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| **Year Reception** | | | | | | | |
| **Term** | | Autumn | | Spring | | Summer | |
| **Topic Name** | | All About Me! | | Journeys | | Adventures | |
| **Literacy Texts – Cycle A** | | **The Gingerbread Man**  Mara Alphin  **I’m Going to Eat that Ant!**  By Chris Naylor-Ballesteros | | **The Naughty Bus**  By Jan and Jerry Orke  **The Journey Home**  By Emma Levey | | **Silly Doggy**  By Adam Stower  **Supertato**  By Sue Hendra | |
| **Literacy Texts – Cycle B** | | **Peace at Last**  Jill Murphy  **The Three Little Pigs**  Mara Alperin | | **Let’s Creep through Crocodile Creek**  By Jonny Lambert  **The Pirates are Coming**  By John Condon | | **Gigantosaurus**  By Jonny Duddle  **The Sea Saw**  By Tom Percival | |
| **PRIME AREAS OF LEARNING** | | | | | | | |
| **Area of Learning** | **Aspect** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Communication and Language** |  | Talk about their likes/dislikes. Speak in a full sentence Listening and Attention Focus on an activity for a short period of time. | Use language to communicate and explain how they are feeling and what they want to do. | Listen and respond to stories with increasing attention. | Following instructions and recalling instructions given. Listen and respond to peers and adults. | Speaking skills. Organise talk and sequence ideas together to express opinions about their interests. | Answering ‘how’ and ‘why’ questions. Listen to others’ opinions. |
| **Physical Development** | **Moving and Handling** | **PE Value:** Perseverance  **Multi Skills:**  Throwing and catching.  **Dance:**  Different ways of moving.  **Basic skills•** Experiments with • Handles tools, objects, construction and malleable materials safely and with • Begins to form recognisable | **PE Value:**  Commitment  **Multi Skills:**  Pushing, Kicking and striking.  **Dance:**  Performing and building repertoires.  **Basic skills** Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. | **PE Value:**  Sportsperson ship  **Games:**  Racing, Chasing and dodging.  **Gym:**  Balancing, direction changing, jumping and landing. | **PE Value:**  Teamwork  **Games:**  Teamwork and obstacles. (consolidate multi skills).  **Gym:**  Under and over, through and climbing (build sequences and perform). | **PE Value:**  Respect  **Summer school sports:**  Running and jumping.  **Games:**  Striking and aiming. | **PE Value:**  Resilience  **Summer school sports:**  Balancing and throwing.  **Games:**  Throwing and catching. |
| **Health and Self Care** |  | Eats a healthy range of foodstuffs and understands need for variety in food | Dresses and undresses independently | How to stay safe. | How to stay healthy. |  |
| **Personal Social and Emotional Development** | **Relationships Education, Health Education and Wider PSHE** | **Me & My Relationships:**  What makes me special.  People close to me.  Getting help. | **Valuing Difference:**  Similarities and difference.  Celebrating difference.  Showing kindness. | **Keeping Myself Safe:**  Keeping my body safe.  Safe secrets and touches.  People who help to keep us safe. | **Right & Responsibilities:**  Looking after things:  Friends  Environment  Money. | **Being My Best:**  Keeping my body healthy – food, exercise, sleep. Growth Mindset | **Growing & Changing:**  Cycles.  Life stages. |
| **No Outsiders** | **Book:**  You Choose  **Theme:**  To say what you think | **Book:**  Red Rockets & Rainbow Jelly  **Theme:**  To understand that it’s OK to like different things | **Book:**  Blue Chameleon  **Theme:**  To make friends with someone different | **Book:**  The Family Book  **Theme:**  To understand that all families are different | **Book:**  Mommy, Mama & Me  **Theme:**  To celebrate my family |  |
| **SPECIFIC AREAS OF LEARNING** | | | | | | | |
| **Literacy Development**  Reading  Writing |  | **Retell and Labels**  To depict the main events of the story using between 3 and 5 images. Pupils to mark make next to each image explaining what is happening. | **Non-Fiction – Labels/Captions**  To label a plan and attempt to write a simple caption | **Recount**  To create a new journey for the Naughty Bus by creating a story map and writing captions/sentences describing the journey of the bus | **Fiction – Journey story**  To retell/rewrite the story | **Narrative – Friendship story**  To rewrite the story | **Fiction – Rewrite**  To rewrite the story |
| **Mathematical Development**  Number  Shape Space and Measure | **Maths** | White Rose Maths  Getting to Know Me  Just Like Me! | White Rose Maths  It’s Me 1, 2, 3!  Light and Dark | White Rose Maths  Alive is 5!  Growing 6, 7 & 8 | White Rose Maths  Building 9 and 10  Consolidation | White Rose Maths  To Twenty and Beyond  First, Then, Now | White Rose Maths  Find My Pattern  On the Move |
| **Knowledge and Understanding of the World** | **The World:**  **Science** | Seasons Changing | Houses and Materials | Growth and Change  To identify changes in the environment linked to Spring.  Comparing animals – hibernation  Changing Materials – liquid – solid - liquid | Floating and Sinking Growing – planting seeds ready for the Summer term. | Growing and planting  Caring for plants  Life cycles: bees, butterflies, frogs. | Growing and planting  Keeping Healthy |
| **The World:**  **Geography** |  | Mapping Where we Live – Route from Home to School | Weather/Seasons |  | Types of weather | Park visit – Mapping our Route  Changes in weather  Changes in the environment. |
| **People and Community:**  **History** | Comparison from Baby to Now. | Bonfire night |  | Transport – compare how transport has changed over time. |  |  |
| **People and Community:**  **Religious Education** | Belonging/Special People  Harvest Festival | Diwali Festival  Remembrance Day  Christmas | New Life  Shrove Tuesday  Valentine's Day  Chinese New Year | Mother's Day  Easter | Story Time | Special Places |
| **Expressive Arts and Design**  Exploring Media and Materials  Being Imaginative | **Art & Design** | **DRAWING UNIT**  **Final Piece:**  Self-portrait. with printed designs on top using natural materials.  **Cross-curricular Link:**  Links to ‘Health and Relationships’ unit ‘Me and my Relationships’.  **Artists:**  \*Amy Blackwell (artist and illustrator).  \*Andy Warhol.  **Media used:**  Pencil and ready mixed paint. |  | **SCULPTURE UNIT**  **Final Piece:**  CYCLE A: Salt dough crocodile  CYCLE B: Salt dough fish  **Cross-curricular Link:**  CYCLE A: Links to crocodile in literacy text ‘Let’s Creep through Crocodile Creek’.  CYCLE B: Links to crocodile in literacy text ‘The Pirates are Coming’.  **Great Sculptors:**  CYCLE A:  CYCLE B:  **Medium used:**  Salt dough |  | **PAINTING UNIT**  **Final Piece:**  Flowers using watercolours, incorporating colour mixing    **Cross-curricular Link:**  Understanding of the World    **Artist:**  Marney Ward  **Medium used:**  Watercolours | **PRINTING UNIT**    **Final Piece:**  Monoprint of blue whale (one copy of image / linked to mark making)  **Endangered Animal:** Blue Whale  25,000 remaining  **Environmental Issue:**  Plastic Pollution  **Technique:**  \*Tin foil over cardboard.  \*Paint thin layer on tin foil (ocean blues and greens).  \*Use cotton bud to draw whale.  \*Press paper on top.  \*Wipe off paint and repeat.  **Printmaker:** |
| **Design & Technology** |  | **Moving mechanism unit:**  **Pop-up cards**  To make a pop-up Christmas card.  Use double cuts and continuous double cuts to get the chosen Christmas elements to pop up. |  | **Cooking & nutrition:**  **Linked to Literacy Text** ‘The Pirates are Coming’  **Pirate Pancakes**  To handle food safely and using tools with control and co-ordination. The children will try different fruits and design their own fruit pancake. |  |  |
