

| EYFS  |   |  |  |
|---|---|--|--|
| Subject / Term                                    | Autumn Term   | Spring Term  | Summer Term  |
| <b>Communication and language</b>                 | <p>Conversations/interactions between children and adults<br/>Talking about their own experiences and things that matter to them individually and in group situations.<br/>Discussions/P4C during snack time relating to a question of the day or a painting/photo/object<br/>Role play<br/>Opportunities in continuous provision</p>   | <p>Conversations/interactions between children and adults<br/>Children talking about their own experiences and things that matter to them<br/>Discussions/P4C during snack time relating to a question of the day or a painting/photo/object<br/>Role play<br/>Opportunities in Continuous Provision</p> | <p>Conversations/interactions between children and adults<br/>Children talking about their own experiences and things that matter to them<br/>Discussions/P4C during snack time relating to a question of the day or a painting/photo/object<br/>Written communication eg. notes and letters<br/>Role play<br/>Opportunities in continuous provision</p> |
| <b>Links</b>                                      |   |  |  |
| <b>Personal, Emotional and Social Development</b> | <p>Settling into new school and classroom routines<br/>Playing co-operatively, taking account of others' ideas<br/>Trying new activities<br/>Me and my relationships (Coram Scarf life Education)<br/>Being My Best (Coram Scarf life Education) including dental hygiene)<br/>Conversations/interactions between children and adults<br/>Opportunities in continuous provision</p> | <p>Valuing differences (Coram Scarf life Education)<br/>Rights and Respect (Coram Scarf life education)<br/>Playing co-operatively, taking account of others' ideas<br/>Trying new activities<br/>Conversations/interactions between children and adults<br/>Opportunities in Continuous Provision</p>   | <p>SCARF units – growing and changing, keeping myself safe<br/>Playing co-operatively, taking account of others' ideas<br/>Trying new activities<br/>Conversations/interactions between children and adults</p>  |
| <b>Links</b>                                      |   |  |  |
| <b>Physical Development</b>                       | <p>Changing clothes/PE<br/>Dance, Gymnastics, Games<br/>Pencil skills<br/>Paint brush and other small tool skills<br/>Construction<br/>Using saws to create frames<br/>Malleable play</p>   | <p>Changing clothes/PE<br/>Dance, Gymnastics, Games<br/>Pencil skills<br/>Paint brush and other small tool skills<br/>Construction<br/>Fine/Gross motor skill activities<br/>Malleable play</p>  | <p>Changing clothes/PE<br/>Dance, Gymnastics, Games<br/>Pencil skills and letter formation<br/>Paint brush skills<br/>Construction<br/>Fine motor skills<br/>Malleable play</p>  |

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|                 | <p>Bikes/scooters<br/>Fine /Gross motor skill activities<br/>Opportunities in continuous provision</p>  | <p>Bikes/scooters<br/>Opportunities to explore in continuous provision</p>   | <p>Bikes/scooters<br/>Athletic activities and races<br/>Use of sports equipment eg. bats and balls, tennis racquets, throwing equipment<br/>Opportunities to explore in continuous provision</p>  |
| <b>Links</b>    | <p><i>Links to KS1 subject content</i></p> <ul style="list-style-type: none"> <li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> <li>• perform dances using simple movement patterns.</li> </ul>  |  |   |
| <b>Literacy</b> | <p>Phonics using Pearsons Phonics Bug Government accredited scheme<br/>Introduction to reading books – Oxford reading tree wordless books then progressing on to Phonics Bug Books in conjunction with Phonics Scheme for children to take home to read to parents/carers<br/>Reading corner<br/>Fiction, poetry and Non-fiction class books related to topics in class<br/>Selection of fiction and poetry books during story time<br/>Choice of library books to take home to share with an adult<br/>Word games<br/>Rhyming books<br/>Letter formation<br/>Creating lists<br/>Labelling<br/>Talking and beginning to write about experiences</p> | <p>Phonics using Pearsons Phonics Bug Government accredited scheme<br/>Reading Books -Phonics Bug Books in conjunction with Phonics Scheme for children to take home to read to parents/carers<br/>Reading corner<br/>Guided reading<br/>Fiction, poetry and Non-fiction class books related to topics in class<br/>Selection of fiction and poetry books during story time<br/>Choice of library books to take home to share with an adult<br/>Word games<br/>Rhyming books<br/>Letter formation<br/>Creating lists<br/>Labelling<br/>Talking and beginning to write about experiences and stories – beginning to write sentences</p> | <p>Phonics using Pearsons Phonics Bug Government accredited scheme<br/>Reading Books - Phonics Bug Books in conjunction with Phonics Scheme for children to take home to read to parents/carers<br/>Reading corner<br/>Guided reading<br/>Fiction, poetry and Non-fiction class books related to topics in class<br/>Selection of fiction and poetry books during story time<br/>Choice of library books to take home to share with an adult<br/>Word games<br/>Rhyming books<br/>Letter formation<br/>Creating lists<br/>Labelling<br/>Talking and beginning to write about experiences and stories – beginning to write a sequence of sentences</p> |

|                                   | Opportunities to write in continuous provision  | Opportunities to write in continuous provision   | Opportunities to write in continuous provision   |
|-----------------------------------|---|--|--|
| <b>Links</b>                      |   |  |  |
| <b>Mathematics</b>                | <p><b>Following White Rose Scheme of Learning</b></p> <p><b>Getting to know you</b><br/> <b>Just like me!</b><br/> <b>It's me 1,2,3</b><br/> <b>Light and Dark</b></p> <p>Focus on numbers up to 5<br/> Composition of numbers<br/> Matching and sorting<br/> Compare amounts<br/> Compare size, mass and capacity<br/> Patterns<br/> 2D shape<br/> Positional language<br/> 1 more, 1 less<br/> Time – night and day<br/> Opportunities to explore in continuous provision</p> | <p><b>Following White Rose Scheme of Learning</b></p> <p><b>Alive in 5</b><br/> <b>Growing 6,7,8</b><br/> <b>Building 9&amp;10</b><br/> <b>Consolidation</b></p> <p>Counting<br/> Matching numbers to amounts<br/> Begin to understand 1 more and 1 less than a number and understand the corresponding addition and subtraction number sentences<br/> Comparing numbers to 10 and knowing number bonds to 10<br/> Making pairs<br/> Geometry – 3D shape and pattern<br/> Measurement – time, length, capacity and money<br/> Opportunities to explore in continuous provision</p> | <p><b>Following White Rose Scheme of learning</b></p> <p><b>To 20 and beyond</b><br/> <b>First, Then, Now</b><br/> <b>Find My Pattern</b><br/> <b>On the Move</b></p> <p>Consolidating key skills: subitising, counting, composition, sorting and matching, comparing and ordering<br/> Building numbers beyond 10<br/> Counting patterns beyond 10<br/> Addition and subtraction<br/> Spatial reasoning<br/> Doubling and halving<br/> Sharing and grouping<br/> Odds and evens<br/> Opportunities to explore in continuous provision</p> |
| <b>Links</b>                      |   |  |  |
| <b>Expressive Arts and Design</b> | <p>Artist – Van Gogh<br/> Self-portraits<br/> Sculpting<br/> Use of different types of media and tools<br/> Sewing<br/> Christmas decorations<br/> Firework pictures<br/> Story Sacks and role play<br/> Discrete music lessons<br/> Discrete Dance lessons</p>   | <p>Map making<br/> Winter landscapes<br/> Looking at the artist David McEown<br/> Sculpting<br/> Using natural resources<br/> Sewing<br/> Ice-painting<br/> Discrete music lessons<br/> Discrete dance lessons</p>   | <p>Looking at famous paintings<br/> Creating Eid decorations<br/> Observational drawings<br/> Using natural resources<br/> Sculpting<br/> Collage<br/> Opportunities to create, dance, tell stories and make music in continuous provision</p>   |

