li> </ul> <p><i>Poems/ Rhymes</i></p> <ul style="list-style-type: none"> <li>Poetry Basket: Spring Wind, Furry, Furry Squirrel</li> <li>Nursery Rhymes: Five little monkeys, Five little speckled Frogs, Jack and Jill, Five little men</li> </ul> <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"> <li>6, 7 &amp; 8</li> <li>Making Pairs</li> <li>Combining 2 groups</li> <li>Length &amp; Height</li> <li>Time</li> </ul> <p><i>Building 9 &amp; 10 – Week 3-5</i></p> <ul style="list-style-type: none"> <li>9 &amp; 10</li> <li>Comparing Numbers to 10</li> <li>Bonds to 10</li> <li>3d-Shape</li> <li>Pattern (2)</li> </ul> <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"> <li>Planting cress and sunflowers</li> <li>Watching caterpillars grow</li> <li>Visiting school pond</li> <li>Talking about our bodies and how we have grown</li> <li>Observational drawings</li> </ul> <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"> <li>Give the sound when shown any grapheme</li> <li>Find all or most taught graphemes when given the sound</li> <li>Blend and read CVC words</li> <li>Segment and spell CVC words</li> <li>Read Fairy Words (HFW): phase 2-4</li> <li>Read Tricky Troll Words (CEW): phase 2-4</li> <li>Spell Tricky Troll Words (CEW): phase 2-3</li> <li>Write each letter correctly, usually correctly.</li> </ul> <p>Phonics writing books: writing words with adjacent consonants, spelling tricky words, letter formation, writing sentences" e.g. 'They are all my chips', sentence building activities.</p> <p>Children will read with T/TA 1:1 weekly.</p>	<p><i>TFW texts</i></p> <ul style="list-style-type: none"> <li>The Very Hungry Caterpillar</li> <li>The Enormous Turnip</li> </ul> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> <li>Drawing a story map</li> <li>Beginning to write sentences with punctuation</li> <li>Writing labels, captions and lists</li> <li>Drawing and labelling a life cycle</li> <li>Imitating and innovating</li> <li>Beginning to tell stories individually</li> </ul> <p><i>Poems/ Rhymes</i></p> <ul style="list-style-type: none"> <li>Poetry Basket: I have a little seed, Hungry Birdies, Five Little Peas</li> <li>Nursery Rhymes: There's a worm at the bottom of the garden, Little Miss Muffet, Baa, Baa, Black sheep, One, Two Buckle my shoe</li> </ul> <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"> <li>Building Numbers Beyond 10</li> <li>Counting Patterns Beyond 10</li> <li>Spatial Reasoning (1)</li> <li>Match, Rotate, Manipulate</li> </ul> <p><i>First Then Now – Week 4-6</i></p> <ul style="list-style-type: none"> <li>Adding More</li> <li>Taking Away</li> <li>Spatial Reasoning (2)</li> <li>Compose and Decompose</li> </ul>
	Summer 2: Long, Long Ago (7 weeks)	<p><i>Possible Experiences</i></p> <ul style="list-style-type: none"> <li>Visit to Museum</li> <li>Sports Day</li> <li>Art workshop</li> <li>Science Week</li> <li>Visiting Year 1 classrooms and meeting new teachers</li> </ul> <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"> <li>Give the sound when shown any grapheme</li> <li>Find any grapheme from a display when given the phoneme</li> <li>Blend and read words with adjacent consonants</li> <li>Segment and spell words with adjacent consonants.</li> <li>Read Fairy Words (HFW): phase 2-4</li> <li>Read Tricky Troll Words (CEW): phase 2-4</li> <li>Spell Tricky Troll Words (CEW): phase 2-3</li> <li>Write each letter, usually correctly.</li> </ul> <p>Phonics writing books: writing words with adjacent consonants, spelling tricky words, letter formation, writing sentences" e.g. 'They are all my chips.' sentence building activities.</p> <p>Children will read with T/TA 1:1 weekly.</p>	<p><i>TFW texts</i></p> <ul style="list-style-type: none"> <li>Dinosaur information text</li> <li>Mrs Mopple's Washing Line</li> </ul> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> <li>Drawing a story map</li> <li>Beginning to write sentences with punctuation</li> <li>Writing labels, captions and lists</li> <li>Writing an information text</li> <li>Writing a recount</li> <li>Imitating and innovating</li> <li>Beginning to tell stories individually</li> </ul> <p><i>Poems/ Rhymes</i></p> <ul style="list-style-type: none"> <li>Poetry Basket: The Fox, Monkey Babies, Thunderstorm, Five Little Owls, If I Were So Very Small, Under a Stone</li> <li>Nursery Rhymes: Pat-a-Cake, Two little Dickie birds</li> </ul> <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"> <li>Doubling</li> <li>Sharing &amp; Grouping</li> <li>Even and Odd</li> <li>Spatial Reasoning (3)</li> <li>Visualise and Build</li> </ul> <p><i>On the Move – Week 4-6</i></p> <ul style="list-style-type: none"> <li>Deepening Understanding</li> <li>Patterns and Relationships</li> <li>Spatial Reasoning (4)</li> <li>Mapping</li> </ul> <p><i>Consolidation – 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>Materials</u>  <u>Toys</u>	<u>Recycling</u>  <u>Hatching Chicks</u>  <u>The Great Fire of London</u>	<u>Stone Age to Iron Age</u>  <u>The Human Body</u>  <u>Forces and Magnets</u>	<u>Solids, Liquids and Gases</u>  <u>Romans</u>  <u>Europe</u>	<u>Coastlines</u>  <u>Materials</u>  <u>Extreme Earth</u>	<u>Central and South America</u>  <u>The Maya Civilisation</u>  <u>Circuits</u>
	Spring	<u>Flight</u>  <u>Growing</u>	<u>The History of Our School</u>  <u>Healthy Bodies</u>  <u>Rosa Parks</u>	<u>Light</u>  <u>Ancient Greece</u>	<u>Egyptians</u>  <u>Sound</u>	<u>Earth and Space</u>  <u>Forces</u>  <u>What was it like to be a child in this area during WWII?</u>	<u>Light</u>  <u>Circulatory System</u>  <u>Evolution</u>
