MOGGERHANGER PRIMARY SCHOOL

WHOLE SCHOOL CURRICULUM OVERVIEW

Vision & Ethos

We encourage our children to:

- enjoy learning
- work with others using initiative and self-discipline
- be curious; to question and reason, not just to accept
- be creative in what we think and do
- show tolerance and respect to ourselves and others
- appreciate and value others now and in the past

As a school we will seek to ensure that all children:

- Achieve the highest possible standard of achievement
- Have access to the full range of national curriculum subjects
- Study a broad and balanced curriculum with relevance, respect, progression and continuity.
- Understand the importance of British Values
- Develop confidence and understanding of Literacy, Numeracy and ICT

INTENT

It is our intent all that we do has the children as the central focus and supports the core values of the school.

Trustworthy & Honorable	Taking responsibility for their own learning and developing good habits both in lessons and with homework. Considering both sides to any situation and making a decision based on evidence.
Positive & Resilient	Arriving to school ready to learn and expecting to achieve. Demonstrating the ability to continue when it becomes difficult.
Competitive & Driven	Aiming to improve themselves in every area, each and every lesson. Pushing themselves to go to the next step in their learning and being able to bridge any gaps in their learning. Challenging themselves to be the best they can. The drive to achieve excellence in everything that they do.
Courteous & Compassionate	Understanding that different children learn in different ways and at times the structure of learning will change to accommodate this Helping each other to achieve in lessons and develop the skill needed to succeed. Being able to learn from one another as part of a two-way process Manners and respect
Aspirational & Self-Motivated	Wanting to be the best that they can be in each and every area of the subject Being prepared to try in every lesson and looking at how they can learn and develop from the experiences they have in the classroom Extra-Curricular experiences to support learning

The school's curriculum is designed to:

- Ensure that all children have an equal opportunity to access all available courses and activities
- It is vitally important that the children are given the opportunity to maximize every possibility in order to develop the skills, qualities and attributes to prepare them fully for the next stage of their educational journey
- Affords opportunities for all children to develop a high level of literacy and numeracy required for success
- Delivers opportunities for the children to learn to be successful, to gain useful, transferable skills whilst also acquiring relevant knowledge
- Enables high standards of academic achievement where outcomes empower children to progress to greater depth
- The promotion of wellbeing and resilience alongside their academic studies
- Ensures that all children are safe and understand how to stay safe
- It aims to educate the children to have skills for life through the offer of a broad and balanced approach to learning, where relevance, challenge, progression, continuity and support are key elements of all the activities undertaken
- A clearly differentiated approach to learning, which meets the individual needs of the children and supports a wide range of learning styles
- Flexibility to meet the needs of each individual child and adapts as these change
- Develop awareness of the local community, issues nationally and global issues
- Provides an appropriate range of opportunities and experiences to inspire the children to succeed in the next stage in their education, training or employment.

We will strive to ensure that all members of our community have safe and pleasant conditions in which to work. The atmosphere should be one which reflects commitment, tolerance, care and respect, whilst celebrating the success of those who are part of the community.

Early Years Curriculum Intent (Reception)

In early years we aim is to provide the children with skills and knowledge to enable them to achieve as they move forward through the school. The focus within each of the areas of learning (communication and language, physical development, personal, social, emotional development, literacy, mathematics, understanding the world and creative development), is to develop the children's love for learning whilst giving them the opportunity to develop an understanding of the world around them and help their physical development. The Early Years' curriculum is broad and balanced with all children having the same opportunity to reach the early learning goals. The children also do Forest School each week.

The curriculum comprises:

Phonics, Mathematics, literacy and topic, or creative learning which incorporates Sciences, Geography, History, Art, Dance, Design Technology, Drama, ICT & Computing, Music and Physical Education. This is also taught through play and child initiated activities.

Key Stage 1 Curriculum Intent (Years 1 and 2)

We follow the national curriculum across Years 1 to 6. The national curriculum is a set of subjects and standards used by primary and secondary schools so children learn the same things. It covers what subjects are taught and the standards children should reach in each subject. In Years 1 and 2 the aim is to provide the children with the opportunity to study the whole of the national curriculum as discrete subjects across the week. Therefore, they have sessions in Mathematics, English, Science, Geography, RE, History, Art and Design, Music, Computing, PE and Design Technology. The children also have PSHE/SMSC sessions weekly to look at key issues about their own development, safety and the world around them, to help ensure they make good choices and well measured decisions. As well as helping them understand and recognize how they are changing and give them a sense of belonging. They also do Forest school once a week, along with the daily mile to help support the DFE's physical activity target of at least every child having 1 hour of physical activity a day. We use Friday afternoon as Golden Time to reward children for reading and exceptional learning throughout the week.

Key Stage 2 Curriculum Intent (Years 3 to 6)

In Years 3 to 6 the aim is to provide the children with the opportunity to study the whole of the national curriculum as discrete subjects across the week. Therefore, they have sessions in Mathematics, English, Science, Geography, RE, History, Art and Design, Music, Computing, PE, French and Design Technology. The children also have PSHE/SMSC sessions weekly to look at key issues about their own development, safety and the world around them to help ensure they make good choices and well measured decisions. As well as help them understand and recognize how they are changing and give them a sense of belonging.

Specialist staff and resources are used in Years 5 and 6 to deliver PE, Design Technology and Music, as our partner school (Sandy Secondary School). Years 3 and 4 also have Forest School once a week, along with the daily mile to help support the DFE's physical activity target of at least every child having 1 hour of physical activity a day. We use Friday afternoon as Golden Time to reward children for reading and exceptional learning throughout the week.

IMPLEMENTATION

Each subject area has its own Scheme of Learning that enables the learning of the children to be sequenced and in Years 1 to 6 follows a two-year cycle. At the heart of our curriculum lies a respect for the subjects we teach and for the insight that each provides into the world around us. We teach children how to think, how to evaluate, how to be active, rather than passive, recipients of information; but each of these skills are taught within the context of the rich knowledge each subject provides. By instilling in our children the best of what's been thought, said and done in each subject, we hope that our curriculum enables children to appreciate and participate in the full richness of the human experience. Subject specialism is at the heart of our curriculum and you will see differences in the way that the curriculum is constructed and assessed in different subjects.

Parents/guardians receive feedback 3 times a year in order that the progress and attainment of the children is shared, through face to face events and an end of year report.

Hours taught – 26 hours are taught during a one-week timetable

Year 1 and 2

English – 5 hrs.	Maths – 3 hrs.	Science – 2 hrs.	Geography 1 hr.	History – 1 hr.
Art – 1 hr.	Design Tech – 1 hr	Computing – 45 mins	Music – 45 mins.	PE – 2 hrs.
Phonics/Handwriting – 3 hrs.	RE – 45 mins.	Forest School – 45 mins.	Daily mile – 1.15 hrs.	SMSC – 45 mins.
Golden Time – 45 mins.				

Year 3 and 4

English – 7 hrs. (includes handwriting, spelling and guided reading)	Maths – 5.5 hrs.	Science – 1 hr.	Geography 1 hr.	History – 1 hr.
Art – 1 hr.	Design Tech – 1 hr	Computing – 45 mins	Music – 45 mins.	PE – 2.5 hrs.
Phonics/Handwriting – 3 hrs.	RE – 45 mins.	Forest School – 45 mins.	SMSC – 45 mins.	
Golden Time – 45 mins.	French – 45 mins.			

Year 5 and 6

English – 5.45 hrs. (includes handwriting, spelling and guided reading)		Maths – 4.5 hrs.	Science – 1 hr.	Geography 1 hr.	History – 1 hr.
Art – 45 mins		Design Tech – 2 hrs.	Computing – 45 mins	Music – 2 hrs.	PE – 4 hrs.
RE – 45 mins.		SMSC – 45 mins.	Golden Time – 45 mins.	French – 1 hr.	

IMPACT

At all levels and key stages we focus on developing the love for learning and the focus is on the children's attitude to learning, where each child is assessed using either the areas of learning in early years or the age related expectations from Key Stage 1 upwards. We set targets for phonics and the percentage of children who should reach expected and greater depth in reading, writing and mathematics, based on prior attainment.