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|---|---|---|---|
|   | Opportunities to create, dance, tell stories and make music in continuous provision   | Opportunities to create, dance, tell stories and make music in continuous provision   |   |
| <b>Links</b>                                    | <p><i>Links to KS1 subject content:</i></p> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>  | <p><i>Links to KS1 subject content:</i></p> <ul style="list-style-type: none"> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>  | <p><i>Links to KS1 subject content:</i></p> <ul style="list-style-type: none"> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>   |
| <b>Knowledge and Understanding of the World</b> | <p>Mouse, keyboard skills. Paint programmes</p> <p>Investigating dark and light including road safety</p> <p>Looking at the changing natural World - Seasons</p> <p>Celebrations – Harvest, Bonfire Night, Remembrance Day, Diwali, Christmas and any celebrations that are relevant to children in the class</p> <p>Looking at the past and present Bonfire Night – The Gunpowder Plot, King James and Queen Elizabeth II, clothing then and now</p> <p>Harvest – past and present farming methods</p> <p>Opportunities to investigate in continuous provision</p> | <p>Mouse and keyboard skills</p> <p>Introducing the North and South Poles</p> <p>Looking at explorers from the past and present</p> <p>Comparison between their life and children from the Arctic</p> <p>Exploring ice</p> <p>Exploring maps</p> <p>Looking at the changing natural World</p> <p>Celebrations and festivals including Chinese New Year, Easter and any other celebrations relevant to children in the class</p> <p>Opportunities to investigate in continuous provision</p> | <p>Online safety</p> <p>Online research</p> <p>Celebrations and festivals including Eid and any other celebrations relevant to children in the class</p> <p>Learning about people that help us</p> <p>Comparing past and present – Florence Nightingale and Mary Seacole - hospitals today</p> <p>Using maps to understand where we live in the World – past and present forms of travel and communication</p> <p>Planting, growing and observing plants</p> <p>Looking at the changing natural World</p> <p>Opportunities to investigate in continuous provision</p> |
| <b>Links</b>                                    |   |   |   |
| <b>PHSE Year A</b>                              | <b>Me and my relationships</b>  | <b>Valuing Differences</b>  | <b>Keeping myself safe</b>  |
| <b>Links</b>                                    |   |   |   |
| <b>PHSE Year B</b>                              | <b>Being my best</b>  | <b>Rights and Respect</b>   | <b>Growing and Changing</b>   |
| <b>Links</b>                                    |   |   |   |

**Years 1 & 2 A**

| <b>Subject / Term</b> | <b>Autumn Term</b>  |   | <b>Spring Term</b>   |  | <b>Summer Term</b>   |   |
|-----------------------|---|---|--|--|--|---|
| <b>History</b>        | <b>WW1 / Remembrance</b><br>Events beyond living memory that are significant nationally or globally.  |   |  |  | <b>Local People, Places and Events</b><br>Significant historical events, people and places in their own locality.  |   |
| <b>Links</b>          |   |   |  |  |  |   |
| <b>Geography</b>      | <b>Our School</b><br>Geographical Skills and fieldwork - 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. |   | <b>The United Kingdom</b><br>Locational Knowledge - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas<br>Geographical Skills and fieldwork - use world maps, atlases and globes to identify the United Kingdom and its countries |  | <b>The World</b><br>Locational knowledge - name and locate the world's seven continents and five oceans<br>Geographical Skills and fieldwork - use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage |   |
| <b>Links</b>          |   |   |  |  |  |   |
| <b>RE</b>             | <b>Key Question:</b><br>What do Christians believe God is like?<br>Beliefs and Practices, Ultimate questions, Prayer, worship and reflection  | <b>Key Question:</b><br>Why does Christmas matter to Christians? How and why do we celebrate special times?<br>Beliefs and Practices, Sources of Wisdom | <b>Key Question:</b><br>What do Muslims believe and how to they live?<br>Beliefs and Practices, Symbols and actions, Identify and belonging  | <b>Key Question:</b><br>Why does Easter matter to Christians?<br>Beliefs and Practices, Ultimate questions | <b>Key Question:</b><br>What makes some places significant?<br>What makes some places sacred to believes?<br>Beliefs and Practices, Symbols and actions, Identify and belonging  | <b>Key Question:</b><br>What do Jewish people believe and how to they live?<br>Beliefs and Practices, Symbols and actions, Identify and belonging |
| <b>Links</b>          |   |   |  |  |  |   |
| <b>Science</b>        | <b>What's in your habitat?</b>  | <b>Everyday Materials (Y1)</b><br><b>Materials: Good choices</b>  | <b>Take Care</b>   | <b>The Apprentice Gardener</b>   | <b>Growing up</b>  | <b>Materials: Shaping up</b>  |
| <b>Links</b>          |   |   |  |  |  |   |

| Science – Our Changing World Modules | Plants   |          | Animal Antics  |          | Sensing Seasons   |          |
|--------------------------------------|--|----------|--|----------|---|----------|
| Links                                |  |          |  |          |   |          |
| Computing                            | <p><b>Online safety:</b> alert, device, log in, My Work area, avatar, file name, log out, notification, private, button, icon, menu, password</p> <p><b>Grouping and sorting:</b> criteria, groups, sort</p> <p><b>Pictograms:</b> collect data, compare, date, pictogram, record results, title</p> |          | <p><b>Lego Builders:</b> algorithm, code, computer, debugging, instructions, program</p> <p><b>Maze Explorers:</b> algorithm, direction, route, challenge, instruction, undo, command, left/right, unit</p> <p><b>Animated Stories:</b> animation, e-book, sound, background, edit, sound effect, clip-art gallery, font, text</p> |          | <p><b>Coding:</b> action, code, debug/debugging, algorithm, coding, event, backgrounds, command, execute</p> <p><b>Spreadsheets:</b> button, clip-art, data, lock cell, speak tool, calculations, column, delete, move cell, spreadsheet, cell, count tool, image, row, value</p> <p><b>Tech Outside School:</b> computer, technology</p> |          |
| Links                                | Pictograms links to mathematics collecting and presenting data   |          | Maze Explorers links to mathematics directional language   |          |   |          |
| Art & Design                         | <p><b>Artist</b><br/>Paleoart - Exploring dinosaur arts</p>  |          | <p><b>Artist</b><br/>Lowry - Exploring 'matchstick men' in urban scenes<br/>Hockney - Investigating real life collage</p>  |          | <p><b>Artist</b><br/>Giuseppe Arcimboldo/ Rene Magritte – Exploring surrealism (fruit faces)</p>  |          |
| Links                                | Link to Years 3/4 History topic – Iron Age Britain   |          | Link to geography – Local Area study Developing knowledge of pop art styled work to Year 6 Andy Warhol. Using digital art to create imaginary which helps students develop the students they will need throughout the Primary curriculum.  |          |   |          |
| DT                                   | <p><b>Textiles</b><br/>Investigating and using templates and joining techniques<br/>E.g. hand puppet, bag, Christmas decoration</p>  |          | <p><b>Mechanisms</b><br/>Investigating sliders and levers.<br/>E.g moving picture, storyboard, poster, greetings card</p>  |          | <p><b>Food</b><br/>Preparing fruit and vegetables (including cooking and nutrition requirements for KS1)<br/>E.g. salad, kebab, smoothie</p>  |          |
| Links                                |  |          |  |          |   |          |
| Music                                | Music Y1   | Music Y2 | Music Y1   | Music Y2 | Music Y1  | Music Y2 |