	Summer	<u>Explorers</u>  <u>Animals</u>	<u>Let's Go on Safari – Kenya</u>  <u>Plants</u>  <u>Seaside Sea life</u>	<u>Plants</u>  <u>BeWILDerwood</u>	<u>Electricity</u>  <u>Animals</u>	<u>Life Cycles</u>  <u>Invaders and Settlers</u>	SATs Assessment  <u>Cambridge</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		<b>Amey Waste Management</b> - Recycling	<b>Flag Fen</b> – Stone Age to Iron Age	<b>British Museum</b> - Romans	<b>Wells-Next-the-sea</b> - Coastlines	<b>Outdoor Adventure</b>
	Aut 2	<b>Toy Museum</b> - Toys					
	Spr 1	<b>Duxford</b> – Flight			<b>Fitzwilliam Museum</b> – Egyptians	<b>The National Space Centre</b> – Earth and Space	
	Spr 2		<b>Farm Visit</b> – Healthy Bodies	<b>Fitzwilliam Museum or Museum of Classical Archaeology</b> – Ancient Greece		'Kindertransport' Day in school	<b>Museum of Zoology</b>
	Sum 1						
	Sum 2	<b>Shepreth Wildlife Park</b> – Animals Lion Learners visit / Wood Green visit	<b>Hunstanton Sea Life Centre</b> – Seaside Sea Life	<b>BeWILDerwood</b> - BeWILDerwood	<b>Wicken Fen</b> – Animals	History off the Page - Vikings	<b>Local Visit(s)</b> – Kings College / Mathematical Bridge / River Cam

Subject		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic Focus - Science / History / Geography	Autumn	<p><b>‘Out and About’ week</b></p> <ul style="list-style-type: none"><li>- Identify seasonal and daily weather patterns in the UK (G)</li><li>- Use locational and directional language to describe the location of features and routes on a map. (G)</li><li>- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. (G)</li><li>- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment (G)</li></ul> <p><b>Where I Live</b></p> <ul style="list-style-type: none"><li>- Understand geographical similarities and differences through studying the human and (G) physical geography of a small area of the UK</li><li>- Use basic geographical vocabulary to refer to key human features, including city, town, factory, farm, house, office, port, harbour and shop. (G)</li><li>- Use locational and directional language to describe the location of features and routes on a map. (G)</li><li>- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map and use and construct basic symbols in a key. (G)</li><li><i>Investigation (Working Scientifically)</i></li><li>- How are seasons changing? (Observing and recording plants, animals, temperature and Rainfall in the school grounds.)</li><li>- Which materials are best for a roof?</li></ul> <p><b>Materials</b> (Sc – Everyday Materials)</p> <ul style="list-style-type: none"><li>- Distinguish between an object and the material from which it is made (Sc)</li><li>- Identify and name a variety of everyday materials (Sc)</li><li>- Describe the simple physical properties of a variety of everyday materials (Sc)</li><li>- Compare and group together a variety of everyday materials (Sc)</li><li><i>Investigation (Working Scientifically)</i></li><li>- How can we sort materials into groups with different properties?</li></ul> <p><b>‘Out and About’ week</b> (See above)</p> <p><b>Toys</b></p> <ul style="list-style-type: none"><li>- Changes within living memory (H)</li><li>- How toys have changed in children’s, parents’, grandparents’ lives (H)</li><li><i>Investigation (Working Scientifically)</i></li><li>- How are seasons changing? (Observing and recording plants, animals, temperature and Rainfall in the school grounds.)</li><li>- How can we sort toys into groups with different materials?</li></ul>	<p><b>Recycling</b></p> <ul style="list-style-type: none"><li>- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses (Sc)</li><li>- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching (Sc)</li><li>- Explore and compare the differences between things that are living, dead, and things that have never been alive (Sc)</li><li>- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other (Sc)</li><li>- Identify and name a variety of plants and animals in their habitats, including microhabitats (Sc)</li><li>- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food (Sc)</li><li>- Making a recycled plant pot for a bulb to grow</li><li>- Sorting Recycling</li><li>- Making Bug Hotels</li><li><i>Investigation (Working Scientifically)</i></li><li>- How can we sort materials for recycling?</li><li>- What mini beasts can we find in the different environments of our bug hotel?</li><li>- Which materials can be changed by squashing, bending, twisting and stretching?</li></ul> <p><b>Hatching Chicks</b></p> <ul style="list-style-type: none"><li>- Notice that animals, including humans, have offspring which grow into adults (Sc)</li><li>- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) (Sc)</li><li>- Observational drawings of chicks</li><li><i>Investigation (Working Scientifically)</i></li><li>- How do chicks change as they grow?</li></ul> <p><b>The Great Fire of London</b></p> <ul style="list-style-type: none"><li>- Nationally/globally significant events beyond living memory (H)</li><li>- Significant individuals in the past who have contributed to national and international achievements (H)</li><li>- Countries and Capital cities of the UK (G)</li><li>- Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas (G)</li><li>- Use world maps, atlases and globes to identify the UK and its countries (G)</li><li>- Use basic geographical vocabulary to refer to key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather (G)</li><li><i>Investigation (Working Scientifically)</i></li><li>- What happens to cheese when it is buried wrapped in different materials?