Nursery Curriculum Overview

	Prime Areas			Specific Areas			
	Personal, Social and Emotional Development	Physical Development	Communication and Language	Literacy	Maths	Understanding the World	Expressive Arts and Design
Autumn	Separate from main carer with support. Learning rules & boundaries. Select and use resources with help. May form a friendship with another child. Begin to show confidence in asking adults for help. Support with making friendships with peers. Welcomes value and praise f or what they have done. **Festivals** Harvest Halloween Bonfire night Diwali Remembrance Children in need Nativity Christmas	Beginning to use 3 finger tripod grip and beginning to show preference for dominant hand. Moves in a variety of ways and uses equipment safely. Manage own personal hygiene.. Being aware of being healthy. Continue developing gross motor skills. Continue to develop fine motor skills and tripod grip. Continue with cutting skills and mark making skills and using tools.	Follows simple instructions and understand simple questions. Listens with interest to stories and rhymes. Develop understanding of simple concepts (big/little). Be able to play with sounds, songs and rhymes. To understand the use of objects (e.g. what do we use to cut things?) Beginning to use more complex sentences. Start phase 1 letters and sounds phonics sessions.	Fills in the missing word or phrase in a known rhyme, story or game. Enjoys rhyming and rhythmic activities. Listens to and joins in with stories, poems, 1:1 and small groups. Distinguishes between the different marks they make. Anticipates specific time-based events such as lunch time or home time. Looks at books carefully and independently. Sometimes gives meanings to marks as they draw write and paint.	Uses some language of quantity, more or a lot. Recites some number names in sequence. Counts objects giving one number name to each object. Uses some number names accurately during play. Shows an interest in shape and space by playing with shapes or making arrangements with objects. Joining in with maths activities at circle time.	Beginning to have their own friends. Shows interest in the lives of people who are familiar to them. Notice detailed features of objects in their environment. Notice changes in season and growth and decay over time. Notice similarities and differences with themselves and their friends. Knows how to operate simple technological equipment.	Experiments with blocks, colour and marks. Joining in with dancing and ring games. Beginning to make believe by pretending and developing forms of expression. Shows interest in instruments and the way they sound. Notice and describe texture.
Spring	Separate from main carer with support for new starters and recap rules and boundaries for any new children. Enjoys the responsibility of carrying out small tasks. Confident to talk to the other children when playing. Aware of own feelings, and knows that some actions and words can hurt others feelings. **Festivals** Chinese new year Mother's day Easter	Continue developing gross motor skills and using a wide variety of equipment for climbing, balancing etc. Continue with fine motor for developing skills for writing and using one-handed tools, scissors, tweezers, etc. Moves freely and with pleasure and confidence in a range of ways. Climb with alternate feet. Can tell adults when hungry or tired or when they want to rest or play.	Listens to others, 1:1 or in small groups when conversation interests them. Listens to stories with increasing attention and recall. Shows understanding of prepositions such as 'under', 'on top', 'next to' by carrying out an action or selecting correct picture. Can re-tell a past event in the correct order? Uses a range of tenses.	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Begin to be aware how stories are structured and suggest how the story might end. Shows interest in illustrations and print in books and in the environment. Recognises familiar words and signs such as own name and advertising logos. Ascribes meanings to marks that they see in different places. Fiction and non-fiction books.	Uses some number names and number language spontaneously. Uses some number names accurately in play. Recites numbers in order 1 to 10. Circle time counting songs and games. Knows that numbers identify how many objects in a set. Represent numbers using fingers, marks on paper or picture. Sometimes matches numeral and quantity correctly. Shows curiosity about numbers. Look for shapes in the environment. Uses positional language. Sustained constructions activity or talking about shapes or arrangements.	Remembers and talks about significant events in their own experience. Recognise and describe special time or events for family or friends. Talks about why things happen and how things work. Shows skill in making technological toys work. Uses class computer and iPad to access games, etc.	Sings a few familiar songs. Music and dance activities. Using instruments to explore rhythm and sound. Art activities to explore colour and how it can be changed. Sings to self and makes up simple songs. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.

Summer	Recap rules and boundaries for any new children. Support them with new friendships. Others keep playing going and demonstrating friendly behaviour, initiating conversations and forming good relationships. Learning to tolerate when own needs are not immediately met and adapting behaviour to new events and change in routine. **Festivals** Summer Fete Sports Day Leavers	Continue with developing fine and gross motor skills indoors and outside on the equipment. Use one-handed tools and equipment like making snips in paper. Use pen between thumb and two fingers and with good control and can copy some letter of their name. Gains more bladder control and toilet themselves most of the time. Can dress with help.	Focusing attention – still listen or do, but can shift own attention. Is able to follow directions. Responds to simple instructions and beginning to understand why and how questions.	Listens to and joins in with stories and poems, 1:1 and small groups. Describe main story settings, events and principal characters. Knows that print carries meaning and is read from left to right and top to bottom. Hears and says the initial sound in words.	Compares two groups of objects, saying when they have the same number. Shows an interest in number problems. Shows an interest in numbers in the environment and representing numbers. Counting steps, claps or jumps. Uses shapes appropriately for tasks and using talk to describe everyday objects.	Shows an interest in different occupations and ways of life. Understands we are unique in relation to friends or family. Developing an understanding of growth, decay and changes over time by following the seasons and Forest school. Shows care and concern for livings things and the environment.	Understands that they can use lines to enclose a space and being to use these shapes to represent objects. Look at textures. Use various construction materials. Beginning to construct and joins construction pieces together to build and balance and realise tools are used for a purpose.

Foundation Stage (Reception) Curriculum Overview

	Prime Areas			Specific Areas			
	Personal, Social and Emotional Development	Physical Development	Communication and Language	Literacy	Maths	Understanding the World	Expressive Arts and Design
Autumn	Golden rules. Becoming confident to talk to others. Becoming aware of their own feelings. Forming good relationships with peers. Aware of boundaries and behaviour expectations. Families. Babies. Concern about living things. Respect for others. **Festivals** Harvest Diwali Bonfire Night Advent Christmas	Ongoing- Fine motor handling tools (pencils, scissors, and brushes). Begins to form recognisable letters and numbers. Understanding ways we can keep our bodies healthy. Understanding safety. Dressing and undressing. Spatial awareness. Experiments with different way of moving. Gymnastics. (outdoor activities and PE sessions)	Ongoing- Developing listening and attention skills. Responds to instructions. Developing vocabulary through talk and discussion. Responding to stories, songs and rhymes. (ongoing during carpet sessions, circle times, story times and child initiated times)	Mark making. Writing left to right. Identifying initial sounds. Linking sounds and names to letters. Developing segmenting and blending skills (CVC words). Reading (first reading books to be sent home). Handling books. Using picture cues. Sight words (tricky trucks). Role play (helicopter stories). Beginning to write letters that are correctly formed. Name and caption writing. Daily phonics sessions.	Number rhymes. Counting rote and 1-1. Recognising numbers to 10. Ordering numbers. More/fewer. 1 more/1 less. Time – days of the week, awareness of daily routines. 2D and 3D shapes (naming and properties). Size. Height and length. Positional language. Estimation. Sorting and matching. Recognising, creating and continuing patterns. Daily Maths sessions.	Ourselves. Showing interest in the lives of others. Similarities and differences within families. Past and present events. Communities and traditions. Developing discussion about why things happen and how things work. Healthy Living. Good practise with regard to exercise, eating and sleeping. Senses. Seasons. Environments. Observations. Mouse control, keyboard skills, I-pad skills (ICT station) Age appropriate software. Use of digital cameras.	Explores colour. Chooses colours for particular purposes. Explores texture. Uses simple tools. Painting (brushes, sponges, etc.) Lines, circles, dots, zigzags, spirals. Printing. Rubbings. Builds a repertoire of songs and dances. Explores the sounds of instruments. Uses a variety of materials. Malleable. Junk modelling. Role play/home area.
Spring	Asks appropriate questions. Building confidence to talk about own interests and opinions in a familiar group. Working in a group. Understanding how our actions affect others. Caring and sharing. Friendships. **Festivals** Chinese New Year Pancake day Mother's Day Easter	Holds a pencil effectively. Forms recognisable letters. Spatial awareness – around, under, over, along and through. Safe use of large and small apparatus. Control and co-ordination. Balancing skills. Jumping and landing appropriately. Climbing skills Dance – expressive movements (PE focus).	Maintains attention. Concentration. Instructions. Listens and responds. Shows an awareness of listeners needs. Develop conversation skills. Extends vocabulary. Uses talk to organise, clarify thinking and feelings.	Begins to write short sentences. Initial sounds. Links sounds to letters. Segmenting and blending skills. Writing for a purpose (cards, lists, invitations, captions, recipes, stories) Fiction/non-fiction. Read/spell CVC words. Read/spell 'tricky' words. Increasing range of books. Demonstrate understanding of what they have read.	Counting (to 100) Number recognition to 20. Number sequence. Counting forwards and backwards. Missing numbers. Counting in 10's. Patterns. More/less. Addition (cubes, number line, counting on.) Doubling/halving. Size. Weight. Capacity. Estimation. 2D/3D shapes. Money, recognising coins.	Shows interest in different occupations. Observations, talks about why things happen e.g. melting, fruit changing. Looks at similarities and differences. Understanding of how eating appropriately can contribute to good health. New life. Audio/CD Controlling Bee Bots. Completes a simple computer programme.	Collage. Selecting appropriate colours. Mixing colours. Uses simple tools. Develops techniques. Clay modelling. Sewing and threading. 2D/3D work. Represent ideas through music. Explores different sounds of instruments. Imaginative play.

Summer	Confident to speak in a familiar group. Feelings. Behaviours and consequences Follow the rules. Work as part of a group. Care for living things in the environment. Sensitivity to others. **Festivals** Summer Fete Sports Day Leavers	Travels with confidence. Balancing skills. Climbing skills. Safely negotiates space. Transports equipment safely. Control and co-ordination in large and small movements.	Speaking and listening attentively in a range of situations. Give attention to what others say. Asks and answers 'how' and 'why' questions. Use past, present and future forms accurately. Express themselves effectively. Follow instructions involving several actions.	Capital letters and full stops. Knows names and sounds of letters. Sentence structure. Handwriting, pencil control, letter formation. Independent writing. Variety of writing genres. Helicopter story writing. Story structure. Produce writing that can be read by themselves and others. Phonic knowledge to decode words. Read and write common irregular words.	Doubling, halving and sharing. Counting in 2's, 5's and 10's. Ordinal numbers. More/less Size. Length. Capacity. 2D/3D shapes – focus on properties. Addition. Subtraction. Money. Time – o'clock and half past. Solving mathematical problems.	Plants and growth. Living/non-living. Mini beasts. Animals. Sun safety. Road safety. Life cycles. Similarities and differences. Changes. Reasoning. Make predictions. Observations. Environments. Floating/sinking. ICT – use in the real world.	Line drawings. Paper mache. Textures. Experiment with design. Represent their own ideas. Re-telling stories through role play. Play alongside others engaged in the same theme.

