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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:FriendsEnvironmentMoney. | **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**ReadingWriting |  | **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 MathsGetting to Know MeJust Like Me! | White Rose MathsIt’s Me 1, 2, 3!Light and Dark | White Rose MathsAlive is 5!Growing 6, 7 & 8 | White Rose MathsBuilding 9 and 10Consolidation | White Rose MathsTo Twenty and BeyondFirst, Then, Now | White Rose MathsFind My PatternOn the Move |
| **Knowledge and Understanding of the World** | **The World:****Science** | Seasons Changing | Houses and Materials | Growth and ChangeTo identify changes in the environment linked to Spring.Comparing animals – hibernationChanging 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 RouteChanges 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 PeopleHarvest Festival | Diwali FestivalRemembrance DayChristmas | New LifeShrove TuesdayValentine's DayChinese New Year | Mother's DayEaster | Story Time | Special Places |
| **Expressive Arts and Design**Exploring Media and MaterialsBeing 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 crocodileCYCLE 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 ValueAddition | SubtractionShapePlace Value | Addition & SubtractionPlace Value | Length & HeightWeight & Volume | Multiplication & DivisionFractionsPosition & Direction | Place ValueMoney 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 paintBlack sharpie pens | **PRINTING UNIT****Final Piece:** Monoprint of turtle(one copy of image / linked to mark making)**Endangered Animal:** Hawksbill Turtle57,000 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:** PerseveranceGym – body management Games – Locomotion  | **PE Value:**CommitmentDance – Interpretive DanceAthletics - Indoor | **PE Value:**SportspersonshipGym- FloorGames – Net/Wall | **PE Value:**TeamworkGym - FlightGames – Object Control | **PE Value:**RespectDance – Performance DanceGames – Sending & Receiving  | **PE Value:**ResilienceGames – Sending & Receiving Games – Locomotion  |
| Music | **Hey You**Old School Hip-HopHow pulse, rhythm and pitch work together | **Rhythm in the way we walk and the Banana Rap**ReggaePulse, rhythm and pitch, rapping, dancing and singing | **In the grove**Blues, baroque, latin, bhangra, folk and funkHow to be in the groove with different styles of music | **Round and round**Bossa NovaPulse, rhythm and pitch in different styles of music | **Your imagination**PopUsing your imagination | **Reflect, Rewind & Replay**ClassicalThe 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 floorrobots, and predictingprogram outcomes. | **Grouping** **data**Exploring objectlabels, then usingthem to sort and group objects byproperties | **Digital** **Writing**Using a computer to create and format text, beforecomparing 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:MyselfMy moneyMy 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 |  |
| EnhancementsEducational 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 ValueAddition & Subtraction | MoneyMultiplication & Division | Multiplication & DivisionStatisticsProperties of Shape | FractionsLength & Height | Position & DirectionProblem SolvingTime | MassCapacity TemperatureInvestigations |
| 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 Leopard70 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:**PerseveranceGym – Body Management Games – Object Control | **PE Value:**CommitmentDance – interpretive Athletics - indoor | **PE Value:**SportspersonshipGym – FloorGames – Net/Wall | **PE Value:**TeamworkGym - flightGames - Sending & Receiving  | **PE Value:**RespectDance – Performance DanceGames – Locomotion Agility | **PE Value:**ResilienceGames – Locomotion Athletics  |
| Music | **Hands, Feet, Heart**Afropop, South AfricanSouth African music  | **Ho,Ho, Ho**A song with rapping and improvising for ChristmasFestivals and Christmas | **I Wanna Play in a Band**RockPlaying together in a band | **Zootime**ReggaeReggae and animals | **Friendship Song**PopA song about being friends | **Reflect, Rewind & Replay**ClassicalThe 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 useimproves 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 organiseand present data on a computer. | **Making** **Music**Using a computer as a tool to explorerhythms and melodies, beforecreating 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 ChoiceLife 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 |  |