| **Music** | * **Me:** * Nursery rhymes and action songs * Pat-a-cake * 1,2,3,4,5 * Once I Caught A Fish Alive * This Old Man * Five Little Ducks * Name song * Things for fingers * Growing * Homes * Colour * Toys * How I look | * **My Stories:** * Nursery rhymes and action songs * I’m A Little Teapot * The Grand Old Duke of York * Ring O’ Roses * Hickory Dickory Dock * Not Too Difficult * The ABC Song * Using your imagination * Christmas * Festivals * Fairies * Pirates * Treasure * Superheroes * Let’s Pretend * Once upon a time | * **Everyone:** * Nursery rhymes and action songs * Wind the Bobbin Up * Rock-a-bye Baby * Five Little Monkeys Jumping on the Bed * Twinkle Twinkle * If You're Happy and You Know It * Head, Shoulders, Knees and Toes * Family * Friends * People * Music from around the world | * **Our World:** * Nursery rhymes and action songs * Old Macdonald * Incy Wincy Spider * Baa Baa Black Sheep * Row, Row, Row Your Boat * The Wheels on the Bus * The Hokey Cokey * Animals * Jungle * Minibeasts * Night and day * Sand and water * Seaside * Seasons * Weather * Sea * Space | * **Big Bear Funk:** * Transitional unit to prepare for Year 1 | * **Reflect, Rewind & Replay:** * Classical * The history of music, look back and consolidate your learning, learn some of the language of music. |
| * Enhancements * Educational visits Celebrations Memorable Experiences Outdoor opportunities | |  | * **Outdoor Opportunities:** |  |  |  |  |

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| **Year 1** | | | | | | |
| Term | **Autumn** | | **Spring** | | **Summer** | |
| Topic Name | **Near, Far, Wherever You Are!** | | **The Truth Behind the Tooth!** | | **Toys, Telescopes & Teddies!** | |
| English | Lost and Found | Nibbles | The Lion Inside | The Curious Case of the Missing Mammoth | Toys in Space | Goldilocks And Just The One Bear |
| Maths | Place Value  Addition | Subtraction  Shape  Place Value | Addition & Subtraction  Place Value | Length & Height  Weight & Volume | Multiplication & Division  Fractions  Position & Direction | Place Value  Money  Time |
| Science | **Plants:**  Identify common wild and garden plants inc deciduous and evergreen. | **Plants:**  Identify and describe basic structure of flowering plants in trees. | **Animals inc humans:**   * Naming in groups * Herbivores/carnivores… * Basic parts of human body | | **Everyday materials**:   * Name * Properties * Grouping and comparing   Link with teddy bears history. |  |
| Linked to seasonal changes | |
| Geography |  | **Our Local Area**  What's it like where we live? | **Animals and their Habitats**  Where do our favourite animals live? |  |  | **People and their Communities**  Where in the world do these people live? |
| History | **The Greatest Explorers**  Who were the greatest explorers? |  |  | **My Family History**  What was life like when our grandparents were children? | **Great Inventions – Transport**  How did the first flight change the world/Why were the Rainhill trials important? |  |
| Art & Design | **DRAWING UNIT**  **Final Piece:**  Seascape.  **Cross-curricular Link:**  Links to literacy text ‘Lost and Found’.  **Artists:**  \*Winslow Homer, ‘Gloucester Harbor’.  \*Keith Nash (British marine and landscape artist).  **Medium used:**  Pencil |  | **SCULPTURE UNIT**  **Final Piece:**  African animal masks.  **Cross-curricular Link:** Links to African animals in literacy text ‘The Lion Inside’, continents in geography and animals in science.  **Great Sculptors:**  Explore African tribes and how and why they make African animal masks.  **Medium used:**  Papier-mâché with embossed areas to create facial features. |  | **PAINTING UNIT**  **Final Piece:**  Astronaut painting  **Cross-curricular Link:**  Links to space in literacy text ‘Toys in Space’ and Neil Armstrong in history. **Artist:**  Alan Bean (a Lunar Module Pilot of Apollo 12 and the fourth man to set foot on the moon. He went on to create artwork inspired by his spaceflights).  **Media used:**  Ready mixed paint  Black sharpie pens | **PRINTING UNIT**  **Final Piece:**  Monoprint of turtle  (one copy of image / linked to mark making)  **Endangered Animal:**  Hawksbill Turtle  57,000 remaining  **Environmental Issue:**  Hunted for their shell by illegal wildlife trade.  **Technique:**  \*Colour in paper with rainbow wax crayons.  \*Paint over the top with black paint mixed with washing up liquid.  \*Trace the image on top.  \*Etch off the paint, revealing the oil pastels  **Printmaker:**  Andy Warhol |
| Design Tech |  | **Moving mechanism unit:**  **Levers and sliders**  Link to ‘Nibbles the Book Monster’.  Nibbles running away from a character. |  | **Cooking & nutrition:**  Make mammoth shaped fruit and vegetable salads.  **Skill:**  Cutting |  |  |
| PE | **PE Value:**  Perseverance  Gym – body management  Games – Locomotion | **PE Value:**  Commitment  Dance – Interpretive Dance  Athletics - Indoor | **PE Value:**  Sportspersonship  Gym- Floor  Games – Net/Wall | **PE Value:**  Teamwork  Gym - Flight  Games – Object Control | **PE Value:**  Respect  Dance – Performance Dance  Games – Sending & Receiving | **PE Value:**  Resilience  Games – Sending & Receiving  Games – Locomotion |
| Music | **Hey You**  Old School Hip-Hop  How pulse, rhythm and pitch work together | **Rhythm in the way we walk and the Banana Rap**  Reggae  Pulse, rhythm and pitch, rapping, dancing and singing | **In the grove**  Blues, baroque, latin, bhangra, folk and funk  How to be in the groove with different styles of music | **Round and round**  Bossa Nova  Pulse, rhythm and pitch in different styles of music | **Your imagination**  Pop  Using your imagination | **Reflect, Rewind & Replay**  Classical  The history of music, look back and consolidate your learning, learn some of the language of music. |
| Computing | **Technology**  **around us**  Recognising technology  in school and using  it responsibly. | **Digital**  **Painting**  Choosing appropriate  tools in a program  to create art, and  making comparisons  with working  non-digitally. | **Moving**  **a robot**  Writing short  algorithms and  programs for floor  robots, and predicting  program outcomes. | **Grouping**  **data**  Exploring object  labels, then using  them to sort and  group objects by  properties | **Digital**  **Writing**  Using a computer  to create and format  text, before  comparing to writing  non-digitally. | **Programming**  **animations**  Designing and  programming the  movement of a  character on screen  to tell stories. |
| RE | **Christianity:**  What does it mean to belong? | **Christianity:**  Why is Christmas celebrated by Christians? | **Christianity:**  What do we think about how the world was made and how should we look after it? | **Free Choice (must include input on Humanism):**  What is respect?  Linking RE to No Outsiders project.  Handling artefacts with respect. | **Islam:**  How and why are Allah and Muhammad (PBUH) important to Muslims? | **Islam:**  How do Muslims express new beginnings? |
| Relationships Education, Health Education and Wider PSHE | **Me & My Relationships:**  Feelings.  Getting help.  Classroom rules. | **Valuing Difference:**  Recognising, valuing and celebrating difference.  Developing tolerance and respect. | **Keeping Myself Safe:**  How our feelings can keep us safe.  Keeping healthy.  Medicine safety. | **Right & Responsibilities:**  Taking care of things:  Myself  My money  My environment. | **Being My Best:**  Growth Mindset.  Keeping by body healthy. | **Growing & Changing:**  Getting help.  Becoming independent.  My body parts. |