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|--------------|---|--|--|--|---|---|
|              | Prepare, present, practise rhythms <b>ta</b> and <b>ti-ti</b> (crochet and quaver)<br>Prepare pitches <b>so</b> and <b>mi</b>   | Prepare, present, practise <b>la</b> pitch<br>Repertoire and prepare rhythm <b>too</b> (minim) | Prepare, present, practise pitches <b>so</b> and <b>mi</b><br>Prepare <b>ta</b> rest   | Present, Practise <b>too</b> rhythm<br>Prepare, present, practise <b>duple metre</b> | Present, practise <b>ta</b> rest  | Repertoire, prepare <b>do</b> and <b>re</b> pitches |
|              | Developing repertoire of 30 folk songs and rhymes to sing and play  |  |  |  |   |   |
| <b>Links</b> |   |  |  |  |   |   |
| <b>PE</b>    | Gymnastics<br>Dance   |  | Multi-Sports   |  | Athletics<br>Invasion games   |   |
| <b>Links</b> | <i>Links to KS2:</i> <ul style="list-style-type: none"> <li>develop flexibility, strength, technique, control and balance</li> <li>perform dances using a range of movement patterns</li> </ul> |  | <i>Links to KS2:</i> <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>take part in outdoor and adventurous activity challenges both individually and within a team</li> </ul> |  | <i>Links to KS2:</i> <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> |   |
| <b>PHSE</b>  | <b>Me and my relationships</b>  |  | <b>Valuing Differences</b>   |  | <b>Keeping myself safe</b>  |   |
| <b>Links</b> |   |  |  |  |   |   |

**Years 1 & 2 B**

| Subject / Term   | Autumn Term   |  | Spring Term  |  | Summer Term  |  |
|------------------|---|--|--|--|--|--|
| <b>History</b>   | <p align="center"><b>Me and My Family</b></p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>   |  |  |  | <p align="center"><b>Significant Historical Figures</b></p> <p>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p>                           |  |
| <b>Links</b>     |   |  |  |  |  |  |
| <b>Geography</b> | <p align="center"><b>Local Area Study</b></p> <p>Geographical skills and fieldwork - 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.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> |  | <p align="center"><b>The Weather</b></p> <p>Human and Physical Geography - identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>♣ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>♣ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> |  | <p align="center"><b>Compare and Contrast</b></p> <p>Place Knowledge - Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> |  |
| <b>Links</b>     |   |  |  |  |  |  |
| <b>RE</b>        | <p><b>Key Question:</b><br/>How and why do we celebrate significant times?</p> <p align="center">Beliefs and Practices, Identify and belonging</p>  | <p><b>Key Question:</b><br/>What can we learn from sacred books?</p> <p align="center">Identify and belonging, Prayer, Worship and Reflection, Symbols</p> | <p><b>Key Question:</b><br/>How do we show we care for others? Why does it matter?</p> <p align="center">Human responsibilities and</p>  | <p><b>Key Question:</b><br/>How do we show we care for the Earth? Why does it matter?</p> <p align="center">Human responsibilities and</p> | <p><b>Key Question:</b><br/>Who is an inspiring person?</p> <p align="center">Beliefs and Practices, Identify and belonging,</p>   | <p><b>Key Question:</b><br/>What is the 'good news' Christians believe Jesus brings?</p> |



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|   |   | and actions,<br>Sources of Wisdom | Values, Justice and<br>Fairness, Ultimate<br>questions  | Values, Justice and<br>Fairness, Ultimate<br>questions | Symbols and<br>actions  | Beliefs and<br>Practices, Sources<br>of Wisdom |
| <b>Links</b>                                |   |                                   |   |  |   |  |
| <b>Science</b>                              | <b>Using Our Senses</b>   |                                   | <b>Plant Detectives</b>   |  | <b>Looking at animals</b>   |  |
| <b>Links</b>                                |   |                                   |   |  |   |  |
| <b>Science – Our Changing World Modules</b> | <p style="text-align: center;"><b>Our Changing World</b></p> <p>Looking at animals and habitats throughout the year (start these lessons before it gets too cold; some are carried out at the end of the year to make a comparison over time)</p> <p>Plants – planting vegetables to create a soup in the Summer term. (The plant section of OCW module should be carried out after the Apprentice Gardener module so that children have the knowledge needed to grow their produce.)</p> <p style="text-align: center;"><i>Some lessons are repeated over the year</i></p> |                                   |   |  |   |  |
| <b>Links</b>                                |   |                                   |   |  |   |  |
| <b>Computing</b>                            | <p><b>Online Safety:</b> attachment, filter, private information, digital footprint, internet, search, email, personal information, secure, sharing</p> <p><b>Coding:</b> action, algorithm, bug, collision detection, button, command, event, background, click events, debug/debugging, execute, implement, interval, properties, instructions, object, run, interaction, output</p> <p><b>Spreadsheets:</b> block graph, copy, drag, label, table, cell, count tool, equals, row, total, column, data, equals tool, speak tool</p>                                       |                                   | <p><b>Questioning:</b> binary tree, field, record, data, pictogram, search, database, question, sort</p> <p><b>Effective Searching:</b> digital footprint, network, web page, domain, search engine, world wide web, internet, web address, web site</p> <p><b>Creating Pictures:</b> art, palette, style, fill, pointillism, impressionism, surrealism</p> |  | <p><b>Making Music:</b> beat, tune, speed, compose, sound effect, tempo, note, soundtrack, volume</p> <p><b>Presenting Ideas:</b> e-book, mind map, presentation, fact file, node, quiz, fiction, non-fiction</p> |  |
| <b>Links</b>                                | Spreadsheets links to mathematics properties of charts and graphs   |                                   | Creating Pictures links to art and design pointillism, impressionism, and surrealism  |  | Making Music links to music key vocabulary: pitch, duration, tempo, timbre, texture, structure  |  |
| <b>Art &amp; Design</b>                     | <p style="text-align: center;"><b>Artist</b></p> <p>Hengki Lee – Exploring silhouettes<br/>Shymchonak – Exploring expressionism and abstract scapes</p>   |                                   | <p style="text-align: center;"><b>Artist</b></p> <p>Leonardo da Vinci – Exploring portraits</p>   |  | <p style="text-align: center;"><b>Artist</b></p> <p>Flickr Hive Mind – Exploring abstracts in charcoal<br/>Seurat &amp; Signac – Exploring pointillism</p>  |  |
| <b>Links</b>                                |   |                                   | Link to science unit of animals including   |  | To develop case study skills  |  |