| EnhancementsEducational 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 ValueAddition & Subtraction | SubtractionMultiplication & Division | Multiplication & DivisionMoneyStatistics | Length & PerimeterFractions | FractionsTime | ShapeMass & 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
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| 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:**PerseveranceGym – Body managementGames – Invasion  | **PE Value:**CommitmentDance – Interpretive Athletics - Indoor | **PE Value:**SportspersonshipGym – FloorGames – Net/Wall | **PE Value:**TeamworkGym – Flight Games –Striking & Fielding  | **PE Value:**RespectAthletics Dance - Performance  | **PE Value:**ResilienceAthleticsInvasions Games  |
| Music | **Let Your Spirit Fly**RnBRnB and other styles | **Glockenspiel Stage 1**Exploring and developing playing skills | **Three Little Birds**ReggaeReggae and animals | **The Dragon Song**A pop song that tells a storyMusic from around the world, celebrating our differences and being kind to one another | **Bringing Us Together**Disco, friendship, hope and unity | **Reflect, Rewind & Replay**ClassicalThe history of music, look back and consolidate your learning, learn some of the language of music. |
| French | **A New Start:**Getting to Know youNumbersColours | **The Calendar & Celebrations:**Bonfire night coloursCommands, colours, numbersDays of the weekMonths of the year | **Animals I Like & Don’t Like:**Animal namesPlural of animalsUsing “I like” and “I don’t like” | **Carnival & Playground Games:**ColoursNumber gamesDays and monthsAge | **Breakfast Fruit Nouns / Hungry Giant:**Fruit and vegThe Hungry GiantBreakfast foodsManners | **Going On A Picnic:**Say where I liveFruit and vegNumbersManners |
| Computing | **Connecting** **computers**Identifying that digital devices have inputs, processes, and outputs, and how devices can be connectedto 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-basedprogramming language to make music. | **Branching databases**Building and using branchingdatabases to groupobjects usingyes/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 |  |
| EnhancementsEducational 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 ValueAddition & Subtraction | Length & PerimeterMultiplication & Division | Multiplication & DivisionAreaFractions | FractionsDecimals  | DecimalsMoneyTimeStatistics | ShapePosition & 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 Porpoise1000 - 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:**PerseveranceGym – Body managementGames - Invasion | **PE Value:**CommitmentDance – InterpretiveAthletics - Indoor | **PE Value:**SportspersonshipGym – FloorGames – Net/Wall | **PE Value:**TeamworkSwimmingGames – Striking and Fielding | **PE Value:**RespectGym - FlightAthletics | **PE Value:**Resilience Dance performance Athletics  |
| Music | **Mamma Mia**PopABBA’s music | **Glockenspiel 2** Mixed stylesExploring and developing playing skills using the glockenspiel | **Stop!**GrimeWriting lyrics linked to a theme | **Lean on me**GospelSoul/gospel music and helping on another | **Blackbird**PopThe Beatles, equality and civil rights | **Reflect, Rewind & Replay**ClassicalThe history of music, look back and consolidate your learning, learn some of the language of music. |
| French | **Welcome To School Super Learners:**Simple greetingsIntroduce myselfNumbersMonths of the yearClassroom objectsDate | **My Local Area, Your Local Area:**Firework poemCommands and instructionsPlaces in a townDirectionDifference between masculine and feminine nouns | **Family Tree & Faces:**Months of the yearFamily nounsFace partsColours linking to the face | **Celebrating Carnival / Body Parts:**Animal nounsBody partsFace partsColours and numbers | **Feeling Unwell / Jungle Animals:**Body partsFeeling unwell / what hurtsJungle animal namesColour and size  | **Summer Time:**WeatherIce 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-basedprogramming language to explorecount-controlled loops when drawing shapes. | **Data logging**Recognising how and why data is collected over time, before using dataloggers to carry out an investigation | **Photo editing**Manipulating digital images, and reflectingon the impact of changes and whether the required purpose is fulfilled. | **Repetition in games**Using a block-basedprogramming language to explorecount-controlled and infinite loops whencreating 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 |  |
| EnhancementsEducational 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 ValueAddition & SubtractionStatistics | Multiplication & DivisionPerimeter & Area | Multiplication & DivisionFractions | FractionsDecimals & Percentages | DecimalsProperties of Shape | Position & DirectionConverting UnitsVolume |