YEAR A – Yr. 1	Autumn		Spring		Summer	
Topic	**On the Move!**	**Make Believe**	**Mexico**	**Famous People (Florence Nightingale)**	**Passport around the world**	**Our local area**
Memorable Events		**KS1 Christmas Production; Pantomime**				**Sports Day Walks within Moggerhanger**
Science	Materials: Distinguish between an object and the material from which it is made; identify and name a variety of everyday materials.	Materials: Describe the simple physical properties of a variety of everyday materials; compare and group together a variety of everyday materials.	Seasonal changes: Observe changes across the four seasons; observe and describe weather associated with the seasons.	Plants: Identify and name a variety of common wild and garden plants; identify and describe the basic structure of a variety of common flowering plants, including trees.	Animals, including humans: Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Animals, including humans: Identify and name a variety of common animals; describe and compare the structure of a variety of common animals.
History	Understand key features of events; Use a wide vocabulary of everyday historical terms; Key features of events; Record what they have learned by drawing and writing; Speak about how they found out about the past; Find out about the lives of significant individuals in the past who have contributed to national and international achievements			Understand key features of events; Use a wide vocabulary of everyday historical terms; Key features of events; Record what they have learned by drawing and writing; Speak about how they found out about the past		Compare local area Now and Then; Record what they have learned by drawing and writing
Geography	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <u>Key Questions</u> What are the daily weather patterns in the UK? <u>Skills</u> Atlas skills, map skills, locating information in non-fiction texts, asking	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage; Use simple compass directions and locational and directional language to describe the location of features and routes on a map <u>Skills</u> Atlas skills, map skills, locating information in non-fiction texts, asking	Mexico – Tocuaro, a contrasting locality overseas: Name and locate the world's seven continents and five oceans; Understand geographical similarities and differences of a small area of the United Kingdom and of a small area in a contrasting non-European country; To use and interpret maps	<u>Key Questions</u> What does famous mean? Why is FL famous? What contribution has she made to the way we live? How do we know about her? (looking at sources) <u>Skills</u> Looking at sources and evidence (artefacts), locating information in non-fiction texts	Name and locate the world's seven continents and five oceans; Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas; Use world maps, atlases <u>Key Questions</u> What is a passport? What is the weather like in ...? How	To recognise landmarks and basic human and physical features; devise a simple map; To study the geography of their school and its grounds; Use simple compass directions and locational and directional <u>Key Questions</u> What did old Moggerhanger look like? What does Moggerhanger look like now?

	questions about the wider world, use basic geographical vocabulary; know the four capital cities of the UK; observation and recording of weather	questions about the wider world, use basic geographical vocabulary; know the four capital cities of the UK	Key Questions What is life like in Tocuaro? Where is Mexico? When is the Day of the Dead? Who is the Horta family? How do the Horta family live? Why is Lake Patzcuaro polluted? What do they eat in Mexico? (Link to fair trade products) Skills Atlas and map skills, location information in non-fiction texts, comparing and contrasting different lives across the world		would you travel to...? What would you eat in...? Why do people travel? What are the seven continents and five oceans? Skills Locating information in non-fiction texts, atlas and map skills; questions about the wide world; food tasting	How has Moggerhanger changed? What famous people lived in Moggerhanger? What different style of buildings can be seen in Moggerhanger Skills Looking at sources and evidence (artefacts); locating information in non-fiction texts
Art	Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space		Printing and digital media	Owl paintings; Van Gogh 'Starry Night' triptych	Printing and digital media	Picasso portraits – painting and pastels; Nature studies
D&T	Packaging; roly-poly toys	Making houses from The Three Little Pigs	Mexican masks	Winding toys	Cooking - international	
Computing	E-safety	Digital Literacy: Using a computer (plus Coding: Hour of code)	Coding: Scratch Jnr - introduction and fundamentals	Digital Literacy - using a computer	Digital Literacy: taking and using photos	Coding: Scratch Jnr - introduction and fundamentals
Music	Singing assemblies	Christmas production	Glockenspiel	Composer focus – Peter and the Wolf	Musical genres	Skills builders
RE	What do Christians believe God is like?	Why does Christmas matter to Christians? How and why do we celebrate special times?	Who is a Muslim? What do they believe and how do they live?	Why does Easter matter to Christians?	Who is a Muslim? What do they believe and how do they live? (Continuation of double topic)	What makes some places significant? What makes some places sacred to believers?
PSHE	**SEAL** – New Beginnings	**SEAL** – Say no to bullying	**SEAL** – Going for goals	**SEAL** – Good to be me	**SEAL** – Relationships	**SEAL** – Changes
PE	**Real P.E.**	**Real P.E.**	**Gym 2**	**Real P.E.**	**Gym 3**	**Real P.E.**
	Unit 1: Personal Skills Unit 2: Social Skills	Unit 3: Cognitive Skills Lesson 1-3	Unit 2: Parts High/Low	Unit 4: Creative skills Unit 5: Applying physical skills	Unit 3: Jumping/ Landing	Unit 6: Health and Fitness
		Gym 1 Unit 1: Balance	**Dance 2**		**Dance 3**	**Athletics**

		Dance 1 Linked to Christmas Show	Unit 1: Communicating Moods/Feelings/ Ideas		Unit 3: Style of Dance – Salsa	KS1: LCP lessons 1-6
English Overview	Guided reading Comprehension Spelling Handwriting Grammar Punctuation **Fiction** Mr Gumpy's Outing Mr Gumpy's Motor Car The Man on the Moon	Guided reading Comprehension Spelling Handwriting Grammar Punctuation **Non-fiction** Recount writing Letter writing **Fiction** Little Red Riding Hood The Emperor's New Clothes The Three Little Pigs	Guided reading Comprehension Spelling Handwriting Grammar Punctuation **Poetry** Learn and write poems, nonsense poems, animal poems **Fiction** Characterisation Warning tale Handa's Surprise The Papaya that Spoke	Guided reading Comprehension Spelling Handwriting Grammar Punctuation **Non-fiction** Information texts Florence Nightingale Nocturnal animals **Fiction** A wishing tale The magic brush Matilda	Guided reading Comprehension Spelling Handwriting Grammar Punctuation **Phonics check** **Non-fiction** Instruction texts George's Marvellous Medicine **Fiction** Roald Dahl – The Twits, Fantastic Mr Fox Emma Jane's Aeroplane Journey (Aaron Becker)	Guided reading Comprehension Spelling Handwriting Grammar Punctuation **Fiction** Description – Horrid Henry Story **Poetry** Discuss and learn poems – Revolting Rhymes
Off-programme English	Poetry Postcards	Acrostic poems – Bonfire night	**Fiction** Pirate stories **Non-fiction** Explanation texts Life cycle	**Fiction** Story telling Space stories Winnie in Space **Non-fiction** Mythical animals Non-chronological reports	**Fiction** Author study – Roald Dahl – The Giraffe, the Pelly and Me **Non-fiction** Roald Dahl – Revolting Rhymes	**Fiction** Author study – Horrid Henry books **Non-fiction** Report writing Horrid Henry Newspaper Writing
Maths Overview	Counting, ordering and comparing numbers to 20 and beyond, addition and subtraction including doubles and counting on/back 1, identifying and sorting 2D shapes, place value, adding/subtracting 1 or 10	Place value and ordering and comparing numbers to 20 and beyond, adding/subtracting 1 or 10, addition/subtraction using number facts and counting on/back 1, 2 or 3, position and direction, length, money	2-digit numbers and place value, word problems, addition and subtraction using number facts, identifying 3D shapes, days of the week, months of the year, counting in 2s, 5s and 10s, fractions	Counting in 2s, 5s and 10s, fractions, doubles and halves, telling the time to the half hour, addition and subtraction, place value and money	Place value and partitioning 2-digit numbers, addition and subtraction involving 1- and 2-digit numbers, measuring weight and capacity, data handling, doubling and halving numbers, halves and quarters of shapes, recognising coins, solving money problems.	Place value in 2-digit numbers, multiplication and division (multiples of 2, 5 and 10), telling the time to the quarter hour, measuring length, data handling, repeating patterns, number facts to solve addition and subtraction