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|              |   | humans learning about the human body. Progressed from self-portraits to full body drawings. Initial exploration of proportion that will be further developed in KS3.   |   |   |   |  |
| <b>DT</b>    | <b>Structures</b><br>Investigating freestanding structures<br>E.g. playground equipment, a bridge for Billy Goats Gruff, a tower for Jack, furniture for the 3 bears, enclosure for animals     | <b>Food</b><br>Preparing fruit and vegetables (including cooking and nutrition requirements for KS1)<br>E.g. salad, kebab, smoothie  |   | <b>Mechanisms</b><br>Investigating wheels and axles<br>E.g. a push/pull toy, simple car   |   |  |
| <b>Links</b> |   |  |   |   |   |  |
| <b>Music</b> | <b>Music Y1</b><br>Prepare, present, practise rhythms <b>ta</b> and <b>ti-ti</b> (crochet and quaver)<br>Prepare pitches <b>so</b> and <b>mi</b>  | <b>Music Y2</b><br>Prepare, present, practise <b>la</b> pitch<br>Repertoire and prepare rhythm <b>too</b> (minim)  | <b>Music Y1</b><br>Prepare, present, practise pitches <b>so</b> and <b>mi</b><br>Prepare <b>ta</b> rest | <b>Music Y2</b><br>Present, Practise <b>too</b> rhythm<br>Prepare, present, practise <b>duple metre</b>   | <b>Music Y1</b><br>Present, practise <b>ta</b> rest | <b>Music Y2</b><br>Repertoire, prepare <b>do</b> and <b>re</b> pitches |
|              | Developing repertoire of 30 folk songs and rhymes to sing and play  |  |   |   |   |  |
| <b>Links</b> |   |  |   |   |   |  |
| <b>PE</b>    | Gymnastics<br>Dance   | Multi-Sports   |   | Athletics<br>Invasion games   |   |  |
| <b>Links</b> | <i>Links to KS2:</i> <ul style="list-style-type: none"> <li>develop flexibility, strength, technique, control and balance</li> <li>perform dances using a range of movement patterns</li> </ul> | <i>Links to KS2:</i> <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>take part in outdoor and adventurous activity challenges both individually and within a team</li> </ul> |   | <i>Links to KS2:</i> <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> |   |  |
| <b>PHSE</b>  | <b>Being my best</b>  | <b>Rights and Respect</b>  |   | <b>Growing and Changing</b>   |   |  |
| <b>Links</b> |   |  |   |   |   |  |

**Years 3 & 4 A**

| <b>Subject / Term</b> | <b>Autumn Term</b>   |  | <b>Spring Term</b>  |  | <b>Summer Term</b>   |  |
|-----------------------|--|--|---|--|--|--|
| <b>History</b>        | <b>Iron Age Britain</b><br>Prehistoric History - changes in Britain from the Stone Age to the Iron Age eg Iron Age hill forts: tribal kingdoms, farming, art and culture   |  | <b>Anglo Saxons</b><br>Anglo-Saxon invasions, settlements and kingdoms: place names and village life.<br>Anglo-Saxon art and culture  |  | <b>Tudors</b><br>A local history study   |  |
| <b>Links</b>          |  |  |   |  |  |  |
| <b>Geography</b>      | <b>The United Kingdom</b><br>Locational knowledge - name and locate counties and cities of the United Kingdom, 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 |  | <b>Settlements</b><br>Human Geography - types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water |  | <b>Our Hunsdon</b><br>Geographical Skills and fieldwork - 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. |  |
| <b>Links</b>          |  |  |   |  |  |  |
| <b>RE</b>             | <b>Key Question:</b><br>Where, how and why do people worship?<br><br>Belief and Practice, Identity and belonging, Prayer and worship   | <b>Key Question:</b><br>What is the trinity and why is it important for Christians?<br><br>Belief and Practice, Ultimate questions | <b>Key Question:</b><br>How do festivals and family life show what matter to Muslims?<br><br>Belief and Practice, Identity and Belonging, Symbols and actions   | <b>Key Question:</b><br>Why do Christians call the day that Jesus died 'Good Friday'?<br><br>Belief and Practice, Identity and Belonging | <b>Key Question:</b><br>For Christians, what was the impact of Pentecost?<br><br>Symbols and actions, Ultimate questions, Sources of Wisdom  | <b>Key Question:</b><br>How and why do people make the world a better place?<br><br>Beliefs and Practices, Ultimate questions<br><br><b>DD opportunity</b> |
| <b>Links</b>          |  |  |   |  |  |  |
| <b>Science</b>        | <b>The Power of Forces</b>   | <b>Rock Detectives</b>   | <b>Amazing Bodies</b>   | <b>Where Does All That Food Go?</b>  | <b>Good Vibrations</b>   |  |
| <b>Links</b>          |  |  |   |  |  |  |

| Science – Our Changing World Modules | Plants  |   |  |
|--------------------------------------|---|---|--|
| Links                                |   |   |  |
| Computing                            | <p><b>Online Safety:</b> appropriate, password, spoof, vlog, blog, personal information, reputable source, reliable source, website, inappropriate, internet, permission, verify</p> <p><b>Coding:</b> action, background, click event, command, alert, bug, code, debug/debugging, algorithm, button collision detection event, event, nesting, properties, sequence, turtle object, flowchart, input, object, repeat, test, implement, interval, predict, run, scene timer</p> <p><b>Spreadsheets:</b> advance mode, data, less than, pie chart, spreadsheet, bar graph, cell address, columns, more than, quiz tool, table, equals, more than, less than, equals tool, spin tool</p> | <p><b>Touch Typing:</b> posture, keys, space bar, typing</p> <p><b>Email:</b> address book, cc, email, personal information, attachment, communication, inbox, save to draft, bcc, compose, password, trusted contact</p> <p><b>Branching Databases:</b> binary tree, database, branching database, data, debugging</p> | <p><b>Simulation:</b> analysis, modelling, simulation, evaluation, decision</p> <p><b>Graphing:</b> axis, data, row, chart, graph, sorting, column, investigation, tally chart</p> <p><b>Presenting (Google Slides):</b> animation, layer, slide, transition, border properties, media, slideshow, font formatting, presentation, text box, word art</p> |
| Links                                | Spreadsheets links to mathematics properties of pie charts, less than, more than, equals, <>=   | <i>To Do – Branching Databases should link to a previously taught science topic to help children revisit and remember more – e.g. identifying minibeasts or plants</i>  |  |
| Art & Design                         | <p>Artist<br/>Henry Moore – Exploring modern sculpture<br/>Jill Barnes-Dacey – Exploring decoupage</p>  | <p>Artist<br/>Van Gogh – Exploring post impressionism (Starry Night)<br/>Cezanne – Exploring still life, particularly light and dark</p>  | <p>Artist<br/>Turner – Exploring expressive colourisations, imaginative landscapes and turbulent marine paintings<br/>Renoir – Exploring Impressionism</p>   |
| Links                                | <p>Building on knowledge of qualities of materials in Science to create visual representations of objects.<br/>Manipulating materials to create sculpture building on previous knowledge</p>  | Looking at the human form from an artist perspective in contrast to students' current scientific studies.   |  |

