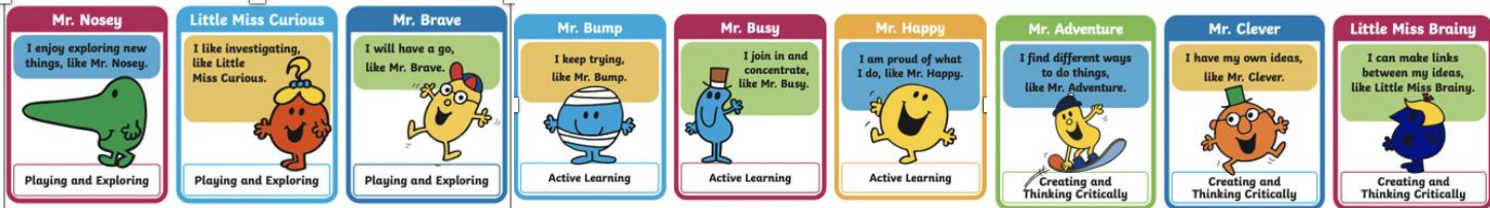


Whole School Curriculum Map						
Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main theme	Marvellous Me!	Colour My World	To infinity and Beyond!	Amazing Animals	The Potting Shed	Journeys
Characteristics of effective learning	Playing and exploring: - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.					
Characteristics of Effective Learning introduced to the children through Mr Men and Little Miss characters	Learning Characters 					
Possible Ideas / lines of enquiry These ideas within the themes may change or be replaced depending on child interest or fascination	Change, growing up, families, names, birthdays, photos of children as babies – play guess the baby	Light / Dark, shadows, festivals	Space, planets, rockets	Taking care of animals, animals from cold / warm places, pets and vets, look at a contrasting place to live using non-fiction text	Planting and growing, healthy eating, minibeasts	Trip to farm, places you visit, holidays, transport
Festivals / Seasons	Autumn	Diwali, Fireworks night Christmas	Winter Chinese New Year Valentine’s Day	Spring Easter Mother’s Day	Eid	Summer Father’s Day
Enrichment Experiences	Autumn walk around local area, Invite real baby to come in!	Go for a walk at night? Food tasting from different cultures Fire Brigade visit Cook marshmallows on the fire, Christmas nativity.	Making ice experiment, Organise mobile planetarium to come in OR invite parents in to make rockets with children	Invite person with a dog or interesting animal, Launching rockets, Easter egg hunt. Spring walk - signs of spring.	Sunflower and bean plant growing, Making a salad / healthy lunch.	Butterfly life cycles / Life cycle, Farm visit

Key Books	* Nursery Rhymes * Goldilocks * Little Rabbit Foo Foo * Kipper's Birthday * Books on starting school * Funny Bones * Avocado Baby * So Much * Leaf Man The Poetry Basket poems	* Owl Babies * Can't you Sleep Little Bear? * The Owl who was Afraid of the Dark * Kipper's Monster * Little Robin Red Vest * Little Owl and the Star The Poetry Basket poems	* Whatever Next! * The Darkest Dark * Laura's Star * The Great Race: The story of the Chinese Zodiac * The Marvellous Moon Map * Red Rockets and Rainbow Jelly The Poetry Basket poems	* Bog Baby * Dear Zoo * Kipper's New Pet * The Great Pet Sale * A Mouse Called Julian * Croc and Bird * Percy the Park Keeper books * The Fox and the Star * Rumble in the Jungle The Poetry Basket poems	* Jack and the Beanstalk * The Very Hungry Caterpillar * The Gigantic Turnip * Jasper's Beanstalk * Eddie's Garden * The Little Seed The Poetry Basket poems	* The Biscuit Bear * The Gingerbread Man * Grandad's Island * The Train Ride The Poetry Basket poems
Communication and Language Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added , practitioners will build children's language effectively. Reading frequently to children , and engaging them actively in stories , non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts , will give children the opportunity to thrive. Through conversation, story-telling and role play , where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures . Weekly vocabulary will be introduced based on stories and topics we are learning about so the children are taught new words in context.					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, productions, assemblies and weekly interventions. Daily story time	Welcome to Reception Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions/ goals/ dreams? Rhyming and alliteration Familiar Print Sharing facts about me Shared stories Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"	Tell me a story! Settling in activities Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary.	Tell me why! Using language well Ask's how and why questions... Discovering Passions Retell a story with story language Story invention –talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems	Talk it through! Settling in activities Describe events in detail – time connectives Discovering Passions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: "What colour is it? Where would you find it?" Sustained focus when listening to a story Use "I see, I think, I wonder" as prompts for discussion	What happened? Settling in activities Discovering Passions Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives Use "I see, I think, I wonder" as prompts for discussion	Time to share! Show and tell Weekend news Discovering Passions Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons. Use "I see, I think, I wonder" as prompts for discussion

			and songs. Use "I see, I think, I wonder" as prompts for discussion			
	Use of Talking Tubs to introduce themes and ascertain children's knowledge and interests so as to develop lines of enquiry. Development of class floor books to record learning and promote discussion.					
Personal, Social and Emotional	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world . Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others . Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life .					
	New Beginnings See themselves as a valuable individual. Being me in my world Class Rule Rules and Routines Supporting children to build relationships Dreams and Goals	Getting on and falling out. How to deal with anger Emotions Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.	Good to be me Feelings Learning about qualities and differences Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios	Relationships What makes a good friend? Healthy me Random acts of Kindness Looking after pets Looking After our Planet Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on	Looking after others Friendships Dreams and Goals Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on.	Taking part in sports day - Winning and losing Changing me Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.