YEAR A – Yr. 2	Autumn		Spring		Summer	
Topic	**On the Move!**	**Make Believe**	**Mexico**	**Famous People (Florence Nightingale)**	**Passport around the world**	**Our local area**
Memorable Events		**KS1 Christmas Production; Pantomime**			**Year 2 trip**	**Sports Day Walks within Moggerhanger**
Science	Materials: Identify and compare uses of different materials	Materials: Find out how the shapes of sold objects made from some materials can be changed by squashing, bending twisting and stretching Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses	Habitats: Explore and compare the difference between things that are living, dead and things that have never been alive; identify that most living things live in habitats to which they are suited; identify and name a variety of plants and animals in their habitats; describe how animals obtain their food from plants and other animals	Plants: Observe and describe how seeds and bulbs grow into mature plants; find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	Taking care of yourself: Find out about and describe the basic needs of animals, including humans, for survival; describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	Growing up: Notice that animals, including humans, have offspring which grow into adults
History	Understand key features of events; Use a wide vocabulary of everyday historical terms; Key features of events; Record what they have learned by drawing and writing; Speak about how they found out about the past; Find out about the lives of significant individuals in the past who have contributed to national and international achievements			Understand key features of events; Use a wide vocabulary of everyday historical terms; Key features of events; Record what they have learned by drawing and writing; Speak about how they found out about the past <u>Key Questions</u> What does famous mean? Why is FL famous? What contribution has she made to the way we live? How do we know about her? (looking at sources) <u>Skills</u> Looking at sources and evidence (artefacts),		Compare local area Now and Then; Record what they have learned by drawing and writing

				locating information in non-fiction texts		
Geography	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <u>Key Questions</u> What are the daily weather patterns in the UK? <u>Skills</u> Atlas skills, map skills, locating information in non-fiction texts, asking questions about the wider world, use basic geographical vocabulary; know the four capital cities of the UK; observation and recording of weather.	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage; Use simple compass directions and locational and directional language to describe the location of features and routes on a map <u>Skills</u> Atlas skills, map skills, locating information in non-fiction texts, asking questions about the wider world, use basic geographical vocabulary; know the four capital cities of the UK	Mexico – Tocuaro, a contrasting locality overseas: Name and locate the world's seven continents and five oceans; Understand geographical similarities and differences of a small area of the United Kingdom and of a small area in a contrasting non-European country; To use and interpret maps <u>Key Questions</u> What is life like in Tocuaro? Where is Mexico? When is the Day of the Dead? Who is the Horta family? How do the Horta family live? Why is Lake Patzcuaro polluted? What do they eat in Mexico? (Link to fair trade products) <u>Skills</u> Atlas and map skills, location information in non-fiction texts, comparing and contrasting different lives across the world		Name and locate the world's seven continents and five oceans; Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas; Use world maps, atlases <u>Key Questions</u> What is a passport? What is the weather like in ...? How would you travel to...? What would you eat in...? Why do people travel? What are the 7 continents and 5 oceans? <u>Skills</u> Locating information in non-fiction texts, atlas and map skills; questions about the wide world; food tasting	To recognise landmarks and basic human and physical features; devise a simple map; To study the geography of their school and its grounds; Use simple compass directions and locational and directional <u>Key Questions</u> What did old Moggerhanger look like? What does Moggerhanger look like now? How has Moggerhanger changed? What famous people lived in Moggerhanger? What different style of buildings can be seen in Moggerhanger? <u>Skills</u> Looking at sources and evidence (artefacts); locating information in non-fiction texts
Art	Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space		Printing and digital media	Owl paintings; Van Gogh 'Starry Night' triptych	Printing and digital media	Picasso portraits – painting and pastels; Nature studies
D&T	Packaging; roly poly toys	Making houses from The Three Little Pigs	Mexican masks	Winding toys	Cooking - international	

Computing	E-safety	Digital Literacy: Using a computer (plus Coding: Hour of code)	Coding: Scratch Jnr - introduction and fundamentals	Digital Literacy - using a computer	Digital Literacy: taking and using photos	Coding: Scratch Jnr - introduction and fundamentals
Music	Singing assemblies	Christmas production	Glockenspiel	Composer focus – Peter and the Wolf	Musical genres	Skills builders
RE	What do Christians believe God is like?	Why does Christmas matter to Christians? How and why do we celebrate special times?	Who is a Muslim? What do they believe and how do they live?	Why does Easter matter to Christians?	Who is a Muslim? What do they believe and how do they live? (Continuation of double topic)	What makes some places significant? What makes some places sacred to believers?
PSHE	**SEAL** – New Beginnings	**SEAL** – Say no to bullying	**SEAL** – Going for goals	**SEAL** – Good to be me	**SEAL** – Relationships	**SEAL** – Changes
PE	**Real P.E.**	**Real P.E.**	**Gym 2**	**Real P.E.**	**Gym 3**	**Real P.E.**
	Unit 1: Personal Skills Unit 2: Social Skills	Unit 3: Cognitive Skills Lesson 1-3	Unit 2: Parts High/Low	Unit 4: Creative skills Unit 5: Applying physical skills	Unit 3: Jumping/ Landing	Unit 6: Health and Fitness
		Gym 1 Unit 1: Balance **Dance 1** Linked to Christmas Show	**Dance 2** Unit 1: Communicating Moods/Feelings/ Ideas		**Dance 3** Unit 3: Style of Dance – Salsa	**Athletics** KS1: LCP lessons 1-6
English Overview	Guided reading Comprehension Spelling Grammar Punctuation **Fiction** Mr Gumpy's Outing Mr Gumpy's Motor Car The Man on the Moon	Guided reading Comprehension Spelling Grammar Punctuation **Non-fiction** Recount writing Letter writing **Fiction** Little Red Riding Hood The Emperor's New Clothes The Three Little Pigs Nursery Rhymes	Guided reading Comprehension Spelling Grammar Punctuation **Poetry** Learn and write poems, nonsense poems, animal poems **Fiction** Characterisation Warning tale Handa's Surprise The Papaya that spoke	Guided reading Comprehension Spelling Grammar Punctuation **Non-fiction** Information texts Florence Nightingale Nocturnal animals **Fiction** A wishing tale The magic brush Matilda	Guided reading Comprehension Spelling Grammar Punctuation **SATs** **Non-fiction** Instruction texts George's Marvellous Medicine **Fiction** Roald Dahl – The Twits, Fantastic Mr Fox Emma Jane's Aeroplane Journey (Aaron Becker)	Guided reading Comprehension Spelling Grammar Punctuation **Fiction** Description – Horrid Henry Story **Poetry** Discuss and learn poems – Revolting Rhymes
Off-programme English	Poetry Postcards	Acrostic poems – Bonfire night	**Fiction** Pirate stories **Non-fiction** Explanation texts Life cycle	**Fiction** Story telling Space stories Winnie in Space **Non-fiction** Mythical animals Non-chronological reports	**Fiction** Author study – Roald Dahl – The Giraffe, the Pelly and Me **Non-fiction** Roald Dahl – Revolting Rhymes	**Fiction** Author study – Horrid Henry books **Non-fiction** Report writing Horrid Henry Newspaper Writing
Maths Overview	Counting, partitioning and calculating, money, place value Securing number facts and	Handling data and measures, money, place value Calculating, measuring and understanding shapes	Counting, partitioning and calculating money, place value Securing number facts and	Handling data and measures Calculating, measuring and understanding shape Securing number facts,	Counting, partitioning and calculating money, place value Securing number facts and understanding	Handling Data and measures, co-ordinates Calculating, measuring and understanding shape, angles, fractions

	understanding shape, 2D and 3D Handling data and measures – length, time Maths passports	Securing number facts, calculating and identifying relationships Times tables Maths passports	understanding shape Handling data and measures – time, weight, capacity Times tables Maths passports	calculating and identifying relationships, money, place value Times tables Maths passports	shape, fractions, perimeter Handling data and measures, time, weight, length Times tables Maths passports	Securing number facts, calculating and identifying relationships, money, place value Times tables Maths passports