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|              | of using found objects. Further exploration of Henry Moore and working in 3 dimensions in year 8 at secondary   |  | Developing observation skills through exploring facial features, scale and proportion.<br>Builds upon colour mixing knowledge throughout Primary phase. Developed further in Landscapes scheme in Year 7.   |   |   |  |
| <b>DT</b>    | <b>Structures</b><br>Investigating shell structures (including computer aided design)<br>E.g. gift box, desk tidy, party box  |  | <b>Food</b><br>Preparing healthy and varied diets (including cooking and nutrition requirements for KS2)<br>E.g. sandwiches, rolls, toasties  |   | <b>Textiles</b><br>Creating 2D and 3D products<br>E.g. purse, pencil case, bag  |  |
| <b>Links</b> |   |  | Links to science work on digestion focused on in 'Where does all that food go?' in Year 3 and 4.<br>Links to food covered in Year 1 and 2, healthy fruit and vegetables.  |   |   |  |
| <b>Music</b> | <b>Music Y3</b><br>Prepare, present, practise <b>do</b> pitch<br>Prepare, <b>tika-tika</b> rhythm   | <b>Music Y4</b><br>Prepare, present, practise <b>ti-tika</b> rhythm<br>Practise repertoire within pentatonic scale | <b>Music Y3</b><br>Present, practise <b>tika-tika</b> rhythm<br>Prepare <b>re</b> pitch   | <b>Music Y4</b><br>Prepare, present, practise <b>do'</b> pitch<br>Prepare <b>syncopa</b> rhythm | <b>Music Y3</b><br>Present, practise <b>re</b> pitch  | <b>Music Y4</b><br>Present, practise <b>syncopa</b> rhythm |
|              | Develop repertoire to 50 folk songs and rhymes within pentatonic scale  |  |   |   |   |  |
| <b>Links</b> |   |  |   |   |   |  |
| <b>PE</b>    | Gymnastics<br>Dance   |  | Multi-Sports  |   | Athletics<br>Invasion games<br>Swimming   |  |
| <b>Links</b> | <i>Links with KS3:</i> <ul style="list-style-type: none"> <li>develop their technique and improve their performance in other competitive sports</li> <li>perform dances using advanced dance techniques within a range of dance styles and forms</li> </ul> |  | <i>Links with KS3:</i> <ul style="list-style-type: none"> <li>take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group</li> </ul> |   | <i>Links with KS3:</i> <ul style="list-style-type: none"> <li>use a range of tactics and strategies to overcome opponents in direct competition through team and individual games</li> <li>develop their technique and improve their performance in other competitive sports</li> </ul> |  |

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|              | <ul style="list-style-type: none"> <li>analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</li> </ul>                               |   | <ul style="list-style-type: none"> <li>take part in competitive sports and activities outside school through community links or sports clubs.</li> </ul>  |  | <ul style="list-style-type: none"> <li>analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</li> </ul> |  |
| <b>PHSE</b>  | <b>Me and my relationships</b>  |   | <b>Valuing Differences</b>  |  | <b>Keeping myself safe</b>  |  |
| <b>Links</b> |   |   |   |  |   |  |
| <b>MFL</b>   | <p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>Numbers to 20</li> <li>Months and Days</li> <li>Oral greetings – name, age and where I live</li> <li>Colours and Clothes</li> </ul> | <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>Numbers to 50</li> <li>Months and Days</li> <li>Written and oral greetings – name, age and where I live</li> <li>Colours and Clothes</li> </ul> | <p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>Food</li> <li>Likes and dislikes</li> <li>Family members</li> <li>Times of the day</li> </ul> | <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>Food</li> <li>Likes and dislikes</li> <li>Family members</li> <li>Times of the day</li> </ul> <p><i>With increasing accuracy in spelling and reading recognition</i></p> | <p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>Animals</li> <li>Weather</li> <li>Possession</li> <li>Parts of the body</li> <li>Transport</li> </ul> | <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>Animals</li> <li>Weather</li> <li>Possession</li> <li>Parts of the body</li> <li>Transport</li> </ul> <p><i>With increased oral fluency. Use vocabulary in relation to the language of position.</i></p> |
| <b>Links</b> |   |   |   |  |   |  |

**Years 3 & 4 B**

| <b>Subject / Term</b> | <b>Autumn Term</b>  |   | <b>Spring Term</b>  |  | <b>Summer Term</b>   |   |
|-----------------------|---|---|---|--|--|---|
| <b>History</b>        | <p align="center"><b>Romans</b><br/>The Roman Empire and its impact on Britain</p>  |   | <p align="center"><b>Vikings</b><br/>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>                                     |  | <p align="center"><b>Victorians</b><br/>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>  |   |
| <b>Links</b>          |   |   |   |  |  |   |
| <b>Geography</b>      | <p align="center"><b>Compare and Contrast</b><br/>Place Knowledge - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country</p> |   | <p align="center"><b>Rainforests</b><br/>Physical Geography - climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> |  | <p align="center"><b>Mapwork</b><br/>Geographical Skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> |   |
| <b>Links</b>          |   |   |   |  |  |   |
| <b>RE</b>             | <p align="center"><b>Key Question:</b><br/>What are deeper meanings of festivals?</p> <p align="center">Belief and Practice, Identity and Belonging, Ultimate Questions</p>   | <p align="center"><b>Key Questions:</b><br/>Why do some people believe life is a journey?<br/>How and why do people mark the significant events of life?<br/>Human responsibilities and Values, Beliefs and Practices</p> | <p align="center"><b>Key Questions:</b><br/>What kind of world did Jesus want?</p> <p align="center">Justice and Fairness, Ultimate Questions</p>                               | <p align="center"><b>Key Question:</b><br/>How is faith expressed in Sikh communities and traditions?</p> <p align="center">Symbols and actions, Sources of Wisdom, Belief and Practices, Prayer, Worship and Reflection</p> | <p align="center"><b>Key Question:</b><br/>How is faith expressed in Hindu communities and traditions?</p> <p align="center">Symbols and actions, Sources of Wisdom, Belief and Practices, Prayer, Worship and Reflection</p>  | <p align="center"><b>Key Question:</b><br/>How and why do people make the world a better place?</p> <p align="center">Beliefs and Practices, Ultimate questions</p> <p align="center"><b>DD opportunity</b></p> |
| <b>Links</b>          |   |   |   |  |  |   |
| <b>Science</b>        | <b>Switched on</b>  | <b>In a State</b>   | <b>How Does Your Garden Grow?</b>   | <b>Can you see me?</b>   | <b>Human Impact</b>  |   |
| <b>Links</b>          |   |   |   |  |  |   |