</li><li>- What materials are best for different purposes? (Fireproofing / carrying water?)</li></ul> <p><b>Christmas Production</b> <i>Speaking and Listening / Drama</i></p>	<p><b>Stone Age to Iron Age</b></p> <ul style="list-style-type: none"><li>- Compare and group together different kinds of rocks on the basis of their appearance and properties (Sc)</li><li>- Describe in simple terms how fossils are formed (Sc)</li><li>- Recognise that soils are made from rocks and organic matter (Sc)</li><li>- Stone Age to Bronze Age to Iron Age (H)</li><li>- Hunter gatherers / early farming (H)</li><li>- Bronze Age – Flag Fen / Stonehenge (H)</li><li>- Iron age hill fort, tribal kingdoms, farming, art and culture (H)</li><li>- Flag Fen – Local history (H)</li><li><i>Investigation (Working Scientifically)</i></li><li>- In what ways can rocks be sorted and classified?</li><li>- What are the different kinds of soil and how can they be sorted and classified?</li></ul> <p><b>The Human Body</b> (Animals, including humans)</p> <ul style="list-style-type: none"><li>- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food (Sc)</li><li>- Identify that humans and some other animals have skeletons and muscles for support, protection and movement (Sc)</li><li><i>Investigation (Working Scientifically)</i></li><li>- How can animals be sorted based on their skeletons?</li><li>- How can animals (pets) be sorted based on what they eat?</li></ul> <p><b>Forces and Magnets</b> (Sc – Forces and Magnets)</p> <ul style="list-style-type: none"><li>- Compare how things move on different surfaces (Sc)</li><li>- Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance (Sc)</li><li>- Observe how magnets attract or repel each other and attract some materials and not others (Sc)</li><li>- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials (Sc)</li><li>- Describe magnets as having 2 poles (Sc)</li><li>- Predict whether 2 magnets will attract or repel each other, depending on which poles are facing (Sc)</li><li><i>Investigation (Working Scientifically)</i></li><li>- Which materials are magnetic?</li><li>- How does the surface affect the distance a vehicle will roll?</li></ul>	<p><b>Autumn Term - local habitat survey</b></p> <ul style="list-style-type: none"><li>- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</li></ul> <p><b>Solids, Liquids and Gases</b> (States of Matter)</p> <ul style="list-style-type: none"><li>- Compare and group materials together, according to whether they are solids, liquids or gases (Sc)</li><li>- Observe that some materials change state when they are heated or cooled (Sc)</li><li>- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature (Sc)</li><li><i>Investigation (Working Scientifically)</i></li><li>- What animals and plants are in our local habitat?</li><li>- What happens to puddles after the rain stops?</li><li>- How quickly does ice melt at different temperatures?</li></ul> <p><b>Romans</b></p> <ul style="list-style-type: none"><li>- Roman empire and its impact on Britain (H)</li><li>- Julius Caesar (H)</li><li>- Roman Empire army (H)</li><li>- Hadrian’s Wall (H)</li><li>- Boudicca (H)</li><li>- Romanisation of Britain (H)</li><li>- Roman roads (H)</li><li><i>Investigation (Working Scientifically)</i></li><li>- How much weight can 2m bridges hold before they break?</li></ul> <p><b>Europe</b></p> <ul style="list-style-type: none"><li>- Locate the world’s countries, using maps to focus on <b>Europe</b> (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries and major cities (G)</li><li>- Understand geographical similarities and differences through the study of human and physical geography of a region in a European country (G)</li><li>- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (G)</li></ul>	<p><b>Coastlines</b></p> <ul style="list-style-type: none"><li>- Describe and understand key aspects of physical geography including the water cycle (G)</li><li>- Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land use patterns; and understand how some of these aspects have changed over time (G)</li><li>- North American Coastline (G)</li><li>- Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and <b>North and South America</b>, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</li><li>- Understand geographical similarities and differences through the study of human and physical geography of a region in the UK/North America – Wells Next the Sea / West Coast (G)</li><li>- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (G)</li><li>- Traffic survey / Land use in Wells next the sea (G)</li><li><i>Investigation (Working Scientifically)</i></li><li>- What mix of sand to water makes the best sandcastles?</li></ul> <p><b>Materials</b> (Properties and changes of materials)</p> <ul style="list-style-type: none"><li>- Compare and group together everyday materials on the basis of properties (Sc)</li><li>- Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution (Sc)</li><li>- Use knowledge of solids, liquids and gases to decide how mixtures might be separated (Sc)</li><li>- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic (Sc)</li><li>- Demonstrate that dissolving, mixing and changes of state are reversible (Sc)</li><li>- Explain that some changes are irreversible, including changes associated with burning and the action of acid on bicarbonate of soda (Sc)</li><li><i>Investigation (Working Scientifically)</i></li><li>- How does wind, sunlight and temperature affect evaporation rates?