Main theme	Marvellous Me!	Colour My World	To infinity and Beyond!	Amazing Animals	The Potting Shed	Journeys
Physical Development	Daily 5-minute run so children are highly active and get out of breath					
Gross Motor	Cooperation games i.e. parachute games. Climbing – outdoor equipment Different ways of moving to be explored with children. Help individual children	Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area dance related activities Provide a range of wheeled resources for	Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs.	Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and	Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide	Races / team games involving gross motor movements dance related activities Gymnastics / Balance

	to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting. Changing into wellies Putting on aprons, rolling up sleeves Putting on coat / packing bag	children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options	Provide a wide range of activities to support a broad range of abilities. Dance / moving to music Gymnastics / Balance	other resources to explain the importance of the different aspects of a healthy lifestyle.	opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music	
Physical Development	Daily finger gym activities targeted to children's needs					
Fine Motor	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil grip	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation. Draw things from memory	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly Draw bodies of an appropriate size for what they're drawing	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross Draw with detail (bodies with sausage limbs and additional features)	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego Begin to draw self-portraits, landscapes and buildings / cityscapes

Main theme	Marvellous Me!	Colour My World	To infinity and Beyond!	Amazing Animals	The Potting Shed	Journeys
Literacy Comprehension	Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme.	Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps.	Making up stories with themselves as the main character Encourage children to record stories through picture drawing/mark	Information leaflets about animals in the garden/plants and growing. Re-read books to build up their confidence in	Stories from other cultures and traditions Retell a story with actions and / or picture prompts as part of a group - Use story	Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & respond to

	Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book. Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.	Pie Corbett Actions to retell the story – Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories. Sequence story – use vocabulary of beginning, middle and end. Enjoys an increasing range of books	making for LAs.	word reading, their fluency and their understanding and enjoyment. World Book Day Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events	language when acting out a narrative. Rhyming words. Parents reading stories Can explain the main events of a story - Can draw pictures of characters/ event/ setting in a story. May include labels, sentences or captions. Role play area – book characters	what they hear with relevant comments, questions and reactions. Make predictions Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories.
Literacy Reading	Word Reading: Hear general sound discrimination and be able to orally blend and segment.	Word Reading: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.	Word Reading: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.	Word Reading: Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Word Reading: Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Word Reading: Read some tricky words from Phase 4 e.g. said, like, have, so. Re-read what they have written to check that it makes sense.
Literacy Phonics	Phase 1/2 Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words.	Phase 2 Know grapheme phoneme correspondence of 19 letters.	Phase 2 Consolidate skills as in Autumn 2. Recognise digraphs - ck + consonant endings - ff, ll, ss	Phase 2/3 Consolidate Phase 2 skills. Begin Phase 3 skills – Know the remaining grapheme -phoneme	Phase 3 Consolidate phase 2 and 3 skills. Know trigraphs ear, ure, air Know vowel digraph er	Phase 3/4 Consolidate phase 2 and 3 skills. Read CVCC words Know adjacent consonants – sk, cr, sl,

		Blend with known letters for reading VC and CVC words. Orally segment for VC and CVC words for spelling Know high-frequency common words (the, to, no, go).	Know tricky words - the, to, and, no, go, I Blend and segment known sounds for reading and spelling VC, CVC, CVCC	correspondence for j, v, w, x, z, zz, qu Know the 4 consonant digraphs – sh, th, ch, ng Know 9 vowel digraphs – ai, ee, oa, oo, ar, or, ur, ow, oi Know trigraph igh Know tricky words, the, to, he, she, we, me, be, was, my Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed.	Read tricky words they, her, all, are Continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. Write more graphemes from memory and write a simple sentence using phonic knowledge.	tr, dr, scr, st, spr, pl, sw, fr, sn, sm, vr Read tricky words do, when, out what, said, have, like, so. Represent each of 42 phonemes by a grapheme and blend phonemes to read CVC words and segment CVC words for spelling. Write longer sentences using phonic knowledge, write digraphs and trigraphs.
Literacy Writing TFW used as stimulus across the year	Texts as a Stimulus: Kipper's Birthday Goldilocks So Much Make marks in play, giving meaning to marks and labelling. Write lists Writing initial sounds and simple captions. Use initial sounds to label characters / images Names Labels Captions Diagrams Messages Sequence stories	Texts as a Stimulus: Owl Babies Can't you Sleep Little Bear? The Owl who was Afraid of the Dark Sequence the story Speech bubbles Name writing, labelling using initial sounds, story scribing. Retelling stories Write a sentence Firework word poems	Texts as a Stimulus: Whatever Next! Laura's Star Red Rockets and Rainbow Jelly Story maps Acrostic poems Write facts about Space Draw and label own rocket Draw a favourite part of story Write star poems using adjectives Write words to describe good friends Make Valentine's cards	Texts as a Stimulus: Dear Zoo Bog Baby Retell story Innovation story maps of 'Dear Zoo' Story maps Write a letter – 'Dear Zoo, Please can you send me...' Instruction writing – how to look after a Bog Baby	Texts as a Stimulus: Jack and the Beanstalk The Very hungry Caterpillar Retell parts of the story – Character descriptions about qualities and feelings. Write 2 sentences Explore synonyms Label healthy and unhealthy food the caterpillar eats Bean Diary Instructions – how to plant a seed Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps.	Texts as a Stimulus: The Biscuit Bear Handa's Surprise The Train Ride Innovation of familiar texts Using familiar texts as a model for writing own stories. Write new version of Biscuit Bear – sew and write own books Speech bubbles Write a postcard / diary writing Story writing Beginning to use full stops, capital letters and finger spaces. Write three sentences – B, M & E.