| Science – Our Changing World Modules | Classifying plants  |  |   |
|--------------------------------------|---|--|---|
| Links                                |   |  |   |
| Computing                            | <p><b>Online Safety:</b> AdFly, collaborate, digital footprint, plagiarism, spam, attachment, cookies, malware, ransomware, virus, citation, copyright, phishing, SMART rules, watermark</p> <p><b>Coding:</b> action, background, command, alert, button, debug/debugging, algorithm, code blocks, design, event, nest implement, repeat until flowchart, if/else statement, object, predict, if statement, input, prompt, repeat, run, properties, timer, selection, sequence, variable</p> <p><b>Spreadsheets:</b> data, format cell, percentage, timer, decimal place, formula wizard, place value, equals tools, line graph, random number tool, spin tool</p> | <p><b>Writing for Different Audiences:</b> campaign, format, font, genre, opinion, reporter, viewpoint</p> <p><b>Logo:</b> debugging, LOGO commands (fd, bk, rt, lt), pen up, grid, multi line mode, prediction, LOGO, pen down, procedure, repeat, run speed, setps, setpc</p> <p><b>Animation:</b> animation, onion skinning, fps (frames per second), pause, frame, stop motion</p> | <p><b>Effective Searching:</b> balanced view, eater eggs, internet, key words, reliability, results page, search engine</p> <p><b>Hardware Investigators:</b> components, CPU, graphics card, hard drive, input, motherboard, network card, output, peripherals, RAM, software</p> <p><b>Making Music:</b> bpm (beats per minute), melody, rhythm, dynamics, pitch, tempo, synths, harmonious, pulse, texture</p> |
| Links                                | Spreadsheets links to mathematics calculating percentages, decimal places, continuous data/line graphs, discrete data/bar charts  | LOGO links to mathematics: angle of turn ( $360/\text{no. of vertices}$ ), properties of regular polygons (e.g. hexagon, heptagon, decagon, dodecagon, icosagon)   | Making Music links to music key vocabulary: pitch, duration, tempo, timbre, texture, structure  |
| Art & Design                         | Artist<br>Eric Joyner – Exploring pop art   | Artist<br>Jackson Pollock – Exploring abstract expressionism<br>Rousseau – Exploring post expressionism and jungle scenes  | Artist<br>Salvador Dali – Exploring surrealism  |
| Links                                | Links to rainforest learning, building on colour theory by introducing the idea of hues, tone and shading. Observing change within a single colour, developing colour theory and understanding.   |  |   |



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| <b>DT</b>    | <b>Electrical systems</b><br>Investigating simple circuits and switches.<br>E.g.light up eyes for an animal/robot,<br>noise making toy   |  | <b>Food</b><br>Celebrating healthy and varied diets<br>(including cooking and nutrition<br>requirements for KS2)<br>E.g. wrap, pittas, pasta salad  |  | <b>Mechanical systems</b><br>Investigating levers and linkages<br>E.g. storybook, information book, poster,<br>greetings card  |   |
| <b>Links</b> |  |  |   |  |  |   |
| <b>Music</b> | <b>Music Y3</b><br>Prepare, present,<br>practise <b>do</b> pitch<br>Prepare, <b>tika-tika</b><br>rhythm  | <b>Music Y4</b><br>Practise repertoire<br>within pentatonic<br>scale   | <b>Music Y3</b><br>Present, practise<br><b>tika-tika</b> rhythm<br>Prepare <b>re</b> pitch  | <b>Music Y4</b><br>Prepare, present,<br>practise <b>do'</b> pitch<br>Prepare <b>syncopa</b><br>rhythm  | <b>Music Y3</b><br>Present, practise <b>re</b><br>pitch  | <b>Music Y4</b><br>Present, practise<br><b>syncopa</b> rhythm   |
|              | Develop repertoire to 50 folk songs and rhymes within pentatonic scale   |  |   |  |  |   |
| <b>Links</b> |  |  |   |  |  |   |
| <b>PE</b>    | Gymnastics<br>Dance  |  | Multi-Sports  |  | Athletics<br>Invasion games<br>Swimming  |   |
| <b>Links</b> | <i>Links with KS3:</i> <ul style="list-style-type: none"> <li>develop their technique and improve their performance in other competitive sports</li> <li>perform dances using advanced dance techniques within a range of dance styles and forms</li> <li>analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</li> </ul> |  | <i>Links with KS3:</i> <ul style="list-style-type: none"> <li>take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group</li> <li>take part in competitive sports and activities outside school through community links or sports clubs.</li> </ul> |  | <i>Links with KS3:</i> <ul style="list-style-type: none"> <li>use a range of tactics and strategies to overcome opponents in direct competition through team and individual games</li> <li>develop their technique and improve their performance in other competitive sports</li> <li>analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</li> </ul> |   |
| <b>PHSE</b>  | <b>Being my best</b>   |  | <b>Rights and Respect</b>   |  | <b>Growing and Changing</b>  |   |
| <b>Links</b> |  |  |   |  |  |   |
| <b>MFL</b>   | <b>Year 3</b> <ul style="list-style-type: none"> <li>Numbers to 20</li> <li>Months and Days</li> </ul>   | <b>Year 4</b> <ul style="list-style-type: none"> <li>Numbers to 50</li> <li>Months and Days</li> <li>Written and oral greetings –</li> </ul> | <b>Year 3</b> <ul style="list-style-type: none"> <li>Food</li> <li>Likes and dislikes</li> <li>Family members</li> <li>Times of the day</li> </ul>  | <b>Year 4</b> <ul style="list-style-type: none"> <li>Food</li> <li>Likes and dislikes</li> <li>Family members</li> <li>Times of the day</li> </ul> | <b>Year 3</b> <ul style="list-style-type: none"> <li>Animals</li> <li>Weather</li> <li>Possession</li> <li>Parts of the body</li> </ul>  | <b>Year 4</b> <ul style="list-style-type: none"> <li>Animals</li> <li>Weather</li> <li>Possession</li> <li>Parts of the body</li> </ul> |

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|              | <ul style="list-style-type: none"> <li>• Oral greetings – name, age and where I live</li> <li>• Colours and Clothes</li> </ul> | <ul style="list-style-type: none"> <li>name, age and where I live</li> <li>• Colours and Clothes</li> </ul> |  | <i>With increasing accuracy in spelling and reading recognition</i> | <ul style="list-style-type: none"> <li>• Transport</li> </ul> | <ul style="list-style-type: none"> <li>• Transport</li> </ul> <i>With increased oral fluency. Use vocabulary in relation to the language of position.</i> |
| <b>Links</b> |  |   |  |   |   |   |

**Years 5 & 6 A**

| <b>Subject / Term</b>                       | <b>Autumn Term</b>   |                            | <b>Spring Term</b>  |                    | <b>Summer Term</b>  |                           |
|---|--|----------------------------|---|--------------------|---|---------------------------|
| <b>History</b>                              | <b>World War I</b><br>A local history study  |                            | <b>Ancient Greece</b><br>A study of Greek life and achievements and their influence on the western world                                  |                    |   |                           |
| <b>Links</b>                                | Geography map work<br>English – Guided reading text – War Horse  |                            |   |                    |   |                           |
| <b>Geography</b>                            | <b>Mapwork</b><br>Locational knowledge - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities |                            |   |                    | <b>Biomes</b><br>Physical Geography - climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle                                 |                           |
| <b>Links</b>                                |  |                            |   |                    |   |                           |
| <b>RE</b>                                   | <b>Sources of wisdom</b> - What defines wisdom? What are the sources of wisdom in different religions? Significance of the Lord's Prayer. Role of the Dalai Lama.<br><b>Beliefs and Practices</b> - Sacred and Secular Christmas. Is Christmas only for Christians?                    |                            | <b>Ultimate Questions</b><br>Creation and perfection.<br>What is heaven?<br>What or who is God?   |                    | <b>Symbols and Actions</b><br>Religious faith is expressed through creative arts.<br>What do Passover and Easter have in common?<br>How are lights/water/food/bells/tress symbolic? |                           |
| <b>Links</b>                                |  |                            |   |                    |   |                           |
| <b>Science</b>                              | <b>Nature library</b>  | <b>Light up your world</b> | <b>Body Pump</b>  | <b>Body Health</b> | <b>Danger! Low voltage</b>  | <b>Everything changes</b> |
| <b>Links</b>                                |  |                            |   |                    |   |                           |
| <b>Science – Our Changing World Modules</b> | <b>Animals</b>   |                            |   |                    |   |                           |
| <b>Links</b>                                |  |                            |   |                    |   |                           |
| <b>Computing</b>                            | <b>Online Safety:</b> citation, copyright, identify theft, PEGI ratings, password, reliable source, collaborate, creative commons  |                            | <b>Databases:</b> arrange, collaborative, field, database report, sort, avatar, data, group, statistics, chart, database, records, search |                    | <b>Concept Maps:</b> concept, collaborate, story mode, concept map, node, connection, presentation mode   |                           |