Cycle A (Years 3 and 4)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Name	**In The Mists of Time**		**Rotten Romans**		**Field to Fork**	**Bean to Bar**
Memorable Events	• Trip to Flag Fen • Carol Concert • Christingle Service • Pantomime		• Swimming lessons		• Local visit to farm • Adventurous activities/Residential Trip	
Key Text	'How to Wash a Woolly Mammoth' 'Stone Age Boy'		'Escape From Pompeii' Roman Myths		'The Sheep-Pig'	
Key Genres in Writing	Instruction Texts Narratives		Fiction and Non-Fiction Texts Recounts Drama pieces		Letter Writing Dialogue Writing Poetry Writing	
Maths Overview	**<u>Autumn 1</u>** • Finding pairs with a total of 100; adding to the next multiple of 100 and subtracting to the previous multiple of 100; subtract by counting up to find a difference; adding several numbers • Read, write 4-digit numbers and know what each digit represents; compare 4-digit numbers using < and > and place on a number line; add 2-digit numbers mentally; subtract 2-digit and 3-digit numbers • Learn × and ÷ facts for the 6 and 9 times-table and identify patterns; multiply multiples of 10 by single-digit numbers; multiply 2-digit numbers by single-digit numbers (the grid method); find fractions of amounts • Tell and write the time to the minute on analogue and digital clocks; calculate time intervals; measure in metres, centimetres and millimetres; convert lengths between units; record using decimal notation • Add two 3-digit numbers using column addition; subtract a 3-digit number from a 3-digit number using an expanded column method (decomposing only in one column) **<u>Autumn 2</u>** • Double 3-digit numbers and halve even 3-digit numbers; revise unit fractions; identify equivalent fractions; reduce a fraction to its simplest form; count in fractions (each fraction in its simplest form) • Look at place value in decimals and the relationship between tenths and decimals; add two 4-digit numbers; practise written and mental addition methods; use vertical addition to investigate patterns • Convert multiples of 100 g into kilograms; convert multiples of 100 ml into litres; read scales to the nearest 100 ml; estimate capacities; draw bar charts, record and interpret information • Round 4-digit numbers to the nearest: 10, 100 and 1000; subtract 3-digit numbers using the expanded		**<u>Spring 1</u>** • Place 4-digit numbers on landmarked lines; 0–10 000 and 1000–2000; round 4-digit numbers to the nearest 10, 100 and 1000; mentally add and subtract to/from 4-digit and 3-digit numbers using place-value; count on and back in multiples of 10, 100 and 1000; count on in multiples of 25 and 50; add and subtract multiples of 10 and 100 to/from 4-digit numbers • Use expanded written subtraction and compact written subtraction to subtract pairs of 3-digit numbers (one 'exchange'); use expanded column subtraction and compact column subtraction to subtract pairs of 3-digit and 2-digit numbers from 3-digit numbers (one carry); learn the 7 × table and 'tricky' facts; use the vertical algorithm to multiply 3-digit numbers by 1-digit numbers; solve simple money problems with decimals to two decimal places • Use mental multiplication and division strategies; find non-unit fractions of 2-digit and 3-digit numbers; find equivalent fractions and use them to simplify fractions (halves, thirds, quarters) • Recognise and compare acute, right and obtuse angles; draw lines of a given length; identify perpendicular and parallel lines; recognise and draw line symmetry in shapes; sort 2D shapes according to their properties; draw shapes with given properties and explain reasoning; draw the other half of symmetrical shapes • Understand how to divide 2-digit and 3-digit numbers by 1-digit numbers using place value and mental strategies; divide numbers by 1-digit numbers to give answers between 10 and 25, with remainders; identify factor pairs and use these to solve multiplications and divisions with larger numbers; use Frog to find complements to multiples of 1000; use Frog to find change from £10, £20 and £50		**<u>Summer 1</u>** • Read, write and compare 4-digit numbers and place on a line; find 1000 more or less than any given number; read, write and compare 5-digit numbers; recognise what each digit represents in a 5-digit number; read, use and compare negative numbers in the context of temperature • Multiply and divide numbers by 10 and 100 including decimals (tenths and hundredths); read and write decimals (to 1 and 2 places), understanding that these represent parts (tenths and hundredths) of numbers; mark 1- and 2- place decimals on a line; count in tenths (0.1s) and hundredths (0.01s); multiply numbers with up to 2 decimal places by 10 and 100, and divide numbers by 10 and 100; say the number one tenth and one hundredth more or less than a given number; round decimal numbers to the nearest whole number • Learn 11 and 12 × tables; develop and use effective mental multiplication strategies; use a vertical written method to multiply 3-digit numbers by 1-digit numbers; use rounding to estimate answers; use a written method to multiply 3-digit numbers, including amounts of money by 1-digit numbers; multiply 2-digit and 3-digit numbers by 1-digit numbers; understand how division 'undoes' multiplication and vice versa; divide above the tables facts using multiples of 10 • Recognise and read Roman numerals to 100; begin to know the history of our number system including 0; calculate area and perimeter of rectilinear shapes using multiplication and addition, or counting; recognise, name and classify 2D shapes identifying regular and irregular polygons; sort 2D shapes according to properties including types of quadrilaterals and triangles; revise 3D shapes, consider 2D-shaped sides on 3D shapes, and sort shapes		

	written version and the counting up mental strategy and decide which to use • Use the grid method to multiply 3-digit by single-digit numbers and introduce the vertical algorithm; begin to estimate products; divide numbers (up to 2 digits) by single-digit numbers with no remainder, then with a remainder	**Spring 2** • Recognise, use, compare and order decimal numbers; understand place value in decimal numbers; recognise that decimals are tenths; round decimals numbers to the nearest whole number; divide 2-digit numbers by 10 to get decimal numbers; multiply decimal numbers by 10 to get 2-digit numbers; divide 3-digit multiples of ten by 100 to get decimal numbers; multiply decimal numbers by 100 to get 3-digit multiples of ten; add four digit numbers using written method with answers greater than 10 000 • Add amounts of money using written methods and mentally using place value and number facts; choose to add using the appropriate strategy: mental or written; subtract, choosing appropriate mental strategies: counting up or taking away (using counting back, place value or number facts); solve subtractions using a suitable written method (column subtraction) • Tell the time on a 24 hour clock, using am and pm correctly; convert pm times to 24 hour clock and vice versa; use 24 hour clock in calculating intervals of time; measure and calculate perimeters of rectilinear shapes where each side is labelled in cm and m; find missing lengths in rectilinear composite shapes; find the perimeters of rectilinear shapes with some lengths not marked; convert from one unit of length to another; solve word problems involving lengths including those involving perimeters • Understand place value in 4-digit numbers; partition 4-digit numbers; solve subtraction of 4-digit numbers using column subtraction (decomposition); choose an appropriate method to solve subtractions, either mental or written, and either column or counting up • Use the vertical algorithm to multiply 3-digit numbers by 1-digit numbers; explore patterns; use mental strategies and tables facts to divide 2-digit and 3-digit numbers by 1-digit numbers to give answers between 10 and 35, without remainders; solve word problems	• Understand, read and write 2-place decimals; compare 2-place decimals in the context of lengths; add and subtract 0·1 and 0·01 and say a number one-tenth (0·1) or one-hundredth (0·01) more or less than a given number; revise equivalent fractions; write fractions with different denominators with a total of 1; recognise decimal and fraction equivalents **Summer 2** • Add two 2-digit numbers or a 2-digit number to a 3- or 4-digit number mentally; subtract 2-, 3- and 4-digit numbers using counting up; derive factors of 2-digit numbers and use factors and doubling to solve multiplication mentally; solve integer scaling problems using mental strategies and spot a relationship between products; solve correspondence problems, using a systematic approach and calculate using mental multiplication strategies • Solve written addition of two 4-digit numbers; add amounts of money (pounds and pence) using column addition; solve 4-digit minus 4-digit and 4-digit minute 3-digit subtractions using written column method (decomposition) and check subtraction with addition; solve word problems choosing an appropriate method • Use coordinates to draw polygons; find the coordinates of shapes after translation; draw and interpret bar charts and pictograms; draw line graphs and understand that intermediate points have meaning • Use the vertical algorithm (ladder) to multiply 3-digit numbers by 1-digit numbers; find non-unit fraction of amounts, using 'chunking'; add fractions with like denominators, including totals greater than 1; divide by 10 and 100 (to give answers with 1 and 2 decimal places) • Multiply 2-digit numbers by 11 and 12; look for patterns and write rules; multiply 2-digit numbers by numbers between 10 and 20 using the grid method; begin to use the grid method to multiply pairs of 2-digit numbers; use mental strategies and tables facts to divide 2-digit and 3-digit numbers by 1-digit numbers to give answers between 20 and 50, with and without remainders; find non-unit fractions of amounts	
Science	**Light** (Yr. 3) • Recognise that they need light in order to see things and that dark is the absence of light • Notice that light is reflected from surfaces • Recognise	**Electricity** (Yr. 4) • Identify common appliances that run on electricity • Construct a simple series electrical circuit, identifying and naming its basic parts, including cells,	**Animals, including humans** (Yr. 3) • identify that animals, including humans, need the	**Living things and their habitats** (Yr. 4)

	that light from the sun can be dangerous and that there are ways to protect their eyes • Recognise that shadows are formed when the light from a light source is blocked by a solid object • Find patterns in the way that the size of shadows change	wires, bulbs, switches and buzzers • Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • Recognise some common conductors and insulators, and associate metals with being good conductors ***Cross Curricular Link:*** ***D&T*** ***Technical Knowledge:*** *understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors*	right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat • identify that humans and some other animals have skeletons and muscles for support, protection and movement **Animals, including humans** (Yr. 4) • describe the simple functions of the basic parts of the digestive system in humans • identify the different types of teeth in humans and their simple functions • construct and interpret a variety of food chains, identifying producers, predators and prey.	• recognise that living things can be grouped in a variety of ways • explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • recognise that environments can change and that this can sometimes pose dangers to living things.
Geography	**Locational Knowledge** • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.	**Locational Knowledge** • Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their key physical and human characteristics, countries, and major cities.	**Human & Physical Geography** Describe and understand key aspects of: • human geography, including: land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	**Geographical Skills & Fieldwork** • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use symbols and key • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
History	**Changes in Britain from the Stone Age to the Iron Age**	**The Roman Empire and its impact on Britain**	**The History of Chocolate**	

	This could include: • late Neolithic hunter-gatherers and early farmers, for example, Skara Brae • Bronze Age religion, technology and travel, for example, Stonehenge • Iron Age hill forts: tribal kingdoms, farming, art and culture		This could include: • Julius Caesar's attempted invasion in 55-54 BC • the Roman Empire by AD 42 and the power of its army • successful invasion by Claudius and conquest, including Hadrian's Wall • British resistance, for example, Boudica • 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity			
P.E	Multi Skills	Invasion Games	Tag Rugby	Dance/Gymnastics	OAA	Athletics
Computing	E-safety: Google Share with care	Digital Literacy & E-safety: using a computer/device	Digital Literacy: Explore a Topic with Research and Collaboration	Coding: Animations - Space	Coding: Sound and music - Rock band	Coding: project
Art & DT	**Mastery of Art & Design Techniques:** Clay **Mastery of D & T:** Design, Make and Evaluate **D & T Technical Knowledge:** Apply understanding of how to strengthen, stiffen and reinforce complex structures *Design, make and evaluate a Stone Age tool with clay and wood*		**Mastery of Art & Design Techniques:** Drawing, painting and using a range of decorative materials **Mastery of D & T:** Design, Make and Evaluate **D & T Technical Knowledge:** Understand and use mechanical systems in their products *Design, make and evaluate a Roman Colosseum in a shoebox with moving parts and mechanisms* **Cross Curricular Link:** See Science Above		**Mastery of Art & Design Techniques:** Painting *Painting abstract farm animals* **D & T Cooking and Nutrition** • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	
Music	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Harvest Festival Songs • Christingle Songs • Key Stage 2 Carol Concert		Use and understand staff and other musical notations Improvise and compose music for a range of purposes **Instrument focus:** • Recorders • Chime bars • Percussion Instruments		• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Develop an understanding of the history of music.	
French	Getting to Know You	All About Me	Family and Friends	Our School	Food, Glorious Food!	
P.S.H.E	New Beginnings – Yr. 3	Getting on and falling out – Yr. 3	Say no to bullying – Yr. 3	Good to be me – Yr. 3	Going for goals – Yr. 3	Relationships/ Changes – Yr. 3
R.E	• Why do some people think life is like a journey? • How and why do people mark the significance of events of life?	What is the 'Trinity' and why is it important for Christians?	What kind of world did Jesus want?	Why do Christians call the day Jesus died 'Good Friday'?	How is faith expressed in Hindu communities and traditions?	What are the deeper meanings of the festivals?