					Labels and captions – life cycles Recount – A trip to the park	Writing recipes – make fruit kebabs
	Emergent writing: Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory. Composition: Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down. Spelling: Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory.	Emergent writing: Copies adult writing behaviour e.g., writing on a whiteboard, writing messages. Makes marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words. Composition: Orally compose a sentence and hold it in memory before attempting to write it. Spelling: Orally spell VC and CVC words by identifying the sounds. Write own name.	Emergent writing: Use appropriate letters for initial sounds. Composition: Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions. Spelling: Spell to write VC and CVC words independently using Phase 2 graphemes Handwriting: Shows a dominant hand. Write	Emergent writing: Build words using letter sounds in writing. Composition: Use talk to organise describe events and experiences. Begin to write a simple sentence with support. Spelling: Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g., the, to, no, go independently.	Emergent writing: Continue to use knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing. Composition: Write a simple sentence with a full stop. Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words. Handwriting:	Emergent writing: Show awareness of the different audience for writing. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Composition: Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g., lists, stories, instructions. Begin to discuss features of their own writing e.g., what kind of story have they written. Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g., using Phase 4 CCVCC

	Handwriting: Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.	Handwriting: Form letters from their name correctly. Recognise that after a word there is a space.	from left to right and top to bottom. Begin to form recognisable letters.	Handwriting: Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.	Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.	Spell irregular common (tricky) words e.g., he, she, we, be, me independently. Handwriting: Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.
--	--	---	---	--	--	---

Main theme	Marvellous Me!	Colour My World	To infinity and Beyond!	Amazing Animals	The Potting Shed	Journeys
Mathematics Based on the White Rose Scheme for Reception	Phase 1 - Just Like me Matching and Sorting Comparing size, mass, amounts, capacity Exploring patterns	Phase 2 – It's me 1,2,3 Representing 1,2,3 Composition of 1,2,3 Comparing 1,2,3 Circles and triangles Positional Language Phase 3 - Light and Dark Representing numbers to 5 Composition of 4,5 Shapes with 4 sides/Time Subitising	Phase 4 - Alive in 5 Introducing 0 Comparison to 5 Composition to 5 Comparing mass (2) Compare capacity Phase 5 – Growing 6,7,8 6,7,8 Making pairs Combining 2 groups Length and Height Time	Phase 6 – Building 9 and 10 9 and 10 Comparing numbers to 10 Bonds to 10 3D shapes Pattern Consolidation - Composition Subitising Comparison Counting on and Back Matching Numeral recognition Ordering	Phase 7 – To 20 and Beyond Building Numbers beyond 10 Counting patterns beyond 10 Spatial Reasoning Phase 8 – First, Then, Now Adding More Taking Away Spatial Reasoning	Phase 9 – Find my Pattern Doubling Sharing and Grouping Even and Odd Spatial Reasoning Phase 10 – On the Move Deepening understanding problem solving Patterns and Relationships Spatial Reasoning
Themes	Marvellous Me!	Colour My World	To infinity and Beyond!	Amazing Animals	The Potting Shed	Journeys
Understanding the World	Talk about special times, celebrations/ birthdays they remember in their life. (His)	Continue to develop positive attitudes about the differences between people Recognise that we	Comment on images of familiar situations in the past - moon landing Know that there are different countries in the	Recognise that different plants and animals grow in different parts of the world (Geog/Sci) Recognise and name	Recognise and name parts of a plant (Sci) Begin to understand how to look after plants (Sci)	Talk about the local environment using geographical vocabulary: village, farm, house, shop, church (Geog)

	Talk about how they have changed from being a baby (His) Talk about how children and adults are different (His) Use all their senses in hands-on exploration of natural materials. Tell you something about where they live.(Geog) Explore how things work. Talk about what they notice about the weather on a daily basis and how this impacts them. (need a coat, gloves, sunhat etc.) (Geog) Describe what they see, hear and feel whilst outside. Discuss that certain animals live in woodland/forests (UK) (Sci) Recognise and name some common woodland animals: hedgehog, squirrel, rabbit, fox, badger etc. (Sci)	celebrate certain events, such as bonfire night, because of what happened many years ago (His) Explore collections of materials with similar and/or different properties. Talk about what they like about their own immediate environment and how environments might vary from one another (I like where I live because....) (Geog) Experience looking at Atlases and world globes. (Geog) Recognise and name two or more local features (E.g. Church/ School/ Nature reserve) (Geog) Explore the natural world around them in Forest School and outdoor learning Recognise that people have different beliefs and celebrate special times in different ways (RE) Christmas / Diwali Begin to understand the need to respect and care for the	world and recognise and talk about the some similarities and differences they have experienced or seen in photos (Geog) Understand the effect of changing seasons on the natural world around them Identify key signs/images for each season (Geog) Begin to understand that when water gets cold enough it freezes and becomes ice (Sci) Begin to understand that when ice warms up it melts and changes back to water (Sci) Explore how and begin to understand why certain materials are better to use for different things (Sci) Baby bear's waterproof helmet experiment Begin to understand how magnets work and use this to sort what is or isn't metal (Sci) Match clothing/ objects to hot and cold weather (Geog)	some common Polar and African animals: polar bear, penguin, arctic fox, giraffe, zebra monkey, etc. (Sci) Identify and sort animals according to where they live (Sci) Label the key parts of an animal (Sci) Begin to understand about camouflage (Sci) Identify that certain UK animals live in certain habitats/environments (woodland/farm/sea/ponds) (Geog and Sci) Begin to understand what they can do to help the environment (Sci) Identify and sort different materials to be recycled (Sci) Understand and talk about parts of the world being hotter or colder (Geog) Recognise that people have different beliefs and celebrate special times in different ways (RE) Easter / Eid Cooking: Easter nests	Know that a plant is a living thing (Sci) Understand how certain plants grow and correctly sequence the growth patterns (Sci) Notice and talk about the changes that happen to plants as they grow (Sci) Use geographical words: field, farm, forest, soil, hill and weather when looking at physical features of different landscapes (Geog) Understand where Kingswood village is in relation to the world. (Kingswood, Surrey, England) Record what they see in the natural world around them through drawings or diagrams Cooking: fruit kebabs / fruit salad	Sort objects/images into old and new and begin to use vocabulary linked to history topic (His) Compare and contrast characters from stories, inc. figures from the past (His) Recognise some similarities and differences between life in this country and life in other countries (Geog) Understand what maps can be used for and why we have maps (Geog) Follow a simple map to help find objects/features around school (Geog) Cooking: Make and decorate Biscuit Bears
--	---	---	---	--	--	--

	Name body parts – Simon Says, drawing around each other, painting with different body parts Cooking: Make and taste porridge Make mini birthday cakes	natural environment and all living things (Sci) Bird watching role play Explore and talk about different forces they can feel (Sci) Talk about the differences between materials and changes they notice – what happens when there's no light experiment (Sci) Know that certain materials can be hard/ solid/ soft (Sci) Describe themselves, other objects and landmarks using relative positions (next to, in front, behind etc.) (Geog) Cooking: Make Diwali sweets (barfi) Make bird feed	Why do stars come out at night? Cooking: Make 'planet' pizzas. Healthy toppings			
--	--	---	---	--	--	--