</li><li>- How can materials be separated using filtering, evaporation and sieving</li></ul> <p><b>Extreme Earth</b></p> <ul style="list-style-type: none"><li>- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle (G)</li><li>- Describe physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle (G)</li><li>- Identify weather patterns around the world (G)</li><li><i>Investigation (Working Scientifically)</i></li><li>- What happens when varying amounts of bicarbonate of soda are added to vinegar?</li></ul>	<p><b>Outdoor Adventure</b></p> <p><b>Central and South America</b></p> <ul style="list-style-type: none"><li>- Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and <b>North and South America</b>, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (G)</li><li>- Understand geographical similarities and differences through the study of human and physical geography of a region in <b>South America</b> (G)</li><li>- River Amazon compared to River Cam - Describe and understand key aspects of physical geography including rivers (G)</li><li>- Climate Zones - Describe and understand key aspects of physical geography – climate zones, biomes and vegetation belts (G)</li><li>- Describe and understand key aspects of human geography including types of settlement and land use. (G)</li><li><i>Investigation (Working Scientifically)</i></li></ul> <p><b>The Maya Civilisation</b></p> <ul style="list-style-type: none"><li>- The Maya Civilisation (H)</li><li>- Maya culture and art (H)</li><li><i>Investigation (Working Scientifically)</i></li></ul> <p><b>Circuits</b> (Electricity)</p> <ul style="list-style-type: none"><li>- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells (Sc)</li><li>- Compare and give reasons for variations in how components function (Sc)</li><li>- Use recognised symbols when representing a simple circuit in a diagram (Sc)</li><li><i>Investigation (Working Scientifically)</i></li><li>- What happens when one component is changed in a circuit?</li><li>- What happens to the brightness of a bulb, volume of a buzzer or speed of a motor when the number of cells is changed?</li></ul>



Subject		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Science / History / Geography	Spring	<p><b>'Out and About' week</b> (See above)</p> <p><u><b>Flight</b></u></p> <ul style="list-style-type: none"> <li>- Changes within living memory (H)</li> <li>- Nationally/globally significant events beyond living memory (H)</li> <li>- Significant individuals in the past who have contributed to national and international achievements (H)</li> <li>- Materials used for flight (Sc)</li> <li>- Kite Making</li> </ul> <p><u><i>Investigation (Working Scientifically)</i></u></p> <ul style="list-style-type: none"> <li>- How are seasons changing? (Observing and recording plants, animals, temperature and Rainfall in the school grounds.)</li> <li>- Which paper aeroplane travels the furthest?</li> </ul> <p><b>'Out and About' week</b> (See above)</p> <p><u><b>Growing</b></u> (Plants)</p> <ul style="list-style-type: none"> <li>- Identify and name common wild and garden plants, including deciduous and evergreen trees (Sc)</li> <li>- Identify and describe the basic structure of a variety of common flowering plants, including trees (Sc)</li> <li>- Sunflower / Salad growing (Sc)</li> <li>- Identifying the best areas on the school field for growing plants (G)</li> <li>- Use locational and directional language to describe the location of features and routes on a map (G)</li> <li>- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key (G)</li> </ul> <p><u><i>Investigation (Working Scientifically)</i></u></p> <ul style="list-style-type: none"> <li>- How are seasons changing? (Observing and recording plants, animals, temperature and Rainfall in the school grounds.)</li> <li>- How do sunflowers grow over two weeks in different locations? (Measuring and recording height and the number of leaves.)</li> </ul>	<p><b>Revisit Bug Hotels</b></p> <p><u><b>The History of Our School</b></u></p> <ul style="list-style-type: none"> <li>- Changes within living memory (H)</li> <li>- Significant historical events, people and places in their own locality (H)</li> </ul> <p><u><b>Healthy Bodies</b></u> (Healthy Bodies)</p> <ul style="list-style-type: none"> <li>- Notice that animals, including humans, have offspring which grow into adults (Sc)</li> <li>- Find out about and describe the basic needs of animals, including humans, for survival (Sc)</li> <li>- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene (Sc)</li> </ul> <p><u><i>Investigation (Working Scientifically)</i></u></p> <ul style="list-style-type: none"> <li>- What happens to the body when we exercise?</li> </ul> <p><b>Revisit Bug Hotels</b></p> <p><u><b>Rosa Parks</b></u></p> <ul style="list-style-type: none"> <li>- Changes within living memory (H)</li> <li>- Learning about the significant contribution of Rosa Parks to equality (H)</li> <li>- Significant individuals in the past who have contributed to national and international achievements (H)</li> </ul> <p><u><i>Investigation (Working Scientifically)</i></u></p> <ul style="list-style-type: none"> <li>- How are the bugs observed in the bug hotel different from those recorded in September?