| No Outsiders | **Book:**  Elmer  **Theme:**  To like the way I am | **Book:**  Then Little Pirates  **Theme:**  To play with girls and boys | **Book:**  My Grandpa is Amazing  **Theme:**  To recognise that people are different ages | **Book:**  Max the Champion  **Theme:**  To understand that our bodies work in different ways | **Book:**  My World, Your World  **Theme:**  To understand that we share the world with different people |  |
| Enhancements  Educational visits Celebrations Memorable Experiences Outdoor opportunities | **Outdoor Opportunities:**   * Natures Nook tree recognition, leaf identification and bark rubbings. * Hide and seeking games. * Treasure hunts linked to lost and found book. * Kingsley school map work and map reading – basic orienteering opportunity. * Making sensory maps using material found along route. | **Outdoor Opportunities:**   * Exploring and dissecting plants and flowers from Natures Nook. * Tree planting. | **Outdoor Opportunities:**   * Addition and subtraction using bundles of sticks from Natures Nook. * Measuring footprints in the mud. * Play herbivores, omnivores and carnivore game in Natures Nook (chasing game where children are put into three groups with bibs – green herbivores, yellow omnivores and red carnivores. Herbivores hide and the others catch them to ‘eat them’). |  |  | **Outdoor Opportunities:**   * Goldilocks role play and drama in the woods. * Building bear shelters. * Bear hunt in Natures Nook (teacher to plant clues e.g. bear poo, claw marks, footprints etc.). |

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| **Year 2** | | | | | | |
| Term | **Autumn** | | **Spring** | | **Summer** | |
| Topic Name | **Near, Far, Wherever**  **You Are!** | **Panic on Pudding Lane!** | **Trails, Scales and Tails!** | **Toy Time Travellers!** | **Roots, Shoots & Muddy Boots!** | |
| English | Troll Swap | Owl Who Was Afraid of the Dark | Dragon Machine | Major Glad, Major Dizzy | Last Wolf | Grandad’s Secret Giant |
| Maths | Place Value  Addition & Subtraction | Money  Multiplication & Division | Multiplication & Division  Statistics  Properties of Shape | Fractions  Length & Height | Position & Direction  Problem Solving  Time | Mass  Capacity  Temperature  Investigations |
| Science | **Animals inc humans:**   * Offspring * Basic needs for survival * Importance of exercise & hygiene |  | **Living things & habitats:**   * Differences between living, dead and never alive * Basic needs and their habitats inc microhabitats * Food chains | **Everyday Materials**: (link to toys from literacy text)   * Suitability of materials * How solid objects change   \*Make links back to Dragon Machine too | **Plants:**   * Observe and describe how seeds grow into mature plants * Describe what plants need to stay healthy | |
| Geography | **Seasons**  What are seasons? |  | **Journeys – Food**  Where does our food come from? |  | **Our Wonderful World**  What are the seven wonders of our world? |  |
| History |  | **Great Fire of London & Bonfire Night**  - Should we still celebrate Bonfire Night/Did the Great Fire make London a better or worse place? |  | **Holidays**  How have holidays changed over time? |  | **Our Local Heroes**  Who are our local heroes? |
| Art & Design | **DRAWING UNIT**  **Final Piece:**  Self-portrait.  **Cross-curricular Link:**  Links to literacy text ‘Troll Swap’ (being themselves and embracing their differences).  **Artists:**  \*Leonardo da Vinci. \*Jemma Phipps (British pencil portrait artist).  **Media used:**  Pencil |  | **SCULPTURE UNIT**  **Final Piece:**  Dragon eye  **Cross-curricular Link:**  Links to dragons in literacy text ‘ The Dragon Machine’.  **Great Architects:**  Explore ancient dragon architecture in Chinese culture.  **Medium used:**  Clay  (carving techniques will then be used to create indented patterns). |  | **PAINTING UNIT**  **Final Piece:**  Observational floral painting  **Cross-curricular Link:**  Links to plants in science.  **Artist:**  Georgia O’Keeffe  **Media used:**  Watercolours | **PRINTING UNIT**  **Final Piece:**  Monoprint of leopard  (one copy of image / linked to mark making)  **Endangered Animal:**  Amur Leopard  70 remaining  **Environmental Issue:**  Deforestation  **Technique:**  \*Paint background using green and blue watercolours (splattering etc).  \*Then roller black paint onto a board.  \*Place watercolour paper face down on it.  \*Place printed picture on leopard on top.  \*Etch out picture onto background.  **Printmaker:** |
| Design Tech |  | **Moving mechanism unit:**  **Wheels & axels**  Link to Great Fire of London.  Make 17th century fire engines. |  | **Cooking & nutrition:**  Make crunchy coleslaw.  **Skills:**  Cutting & peeling  **Recipe link:**  https://www.eatsamazing.co.uk/family-friendly-recipes/side-dish-recipes/easy-rainbow-coleslaw-recipe |  |  |
| PE | **PE Value:**  Perseverance  Gym – Body Management  Games – Object Control | **PE Value:**  Commitment  Dance – interpretive  Athletics - indoor | **PE Value:**  Sportspersonship  Gym – Floor  Games – Net/Wall | **PE Value:**  Teamwork  Gym - flight  Games - Sending & Receiving | **PE Value:**  Respect  Dance – Performance Dance  Games – Locomotion Agility | **PE Value:**  Resilience  Games – Locomotion  Athletics |
| Music | **Hands, Feet, Heart**  Afropop, South African  South African music | **Ho,Ho, Ho**  A song with rapping and improvising for Christmas  Festivals and Christmas | **I Wanna Play in a Band**  Rock  Playing together in a band | **Zootime**  Reggae  Reggae and animals | **Friendship Song**  Pop  A song about being friends | **Reflect, Rewind & Replay**  Classical  The history of music, look back and consolidate your learning, learn some of the language of music. |
| Computing | **Information technology**  **around us**  Identifying IT and how  its responsible use  improves our world in  school and beyond. | **Digital**  **photography**  Capturing and  changing digital  photographs for  different purposes | **Robot**  **Algorithms**  Creating and  debugging programs,  and using logical  reasoning to make  predictions. | **Pictograms**  Collecting data in tally  charts and using  attributes to organise  and present data  on a computer. | **Making**  **Music**  Using a computer  as a tool to explore  rhythms and  melodies, before  creating a musical  composition. | **Programming**  **quizzes**  Designing algorithms  and programs that  use events to trigger  sequences of code  to make an  interactive quiz. |
| RE | **Judaism:**  What do Jews believe about God? | **Judaism:**  How do Jews show faith through practices and celebrations? | **Christianity:**  Why is the Bible a special book for Christians? | **Christianity:**  Who was Jesus and why is he important to Christians today? | **Christianity:**  Why did Jesus teach people through stories? | **Free Choice (must inc input on Humanism):**  Free Choice  Life Stages.  Including linking RE to No Outsiders project. |
| Relationships Education, Health Education and Wider PSHE | **Me & My Relationships:**  Bullying and teasing.  Our school rules about bullying.  Being a good friend.  Feelings / self-regulation. | **Valuing Difference:**  Being kind and helping others.  Listening skills. | **Keeping Myself Safe:**  Safe and unsafe secrets.  Appropriate touch.  Medicine safety. | **Right & Responsibilities:**  Cooperation.  Self-regulation. | **Being My Best:**  Growth Mindset. Looking after my body. | **Growing & Changing:**  Life cycles.  Dealing with loss.  Being supportive. |
| No Outsiders | **Book:**  The Great Big Book of Families  **Theme:**  To understand what diversity is | **Book:**  The First Slodge  **Theme:**  To understand how we share the world | **Book:**  The Odd Egg  **Theme:**  To understand what makes someone feel proud | **Book:**  Just Because  **Theme:**  To feel proud of being different | **Book:**  Blown Away  **Theme:**  To be able to work with everyone in my class |  |