Themes	Marvellous Me!	Colour My World	To infinity and Beyond!	Amazing Animals	The Potting Shed	Journeys
Expressive Arts and Design	Artist's self-portraits (Frieda Karlo) Join in with songs; begin to mix colours, join in with role play games and use resources available for props; build models using construction	Matisse Colour mixing – mix primary colours to make secondary colours Listen to music and make their own dances	Chinese traditional art Design and make rockets. Design and make objects they may need in space, thinking	Rousseau's Tiger Make different textures; make patterns using different colours Pastel drawings, printing, patterns on	Van Gogh's Sunflowers Retelling familiar stories Provide children with a range of materials for children to construct with	Monet Beach painting / Georges Pierre Seurat – pointillism Junk modelling, houses, bridges boats and transport. Exploration of other

	equipment. Sing call-and-response songs, so that children can echo phrases of songs you sing. Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did. Exploring sounds and how they can be changed, tapping out of simple rhythms. Provide opportunities to work together to develop and realise creative ideas. Draw potato people (no neck or body) Draw simple things from memory Make mini-me people	in response Design homes for hibernating animals from junk modelling Pompom making from wool Collage owls / draw owl babies Firework pictures on Paint, Christmas decorations, Christmas cards Night and dark pictures Sew felt owls / Christmas decorations Make nests outside Make Divas from clay Christmas songs/poems The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. Role Play Birthday Party Role Play of The Nativity	about form and function. Collage stars Create outer space pictures Children will be encouraged to select the tools and techniques they need to assemble materials that they are using Making lanterns, Chinese writing, puppet making, Chinese music and composition Shadow Puppets Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. Papier mache	Easter eggs Mother's Day crafts Easter crafts Provide a wide range of props for play which encourage imagination.	Colour matching to a specific shade Add white or black paint to alter tint or shade Draw bodies of an appropriate size for what they're drawing Draw self-portraits, landscapes and buildings/cityscapes	countries – dressing up in different costumes Sand pictures Colour mixing – underwater pictures. Father's Day Crafts Draw with detail (bodies with sausage limbs and additional features)
--	---	---	---	---	--	--

		Autumn		Spring		Summer	
Year 1	Topic	Fairy Tales	Toys	Where in the world-Kenya	Seaside holidays	Transport	In our garden
	English	Topic texts: Jack and the jelly bean stalk Other texts: Going on a bear hunt NF: All about me- a fact file How to get ready for school- instructions Poetry: https://www.twinkl.com/resource/story-stew-fairy-tale-poem-and-resource-pack-t-e-1632144600 Black is a rainbow colour by Angela Joy	Topic texts: Toy Story Other texts: Beagu NF: Instructions- how to make a terrifictoy Poetry: Buckingham Palace by A. A. Milne – look at an extract from Winnie the Pooh? Firework poetry ‘Firework Night’ by Enid Blyton	Topic texts: Handa’s surprise Other texts: We’re going on a lion hunt NF: Information page – African elephant Poetry: Four Seasons by Cecil Frances Alexander (link to science: Seasonal Changes)	Topic texts: Meerkat mail postcards Other texts: Sharing a shell Mrs Armitage and the big wave Poetry: At the seaside by Robert Louis Stevenson	Topic texts: The journey Other texts: Kitchen Disco NF: Information page - Titanic Poetry: Chocolate Cake by Michael Rosen	Topic texts: The hungry caterpillar Other texts: Superworm NF: How to look after a butterfly- instructions Poetry: Nature poems The Dragonfly by Libby Houston Colour/What is Pink? by Christina Rossetti
	Maths	Place Value(within 10)	Addition and subtraction (within 10) Shape	Place Value (within 20) Addition and subtraction(within 20)	Place Value (within 50) Measure – length and height Measure – weight and volume	Multiplication and division Fractions Geometry - Position and direction	Place value(within 100) Measurement –money Measurement - time

	History		<u>Toys</u> Are toys more enjoyable now than 100 years ago? To answer this question we will find out about toys in the past and how some are different and some are the same.		<u>Seaside holidays</u> How have seaside holidays changed during the Victorian and second Elizabethan period? To answer this question we will find out about Queen Victoria and Queen Elizabeth II and compare holidays during these periods.	<u>Transport</u> Why is the development of transport important? To answer this we will find out about how bike, train and plane travel have changed over the time and the famous inventors that were responsible for this.	
	Science	Humans		Materials	Seasonal Changes	Animals/ Plants	
	Geography	Our School Simple maps of school Using geographical vocabulary to describe the school		Our World - Kenya 7 continents and 5 oceans. Small area of non-European country compared to uK.	At the seaside 4 countries of UK. Small area of UK. Coastal locations, contrasting environment, seaside features/landscapes, tourism	Wonderful weather Seasonal weather – UK and hot/cold location.	Our Local area Local area study, features of local environment, map work, field work etc. Compass directions and routes on maps
	Art and Design	Light and dark - themed sketching painting/collage Knowledge of Artist - Bridget Riley 		Kenyan masks - Papier mache Knowledge of Crafts Makers - Kenyan mask makers 		Drawing from nature - Painting and collage Knowledge of Artist - Monet 	