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|                         | <p>license, malware, personal information, SMART rules, communication, encrypt, ownership, phishing, spoof, validity</p> <p><b>Coding:</b> abstraction, concatenation, efficient, action, debug/debugging, flowchart, algorithm. Decomposition, event, nesting, physical system, function, object, properties, selection, input, output, repeat, sequence, simplify, timer, variable</p> <p><b>Spreadsheets:</b> rows, data, advance mode, formula wizard, spreadsheet, format, how many tool, variable, columns, formula, formula bar, totalling tool</p> | <p><b>Game Creator:</b> evaluation, instructions, scene, feedback, promotion, screenshot, image, quest, texture, theme</p> <p><b>3D Modelling:</b> 2d, 3d, CAD (computer-aided design) pattern fill, design brief, points, 3d printing, net, template</p> | <p><b>Word Processing (Google Docs):</b> bulleted list, copy, paste, cursor, hyperlink, formatting, word processing tool, caps lock, copyright, document, merge cells, text wrapping, captions, creative commons, font, page orientation, readability, word art</p> |
| <b>Links</b>            |  | 3D Modelling links to D&T design process, design brief  |   |
| <b>Art &amp; Design</b> | <p>Artist<br/>Georgia O’Keeffe - <i>What part of the flower is it?</i><br/>Observational drawing<br/>Use of pencil, charcoal and paint<br/>Complimenting colours</p>   | <p>Artist<br/>Kandinsky – Exploring space and shape<br/>Outsider artists</p>  | <p>Artist<br/>Andy Warhol – Exploring pop art</p>   |
| <b>Links</b>            | <p>Develop an awareness of alternative methods to create art work. Overcoming disability and challenge to create art. Introduction to freedom of visual expression and experimentation through alternative techniques/methods.</p>   | <p>Colour mixing and shapes linked to Maths &amp; Expressive Arts and Design. Recognising and naming shapes and colours. Builds on previous introduction of primary and secondary colours and shapes.</p>   | <p>Link to DT through fabric printing. Introduction to printing techniques and popular culture. Building on portrait knowledge and stylistic use of colour.</p>   |
| <b>DT</b>               | <p><b>Food</b><br/>Celebrating culture and seasonality (including cooking and nutrition requirements for KS2)<br/>E.g. bread, pizza</p>  | <p><b>Textiles</b><br/>Combining different fabric shapes (including computer aided design)<br/>E.g. tablet case, mobile phone carrier, slippers, fabric advent calendar, door stop</p>  | <p><b>Electrical systems</b><br/>Investigating more complex switches and systems (including programming and control)<br/>E.g. electrical board game/alarm for an artefact or school building</p>  |
| <b>Links</b>            |  |   | Science – Electricity   |

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| <b>Music</b>          | <b>Music Y5</b><br>Prepare, present, practise <b>la, and so,</b> pitches<br>Prepare, <b>tam-ti</b> rhythm   | <b>Music Y6</b><br>Prepare, present, practise <b>ti</b> pitch<br>Prepare, present, practice <b>compound time</b>  | <b>Music Y5</b><br>Present, practise <b>tam-ti</b> rhythm<br>Prepare, present, practise <b>tim-ka</b> rhythm<br>Prepare <b>fa</b> pitch  | <b>Music Y6</b><br>Practise <b>compound time</b>   | <b>Music Y5</b><br>Present, practise <b>fa</b> pitch   | <b>Music Y6</b><br>Consolidation   |
|                       | Develop repertoire to 80 folk songs and rhymes within pentatonic scale  |   |  |  |  |  |
| <b>Links</b>          |   |   |  |  |  |  |
| <b>PE</b>             | Net/Court/Wall games  |   | Dance<br>Athletics   |  | Gymnastics<br>Invasion games<br>Swimming   |  |
| <b>Links</b>          |   |   |  |  |  |  |
| <b>PHSE</b>           | <b>Me and my relationships</b>  |   | <b>Valuing Differences</b>   |  | <b>Keeping myself safe</b>   |  |
| <b>Links</b>          |   |   |  |  |  |  |
| <b>Guided Reading</b> | War Horse (WWI)   |   | The Ghost of Thomas Kempe  |  | Street Child   |  |
| <b>MFL</b>            | <b>Year 5</b> <ul style="list-style-type: none"> <li>Numbers to 100</li> <li>Count in 10s</li> <li>Detailed oral and written description of self – name, age and where I live, family</li> <li>Colours and Clothes relating to individual people.</li> <li>Weather</li> </ul> | <b>Year 6</b> <ul style="list-style-type: none"> <li>Numbers to 999</li> <li>Count in 10s</li> <li>Detailed oral and written description of self – name, age and where I live, family using spontaneous conversation</li> <li>Colours and Clothes relating to individual people – written and oral.</li> <li>Weather</li> </ul> | <b>Year 5</b> <ul style="list-style-type: none"> <li>Food + ordering in a shop/restaurant</li> <li>Likes and dislikes</li> <li>Family members</li> <li>Times of the day</li> <li>Days of the week, months of the year</li> <li>Make links between topics</li> <li>Read and understand sentences</li> </ul> | <b>Year 6</b> <ul style="list-style-type: none"> <li>Food + ordering in a shop/restaurant</li> <li>Likes and dislikes</li> <li>Family members with increased use of adjectives</li> <li>Times of the day</li> <li>Days of the week, months of the year</li> <li>Make links between topic.</li> <li>Read and understand increasingly</li> </ul> | <b>Year 5</b> <ul style="list-style-type: none"> <li>Animals</li> <li>Positional language</li> <li>Parts of the body</li> <li>Transport</li> </ul> | <b>Year 6</b> <ul style="list-style-type: none"> <li>Animals</li> <li>Positional language</li> <li>Parts of the body</li> <li>Transport</li> </ul> <p><i>Increased use of description.<br/>Increased fluency in written and oral, including spelling.<br/>Conversation is much more spontaneous.</i></p> |