</li> <li>- How have the bulbs we planted changed over time?</li> </ul>	<p><u><b>Light</b></u> (Light)</p> <ul style="list-style-type: none"> <li>- Recognise that they need light in order to see things and that dark is the absence of light (Sc)</li> <li>- Notice that light is reflected from surfaces</li> <li>- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes (Sc)</li> <li>- Recognise that shadows are formed when the light from a light source is blocked by an opaque object (Sc)</li> <li>- Find patterns in the way that the size of shadows change (Sc)</li> <li>- Making shadow puppets</li> </ul> <p><u><i>Investigation (Working Scientifically)</i></u></p> <ul style="list-style-type: none"> <li>- Which materials are reflective and how can they be sorted and classified?</li> <li>- How does the size of a shadow puppet change in relation to the distance from the light source?</li> </ul> <p><u><b>Ancient Greece</b></u></p> <ul style="list-style-type: none"> <li>- Ancient Greece – Greek life, achievements and their influence on the western world (H)</li> </ul> <p><u><i>Investigation (Working Scientifically)</i></u></p> <ul style="list-style-type: none"> <li>- How can we measure how fast we can run 60m? How can we measure how far we can throw a javelin? How can we measure how high we can jump?</li> <li>- How can we find the volume of objects by sinking them in water?</li> </ul>	<p><b>Spring Term - local habitat survey</b></p> <ul style="list-style-type: none"> <li>- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies. (G)</li> </ul> <p><u><b>Egyptians</b></u></p> <ul style="list-style-type: none"> <li>- Ancient Egypt – Achievements of an early civilisation (H)</li> <li>- Pyramids and honouring the dead (H)</li> <li>- Ancient Egyptian beliefs (H)</li> <li>- Ancient Egyptian writing (H)</li> <li>- River Nile - Describe and understand key aspects of physical geography including rivers (G)</li> </ul> <p><u><i>Investigation (Working Scientifically)</i></u></p> <ul style="list-style-type: none"> <li>- What animals and plants are in our local habitat?</li> <li>- How much force does it take to move a brick on different surfaces?</li> </ul> <p><u><b>Sound</b></u> (Sound)</p> <ul style="list-style-type: none"> <li>- Identify how sounds are made, associating some of them with something vibrating (Sc)</li> <li>- Recognise that vibrations from sounds travel through a medium to the ear (Sc)</li> <li>- Find patterns between the pitch of a sound and features of the object that produced it (Sc)</li> <li>- Find patterns between the volume of a sound and the strength of the vibrations that produced it (Sc)</li> <li>- Recognise that sounds get fainter as the distance from the sound source increases (Sc)</li> </ul> <p><u><i>Investigation (Working Scientifically)</i></u></p> <ul style="list-style-type: none"> <li>- Making a stringed musical instrument</li> <li>- How does the length of an instrument affect pitch?</li> <li>- How does the thickness of an elastic band affect the pitch it plays?</li> <li>- How does the distance a sound has to travel affect the volume?</li> </ul> <p><b>Easter Production</b> <i>Speaking and Listening / Drama</i></p>	<p><u><b>Earth and Space</b></u> (Earth and Space)</p> <ul style="list-style-type: none"> <li>- Describe the movement of the Earth and other planets relative to the sun (Sc)</li> <li>- Describe the movement of the moon relative to the Earth (Sc)</li> <li>- Describe the sun, Earth and moon as approximately spherical bodies (Sc)</li> <li>- Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky (Sc)</li> <li>- Time zones - Identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night) (G)</li> </ul> <p><u><i>Investigation (Working Scientifically)</i></u></p> <ul style="list-style-type: none"> <li>- How does the length of a shadow change throughout the day?</li> </ul> <p><u><b>Forces</b></u> (Forces)</p> <ul style="list-style-type: none"> <li>- Explain that unsupported objects fall towards the Earth because of the force of gravity (Sc)</li> <li>- Identify the effects of air resistance, water resistance and friction (Sc)</li> <li>- Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect (Sc)</li> </ul> <p><u><i>Investigation (Working Scientifically)</i></u></p> <ul style="list-style-type: none"> <li>- Which trainer has the best grip?</li> <li>- How does the nose shape of a vehicle affect the length it will roll down a slope?</li> <li>- How does the shape of a boat affect the amount of weight it can support?</li> </ul> <p><u><b>What was it like to be a child in this area during WWII?</b></u></p> <ul style="list-style-type: none"> <li>- Study of an aspect of local history, significant to the locality (H)</li> <li>- Kindertransport in Cambridge (H)</li> </ul>	<p><u><b>Light</b></u> (Light)</p> <ul style="list-style-type: none"> <li>- Recognise that light appears to travel in straight lines (Sc)</li> <li>- Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye (Sc)</li> <li>- Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes (Sc)</li> <li>- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them (Sc)</li> <li>- Making a working periscope</li> </ul> <p><u><i>Investigation (Working Scientifically)</i></u></p> <ul style="list-style-type: none"> <li>- How does distance from a light source affect the area of a shadow?