Cycle B (Years 3 and 4)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Name	**Raiders, Traders & Invaders**		**Rainforest Adventure**		**Tomb Raiders**	
Memorable Events	• Trip to West Stow Anglo-Saxon site and museum • Trip to Hazard Alley • Carol Concert • Christingle Service • Pantomime		• Swimming lessons • Faith Tour in Queens Park		• Adventurous activities/Residential Trip	
Key Text	'Beowulf' 'How to Train Your Dragon'		'Where the Forest Meets the Sea'		'The Egyptian Cinderella'	
Key Genres in Writing	Hero myths Instruction Texts Character Profiles		Fiction and Non-Fiction Texts Recounts		Traditional Tales Explanation Texts	
Maths Overview	Same as Cycle A		Same as Cycle A		Same as Cycle A	
Science	**Forces & Magnets** (Yr. 3) • observe how magnets attract or repel each other and attract some materials and not others • compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials • describe magnets as having two poles • predict whether two magnets will attract or repel each other, depending on which poles are facing		**Rocks** (Yr. 3) • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • describe in simple terms how fossils are formed when things that have lived are trapped within rock • recognise that soils are made from rocks and organic matter.		**Forces & Magnets** (Yr. 3) • compare how things move on different surfaces • notice that some forces need contact between two objects, but magnetic forces can act at a distance	
Geography	**Locational Knowledge** • Locate the world's countries, using maps to focus on Europe **Human & Physical Geography** • Physical geography, including rivers • Human geography, including types of settlement		**Locational Knowledge** • Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn		**Human & Physical Geography** Describe and understand key aspects of: • Human geography, including: land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	**Geographical skills and fieldwork** • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use symbols and key • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
History	**Britain's settlement by**	**Viking and Anglo-Saxon struggle for**	Continue to develop a chronologically secure knowledge and understanding of		The achievements of the earliest civilizations – an overview of where	

	Anglo-Saxons and Scots This could include: • Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire • Scots invasions from Ireland to north Britain (now Scotland) • Anglo-Saxon invasions, settlements and kingdoms: place names and village life • Anglo-Saxon art and culture • Christian conversion – Canterbury, Iona and Lindisfarne	**the Kingdom of England to the time of Edward the Confessor** This could include: • Viking raids and invasion • resistance by Alfred the Great and Athelstan, first king of England • further Viking invasions and Danegeld • Anglo-Saxon laws and justice • Edward the Confessor and his death in 1066	British, local and world history, establishing clear narratives within and across the periods they study.		and when the first civilizations appeared and a depth study of: **Ancient Egypt**	
P.E	Multi Skills	Invasion Games	Tag Rugby	Dance/Gymnastics	OAA	Athletics
Computing	E-safety: Google Don't fall for fake	Digital Literacy: Research and develop a topic	Coding: Interactive - Chatbot	Coding: Game - Boat race	Digital Literacy: Childnet video competition	Coding: project
Art & DT	**Mastery of Art & Design Techniques:** Clay **Mastery of D & T:** Design, Make and Evaluate **D & T Technical Knowledge:** Apply understanding of how to strengthen, stiffen and reinforce complex structures *Design, make and evaluate a Stone Age tool with clay and wood*		**Mastery of Art & Design Techniques:** Mixed Media **Mastery of D&T:** Design, Make and Evaluate **D & T Technical Knowledge:** *Design, make and evaluate a rainforest scene featuring salt dough animals.* *Design, make and evaluate a mask inspired by cultures in equatorial regions.*		**Mastery of Art & Design Techniques:** Charcoal *Ancient Egyptian Hieroglyphics* **Mastery of Art & Design Techniques:** Carving and painting *Ancient Egyptian Cartouche*	
Music	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Harvest Festival Songs • Christingle Songs • Key Stage 2 Carol Concert		Use and understand staff and other musical notations Improvise and compose music for a range of purposes **Instrument focus:** • Recorders • Chime bars • Percussion Instruments		• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Develop an understanding of the history of music.	
French	Getting to Know You	All About Me	Animals and the World		Holidays and Hobbies	
P.S.H.E	New Beginnings – Yr. 4	Getting On And Falling Out – Yr. 4	Say No To Bullying – Yr. 4	Good To Be Me – Yr. 4	Going For Goals – Yr. 4	Relationships/ Changes – Yr. 4
R.E	Where, how and why do people worship?	How do festivals and family life show what matters to Jewish people?	How is faith expressed in Sikh communities and traditions?	How do festivals and worship show what matters to Muslims?	For Christians, what was the impact of Pentecost?	How and why do people try to make the world a better place?

Year 5 Cycle A (Year 1)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Overview	**Reading Comprehension SPaG** **Non-Fiction** Fact-file information texts **Fiction** *George's Secret Key to The Universe- Lucy Hawking and Stephen Hawking* Suspense	**Reading Comprehension SPaG** **Non-Fiction** Argument and debate Recounts **Fiction** *George's Secret Key to The Universe- Lucy Hawking and Stephen Hawking* Genre fiction: Science fiction	**Reading Comprehension SPaG** **Non-Fiction** Newspaper reports Biography and autobiography **Fiction** *Refugee Boy* *Benjamin Zephaniah* *The Journey* *Francesca Sanna* The power of imagery Tales from other cultures	**Reading Comprehension SPaG** **Non-Fiction** Recounts **Fiction** Drama - Shakespeare Classic novels **Poetry** Debate poetry and poetry that tells a story	**Reading Comprehension SPaG** **Non-Fiction** Instructions and explanations **Fiction** *Kensuke's Kingdom* *Michael Morpurgo* modern classic fiction	**Reading Comprehension SPaG** **Non-Fiction** Non Chronological reports **Poetry** Free form poetry
Maths Overview	**Number and place value** Roman numerals to 1,000 Representing numbers/place value Counting in powers of 10 Compare and order numbers Rounding within 1,000,000 **Addition and Subtraction** Add and subtract whole numbers with more than 4 digits Round to estimate answers Inverse operations **Multiplication and division** Multiples and factors Multiplying and dividing by powers of 10 Multiplication of 4 digit by 2 digit numbers Inverse operations Solve multi-step word problems involving all four operations **Statistics** Read, interpret and draw line graphs Use line graphs to solve problems Read and interpret tables Two-way tables Timetables		**Fractions** Equivalent fractions Improper fractions to mixed numbers (and reverse) Number sequences Compare and order fractions Add and subtract fractions and mixed numbers **Decimals and Percentages** Decimals as fractions Understanding thousandths Rounding decimals Compare and order decimals Understanding percentages Equivalent fractions, decimals and percentages **Number and Algebra** Prime numbers Square numbers Cube numbers For the rest of spring term Yr. 5 to recap learning frim autumn and spring term through deeper reasoning and problem solving activities.		**Converting Units** Kilograms and kilometres Milligrams and millilitres Metric units Imperial units Converting units of time Timetables **Position and Direction** Position in the first quadrant Reflection Reflection with coordinates Translations (with coordinates) **Properties of Shape** Measuring angles in degrees with a protractor Draw lines and angles accurately Calculate angles on a straight line Calculate angles around a point Calculate lengths and angles in shapes Polygons	
Theme Work	**A History of Space Travel** Extended chronological study Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 **History of Christmas** Extended chronological study- Pupils should be taught a study of an aspect or theme in British		**Geography - Africa and Rivers** Understand geographical similarities and differences through the study of human and physical geography. Describe and understand key aspects of physical geography. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and		**Geographical Skills** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	

	history that extends pupils' chronological knowledge beyond 1066		the distribution of natural resources. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.		
Science	**Earth and Space (Yr. 5)** Describe the movement of the Earth, and other planets, relative to the Sun in the solar system Describe the movement of the Moon relative to the Earth Describe the Sun, Earth and Moon as approximately spherical bodies Use the idea of the Earth's rotation to explain day and night, and the apparent movement of the sun across the sky.	**Properties and Changes of Materials (Yr. 5)** Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating	**Animals including humans (Yr. 6)** Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans.	**Evolution and Inheritance (Yr. 6)** Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	**Living Things & Their Habitats (Yr. 6)** Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics. **Living Things & Their Habitats (Yr. 5)** Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals. **Animals (Including Humans) (Yr. 5)** Describe the changes as humans develop to old age.