| Enhancements  Educational visits Celebrations Memorable Experiences Outdoor opportunities | **Outdoor Opportunities:**   * Troll hunt and building and designing troll traps in Natures Nook – using naturally materials e.g stick and branches and learning clove hitch and square lashing knots. * Team building activities in Natures Nook. | **Outdoor Opportunities:**   * Science -Survival shelters and labelled diagrams – timber hitch knot. * Woodland cooking and preparations (teacher led). * Building birds nest using silver birch twigs and pines. * Bird spotting. | **Outdoor Opportunities:**   * Explore Natures Nooks habitats – link to animals we may find in Natures Nook and look at food chain in this environment * Build large dragon sculptures using woodland materials. | **Outdoor Opportunities:**   * Science - Explore solids, liquids and gases found outside in Natures Nook. Link to fire lighting – solid - wood, gas – smoke (carbon dioxide) and water used to put fire out. Boil water to make steam and talk about changing state. | **Outdoor Opportunities:**   * Maths -Positioning, and direction – guiding peers around Nature Nook. * What’s the time Mr Wolf in Natures Nook. * Wolf hunt - teacher to set out clues e.g., fur, claw marks, footprints. * Science – allotment planting, flower, leaf and tree identification around the school. * Tree planting. |  |

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| **Year 3** | | | | | | |
| Term | **Autumn** | | **Spring** | | **Summer** | |
| Topic Name | **Near, Far, Wherever You Are!** | **Mighty, Magnetic Metals!** | **Yabba, Dabba, Doo!** | **Raging Rivers**  **Soggy Bottoms!** | **Awesome Adventurers!** | **I Want My Mummy!** |
| English | Seal Surfer | Winter’s Child | Stone Age Boy | Big Blue Whale | Journey | Zerrafa Giraffa |
| Maths | Place Value  Addition & Subtraction | Subtraction  Multiplication & Division | Multiplication & Division  Money  Statistics | Length & Perimeter  Fractions | Fractions  Time | Shape  Mass & Capacity |
| Science | **Animals inc humans:**   * Identify that animals and humans need the right type of nutrition and cannot make own food * Identify that humans and animals have skeletons and muscles * \*Link to plastic pollution | **Magnets:**   * Compare how things move * Attract and repel * Compare and group materials on basis of if magnetic * Describes magnets as having 2 poles | **Rocks:**   * Compare diff kinds of rocks * Describe fossils – how formed * Recognise soils are made from rocks | **Plants:**   * Functions of flowering plants * Explore requirements of plants and how vary from plant to plant * Investigate water is transported   Flowering life cycle | **Light:**   * Recognise the need for light to see in the dark * Notice that light is reflected from surfaces and sun can be dangerous * Recognise that shadows are formed |  |
| Geography | **Coasts**  Do we like to be beside the seaside? | **Climate and Weather**  Why is climate important? |  |  | **Our World**  Where on Earth are we? |  |
| History |  |  | **The Stone Age**  What was new about the New Stone Age? | **The Bronze Age and the Iron Age**  Which was more impressive – the Bronze Age or the Iron Age? |  | **Local History**  Why should we preserve our locality? |
| Art & Design | **DRAWING UNIT**  **Final Piece:**  Observational tree sketch.  **Cross-curricular Link:**  Links to plants in science.  **Artist:**  \*Vincent Van Gogh, ‘Garden in Winter’ and ‘Pine Trees in the Fen’  **Medium used:**  Black ink. |  | **SCULPTURE UNIT**  **Final Piece:**  Stone Age jewellery  **Cross-curricular Link:** Links to the Stone Age in history.  **Great Architects:**  Explore Stone Age architecture such as Stonehenge.  **Medium used:**  Clay  (this will be carved to replicate natural materials such as stones, bones, teeth and shells). |  | **PAINTING UNIT**  **Final Piece:**  Boat silhouette with vibrant backdrop.  **Cross-curricular Link:** Links to shadows and light in science.  **Artist:**  Augustin Edouart (one of the most famous silhouette artists of the nineteeth century).  **Medium used:**  Acrylics | **PRINTING UNIT**  **Final Piece:**  Collagraphy of orangutan  **Endangered Animal:** Bornean Orangutan  104,700 remaining  **Environmental Issue:**  Habitat destruction for palm oil plants  **Technique:**  \*Make collagraph plate using foam pieces and cardboard.  \*During experimentation stage, experiment in sketchbooks with cardboard, crumpled paper, tin foil and foam sheets.  **Printmaker:** |
| Design Tech |  | **Moving mechanism unit:**  **Cams & linkages**  Link to ‘Winter’s Child’ (literacy).  The reindeer rises up and down in the snow with the Winter’s Child riding on him. |  | **Cooking & nutrition:**  Make bread in the shape of a whale.  **Skills:**  Kneading, shaping, mixing and weighing (with support).  **Recipe link:** (x8)https://www.bbcgoodfood.com/recipes/easy-white-bread |  | **Textiles:**  To sew a giraffe shape into embroidery fabric. |
| PE | **PE Value:**  Perseverance  Gym – Body management  Games – Invasion | **PE Value:**  Commitment  Dance – Interpretive  Athletics - Indoor | **PE Value:**  Sportspersonship  Gym – Floor  Games – Net/Wall | **PE Value:**  Teamwork  Gym – Flight  Games –  Striking & Fielding | **PE Value:**  Respect  Athletics  Dance - Performance | **PE Value:**  Resilience  Athletics  Invasions Games |
| Music | **Let Your Spirit Fly**  RnB  RnB and other styles | **Glockenspiel Stage 1**  Exploring and developing playing skills | **Three Little Birds**  Reggae  Reggae and animals | **The Dragon Song**  A pop song that tells a story  Music from around the world, celebrating our differences and being kind to one another | **Bringing Us Together**  Disco, friendship, hope and unity | **Reflect, Rewind & Replay**  Classical  The history of music, look back and consolidate your learning, learn some of the language of music. |
| French | **A New Start:**  Getting to Know you  Numbers  Colours | **The Calendar & Celebrations:**  Bonfire night colours  Commands, colours, numbers  Days of the week  Months of the year | **Animals I Like & Don’t Like:**  Animal names  Plural of animals  Using “I like” and “I don’t like” | **Carnival & Playground Games:**  Colours  Number games  Days and months  Age | **Breakfast Fruit Nouns / Hungry Giant:**  Fruit and veg  The Hungry Giant  Breakfast foods  Manners | **Going On A Picnic:**  Say where I live  Fruit and veg  Numbers  Manners |
| Computing | **Connecting**  **computers**  Identifying that digital  devices have inputs,  processes, and outputs,  and how devices can  be connected  to make networks. | **Stop-frame**  **animation**  Capturing and editing  digital still images to  produce a stop-frame  animation that  tells a story | **Sequencing sounds**  Creating sequences  in a block-based  programming  language to  make music. | **Branching databases**  Building and  using branching  databases to group  objects using  yes/no questions. | **Desktop publishing**  Creating documents  by modifying text,  images, and page  layouts for a  specified purpose. | **Events and actions**  **in programs**  Writing algorithms  and programs that  use a range of events  to trigger sequences  of actions |
| RE | **Hinduism:**  How do Hindus view God and how is Diwali celebrated? | **Free Choice (must inc input on Humanism):**  What is the Baha’i faith? | **Christianity:**  How do Christians use the Bible to help them with their lives? | **Christianity:**  What do I think about Jesus and how is he portrayed in art from around the world? | **Christianity:**  What is my point of view about God and why do people have faith? | **Islam:**  How do Muslims worship? |