</li> </ul> <p><u><b>Circulatory System</b></u> (Animals, including humans)</p> <ul style="list-style-type: none"> <li>- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood (Sc)</li> <li>- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function (Sc)</li> <li>- Describe the ways in which nutrients and water are transported within animals, including humans (Sc)</li> <li>- Pulse rate / heart rate monitors</li> </ul> <p><u><i>Investigation (Working Scientifically)</i></u></p> <ul style="list-style-type: none"> <li>- How does exercise affect pulse rate?</li> <li>- What is the relationship between diet, exercise and drugs on health?</li> </ul> <p><u><b>Evolution</b></u> (Sc - Evolution and inheritance / Living things and their habitats)</p> <ul style="list-style-type: none"> <li>- Recognise that living things have changed over time and that fossils provide information about living things from millions of years ago (Sc)</li> <li>- Recognise that living things produce offspring of the same kind, but normally not identical to their parents (Sc)</li> <li>- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution (Sc)</li> <li>- Describe how living things are classified into broad groups according to common observable characteristics (Sc)</li> <li>- Give reasons for classifying plants and animals based on specific characteristics (Sc)</li> <li>- Darwin</li> </ul> <p><u><i>Investigation (Working Scientifically)</i></u></p> <ul style="list-style-type: none"> <li>- Can you create a classification key for local wildlife?</li> <li>- Can you create a classification key for worldwide wildlife?</li> <li>- In what ways do animals and plants adapt to their surroundings?</li> </ul>

Subject		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Science / History / Geography	Summer	<p><b>'Out and About' week</b> (See above)</p> <p><b>Explorers</b></p> <ul style="list-style-type: none"><li>- Nationally/globally significant events beyond living memory (H)</li><li>- Significant individuals in the past who have contributed to national and international achievements (H)</li><li>- Christopher Columbus compared to space travel (H)</li><li>- Neil Armstrong / Mae Jemison / Tim Peake (H)</li><li>- Significant historical events, people and places in their own locality - Antarctic Survey? (H)</li><li>- Materials used for boat building (Sc)</li></ul> <p><i>Investigation (Working Scientifically)</i></p> <ul style="list-style-type: none"><li>- How are seasons changing? (Observing and recording plants, animals, temperature and Rainfall in the school grounds.)</li><li>- How can we use our sense of smell, touch and hearing to identify an unseen object?</li></ul> <p><b>'Out and About' week</b> (See above)</p> <p><b>Animals</b> (Animals, including humans)</p> <ul style="list-style-type: none"><li>- Identify and name a variety of common animals (Sc)</li><li>- Identify and name a variety of common animals that are carnivores, herbivores and omnivores (Sc)</li><li>- Describe and compare the structure of a variety of common animals (Sc)</li><li>- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense (Sc)</li></ul> <p><i>Investigation (Working Scientifically)</i></p> <ul style="list-style-type: none"><li>- How are seasons changing? (Observing and recording plants, animals, temperature and Rainfall in the school grounds.)</li><li>- How can we group animals with different properties?</li></ul>	<p><b>Revisit Bug Hotels</b></p> <p><b>Let's Go on Safari – Kenya</b></p> <ul style="list-style-type: none"><li>- Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country (G)</li><li>- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other (Sc)</li><li>- Identify and name a variety of plants and animals in their habitats, including microhabitats (Sc)</li><li>- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food (Sc)</li><li>- Use simple compass directions (N,S,E,W) and locational and directional language to describe the location of features and routes on a map (G)</li><li>- Kenyan animal Fact files (Sc)</li><li>- Using aerial photos to make maps (G)</li><li>- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map and use and construct basic symbols in a key (G)</li><li>- Name and locate the world's <b>seven continents</b> and five oceans (G)</li><li>- Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage (G)</li><li>- Identify the location of hot and cold areas of the world in relation to the equator and the North and South Poles (G)</li><li>- Use basic geographical vocabulary to refer to key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather (G)</li><li>- Use basic geographical vocabulary to refer to key human features, including city, town, factory, farm, house, office, port, harbour and shop (G)</li></ul> <p><i>Investigation (Working Scientifically)</i></p> <ul style="list-style-type: none"><li>- Which habitat is best suited to support a range of African animals?</li></ul> <p><b>Plants</b> (Plants)</p> <ul style="list-style-type: none"><li>- Observe and describe how seeds and bulbs grow into mature plants (Sc)</li><li>- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy (Sc)</li></ul> <p><i>Investigation (Working Scientifically)</i></p> <ul style="list-style-type: none"><li>- What are the best conditions for beans to grow?