	Religious Education	Why do Christians call God creator? Knowledge: Create' / 'creation' / 'creator' • Biblical creation story • God as 'creator' of the world & in other parts of the Bible • Celebration of Harvest	How does gathering as 'church' help Christians to worship? Knowledge: - Church as people and building • Diversity across the world • 'Worship' in services and actions • Christmas as worship of Jesus in church and at home	Why should we look after our world? -Link to ideas from prior learning about creation • Caring about the world from non-religious perspective – we all share our world • Tu B'Shvat (Jewish tree-planting festival)	What do Christians learn from stories of Jesus? Stories about Jesus, baby → man • Jesus human 'like us' and divine, 'like God' • Jesus as storyteller: 'parables' as teaching • Christians as 'followers' of Jesus • End with Easter story and symbols	Judaism units What is the Torah and why is it important? - What makes a book special? • Torah is special as it contains G_d's words & rules for living (mitzvot) • How Jewish people show the Torah is special in how it's treated & where it lives	Why do Jewish children celebrate the gift of Shabbat? -Shabbat as a special gift of rest • Links with creation story • Friday night meal & symbols; Saturday night ceremony as start of new week
PSHE	<u>Year 1 RELATIONSHIPS</u> 1. RESPECT (School Value) 2. Special people in our lives 3. Feeling loved and cared for 4. Recognising how people are feeling 5. What kind and unkind behaviour mean inside and outside school and how it makes people feel. 6. What makes a family (love trust, support) 7. What does it mean to keep a secret? 8. Who can I tell if I am worried about something in my family? 9. Different types of touch (cuddles, kisses, punches, pokes) PANTS rule 10. Bullying – Bodies and feelings can hurt (Anti-bullying day) 11. Taking turns and showing kindness 12. Kindness (school value)		<u>Year 1 LIVING IN THE WIDER WORLD</u> 1. Friendship (school value) 2. Rules for different situations (home and school) 3. Similarities between us (physical and likes/dislikes) 4. Different groups and communities 5. Different people, different needs 6. People who work in our community 7. What to do in an emergency 8. All things need looking after in different ways 9. Taking responsibility for our world. 10. Recycling 11. Saving energy around the school. 12. Where does money come from? 13. Keeping money safe. 14. Independence (School value)		<u>Year 1 HEALTHY BODIES, HEALTHY MINDS</u> 1. Determination (School value) 2. What I like and dislike 3. Different kinds of feelings (good and bad) 4. What does it mean to be healthy? 5. What can I do to be healthy every day? 6. Germs and the importance of handwashing. 7. Why is exercise important? (Physical and mental) 8. People who look after me/keep me safe 9. Safety in our home 10. Personal safety (stranger danger) 11. Managing uncomfortable feelings-feeling proud and jealous 12. Enthusiasm (School value)		

	PE	Gym- Traditional tales Games –multi skills	Dance –Toys Games- Multi skills	Dance - African dancing Games-indoor athletics/dodgeball	Gym Games- Multi skills	Athletics Ball/bat skills	Athletics Ball/bat skills
	Computing	Internet Safety	Programming - Beebots	Basic typing in Paint	Communication - Emails and Messages Websites	Data - Object Sorting and Labelling	Programming– Beebots
	DT	Food – preparing fruit and vegetables to make dips		Sliders and Levers - Moving Pictures		Mechanisms and Axles –making a new mode of transport	
	Music	Handle and play instruments with control. Make sounds and recognise how they can give a message. Identify how sounds can be changed. Identify different groups of instruments. Sing songs from memory		Perform long and short sounds in response to symbols. Copy a rhythmic phrase Identify how sounds can be changed. Compose a short rhythmic pattern using body percussion. Listen to pieces of music and discuss where and when they may be heard explaining why – using simple musical vocabulary. Identify and name classroom instruments.		Create and chose sounds in response to a given stimulus Change sounds to reflect different stimuli. Follow pitch movements with their hands and use high, low and middle voices. Respond physically when performing, composing and appraising music. Identify well-defined musical features. Make their own symbols as part of class score. Introduce crotchet, minim. To begin to understand how musical elements create different moods and effects	
		Autumn		Spring		Summer	
Year 2	Topic	Oceans and seas	Florence and Mary Not next year – keep explorers	Around the world- India	Great Fire of London	Down in the woods	Inventors and inventions
	English	Topic texts: Commotion in the ocean The singing mermaid Flotsam Rainbow Fish Other texts: NF: Fact files - Sea animals	Topic texts: Peace Lily Other texts: The hare and the bear NF: Poetry: The Magic Box by Kit Wright	Topic texts: The Tiger Child The tiger who came to tea Other texts: The day the crayons quit NF: Poetry:	Topic texts: Other texts: NF: Recounts – Fire of London Poetry: 'London's Burning' poem (retell and adapt a poem)	Topic texts: The owl who was afraid of the dark Other texts: Olga da Polga NF: Non-chronological reports - owls Poetry:	Topic texts: Mrs Armitage George's marvellous medicine A robot squashed my teacher The greatest inventor Other texts: NF: Poetry:

		Poetry: The Owl and the Pussycat by Edward Lear Nonsense poetry by Edward Lear Ruby showed the way by Carol Oaks – poem about Ruby Bridges		This is indeed India by Mark Twain	Weather poetry (similes) https://www.josiespoe.ms.com/rain-a-simile-poem lots of weather based poems	In a dark, dark wood (traditional poem) The way through the woods by Rudyard Kipling	The Spider and the Fly (anon)
	Maths	Place Value	Addition and subtraction Shape	Money Multiplication and division	Length and height Mass, capacity, temperature	Fractions Time	Statistics Position and direction
	History	Grace Darling Why should we remember Grace Darling? To answer this question we will find out about what Grace Darling did, why she acted that way and what happened nationally as a result of it.	Nurses: How have nurses in the past (Florence Nightingale and Mary Seacole) influenced nursing today? To answer this question we will find out about who Florence Nightingale and Mary Seacole were, what nursing was like when they were alive and what they did to make it better.		Great Fire of London - What was the Great Fire of London? How did it start and how did it change daily life? To answer this question we will find out about the settlement of London before the GFOL, what happened and what changed because of it.	Local history- Lower Kingswood How has Lower Kingswood changed over time? What is still in the local environment that gives us clues? To answer this question we will compare Kingswood now to 100 and 50 years ago. We will explore the local area and look for clues in the environment.	Inventors and inventions How have inventions in communications changed life today? To answer this question we will look at life before books, braille and the web. We will also find out about their inventors: Braille, Webbers-Lee and Caxton\Bell.
	Science	Living things and their habitats.		Plants	Uses of everyday materials	Animals including humans	