| Relationships Education, Health Education and Wider PSHE | **Me & My Relationships:**  Cooperation.  Caring friendships (includes respectful relationships). | **Valuing Difference:**  Recognising and respecting diversity.  Being respectful and tolerant. | **Keeping Myself Safe:**  Managing risk.  Drugs and their risk.  Staying safe online. | **Right & Responsibilities:**  Skills we need to develop as we grow up.  Helping and being helped. | **Being My Best:**  Keeping myself healthy.  Celebrating and developing my skills | **Growing & Changing:**  Relationships.  Menstruation.  Keeping safe. |
| No Outsiders | **Book:**  Oliver  **Theme:**  To understand how difference can affect someone | **Book:**  This Is Our House  **Theme:**  To understand what discrimination means | **Book:**  Two Monsters  **Theme:**  To find a solution to a problem | **Book:**  The Hueys in the New Jumper  **Theme:**  To use strategies to help someone who feels different | **Book:**  Beegu  **Theme:**  To be welcoming |  |
| Enhancements  Educational visits Celebrations Memorable Experiences Outdoor opportunities | **Outdoor Opportunities:**   * Art - Natures Nook for drawing trees, explore features of trees. * Dissecting flowering plants. * Team building games in Natures Nook.   **Educational Visits:**   * Village walk recognising physical and human features. | **Outdoor Opportunities:**   * Making ice decorations using natural materials from Natures Nook. – create winter woodland scene – watch decorations melt. * Building small fires and link to fire safety for Bonfire night. | **Outdoor Opportunities:**   * Building Stone Age tools using natural materials – consolidate square lashing, clove hitch, teach reef knot and sheer lashing knot. * Building mini Iron Age forts – plan and label features. * Maths - statistics linked to outdoor surveys   **Educational Visits:**   * Celtic experience day – Possibility for Visitor and dressing up. | **Outdoor Opportunities:**   * Woodland cooking linked to nutrition   **Educational Visits:**   * River trip opportunity. * Visit local village stream – tributary for the Weaver. * Local litter pick – link to plastic pollution and whole school poster campaign. | **Outdoor Opportunities:**   * Shadow chasing games. * Shadow measuring linked to time of the day. * PE - Orienteering around the school grounds. | **Outdoor Opportunities:**   * Maths - Shape hunts. Building shapes using natural materials – link to tool use, cutting and sawing to make sides of shapes / 2D structures. |

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| **Year 4** | | | | | | | |
| Term | **Autumn** | | **Spring** | | | **Summer** | |
| Topic Name | **Near, Far, Wherever You Are!** | **Roll Up! Roll Up!** | **Traders, Raiders & Invaders!** | | **Shhh…Sleeping Giants!** | **Burps, Bottoms & Bile!** | **Greece Lightning!** |
| English | Gorilla | Leon and the Place Between | Escape to Pompeii | | When the Giant Stirred | Where the Forest Meets the Sea | Blue John |
| Maths | Place Value  Addition & Subtraction | Length & Perimeter  Multiplication & Division | Multiplication & Division  Area  Fractions | | Fractions  Decimals | Decimals  Money  Time  Statistics | Shape  Position & Direction |
| Science | **Living things and their habitat:**   * Group living things in a variety of ways * Classification keys to identify and name a variety of living things * Recognise environments can change and impose danger (deforestation) | **Sound:**   * Identify how sounds are made (vibrations) * Recognise vibrations travel to the ear * Find patterns between pitch, volume and strength of vibrations * Recognise that sounds get fainter as distance increases | **Animals inc digestive system:**   * Functions of the digestive system * Functions of teeth * Interpret variety of food chains (producers, predators and prey) | **Electricity:**   * Identify common appliances * Construct a simple electrical circuit * Identify if a lamp will light in a simple circuit * Explore switches   Conductors and insulators | | **State of matter:**   * Compare and group materials (solid, liquids, gases) * Observe that some materials change state when heated or cooled   Evaporation and condensation in the water cycle | |
| Geography | **The Americas**  Can you come on a Great American Road Trip? |  |  | | **Earthquakes and Volcanoes**  How does the Earth shake, rattle and roll? | **Rivers and the Water Cycle**  How does the water go round and round? |  |
| History |  | **The Ancient Egyptians**  How much did the Ancient Egyptians achieve? | **Roman Britain**  What happened when the Romans came to Britain? | |  |  | **Crime and Punishment**  How has Crime and Punishment changed over time? |
| Art & Design | **DRAWING UNIT**  **Final Piece:**  Gorilla sketch  **Cross-curricular Link:**  Links to literacy text ‘Gorilla’ and animals in science.  **Artists:**  \*Gary Hodges (British graphite wildlife artist) \*Adonna Khare (American artist that combines animals and surrealism).  **Medium used:**  Graded pencils |  | **SCULPTURE UNIT**  **Final Piece:**  Ancient Roman pottery  **Cross-curricular Link:**  Links to Romans in history and in the literacy text ‘Escape to Pompeii’.  **Great Architects:**  Explore Roman architecture including baths and colosseums.  **Medium used:**  Clay  (made using a coiling technique, with a handle added using an armature). | |  | **PAINTING UNIT**  **Final Piece:**  Landscape (sketched from observational drawings and photographs).  **Cross-curricular Link:** Links to forests in literacy text ‘Where the Forest Meets the Sea’.  **Artist:**  Claude Monet (French painter (oil paints) and founder of French Impressionist painting.  **Medium used:**  Watercolours | **PRINTING UNIT**  **Final Piece:**  Collagraphy of a porpoise  **Endangered Animal:**  Yantze Finless Porpoise  1000 - 1800 remaining  **Environmental Issue:**  Overfishing and bycatch  **Technique:**  \*Make a raised plate using string, cardboard and tinfoil.  \*Roller on paint or apply paint with a paint brush.  \*Apply pressure using roller.  **Printmaker:** |
| Design Tech |  | **Moving mechanism unit:**  **Pulleys**  Link to circuses in ‘Leon and the Place Between’ (literacy).  Build a circus tent and lower a trapeze / aerial hoop down from the centre to pick up acrobat. |  | | **Cooking & nutrition:**  Make cheese and onion savoury muffin with volcano top.  **Skills:**  Grating, cutting, mixing and weighing (with support)  **Recipe link:** |  | **Textiles:**  Make a hanging Egyptian inspired plush (e.g. pyramid, pharaoh, sphinx) from 2 pieces of felt, using a running stitch. |
| PE | **PE Value:**  Perseverance  Gym – Body management  Games - Invasion | **PE Value:**  Commitment  Dance – Interpretive  Athletics - Indoor | **PE Value:**  Sportspersonship  Gym – Floor  Games – Net/Wall | | **PE Value:**  Teamwork  Swimming  Games – Striking and Fielding | **PE Value:**  Respect  Gym - Flight  Athletics | **PE Value:**  Resilience  Dance performance  Athletics |
| Music | **Mamma Mia**  Pop  ABBA’s music | **Glockenspiel 2**  Mixed styles  Exploring and developing playing skills using the glockenspiel | **Stop!**  Grime  Writing lyrics linked to a theme | | **Lean on me**  Gospel  Soul/gospel music and helping on another | **Blackbird**  Pop  The Beatles, equality and civil rights | **Reflect, Rewind & Replay**  Classical  The history of music, look back and consolidate your learning, learn some of the language of music. |
| French | **Welcome To School Super Learners:**  Simple greetings  Introduce myself  Numbers  Months of the year  Classroom objects  Date | **My Local Area, Your Local Area:**  Firework poem  Commands and instructions  Places in a town  Direction  Difference between masculine and feminine nouns | **Family Tree & Faces:**  Months of the year  Family nouns  Face parts  Colours linking to the face | | **Celebrating Carnival / Body Parts:**  Animal nouns  Body parts  Face parts  Colours and numbers | **Feeling Unwell / Jungle Animals:**  Body parts  Feeling unwell / what hurts  Jungle animal names  Colour and size | **Summer Time:**  Weather  Ice Cream Flavour |