| 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 pencilsCharcoalWhite 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:**WatercoloursRecycled 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:**PoachingIllegal 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:**PerseveranceGym – Body management Games – Invasion  | **PE Value:**CommitmentDance – InterpretiveAthletics - Indoors | **PE Value:**SportspersonshipGym – FloorSwimming | **PE Value:**TeamworkGym – FlightGames – Striking & Fielding | **PE Value:**RespectDance – PerformanceGames – Net/Wall | **PE Value:**ResilienceGames- Invasion 2Athletics |
| Music | **Livin’ On a Prayer**RockRock anthems | **Classroom Jazz 1** Bossa Nova and SwingJazz 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**ClassicalThe history of music, look back and consolidate your learning, learn some of the language of music. |
| French | **My School, My Subject:**Introducing myselfHow I’m feelingSchool subjectsOpinion of schoolExplain emotions | **Time In The City:**Information about a cityBeing politeMasculine and feminine nounsNumbers | **Healthy Eating / Going To The Market:** Fruit and veg (spoken and read)Read instructions for a recipeNumbersQuantities of fruit and vegSimple shopping dialogue | **Clothes, Colours, Fashion Shows:**Parts of clothingDescriptive languageFancy dress | **Out Of This World:** Identify planets | **Going To The Seaside:**Nouns for beach itemsSentences 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 conditionsand selection using a programmablemicrocontroller. | **Flat-file databases**Using a databaseto order data and create charts to answer questions | **Vector drawing**Creating images in a drawing program by using layers andgroups of objects. | **Selection in quizzes**Exploring selectionin 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) |  |
| EnhancementsEducational 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 ValueAddition & SubtractionMultiplication & Division | FractionsPosition & Direction | Decimals & PercentagesAlgebra | Converting UnitsPerimeterAreaVolumeRatio | Properties of ShapeProblem SolvingStatistics | 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
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| 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 SavlenVincent van Gogh**Media used:**AcrylicsCollage (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:**PerseveranceGym – Body management Games – Invasion  | **PE Value:**Commitment Dance – InterpretiveAthletics – Indoor | **PE Value:**SportspersonshipGym – FloorGames – Net/wall | **PE Value:**TeamworkGym – FlightGames – Striking & Fielding | **PE Value:**RespectDance – Performance Athletics | **PE Value:**ResilienceGames – Invasion 2Athletics |
| Music | **Happy**Pop/neo soul | **Classroom Jazz 2**Bacharach and BluesJazz, improvisation and composition | **A New Year Carol**Classical or Urban GospelBenjamin Britten’s music and cover versions | **You’ve got A Friend**70s Ballad/PopThe music of Carole King | **Music and Me**Create your own music inspired by your identity and women in the music industry | **Reflect, Rewind & Replay**ClassicalThe history of music, look back and consolidate your learning, learn some of the language of music. |
| French | **Everyday Life:**My feelingsSchool subjects and opinionsNumbersO’clock (time phrases)Daily routine | **Well I Live, Where You Live:**Naming and describing rooms in a houseColour and size descriptionPeoples roles and jobsHopes and aspirations | **Playing & Enjoying Sport:** Opinions about sportInformation about sportSport nouns | **This Is Me, Hobbies & Fun:**Description of fairground rideFavourite thingsTalking about myselfWrite sentences about a character | **Café Culture & Restaurants:**Café culture wordsSnacks and drinksFavourite French mealsSimple dialogue | **Performance Time:** Tour de FranceRevision of languageUnderstanding and using personal information |
| Computing | **Communication** **and collaboration**Identifying and exploringhow 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 usingspreadsheets 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:**AssertivenessCooperationSafe / unsafe touches | **Valuing Difference:**Recognising and reflecting on prejudice-based bullying.Understanding bystander behaviour | **Keeping Myself Safe:**Emotional needsStaying 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 |  |
| EnhancementsEducational 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.
 |  |