	Geography	Magical mapping Explore a range of maps/atlas of different scales		Our world - India 7 continents and 5 oceans. Small area of non-European country compared to UK Locating world countries	Our Country 4 countries of UK and capital cities. Name and locate small area of UK – human and physical Aerial maps	Our local area Geography of local area, map work, Trip/field work. Compass directions and routes on maps, local environment	Wonderful Weather Compare weather in different parts of the world
	Art And Design	Study natural seaside items (shells, pebbles, driftwood) – <i>sketching / rubbings / paintings sculpture</i> Knowledge of Artist - Andy Goldsworthy 		Indian Folk Art - <i>Clay pinch pots decorated with Indian folk art patterns</i> Knowledge of Crafts Makers - Indian Folk Artists 		Butterflies - <i>Styrofoam block printing on fabric</i> Knowledge of Crafts Makers - Damien Hirst 	
	Religious Education	What is God like for Christians? Build on idea of God as creator - Images of God from the Bible: shepherd, parent, King; Jesus 'like God' - Ideas in art / story / song	Why is giving important to Christians? - Why / when do we give to others? - Christians as 'Church' give in different ways e.g. 'service', food bank - Commandments to 'love God & love others' - Giving at Christmas because God gave.	What makes a good leader? - Who are 'good' leaders? - Why did people follow Moses / Jesus / Muhammed? - Leaders who followed a faith / belief - What can we learn from leaders? - How can we be a good 'follower'?	Why do Christians call God saviour? - 'Saving' others; Jesus as 'Saviour' - Jesus changing lives e.g. Zacchaeus - Salvation in Easter story, symbols in Easter garden	What is important for Muslim families? - Muhammed (pbuh) is the most important Prophet (messenger) for Muslims - Muslims learn from his life & example - Qur'an contains the holy words of Allah	Who is Allah and how do Muslims worship him? - Muslims believe in One God, Allah 99 beautiful names express what Allah is like, including 'Al-Khaliq' (creator) - Prayer is part of worship of Allah (ibadah)
	PSHE	Year 2 RELATIONSHIPS - RESPECT needs of others and ourselves (School Value) - Recognising how other people are feeling and how to respond		Year 2 LIVING IN THE WIDER WORLD - Friendship (school value) - The purpose of rules and adhering to them - Communities I am part of - Respecting the local environment.		Year 2 HEALTHY BODIES, HEALTHY MINDS - Determination (School value) - Good and not so good feelings - What constitutes a healthy lifestyle (sleep, physical activity, diet, rest)	

		3. What is fair/unfair and recognising when behaviour is not ok 4. What is a relationship? 5. What makes a family? Different types of families 6. How to be a good friend/Why are friendships important? 7. Managing feelings-worry and anger 8. Understanding how my actions affect others. 9. Importance of not keeping secrets that make you feel uncomfortable. 10. Appropriate and inappropriate touch (cuddles, kisses, strokes, pokes, pulls) PANTS RULE NSPCC 11. Bullying (Anti-bullying day) 12. Bodies and feelings can be hurt (what makes you feel comfortable/uncomfortable?) 13. Kindness (school Value)		5. Pollution 6. Different forms of money i.e. coins/notes/debit/credit card 7. Can money buy everything? 8. Needs and wants 9. How do people get money? 10. The ways in which people can access information i.e. internet/phones/tablets/newspapers/computers 11. Recognising that some information on the internet is factual and some is for entertainment. 12. Independence (school value)		4. Making healthy choices and the consequences of not making them. 5. Recognising what I am good at 6. Differences between us (including Male and female body parts) 7. Personal hygiene- why is it important? 8. How do our needs change as we grow up? 9. Safety with medicines/household products 10. Sun safety 11. Situations where you keep/do not keep things private 12. What does change feel like? 13. Why do I feel this way? (emotions humans experience in relation to different situations) 14. Enthusiasm (School value)	
	PE	Dance –Scottish country dancing Games –multi skills	Gym- Animals Games- Multi skills	Dance - Bollywood Games-indoor athletics/dodgeball	Gym Games- Multi skills	Athletics Ball/bat skills	Athletics Ball/bat skills
	Computing	As Internet Safety Scheme of Work	Programming - Beebots	Typing skills- Docs Paintz	Emails and Messages Websites	Data - Branching databases	Programming - Probots
	DT	Structures and freestanding structures - lighthouse		Food – preparing fruit and vegetables to make Indian dips		Textiles – templates and joining techniques (butterflies and mini-beasts)	
	Music	Handle and play instruments with control. Make sounds and recognise how they can give a message. Identify how sounds can be changed. Identify different groups of instruments. Sing songs from memory		Perform long and short sounds in response to symbols. Copy a rhythmic phrase Identify how sounds can be changed. Compose a short rhythmic pattern using body percussion. Listen to pieces of music and discuss where and when they may be heard explaining why –using simple musical vocabulary. Identify and name classroom instruments.		Create and chose sounds in response to a given stimulus Change sounds to reflect different stimuli. Follow pitch movements with their hands and use high, low and middle voices. Respond physically when performing, composing and appraising music. Identify well-defined musical features. Make their own symbols as part of class score. Introduce crotchet, minim. To begin to understand how musical elements create different moods and effects	