	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
P.E	**Football Netball**	**OAA Dance**	**Gymnastics Fitness**	**Badminton Hockey**	**Basketball Tennis**	**Athletics**
Computing	**E-safety: Google Secure your secrets**	**Digital Literacy: Plan an event**	**Coding: Scratch - Space Junk Game**	**Coding: Catch the Dots Game**	**Digital Literacy: Childnet video competition**	**Coding: project**
Art	**Vincent van Gogh-** Recreating 'A Starry Night' using local landscapes and information we have learned about constellations **Creating Historical Christmas decorations**		**Traditional African textiles** Creating our own repeating African pattern using a tile stamp and fabric dye.		**Self Portraits** Look at classical and modern portraits and create our own self portrait paintings. **Seascapes**	

					Look at examples of seascape paintings. Explore the use of watercolour to create our own seascape painting.	
DT	**RM** Woodworking skills Design and make a Cam toy		**Textiles** Designing and making a soft toy	**Cooking-** Various outcomes	**RM/CAD** Pencil boxes	
Music	**'Carnival of the Animals'** Exploring the elements of music through composition. Pupils will create and compose music on their own and with others.	**Introduction to Keyboard** Pupils will use and understand staff and other musical notation. Pupils will play and perform in solo and ensemble contexts.	**Developing Keyboard Skills** Pupils will play musical instruments with increasing accuracy, fluency, control and expression.	**Keyboard performance and whole class singing** Pupils will listen with attention to detail and recall sounds with increasing aural memory through whole class singing.	**Introduction to ukulele** Pupils will be taught to play and perform in solo and ensemble contexts on ukulele, with increasing accuracy, fluency, control and expression.	**Ukulele performance** Pupils will appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Pupils will be taught to play and perform in solo and ensemble contexts on ukulele, with increasing accuracy, fluency, control and expression.
French	**Getting to Know You**	**All About Ourselves**	**That's Tasty**	**Family and Friends**	**School Life**	**Time Travelling**
P.S.H.E	**New beginnings**	**Getting on and falling out**	**Say no to bullying**	**Going for goals**	**Good to be me**	**Relationships/Changes**
R.E	**What does it mean if Christians believe God is holy and loving?**	**Creation and science: conflicting or complementary?**	**Values: What matters most to Humanists and Christians?**	**How and why do some people inspire others? Examples from religions**	**How do Christians decide how to live? 'What would Jesus do?**	**What do Christians believe Jesus did to 'save' people?**

Cycle B – Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Overview	**Reading Comprehension SPaG** **Non Fiction** Persuasive devices, Writing persuasive letters **Fiction** *The Great Kapok Tree* Dilemma stories	**Reading Comprehension SPaG** **Non Fiction** Instruction and information texts (Cracking contraptions) **Poetry-** Slam poetry (poetic style Narrative poetry	**Reading Comprehension SPaG** **Non Fiction** Recounts Chronological reports **Fiction** *War Horse- Michael Morpurgo*	**Reading Comprehension SPaG** **Non Fiction** Journalistic writing **Fiction** Dialogue and perspective Classic Fiction- *The Silver Sword Ian Serraillier*	**Reading Comprehension SPaG** **Non Fiction** Historical information texts Diary writing *Going Solo- Roald Dahl* **Fiction** Stories with flashbacks Fables and myths	**Reading Comprehension SPaG** **Non Fiction** Non-chronological reports **Poetry** Dialogue poetry Performance poetry
Maths Overview	**Number and place value** Roman numerals to 1,000 Representing numbers/place value Counting in powers of 10 Compare and order numbers Rounding within 1,000,000 **Addition and Subtraction** Add and subtract whole numbers with more than 4 digits Round to estimate answers Inverse operations **Multiplication and division** Multiples and factors Multiplying and dividing by powers of 10 Multiplication of 4 digit by 2 digit numbers Inverse operations Solve multi-step word problems involving all four operations **Statistics** Read, interpret and draw line graphs Use line graphs to solve problems Read and interpret tables Two-way tables Timetables		**Fractions** Equivalent fractions Improper fractions to mixed numbers (and reverse) Number sequences Compare and order fractions Add and subtract fractions and mixed numbers **Decimals and Percentages** Decimals as fractions Understanding thousandths Rounding decimals Compare and order decimals Understanding percentages Equivalent fractions, decimals and percentages **Number and Algebra** Prime numbers Square numbers Cube numbers For the rest of spring term Yr. 5 to recap learning frim autumn and spring term through deeper reasoning and problem solving activities.		**Converting Units** Kilograms and kilometres Milligrams and millilitres Metric units Imperial units Converting units of time Timetables **Position and Direction** Position in the first quadrant Reflection Reflection with coordinates Translations (with coordinates) **Properties of Shape** Measuring angles in degrees with a protractor Draw lines and angles accurately Calculate angles on a straight line Calculate angles around a point Calculate lengths and angles in shapes Polygons	
Theme Work	**History - The Mayan Civilisation** A non-European society that provides contrasts with British history – a study of Mayan civilization c. AD 900. **Geography - Central/South America** Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America.		**History - World Wars** Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. **Geography - Europe** Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human		**History - Ancient Greek Civilisation** Pupils should be taught a study of Greek life and achievements and their influence on the western world. **Greece and Europe** Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human	

		characteristics, countries, and major cities		characteristics, countries, and major cities
Science	**Forces (Yr. 5)** Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction that act between moving surfaces. Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.	**Light (Yr. 6)** Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them	**Electricity (Yr. 6)** Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram.	**Animals (including humans) (Yr. 6**) Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans.

	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
P.E	**Football Netball**	**OAA Dance**	**Gymnastics Fitness**	**Badminton Hockey**	**Basketball Tennis**	**Athletics**
Computing	**E-safety: Google It's cool to be kind**	**Digital Literacy: Explore a Topic with Research and Collaboration**	**Coding: scratch maths Building with Numbers**	**Coding: Scratch Memory game**	**Digital Literacy: Childnet video competition**	**Coding: project**
Art	**Henri Rousseau** Creating our own layered rainforest picture **Creating Christmas decorations**		**Propaganda posters-**Looking at real propaganda posters and creating our own about issues we believe in		**Classical Painting** Looking at classical paintings and exploring the ways that artists captured movement in art before photography	
DT	**RM -** Woodworking skills Making a bird house		**CAD – design** **3D printing using tinker CAD**		**RM – Desk Tidy**	**CAD – Introduction to 2D Design, various laser/cnc projects**
Music	**'Carnival of the Animals'** Exploring the elements of music through composition. Pupils will create and compose	**Introduction to Keyboard** Pupils will use and understand staff and other musical notation. Pupils will play and	**Developing Keyboard Skills** Pupils will play musical instruments with increasing accuracy, fluency,	**Keyboard performance and whole class singing** Pupils will listen with attention to detail and recall sounds with increasing aural memory through	**Introduction to ukulele** Pupils will be taught to play and perform in solo and ensemble contexts on ukulele, with	**Ukulele performance** Pupils will appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Pupils will be taught to play and

	music on their own and with others.	perform in solo and ensemble contexts.	control and expression.	whole class singing.	increasing accuracy, fluency, control and expression.	perform in solo and ensemble contexts on ukulele, with increasing accuracy, fluency, control and expression.
French	**Let's Visit a French Town**	**Let's Go Shopping**	**This is France**	**All in a Day**	-	-
P.S.H.E	**New beginnings**	**Getting on and falling out**	**Say no to bullying**	**Going for goals**	**Good to be me**	**Relationships/Changes**
R.E	What helps Hindu people as they try to be good?	How is faith expressed in Islam?	Justice and poverty: why does faith make a difference?	What will make our community a more respectful prespectful place?	Why do some people believe in God and some people not?	How does faith enable resilience?

Year 6 Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Overview	**Reading Comprehension SPaG** **Non-Fiction** Fact-file information texts **Fiction** *George's Secret Key to The Universe- Lucy Hawking and Stephen Hawking* Suspense	**Reading Comprehension SPaG** **Non-Fiction** Argument and debate Recounts **Fiction** *George's Secret Key to The Universe- Lucy Hawking and Stephen Hawking* Genre fiction: Science fiction	**Reading Comprehension SPaG** **Non-Fiction** Newspaper reports Biography and autobiography **Fiction** *Refugee Boy* *Benjamin Zephaniah* *The Journey* *Francesca Sanna* The power of imagery Tales from other cultures	**Reading Comprehension SPaG** **Non-Fiction** Recounts **Fiction** Drama- Shakespeare Classic novels **Poetry** Debate poetry and poetry that tells a story	**Reading Comprehension SPaG** **Non-Fiction** Instructions and explanations **Fiction** *Kensuke's Kingdom* *Michael Morpurgo* modern classic fiction	**Reading Comprehension SPaG** **Non-Fiction** Non Chronological reports **Poetry** Free form poetry
Maths Overview	**Number and place value** Representing numbers to ten million Compare and order any number (including decimals) Round any numbers Negative numbers **Addition and Subtraction** Add and subtract whole numbers (column method) Mental calculations and estimation **Multiplication and Division** Common multiples Written multiplication methods Long and short division Common multiples and factors Order of operations Solve multi-step word problems involving all four operations **Statistics** Read, interpret and draw line graphs Use line graphs to solve problems Circles Read and draw pie charts (with percentages) The mean		**Fractions** Simplify fractions Fractions on a number line Compare and order fractions Add and subtract fractions and mixed numbers **Decimals and percentages** Decimals Multiplying and dividing decimals by powers of 10 Multiply and divide decimals by integers Decimals as fractions (and reverse) Equivalent fractions, decimals and percentages Percentage of an amount Percentage increase and decrease Order fractions, decimals and percentages. **Number and Algebra** Finding and using an algebraic rule Substitution Formulae Word problems Simple one and two step equations Pairs of values Ratios and fractions Scale factors Ratio and proportion problems		**Converting Units** Metric measures Converting metric measures Calculating with metric measures Miles and Kilometres Imperial measures **Position and Direction** Coordinates in the first quadrant Plotting coordinates Reflections Translations **Properties of Shape** Measuring with a protractor Introducing angles Calculate angles Vertically opposite angles Angles in a triangle Angles in quadrilateral Angles in regular polygons Draw shapes accurately Nets of 3D shapes	
Theme Work	**A History of Space Travel** Extended chronological study- Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 **History of Christmas**		**Geography- Africa and Rivers** Understand geographical similarities and differences through the study of human and physical geography Describe and understand key aspects of physical geography Describe and understand key aspects of human geography, including: types of settlement and		**Geographical Skills** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build	