| Computing | **The internet**  Recognising the internet  as a network of networks  including the WWW, and  why we should evaluate  online content | **Audio production**  Capturing and editing  audio to produce a  podcast, ensuring  that copyright  is considered | **Repetition in shapes**  Using a text-based  programming  language to explore  count-controlled  loops when  drawing shapes. | | **Data logging**  Recognising how  and why data is  collected over time,  before using data  loggers to carry out  an investigation | **Photo editing**  Manipulating digital  images, and reflecting  on the impact of  changes and whether  the required purpose  is fulfilled. | **Repetition in games**  Using a block-based  programming  language to explore  count-controlled and  infinite loops when  creating a game**.** |
| RE | **Judaism:**  How do Jews demonstrate their faith through their communities? | **Christianity:**  Why do Christians think about Incarnation at Christmas? | **Christianity:**  How did Jesus teach about God and values through parables? | | **Christianity:**  How can I understand different Easter concepts? | **Free Choice (must inc input on Humanism):**  What is Humanism? | **Hinduism:**  How do Hindus worship? |
| Relationships Education, Health Education and Wider PSHE | **Me & My Relationships:**  Recognising feelings.  Bullying.  Assertive skills. | **Valuing Difference:**  Recognising and celebrating difference (including religions and cultural difference).  Understanding and challenging stereotypes. | **Keeping Myself Safe:**  Managing risk.  Understanding the norms of drug use (cigarette and alcohol use).  Influences. | | **Right & Responsibilities:**  Making a difference (different ways of helping others or the environment).  Media influence. Decisions about spending money. | **Being My Best:**  Having choices and making decisions about my health.  Taking care of my environment. | **Growing & Changing:**  Body changes during puberty.  Managing difficult feelings.  Relationships including marriage. |
| No Outsiders | **Book:**  Dogs Don’t Do Ballet  **Theme:**  To know when to be assertive | **Book:**  King & King  **Theme:**  To understand why people choose to get married (including LGBTQ couples) | **Book:**  The Way Back Home  **Theme:**  To overcome language as a barrier | | **Book:**  The Flower  **Theme:**  To ask questions | **Book:**  Red: A Crayon’s Story  **Theme:**  To be who you want to be |  |
| Enhancements  Educational visits Celebrations Memorable Experiences Outdoor opportunities | **Outdoor Opportunities:**   * Tree planting around school. * Forest management, pruning, clearing, cutting back ivy – all linked to healthy forests and endangered habitats. * Looking and searching for animal life and habitats in Natures Nook. | **Outdoor Opportunities:**   * Woodland Blind fold activities – emphasis on the sense of hearing being heightened due to loss of sight. * Maths - measuring perimeter and area outside. Marking out areas. | **Outdoor Opportunities:**   * Changing state linked to heat and cooling on woodland fire (toasting and steaming / boiling eggs). * Roman experience day – building Roman army camp, cooking meals, army training and shield building (bread on a stick and passata dip)   <https://www.nationaltrust.org.uk/recipes/how-to-bake-campfire-bread>  **Educational Visits:**   * Chester Trip | |  | **Outdoor Opportunities:**   * Art - walk to a local beauty spot to sketch landscapes. * Exploring Natures Nook for producers, predators and prey clues. * Night Camera set up. * Forest layout and structure. * Forest management revisited. How is it different to term 1? | **Outdoor Opportunities:**   * Maths - Shape hunts. * Building shapes using natural materials – link to tool use, cutting and sawing to make sides of shapes (3D structures). |

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| **Year 5** | | | | | | |
| Term | **Autumn** | | **Spring** | | **Summer** | |
| Topic Name | **Whimsical Waterfalls** | **Twisted Tales** | **I Am Warrior!** | **To Infinity & Beyond!** | **It’s a Matter of Materials!** | **Hungry Hunters!** |
| English | Queen of the Falls | The Lost Happy Endings | Arthur and the Golden Rope | The Darkest Dark | The Paperbag Prince | The Hunter |
| Maths | Place Value  Addition & Subtraction  Statistics | Multiplication & Division  Perimeter & Area | Multiplication & Division  Fractions | Fractions  Decimals & Percentages | Decimals  Properties of Shape | Position & Direction  Converting Units  Volume |
| Science | **Animals inc humans:**   * Describe the changes as humans become old | **Forces:**   * Gravity * Air resistance, water resistance and friction   Links to mechanisms including levers, pulleys and gears | **Materials:**   * Compare and group materials on basis of their properties (check language that is involved) * Understanding that some materials dissolve in liquid and how to recover a substance * Use knowledge of solids, liquids and gases to separate, filter, sieve and evaporate * Give reasons for everyday materials suitability based on investigations * Demonstrate that dissolving, mixing and changes of state are reversible * Explain that some changes result in the formation of new materials | **Earth and space:**   * Describe movement of earth, planets and sun * Describe movement of moon relative to earth * Explore earth rotation – night and day | **Living things and habitats:**   * Differences in life cycles (Mammals, amphibian, insects and birds)   Reproduction process for plants and animals |  |
| Geography | **Changes in our Local Environment**  How is our country changing? |  |  | **Europe – A Study of the Alpine Region**  Where should we go on holiday? | **South America – The Amazon**  What is life like in the Amazon? |  |
| History |  | **The Anglo-Saxons**  Was the Anglo-Saxon period really a Dark Age? | **The Vikings**  Would the Vikings do anything for money? |  |  | **The Maya Civilisation**  Why should we remember the Maya? |
| Art & Design | **DRAWING UNIT**  **Final Piece:**  Waterfall sketch  **Cross-curricular Link:**  Links to literacy text ‘Queen of the Falls’.  **Artist:**  \*British artist Sean Briggs (uses illustration and sketching style), ‘Waterfall Sketch’.  **Media used:**  Graded pencils  Charcoal  White pastels |  | **SCULPTURE UNIT**  **Final Piece:**  Viking weaponry  **Cross-curricular Link:** Links to Vikings in history.  **Great Architects:**  Explore various Viking longship prows.  **Medium used:**  Modroc  (with a wire armature, decorated and finished with a glaze). |  | **PAINTING UNIT**  **Final Piece:**  Painting of a person holding rubbish (to highlight the need for recycling).  **Cross-curricular Link:**  Links to literacy text ‘The Paperbag Prince’ and materials in science.  **Artist:**  Vik Muniz (a Brazilian artist and photographer, featured in TIME for ‘Pictures of Garbage’).  **Media used:**  Watercolours  Recycled materials / rubbish | **PRINTING UNIT**  **Final Piece:**  Block print (1 layer) of an elephant (also called relief / essentially carving into a block to create a raised surface / like a bootprint!)  **Endangered Animal:**  Sumatran Elephant  2,400 – 2,800 remaining  **Environmental Issue:**  Poaching  Illegal ivory market  **Technique:**  \*Carve out elephant on polystyrene sheet.  \*Roller on paint.  \*Apply pressure.  **Printmaker:** |