</li></ul> <p><b>Revisit Bug Hotels</b></p> <p><b>Seaside Sea life</b></p> <ul style="list-style-type: none"><li>- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other (Sc)</li><li>- Identify and name a variety of plants and animals in their habitats, including microhabitats (Sc)</li><li>- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food (Sc)</li><li>- Name and locate the world's seven continents and <b>five oceans</b> (G)</li><li>- Using aerial photos to compare places and produce maps (G)</li><li>- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map and use and construct basic symbols in a key (G)</li><li>- Use basic geographical vocabulary to refer to key human features, including city, town, factory, farm, house, office, port, harbour and shop (G)</li><li>-Use basic geographical vocabulary to refer to key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather (G)</li><li>- Animals fact files</li></ul> <p><i>Investigation (Working Scientifically)</i></p> <ul style="list-style-type: none"><li>- What food chains might you find in different marine locations? (Rock pools / Reefs / Oceans)</li><li>- Having visited the Sea Life Centre, what questions am I going to answer about a chosen animals?</li></ul>	<p><b>Plants</b> (Sc – Plants)</p> <ul style="list-style-type: none"><li>- Identify and describe the functions of different parts of flowering plants (Sc)</li><li>- Explore the requirements of plants for life and growth and how they vary from plant to plant (Sc)</li><li>- Investigate the way in which water is transported within plants (Sc)</li><li>- Explore the part that flowers play in the life cycle of flowering plants (Sc)</li><li>- Measuring plant growth and rainfall (G)</li><li>- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies (G)</li><li>- BBC - Secret Life of Plants</li><li>- Food Miles – Where does food come from? (G)</li><li>- Describe and understand key aspects of human geography including economic activity including trade links and the distribution of natural resources including energy, food, minerals and water (G)</li><li>- Deserts in the world (G)</li></ul> <p><i>Investigation (Working Scientifically)</i></p> <ul style="list-style-type: none"><li>- How do plants grow in different conditions?</li><li>- How is water transported around plants?</li></ul> <p><b>BeWILDerwood</b></p> <ul style="list-style-type: none"><li>- Where do we come from in the country / world? Locate the world's countries/name and locate counties and cities of the UK (G)</li><li>- Mapping imaginary and real places (G)</li><li>- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (G)</li><li>- Use the 8 points of a compass (G)</li></ul> <p><i>Investigation (Working Scientifically)</i></p> <ul style="list-style-type: none"><li>- Do people with the longest legs jump the furthest?</li></ul>	<p><b>Electricity</b> (Electricity)</p> <ul style="list-style-type: none"><li>- Identify common appliances that run on electricity (Sc)</li><li>- Construct a simple series electrical circuit, identifying and naming its basic parts (Sc)</li><li>- Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery (Sc)</li><li>- Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit (Sc)</li><li>- Recognise some common conductors and insulators, and associate metals with being good conductors (Sc)</li><li>- The lightbulb - Thomas Edison</li></ul> <p><i>Investigation (Working Scientifically)</i></p> <ul style="list-style-type: none"><li>- Which materials conduct electricity?</li><li>- How does changing the number of bulbs and batteries in a series circuit affects the brightness of the bulb(s)?</li></ul> <p><b>Summer Term - local habitat survey</b></p> <ul style="list-style-type: none"><li>- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies. (G)</li></ul> <p><b>Animals</b> (Animals, including humans)</p> <ul style="list-style-type: none"><li>- Describe the simple functions of the basic parts of the digestive system in humans (Sc)</li><li>- Identify the different types of teeth in humans and their simple functions (Sc)</li><li>- Construct and interpret a variety of food chains (Sc)</li><li>- Geo-caching (G)</li><li>- Use 4 figure grid references, symbols and keys (including the use of OS maps) to build their knowledge of the UK and wider world (G)</li><li>- Study of a region – Fens (G)</li><li>- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies (G)</li><li>- Name and locate geographical regions of the UK and their identifying human and physical characteristics, key topographical features and land use patterns and understand how some of these have changed over time (G)</li><li>- Pond Dipping</li></ul> <p><i>Investigation (Working Scientifically)</i></p> <ul style="list-style-type: none"><li>- What animals and plants are in our local habitat?</li><li>- What happens to egg shell when placed in different liquids?</li></ul>	<p><b>Life Cycles</b> (Living things and their habitats / Animals, including humans)</p> <ul style="list-style-type: none"><li>- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird (Sc)</li><li>- Describe the life process of reproduction in some plants and animals (Sc)</li><li>- Describe the changes as humans develop to old age</li></ul> <p><i>Investigation (Working Scientifically)</i></p> <p><b>Invaders and Settlers</b></p> <ul style="list-style-type: none"><li>- <b>Anglo-Saxons and Scots (H)</b></li><li>- Fall of Roman empire (H)</li><li>- Scots invasions from Ireland to North Britain (H)</li><li>- Anglo-Saxons settlements and place names (H)</li><li>- <b>Vikings and Anglo-Saxon struggle for the Kingdom of England (H)</b></li><li>- Viking raids and invasion (H)</li><li>- Resistance by Alfred the Great and Athelstan, first kings of England (H)</li><li>- Anglo-Saxon laws and justice (H)</li><li>- Edward the Confessor and his death in 1066 (H)</li></ul>	<p><b>SATs Assessment</b></p> <p><b>Cambridge</b></p> <ul style="list-style-type: none"><li>- Name and locate counties and cities of the UK and their identifying human and physical characteristics, key topographical features and land use patterns and understand how some of these have changed over time.