		Autumn		Spring		Summer	
Year 3	Topic	Stone Age to Iron Age		Passport to the world: Arctic and Antarctic	Passport to the world: South America	Romans	
	English	Topic texts: Stone Age Boy Other texts: NF: How to Wash a Woolly Mammoth Non-chronological report – Stone Age Poetry: Ning Nang Nong by Spike Milligan The British (serves 60 million) by Benjamin Zephaniah		Topic texts: The Ice Palace Other texts: NF: Non-chronological report - arctic animals Poetry: Benjamin Zephaniah (performance poetry)	Topic texts: Great Kapok Tree Other texts: NF: Persuasive letter Diary Writing Poetry: Rainforest poems using prepositions Looking for Jaguar and other rainforest poems by Susan Katz	Topic texts: Escape from Pompeii Other texts: Playscripts- The Gruffalo NF: Poetry: I am a Roman Soldier by anon. Every rock has a story by Kiesha Shepherd The Shadow by Robert Louis Stevenson	
	Maths	Place value Addition and subtraction	Multiplication and division (A)	Multiplication and division (B) Length and perimeter	Fractions (A) Mass and capacity	Fractions (B) Money	Time Shape Statistics
	History	<u>Stone age to Iron age Britain</u> How did Britain change from the Stone Age to the Iron Age? We will answer this by looking at how Stone Age people lived and how this developed over time due to new inventions and techniques.		<u>Arctic/antarctic</u> Significant individuals: Captain Scott/ Ernest Shackleton journeys to Antarctic		<u>Romans</u> Was Britain better under Roman rule? We will answer this by exploring the Romans invasion and the changes this brought to Britain and learning about the key people and places involved in the development of Roman Britain.	
	Science	Forces and magnets		Animals including humans	Plants	Rocks	Light
	Geography	<u>Somewhere to Settle</u> Exploring different types of settlement. Consider human and physical characteristics of different settlements. Name and locate cities of the UK.		<u>All around the world – Polar regions</u> Locate the world's countries using maps etc weather, rainforests, seasons, languages, tourism, population, flags, Identify the position and significance of	<u>South America - Rainforests</u> Describe and understand key aspects of a physical geography, including: climate zones Compare an area of the UK with an area in South America	<u>The UK</u> Name & locate the counties and cities of the UK using maps of different scales. Begin to use 8 compass points and four figure grid references to identify features on a map Human geography – types of settlement, land use. Symbols and keys. (OS maps)	

			latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle Describe and understand key aspects of a physical geography, including: climate zones, biomes, and the water cycle.	Name environmental regions and key physical characteristics such as types of settlement and land use - forests Name key aspects of human geography such as economic activity, and the distribution of some natural resources.		
Art and Design	Cave Art - <i>Paint own cave paintings</i> Knowledge of Artists - Cave paintings 	Aztec Art - <i>Paper plate weaving with wool</i> (Paint plate using Aztec patterns and add weaving over the top) Knowledge of Crafts Makers - Aztec textile patterns 	Roman mosaics - <i>Mosaic printing using wooden printing sticks</i> Knowledge of Crafts Makers - Roman mosaic pictures 			
Religious Education	Why is the idea of 'rescue' so important to Christians? - Bible as God's 'Big Story' – the rescue plan • Stories of salvation in OT & NT • Creative expressions of salvation •	How can artists help us understand what Christians believe? - How Christians show ideas about God through art • Intro to God as Father, Son & Holy Spirit • Art (incl. Christmas) from	What are important times for Jews? Importance of 'remembering' in Judaism • Key festivals: Passover, Yom Kippur & Sukkot, links to stories & practices • Bar/Bat Mitzvah as commitment to keep mitzvot	What do Sikh people value? - Duties of Sikhs to pray, work and give • Equality is important to Sikhs & is expressed in langar & Sikh community • Gurus as teachers & leaders.	How did Jesus save lives and how is this good news? - Miracles & stories about Jesus through the eyes of Peter • 'Gospel' as 'good news' • Forgiveness & restoration	Why do people make promises? - How people demonstrate commitment through making promises e.g. in marriage, at birth, rites of passage etc. • Draw on material across religions & beliefs studied

		‘Salvation’ in the Easter story & Christian art.	different cultures: Jesus ‘like us’ (incarnation)				
PSHE	<u>RELATIONSHIPS</u> 1. RESPECT (School Value) 2. What makes a positive, healthy relationship? 3. Characteristics of healthy family life (commitment, protection, care, time) 4. Why are families important? 5. How to respond to acceptable and unacceptable contact. (PANTS rule) 6. Recognise what a ‘dare’ is and its impact. 7. What sort of boundaries are appropriate with peers and others. (including online) 8. Occasions when you might/might not seek/give permission (different contexts) 9. Solving disputes and conflict amongst peers. 10. What is marriage and do people have to marry? 11. What is meant by stereotypes? 12. Standing up for myself 13. Kindness (School Value)			<u>LIVING IN THE WIDER WORLD</u> 1. Friendship (school value) 2. Why do we need rules? What happens when they are broken? 3. What are human rights? 4. The human rights of children 5. What is anti-social behaviour? 6. Responsibilities and rights (home, school, and environment) 7. What are Earth’s resources used for i.e. electricity, food, fuel, heating 8. How can the internet and social media be used positively and negatively? 9. How to assess the reliability of sources of information (on and offline) 10. What do I need money for? 11. What influences people’s spending of money? 12. Saving and budgeting 13. Independence (school value)		<u>HEALTHY BODIES, HEALTHY MINDS</u> 1. Determination (School value) 2. What makes a balanced lifestyle? 3. Balanced diet (plant and animal) 4. Dental hygiene 5. Simple self-care techniques (rest, time with family, hobbies and interests) 6. Characteristics and benefits of an active lifestyle 7. Mental wellbeing is important 8. How to manage and respond to feelings appropriately and proportionately. 9. Managing uncomfortable feelings- loneliness and isolation 10. The importance of sleep 11. Change (including transitions) and feelings associated with it. 12. What is a risk, danger and hazard? 13. Fire Safety & What do to in an emergency 14. Enthusiasm (School Value)	
PE	Games: Tag rugby Gym	Games: hockey Dance: Gumboot style (South Africa)	Games: Indoor athletics Gym	Games : invasion netball/dodgeball/ bench ball Dance :1960s	Athletics Striking & fielding games : rounders / cricket Outdoor adventure	Athletics Games: Trigolf /ultimate frisbee	