| Design Tech |  | **Moving mechanism unit:**  **Pneumatics**  Link to ‘Lost Happy Endings’ (literacy).  Sack opening and the ‘happy endings’ escaping. |  | **Cooking & nutrition:**  Make rocket pizzas!  **Skills:**  Kneading, rolling out, mixing, cutting and portioning (balanced ingredients) |  | **Textiles:**  Make an elephant bookmark. Ensure that it is made from a combination of fabric shapes, using a whipstitch. |
| PE | **PE Value:**  Perseverance  Gym – Body management  Games – Invasion | **PE Value:**  Commitment  Dance – Interpretive  Athletics - Indoors | **PE Value:**  Sportspersonship  Gym – Floor  Swimming | **PE Value:**  Teamwork  Gym – Flight  Games – Striking & Fielding | **PE Value:**  Respect  Dance – Performance  Games – Net/Wall | **PE Value:**  Resilience  Games- Invasion 2  Athletics |
| Music | **Livin’ On a Prayer**  Rock  Rock anthems | **Classroom Jazz 1**  Bossa Nova and Swing  Jazz and improvisation | **Make You Feel My Love**  Pop ballads | **The Fresh Prince of Bel-air**  Old-School Hip-Hop | **Dancing in the Street**  Motown | **Reflect, Rewind & Replay**  Classical  The history of music, look back and consolidate your learning, learn some of the language of music. |
| French | **My School, My Subject:**  Introducing myself  How I’m feeling  School subjects  Opinion of school  Explain emotions | **Time In The City:**  Information about a city  Being polite  Masculine and feminine nouns  Numbers | **Healthy Eating / Going To The Market:**  Fruit and veg (spoken and read)  Read instructions for a recipe  Numbers  Quantities of fruit and veg  Simple shopping dialogue | **Clothes, Colours, Fashion Shows:**  Parts of clothing  Descriptive language  Fancy dress | **Out Of This World:**  Identify planets | **Going To The Seaside:**  Nouns for beach items  Sentences about the seaside |
| Computing | **Systems and searching**  Recognising IT systems  around us and how they  allow us to search the  internet. | **Video production**  Planning, capturing,  and editing video to  produce a short film. | **Selection in physical**  **computing**  Exploring conditions  and selection using  a programmable  microcontroller. | **Flat-file databases**  Using a database  to order data and  create charts to  answer questions | **Vector drawing**  Creating images  in a drawing program  by using layers and  groups of objects. | **Selection in quizzes**  Exploring selection  in programming to  design and code an  interactive quiz. |
| RE | **Islam:**  Why are the Five Pillars important to Muslims? | **Islam:**  How is the Muslim faith expressed through family life? | **Sikhism:**  Why is community and equality important to Sikhs? | **Christianity:**  Which concepts do we find hard to understand in Christianity? | **Free Choice (must inc input on Humanism):**  How do Christians and others show their beliefs in action? | **Free Choice (must inc input on Humanism):**  How do people show their beliefs in action? (Could be a Christianity focus or examples from a range of religious and non-religious world views.) |
| Relationships Education, Health Education and Wider PSHE | **Me & My Relationships:**  Feelings.  Friendship skills, including compromise.  Assertive skills. | **Valuing Difference:**  Recognising and celebrating difference (including religions and cultural difference).  Influence and pressure of social media. | **Keeping Myself Safe:**  Managing risk, including saying safe online.  Norms around use of legal drugs (tobacco, alcohol). | **Right & Responsibilities:**  Rights and responsibilities.  Rights and responsibilities relating to my health.  Decisions about lending, borrowing and spending. | **Being My Best:**  Growing independence and taking responsibility.  Media awareness and safety. | **Growing & Changing:**  Managing difficult feelings.  Managing change.  Getting help. |
| No Outsiders | **Book:**  Where the Poppies Now Grow  **Theme:**  To learn from our past (war focus) | **Book:**  Rose Blanche  **Theme:**  To justify my actions | **Book:**  How to Heal a Broken Wing  **Theme:**  To recognise when someone needs help | **Book:**  The Artist Who Painted a Blue Horse  **Theme:**  To appreciate artistic freedom | **Book:**  And Tango Makes Three  **Theme:**  To accept people who are different from me (LGBTQ focus) |  |
| Enhancements  Educational visits Celebrations Memorable Experiences Outdoor opportunities | **Outdoor Opportunities:**   * Build model of settlement in Nature Nook inc, water ways, building structures and food sources. Draw and label in line with geography topic outcomes. * Maths - statistic linked to outdoor theme e.g. surveys, tree types, mini beast hunts etc. | **Outdoor Opportunities:**   * Maths - perimeter and area measuring challenges using rope and tent pegs to mark out areas making compound shapes and measuring. * Mayan ball games and instruction writing**.**   <https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/zbqyy4j>   * Winter allotment planting/harvesting linked to need for farming. | **Outdoor Opportunities:**   * Woodland rope swing – link to air resistance in science. * Tree climbing and dropping down linked to gravity. * Viking experience day - dressing up, building mini Viking villages, cooking Viking stew on camp fire (prep in class first). Visitor opportunity?   **Educational Visits:**   * Tatton park visit linked to Vikings | **Outdoor Opportunities:**   * Class size solar system moving model – on school field. * Mobile planetarium visitor   <https://mobile-planetarium.co.uk/coverage/cheshire-mobile-planetarium/>  **Educational Visits:**   * Jodrell Bank trip. | **Outdoor Opportunities:**   * Geography - Artic survival experience day / link to survival advise leaflets. * Putting up tents, towing tires challenge (to represent towing sleigh), lighting mini fires to melt ice to water (science link). | **Outdoor Opportunities:**   * Pond dipping – Keep tadpoles and monitoring, clay modelling of life cycle of a frog from frogspawn to frog. * Identify pollinating plants and insect that help, link to reproduction process. * Building bee hotels   <https://friendsoftheearth.uk/bees/make-a-bee-house> |

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| **Year 6** | | | | | | |
| Term | **Autumn** | | **Spring** | | **Summer** | |
| Topic Name | **Sandbags & Sirens** | **Paws, Claws & Whiskers!** | **This Is ME!** | **Rumble in the Jungle!** | **Step into the Shadows!** | **Magical Memories** |
| English | Star of Hope, Star of Fear | Can we Save a Tiger | Selfish Giant | Jemmy Button | Manfish | Transition Unit |
| Maths | Place Value  Addition & Subtraction  Multiplication & Division | Fractions  Position & Direction | Decimals & Percentages  Algebra | Converting Units  Perimeter  Area  Volume  Ratio | Properties of Shape  Problem Solving  Statistics | Investigations |
| Science | **Living things and their habitats:**   * Describe and give reasons how living things are classified based on similarities and differences (Inc microorganism, plants and animals) | **Electricity:**   * Look at, compare and give reasons between voltage and brightness of a lamp and volume of a buzzer * Use recognisable symbols to represent a simple circuit | **Light:**   * Recognise that light appears to travel in straight lines * Link to shape of shadows | **Evolutional and inheritance:**   * Recognise living things have changed over time (fossils) * Recognise living thigs produce offspring and may vary from their parents * Identify how animals are adapted to suit their environment * Adaptation may lead to evolution | **Animals inc humans:**   * Identify and name the main parts of human circulatory system * Describe functions of the heart, blood vessels and blood * Recognise impact of diet, exercise, drugs and life style * Describe ways nutrients and water are exported in animals inc humans |  |