|                          |   |  |   |                   |  |  |
|--------------------------|---|--|---|-------------------|--|--|
|                          |   |  |   | complex sentences |  |  |
| <b>Links</b>             |   |  |   |                   |  |  |
| <b>Years 5 &amp; 6 B</b> |   |  |   |                   |  |  |
| <b>Subject / Term</b>    | <b>Autumn Term</b>  |  | <b>Spring Term</b>  |                   | <b>Summer Term</b>   |  |
| <b>History</b>           | <b>World War II</b><br>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066  |  | <b>Ancient Egypt</b><br>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one  |                   | <b>Mayan Civilization c. AD 900</b><br>A non-European society that provides contrasts with British   |  |
| <b>Links</b>             | RE – Justice and Fairness<br>English – Guided reading text L, W and W   |  |   |                   | Geography - Americas   |  |
| <b>Geography</b>         |   |  | <b>Globe-work</b><br>Locational Knowledge - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) |                   | <b>Compare and Contrast</b><br>Place Knowledge - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America |  |
| <b>Links</b>             |   |  |   |                   | History - Maya   |  |
| <b>RE</b>                | <b>Beliefs and Practices</b><br>What does it mean to be a Christian/ Jew/ Buddhist today?<br>Pilgrimages, Festivals – including Christmas, Wesak, Rosh Hashannah, Baptisms<br>How do Humanists mark birth, death?<br><b>Justice and Fairness</b><br>What is a good life? How do different religions define justice and fairness?<br>Prejudices and rights.<br>Introduction to The Holocaust |  | <b>Prayer, worship and reflection</b><br>Meditation, reflection and prayer in different religions and world views.  |                   | <b>Identity and Belonging</b><br>Understanding the challenges of individual commitment to a faith or belief. Examine the role of religious leadership and why belonging to a religious community may bring value to our lives.       |  |
| <b>Links</b>             | History – WWII – Holocaust  |  |   |                   |  |  |

| Science                              | Circle of life  | The Earth and beyond | Get sorted | Everyday materials  | Marvellous mixtures | All change! | Feel the force  | Reproduction in plants and animals |
|--------------------------------------|---|----------------------|------------|---|---------------------|-------------|---|------------------------------------|
| Links                                |   |                      |            |   |                     |             |   |                                    |
| Science – Our Changing World Modules | <b>Plants</b><br>This module results in plants being grown by pupils for a ‘produce sale’ or similar event in the Summer term. It must be planned so that produce will be planted and ready in time.  |                      |            |   |                     |             |   |                                    |
| Links                                |   |                      |            |   |                     |             |   |                                    |
| Computing                            | <p><b>Online Safety:</b> data analysis, location sharing, phishing, digital footprint, password, print screen, secure websites, inappropriate, PEGI rating, screen time, spoof</p> <p><b>Coding:</b> action, co-ordinates, execute/run, algorithm, event, command, decomposition, debug/debugging, flowchart, function, object, procedure, selection, input, properties, sequence, simulation, launch command, output, predict, repeat, repeat until, variable</p> <p><b>Spreadsheets:</b> rows, data, spreadsheet, columns, formula, advance mode, count tool, format cell, move cell tool, budget, dice tool, formula bar, probability, chart, formula wizard, profit</p> |                      |            | <p><b>Blogging:</b> approval, blog post, archive, collaborate, vlog, blog, commenting</p> <p><b>Text Adventures:</b> planning, sprite, text-based</p> <p><b>Networks:</b> hub/switch, network, wide area network (WAN), internet, world wide web, local area network (LAN), router, Wi-Fi</p> |                     |             | <p><b>Quizzing:</b> sequencing, grouping and sorting, multiple-choice, labelling, audience</p> <p><b>Binary:</b> base 2m nibble, byte, kilobyte, megabyte, gigabyte, terabyte, bit, digit, internet, switch, base 10, transistor, machine code, variable</p> <p><b>Spreadsheets (Google Sheets):</b> autofit, chart, conditional formatting, formulae, horizontal axis, spreadsheet, cell, column, data, formula bar, range, vertical axis, cell reference, computational model, delimiter, graph, row, text wrapping</p> |                                    |
| Links                                | Spreadsheets links to mathematics probability   |                      |            |   |                     |             | Spreadsheets links to mathematics properties of charts and graphs   |                                    |
| Art & Design                         | <p style="text-align: center;">Artist<br/>Raymond Campbell/Cezane – Exploring still life, particularly, light, dark, form and colour</p> <p style="text-align: center;">Henry Fraser - Knowledge of artist’s techniques &amp; comparison to others<br/>Perseverance, patience and resilience development</p>  |                      |            | <p style="text-align: center;">Artist<br/>Matisse – Exploring Fauvism, colour and fluidity</p>  |                     |             | <p style="text-align: center;">Artist<br/>Banksy - Exploring graffiti art</p>   |                                    |

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| <b>Links</b>          | Links to current plant learning in Science.<br>Developing use of colour and tone by looking at the colours and shapes of the plants.<br>Builds on prior knowledge of colour theory from Henri Rousseau. |  | Collage linked to Expressive Arts and Design, experiment with design, texture, form and combine/change materials.<br>Exploration of materials and introduction to mixed media, through experimentation with manipulation of 2D materials to alter their existing state.<br>Improving dexterity and exploring different media to develop an awareness of the effect of manipulation. |  | Links to crime and punishment in History, introducing storytelling and developing a personal response to political or social issues.<br>Develop practice of using flat colour in design work. |                                  |
| <b>DT</b>             | <b>Structures</b><br>Investigating frame structures<br>E.g. playground/bus shelter, market stall, tent, gazebo, kite  |  | <b>Food</b><br>Celebrating culture and seasonality (including cooking and nutrition requirements for KS2)<br>E.g. soup, biscuits, scones  |  | <b>Mechanical systems</b><br>Investigating pulleys or gears<br>E.g. fairground rides carousel, ferris wheel/controllable toy vehicle, dragster car  |                                  |
| <b>Links</b>          |   |  |   |  |   |                                  |
| <b>Music</b>          | <b>Music Y5</b><br>Prepare, present, practise <b>la, and so,</b> pitches<br>Prepare, <b>tam-ti</b> rhythm   | <b>Music Y6</b><br>Prepare, present, practise <b>ti</b> pitch<br>Prepare, present, practise <b>compound time</b> | <b>Music Y5</b><br>Present, practise <b>tam-ti</b> rhythm<br>Prepare, present, practise <b>tim-ka</b> rhythm<br>Prepare <b>fa</b> pitch   | <b>Music Y6</b><br>Practise <b>compound time</b> | <b>Music Y5</b><br>Present, practise <b>fa</b> pitch  | <b>Music Y6</b><br>Consolidation |
|                       | Develop repertoire to 80 folk songs and rhymes within pentatonic scale  |  |   |  |   |                                  |
| <b>Links</b>          |   |  |   |  |   |                                  |
| <b>PE</b>             | Net/Court/Wall games  |  | Dance<br>Athletics  |  | Gymnastics<br>Invasion games<br>Swimming  |                                  |
| <b>Links</b>          |   |  |   |  |   |                                  |
| <b>PHSE</b>           | <b>Being my best</b>  |  | <b>Rights and Respect</b>   |  | <b>Growing and Changing</b>   |                                  |
| <b>Links</b>          |   |  |   |  |   |                                  |
| <b>Guided Reading</b> | The Lion, The Witch and The Wardrobe (WWII)   |  | Kit's Wilderness  |  | Harry Potter and The Philosopher's Stone  |                                  |
| <b>MFL</b>            | <b>Year 5</b><br>• Numbers to 100   | <b>Year 6</b><br>• Numbers to 999  | <b>Year 5</b>   | <b>Year 6</b>                                    | <b>Year 5</b><br>• Animals  | <b>Year 6</b><br>• Animals       |



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|--------------|--|--|--|--|---|---|
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| <b>Links</b> |  |  |  |  |   |   |