	Extended chronological study- Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066		land use, economic activity including trade links, and the distribution of natural resources. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle		their knowledge of the United Kingdom and the wider world
Science	**Earth and Space (Yr. 5)** Describe the movement of the Earth, and other planets, relative to the Sun in the solar system Describe the movement of the Moon relative to the Earth Describe the Sun, Earth and Moon as approximately spherical bodies Use the idea of the Earth's rotation to explain day and night, and the apparent movement of the sun across the sky.	**Properties and Changes of Materials (Yr. 5)** Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating	**Animals including humans (Yr. 6)** Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans.	**Evolution and Inheritance (Yr. 6)** Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	**Living Things & Their Habitats (Yr. 6)** Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics. **Living Things & Their Habitats (Yr. 5)** Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals. **Animals (Including Humans) (Yr. 5)** Describe the changes as humans develop to old age.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
P.E	**Football Netball**	**OAA Dance**	**Gymnastics Fitness**	**Badminton Hockey**	**Basketball Tennis**	**Athletics**
Computing	**E-safety: Google Secure your secrets**	**Digital Literacy: Plan an event**	**Coding: Scratch - Space Junk Game**	**Coding: Catch the Dots Game**	**Digital Literacy: Childnet video competition**	**Coding: project**
Art	**Vincent van Gogh** Recreating 'A Starry Night' using local landscapes and information we have learned about constellations		**Traditional African textiles** Creating our own repeating African pattern using a tile stamp and fabric dye.		**Self Portraits** Look at classical and modern portraits and create our own self portrait paintings. **Seascapes**	

	Creating Historical Christmas decorations				Look at examples of seascape paintings. Explore the use of watercolour to create our own seascape painting	
DT	**RM** Woodworking skills Design and make a cam toy		**Textiles** Designing and making a soft toy	**Cooking** Various outcomes	**RM/CAD** Pencil boxes	
Music	**'Carnival of the Animals'** Exploring the elements of music through composition. Pupils will create and compose music on their own and with others.	**Introduction to Keyboard** Pupils will use and understand staff and other musical notation. Pupils will play and perform in solo and ensemble contexts.	**Developing Keyboard Skills** Pupils will play musical instruments with increasing accuracy, fluency, control and expression.	**Keyboard performance and whole class singing** Pupils will listen with attention to detail and recall sounds with increasing aural memory through whole class singing.	**Introduction to ukulele** Pupils will be taught to play and perform in solo and ensemble contexts on ukulele, with increasing accuracy, fluency, control and expression.	**Ukulele performance** Pupils will appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Pupils will be taught to play and perform in solo and ensemble contexts on ukulele, with increasing accuracy, fluency, control and expression.
French	**Getting to Know You**	**All About Ourselves**	**That's Tasty**	**Family and Friends**	**School Life**	**Time Travelling**
P.S.H.E	**New beginnings**	**Getting on and falling out**	**Say no to bullying**	**Going for goals**	**Good to be me**	**Relationships/Changes**
R.E	**What does it mean if Christians believe God is holy and loving?**	**Creation and science: conflicting or complementary?**	**Values: What matters most to Humanists and Christians?**	**How and why do some people inspire others? Examples from religions**	**How do Christians decide how to live? 'What would Jesus do?**	**What do Christians believe Jesus did to 'save' people?**

Year 6 Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Overview	**Reading Comprehension SPaG** **Non Fiction** Persuasive devices, Writing persuasive letters **Fiction-** *The Great Kapok Tree* Dilemma stories	**Reading Comprehension SPaG** **Non Fiction** Instruction and information texts (Cracking contraptions) **Poetry-** Slam poetry (poetic style Narrative poetry	**Reading Comprehension SPaG** **Non Fiction** Recounts Chronological reports **Fiction** *War Horse- Michael Morpurgo*	**Reading Comprehension SPaG** **Non Fiction** Journalistic writing **Fiction** Dialogue and perspective Classic Fiction- *The Silver Sword Ian Serraillier*	**Reading Comprehension SPaG** **Non Fiction** Historical information texts Diary writing *Going Solo- Roald Dahl* **Fiction** Stories with flashbacks Fables and myths	**Reading Comprehension SPaG** **Non Fiction** Non-chronological reports **Poetry** Dialogue poetry Performance poetry
Maths Overview	**Number and place value** Representing numbers to ten million Compare and order any number (including decimals) Round any numbers Negative numbers **Addition and Subtraction** Add and subtract whole numbers (column method) Mental calculations and estimation **Multiplication and Division** Common multiples Written multiplication methods Long and short division Common multiples and factors Order of operations Solve multi-step word problems involving all four operations **Statistics** Reas, interpret and draw line graphs Use line graphs to solve problems Circles Read and draw pie charts (with percentages) The mean		**Fractions** Simplify fractions Fractions on a number line Compare and order fractions Add and subtract fractions and mixed numbers **Decimals and percentages** Decimals Multiplying and dividing decimals by powers of 10 Multiply and divide decimals by integers Decimals as fractions (and reverse) Equivalent fractions, decimals and percentages Percentage of an amount Percentage increase and decrease Order fractions, decimals and percentages. **Number and Algebra** Finding and using an algebraic rule Substitution Formulae Word problems Simple one and two step equations Pairs of values Ratios and fractions Scale factors Ratio and proportion problems		**Converting Units** Metric measures Converting metric measures Calculating with metric measures Miles and Kilometres Imperial measures **Position and Direction** Coordinates in the first quadrant Plotting coordinates Reflections Translations **Properties of Shape** Measuring with a protractor Introducing angles Calculate angles Vertically opposite angles Angles in a triangle Angles in quadrilateral Angles in regular polygons Draw shapes accurately Nets of 3D shapes	
Theme Work	**History - The Mayan Civilisation** A non-European society that provides contrasts with British history – a study of Mayan civilization c. AD 900. **Geography - Central/South America** Understand geographical similarities and differences through the study of human and physical geography of a region of		**History - The World Wars** Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. **Geography - Europe** Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating		**History - Ancient Greek Civilisation** Pupils should be taught a study of Greek life and achievements and their influence on the western world. **Greece and Europe** Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions,	

	the United Kingdom and a region within South America.	on their environmental regions, key physical and human characteristics, countries, and major cities.		key physical and human characteristics, countries, and major cities
Science	**Forces (Yr. 5)** Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction that act between moving surfaces Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect	**Light (Yr. 6)** Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them	**Electricity (Yr. 6)** Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram.	**Animals (including humans) (Yr. 6)** Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans

	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
P.E	**Football** **Netball**	**OAA** **Dance**	**Gymnastics** **Fitness**	**Badminton** **Hockey**	**Basketball** **Tennis**	**Athletics**
Computing	**E-safety: Google It's cool to be kind**	**Digital Literacy: Explore a Topic with Research and Collaboration**	**Coding: scratch maths Building with Numbers**	**Coding: Scratch Memory game**	**Digital Literacy: Childnet video competition**	**Coding: project**
Art	**Henri Rousseau** Creating our own layered rainforest picture **Creating Christmas decorations**		**Propaganda posters-**Looking at real propaganda posters and creating our own about issues we believe in **Surrealism-** Looking at surrealist artwork and creating our own pieces		**Classical Painting** Looking at classical paintings and exploring the ways that artists captured movement in art before photography	
DT	**RM -** Woodworking skills Making a bird house		**CAD – design** **3D printing using tinker CAD**		**RM – Desk Tidy**	**CAD – Introduction to 2D Design, various laser/cnc projects**
Music	**'Carnival of the Animals'** Exploring the elements of music through	**Introduction to Keyboard** Pupils will use and understand staff and	**Developing Keyboard Skills** Pupils will play musical instruments	**Keyboard performance and whole class singing** Pupils will listen with	**Introduction to ukulele** Pupils will be taught to play and perform in	**Ukulele performance** Pupils will appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great

	composition. Pupils will create and compose music on their own and with others.	other musical notation. Pupils will play and perform in solo and ensemble contexts.	with increasing accuracy, fluency, control and expression.	attention to detail and recall sounds with increasing aural memory through whole class singing.	solo and ensemble contexts on ukulele, with increasing accuracy, fluency, control and expression.	composers and musicians. Pupils will be taught to play and perform in solo and ensemble contexts on ukulele, with increasing accuracy, fluency, control and expression.
French	**Let's Visit a French Town**	**Let's Go Shopping**	**This is France**	**All in a Day**	-	-
P.S.H.E	**New beginnings**	**Getting on and falling out**	**Say no to bullying**	**Going for goals**	**Good to be me**	**Relationships/Changes**
R.E	**What helps Hindu people as they try to be good?**	**How is faith expressed in Islam?**	**Justice and poverty: why does faith make a difference?**	**What will make our community a more respectful place?**	**Why do some people believe in God and some people not?**	**How does faith enable resilience?**