| Geography |  | **Global Warming and Climate Change**  Are we damaging our world? | **Our World in the Future**  How will our world look in the future? |  | **Journeys – Clothes (local produce)**  Where does all our stuff come from? |  |
| History | **The Impact of War**  Did WWI or WWII have the biggest impact on our locality? |  |  | **Democracy Unpacked**  How the Greeks impacted on us? |  | **Journeys (significant historical figures/events)**  What makes people go on a journey? |
| Art & Design | **DRAWING UNIT**  **Final Piece:**  Emotive soldier art  **Cross-curricular Link:**  Links to WWII in history.  **Artist:**  \*Harry Everett Townsend (American WWI artist that illuminated the human element of the war), ‘Helping a Wounded Ally’ 1918  **Media used:**  Graded pencils  Charcoal |  | **SCULPTURE UNIT**  **Final Piece:**  Figurine sculpture.  **Cross-curricular Link:** Links to bodies in science and in literacy text ‘The Selfish Giant’.  **Great Sculptors:**  Alberto Giacometti and Edgar Degas ‘The Little Fourteen-Year-Old Dancer’.  **Medium used:**  Clay  (This will have a base for its foundation and be created from a wire and foil armature. It will then be decorated with a single piece of clothing made by themselves, which represents them e.g. scarf or hat). |  | **PAINTING UNIT**  **Final Piece:**  Expressionist painting of fish.  **Cross-curricular Link:**  Links to fish in literacy text ‘Manfish’.  **Artist:**  Mike Savlen  Vincent van Gogh  **Media used:**  Acrylics  Collage (including modroc and tinfoil) to build texture. | **PRINTING UNIT**  **Final Piece:**  Block print (2 layers) of a gorilla (also called relief / essentially carving into a block to create a raised surface / like a bootprint!)  **Endangered Animal:** Cross River Gorilla  200 - 300 remaining  **Environmental Issue:**  Hunting and trade in bush meat  **Technique:**  \*Paint a watercolour background and allow to dry.  \*Carve out gorilla on lino sheet ensuring that there is NO background raised.  \*Roller on paint.  \*Apply pressure and print gorilla onto background.  **Printmaker:** |
| Design Tech |  | **Moving mechanism unit:**  **Gears & electrical circuits**  Link to ‘Can We Save a Tiger’ (literacy) and living things (science).  A hunter chasing a tiger using gears and controls. |  | **Cooking & nutrition:**  Make breakfast pasties (filling: beans, sausage, onion, mushroom and cheese).  **Skills:**  Cutting, grating, slicing, mixing, rolling and folding. |  | **Textiles:**  Make fabric phone holders with 3D version of themselves on the front. Ensure that they are created from a combination of fabric shapes and a blanket stitch. |
| PE | **PE Value:**  Perseverance  Gym – Body management  Games – Invasion | **PE Value:**  Commitment  Dance – Interpretive  Athletics – Indoor | **PE Value:**  Sportspersonship  Gym – Floor  Games – Net/wall | **PE Value:**  Teamwork  Gym – Flight  Games – Striking & Fielding | **PE Value:**  Respect  Dance – Performance  Athletics | **PE Value:**  Resilience  Games – Invasion 2  Athletics |
| Music | **Happy**  Pop/neo soul | **Classroom Jazz 2**  Bacharach and Blues  Jazz, improvisation and composition | **A New Year Carol**  Classical or Urban Gospel  Benjamin Britten’s music and cover versions | **You’ve got A Friend**  70s Ballad/Pop  The music of Carole King | **Music and Me**  Create your own music inspired by your identity and women in the music industry | **Reflect, Rewind & Replay**  Classical  The history of music, look back and consolidate your learning, learn some of the language of music. |
| French | **Everyday Life:**  My feelings  School subjects and opinions  Numbers  O’clock (time phrases)  Daily routine | **Well I Live, Where You Live:**  Naming and describing rooms in a house  Colour and size description  Peoples roles and jobs  Hopes and aspirations | **Playing & Enjoying Sport:**  Opinions about sport  Information about sport  Sport nouns | **This Is Me, Hobbies & Fun:**  Description of fairground ride  Favourite things  Talking about myself  Write sentences about a character | **Café Culture & Restaurants:**  Café culture words  Snacks and drinks  Favourite French meals  Simple dialogue | **Performance Time:**  Tour de France  Revision of language  Understanding and using personal information |
| Computing | **Communication**  **and collaboration**  Identifying and exploring  how data is transferred  and information is  shared online | **Webpage creation**  Designing and  creating webpages,  giving consideration  to copyright,  aesthetics, and  navigation | **Variables in games**  Exploring variables  when designing and  coding a game. | **Introduction to**  **spreadsheets**  Answering  questions by using  spreadsheets  to organise and  calculate data. | **3D modelling**  Planning, developing,  and evaluating 3D  computer models of  physical objects. | **Sensing**  Designing and coding  a project that  captures inputs from  a physical device |
| RE | **Christianity:**  What can we learn from Christian religious buildings and music? | **Christianity:**  How and why do Christians worship? What are the benefits for believers?  Compare to worship covered in other religions. | **Sikhism:**  How do Sikhs worship? | **Free Choice (must inc input on Humanism):**  What does it mean to belong in a religiously diverse world?  Project work with partnership schools. | **Christianity:**  What are some of the differences and similarities within Christianity locally and globally? | **Christianity:**  What is the Kingdom of God and what do Christians believe about the afterlife? |
| Relationships Education, Health Education and Wider PSHE | **Me & My Relationships:**  Assertiveness  Cooperation  Safe / unsafe touches | **Valuing Difference:**  Recognising and reflecting on prejudice-based bullying.  Understanding bystander behaviour | **Keeping Myself Safe:**  Emotional needs  Staying safe online.  Drugs: norms and risks (including the law). | **Right & Responsibilities:**  Understanding media bias, including social media.  Caring: communities and the environment.  Earning and saving money. | **Being My Best:**  Aspirations and goal setting.  Managing risk. | **Growing & Changing:**  Keeping safe.  Body image.  Self-esteem. |
| No Outsiders | **Book:**  My Princess Boy  **Theme:**  To promote diversity | **Book:**  The Whisperer  **Theme:**  To stand up to discrimination | **Book:**  The Island  **Theme:**  To challenge the causes of racism | **Book:**  Love You Forever  **Theme:**  To consider how my life may change as I grow up | **Book:**  Dreams of Freedom  **Theme:**  To recognise my rights and my freedom |  |
| Enhancements  Educational visits Celebrations Memorable Experiences Outdoor opportunities | **Outdoor Opportunities:**   * World war 2 experience day – Allotments winter veg planting, war time menu, cooking. * Plant poppies in September (will appear in Spring). * Natures Nook team work games linked to school return.   **Educational Visits:**   * Oaklands visit | **Outdoor Opportunities:**   * Science - Tree recognition linked to leaf and bark type. * Make an identification booklet – classify and group. * Classify and group wildlife found in Natures Nook. | **Outdoor Opportunities:**   * Wellbeing day in Natures Nook linked to science topic and healthy lifestyles. | **Outdoor Opportunities:**   * Compare rain forest to our own Natures Nook. * Explore different levels of the woodland - ground layer, field layer, understory, canopy. * Recognise wildlife in each layer. * Tree planting opportunity. * Literacy – role play opportunities in Nature’s Nook. | **Outdoor Opportunities:**   * Woodland tool use and consolidation of lashing knots, and clove hitch to build 3D shapes and structures using woodland materials. |  |