</li><li>- Use the 8 points of a compass and 6 figure grid references, symbols and keys (including the use of OS maps) to build their knowledge of the UK and wider world.</li><li>- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</li><li>- Local Study of the history of the University in Cambridge (H)</li></ul> <p><b>Summer Production</b> <i>Speaking and Listening / Drama</i></p> <p><b>Transition to Secondary School</b></p>

Subject	Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
English	Autumn 1	<b>Text: <i>Mouse House</i> by John Burningham</b> <b>Writing outcomes:</b> A letter, instructions <b>Grammar:</b> Full stops, capital letters, finger spaces <b>Phonics:</b> Story Time Phonics daily <b>Story Time:</b> A range of stories linked to houses and out and about	<b>Text: <i>The Tiger Who Came for Tea</i> by Judith Kerr</b> <b>Writing outcomes:</b> a wanted poster, invitation, narrative <b>Grammar:</b> expanded noun phrases and simple conjunctions <b>Spelling:</b> No Nonsense Spelling: phase 5 GPCs and homophones	<b>Text: <i>Stone Age Boy</i> by Satoshi Kitamura</b> <b>Writing outcomes:</b> Setting and character descriptions, recounts, own narrative <b>Grammar:</b> noun phrases, articles and determiners, using dialogue <b>Spelling:</b> No Nonsense Spelling: suffixes from year 2, prefixes un and dis and words from the statutory word list.	<b>Text: <i>Non-chronological reports and poetry (I and the Seed that Grew the Tree)</i> linked to science (Bio blitz)</b> <b>Writing outcomes:</b> report, non-chronological text, free verse poem <b>Grammar:</b> paragraphs and conjunctions <b>Spelling:</b> No Nonsense spelling Words ending 'sure', words from statutory spelling list	<b>Text: <i>The Giant's necklace</i> by Michael Morpurgo</b> <b>Writing outcomes:</b> character and setting descriptions, narrative, diary entry <b>Grammar:</b> apostrophes, conjunctions for co-ordination and subordination, Fronted adverbials <b>Spelling:</b> No Nonsense spellings: Words with 'ough' letter string, words with silent letters	<b>Text: <i>The Explorer</i> by Katherine Rundell</b> <b>Writing outcomes:</b> setting descriptions, diary writing (2 x weeks), non-chronological reports <b>Grammar:</b> word classes, clauses, relative clauses <b>Spelling:</b> No Nonsense Spelling: words from the year 5/6 statutory word list, words with -able. -ible and -ibly suffix
		<b>Text: <i>Stanley's Stick</i> by John Hegley</b> <b>Writing outcomes:</b> Postcard home, narrative <b>Grammar:</b> Full stops, capital letters, finger spaces <b>Phonics:</b> Story Time Phonics daily <b>Story Time:</b> A range of stories linked to houses and out and about	<b>Text: <i>The Tin Forest</i> by Helen Ward</b> <b>Writing outcomes:</b> description, diary entry, instructions <b>Grammar:</b> expanded noun phrases, commas in a list, sentence types (commands) <b>Spelling:</b> No Nonsense Spelling: homophones and common exception words	<b>Text: <i>Leon and the Place Between</i> by Angela McAllister</b> <b>Writing outcomes:</b> review of a show, writing dialogue, narrative writing <b>Grammar:</b> prepositions, adverbs, dialogue <b>Spelling:</b> No Nonsense Spelling: words with the /ei/ sound spelt 'ei' (vein), 'eigh' (eight), 'aigh'(straight) or 'ey' (they), homophones, words from statutory spelling lists	<b>Text: <i>Escape from Pompeii</i> by Christina Balit</b> <b>Writing outcomes:</b> Setting and character descriptions, recounts, own narrative <b>Grammar:</b> noun phrases, articles and determiners, using dialogue <b>Spelling:</b> No Nonsense Spelling: suffixes from year 2, prefixes un and dis and words from the statutory word list.	<b>Text: <i>How does a Lighthouse Work</i> by Roman Belyaev. <i>Hello Lighthouse</i> by Sophie Blackall, <i>short animation about a lighthouse</i></b> <b>Writing outcomes:</b> explanations, stories, newspaper report <b>Grammar:</b> modal verbs, fronted adverbials, relative clauses and direct speech <b>Spelling:</b> No Nonsense spellings: Words ending -ible and -able, homophones	<b>Text: <i>Unspoken</i> by Henry Cole</b> <b>Writing outcomes:</b> diary, narrative <b>Grammar:</b> synonyms/antonyms, semi-colon to mark boundaries between clauses <b>Spelling:</b> No nonsense spelling scheme Adding suffixes beginning with vowels to words ending in 'fer', words from the year 5/6 statutory word list, revising tricky spellings from this term
		<b>Text: <i>Leaf Man</i> by Lois Ehlert</b> <b>Writing outcomes:</b> lost poster , narrative <b>Grammar:</b> Full stops, capital letters, finger spaces <b>Phonics:</b> Story Time Phonics daily <b>Story Time:</b> A range of stories linked to houses and out and about					

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





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

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

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

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

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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)				