	Languages - French	Early Language Unit I am learning French	Early Language Unit Ancient Britain	Early Language Unit Animals	Early Language Unit Little Red Riding Hood	Early Language Unit Fruits Vegetables	Early Language Unit Musical Instruments
	Computing	As Internet Safety Scheme of Work	Programming- Probots	Typing Skills –Google Docs	Different ways of communicating- Emailing and Messaging	Data - Google Sheets Databases, Websites	Programming- Scratch (Magic Carpet)
	DT	Food - Stone Age feast		Mechanism 3d pop up story board or information page linked to topic.		Textiles –make a Roman tool bag or purse.	
	MUSIC	Sing with confidence using a wider vocal range. Sing in tune. Sing and play in class. Begin to use different tempi and dynamics. Recognise individual key instruments. Identify phrases of a song. Create a rhythmic phrase. Improvise rhythmic phrases of equal length. Identify lengths of notes: crotchet, quaver, minim, semi breves. Identify rhythmic patterns, instruments and repetitions of sound/pattern.		Recognise simple structures. (Phrases). Clap the rhythm of a song whilst others tap the pulse. Tap the pulse, whilst other play rhythm. Play short 4/5 note tune. Write lyrics using a Blues format. Recognise how the different musical elements are combined and used expressively. Read and play 4/8 beat rhythm notation. Play as part of an ensemble <u>Cycle 1 only</u> Write lyrics using a Blues format		Clap an ostinato Play simple tunes by ear. Improvise simple tunes based on the pentatonic scale. Compose music in pairs and make improvements to their own work. Identify ostinatos in music. Sing in simple two-part canon form. To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.	
		Autumn		Spring		Summer	
Year 4	Topic	Anglo Saxons.	Vikings	School and its environment	Contrasting European Country- Iceland Hindleap	Natural disasters	Tudor – local history
	English	Topic texts: Anglo Saxon Boy How to be an Anglo Saxon in 13 Easy Stages Other texts Up- clips and writing stimulus	Topic texts: How to train your dragon Other texts: Mae Jemison Book reviews Dangle (a short film) NF:	Topic texts: The Window - Jeannie Baker Other texts: Firebird NF: Letters to council Leaflets about the local area.	Topic texts: Other texts: Danny the champion of the world- newspapers, diaries, persuasive writing (adverts) Poetry:	Topic texts: Other texts: NF: Explanation texts- the water cycle Poetry:	Topic texts: Other texts: NF: Poetry: Greensleeves – anonymous

		NF: Poetry: The Ruin (Anglo Saxon poem) Anglo Saxon Kennings Spoken word poems (BBC Blue Peter Black History poems) The Bronze Legacy by Effie Lee Newsome	Newspaper articles- Stonehenge Remembrance Day reports Poetry: A visit by St. Nicholas by Clement Clarke Moore	Poetry: Alan Ahlberg – ‘Heard it in the playground’ anthology	Haikus The Thought Fox by Ted Hughes	I wandered lonely as a cloud by William Wordsworth Hurricane by David Weisner Night Mail by WH Auden	
	Maths	Place value Addition and subtraction	Area Multiplication and division (A)	Multiplication and division (B) Length and perimeter	Fractions Decimals (A)	Decimals (B) Money Time	Shape Statistics Position and direction
	History	<u>Picts and Anglo-Saxons</u> What changes did Anglo-Saxons and Vikings bring to British society? We will answer this by learning about why the Anglo-Saxons came to Britain, how they lived and what changes they brought to Britain.	<u>Vikings</u> What changes did Anglo-Saxons and Vikings bring to British society? We will answer this by learning about why the Vikings came to Britain, how they lived and what changes they brought to Britain.				<u>Reigate</u> How and why has Reigate changed over time? We will answer this by researching Reigate and looking for clues.
	Science	Electricity	Living things and their habitats	Animals including humans	Sound	States of Matter	

Geography	<u>Somewhere to Settle</u> Human geography – types of settlement, land use. Locate counties and cities of the UK Countries, continents, oceans, seas, map work. Topographical features 4 Compass points	<u>Land use</u> Name and locate geographical regions of the UK (including Kingswood) & their identifying physical and human characteristics. Name & locate the counties and cities of the UK. Aerial sketch maps, keys and map symbols. Use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies.	<u>Exploring Europe - Iceland</u> Naming countries of Europe Comparing region of UK with region of Europe Physical characteristics - climate zones, volcanoes, geysers, fjords, glaciers. Human characteristics – economic, cultural, religion.	<u>Extreme Earth</u> Physical geography – volcanoes, earthquakes, tornadoes, tsunamis Human geography – distribution of natural resources including energy and minerals, weathering, sustainability, recycling, looking after the planet, global warming, climate zones	<u>What is it like in Reigate</u> Name and locate geographical regions of the UK & their identifying physical and human characteristics. Name key aspects of human geography such as economic activity, language, culture, religion, government, art, music, and the distribution of some natural resources. Understand how some aspects have changed over time. Use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies.
Art and Design	Saxon Brooches - Clay shapes, painted and decorated Knowledge of Crafts Makers - Saxon jewellery 	Flower / garden collages - Pastels and chalk drawings with collage detail Knowledge of Artists - Georgia O’Keeffe 	Volcano art - Volcano paintings using warm colours and different paint effects Knowledge of Artists - Nick Rowland 		

	Religious Education What did God promise to his people? - Covenants and stories from OT, including creation • What impact do God's promises have on Christians, the things they promise and their subsequent actions.	What did Jesus say about God's kingdom and why is it 'good news'? - 'Kingdom' as God's rule on earth & in heaven • Jesus' teaching about God's Kingdom in the Sermon on the Mount & the Great Commandment • Christians living as citizens of God's Kingdom	For Christians, is communion a celebration, or an act of remembrance? - Communion as a sacrament to 'remember' • Passover & new covenant (& Easter) • Communion across the world • Cross as worldwide symbol	How do non- religious people celebrate new life? - Celebrating new life is important to religious & non-religious people • We have one life to live & it's worth celebrating • Key principles of Humanism through baby welcoming ceremonies	How do people try to make the world a fairer place? - There are situations of social and economic unfairness in the world • Many religions and belief systems teach it is important to share and give to those who are in need • Focus on Mitzvah Day in Judaism as a way of bringing about tzedek (justice) • How can we make a difference?	How does 'ibadah' (worship) show what's important to Muslims? - Prayer (salah) shows submission to Allah • Ummah as an equal community of believers • Qur'an as final revelation & guide for living
PSHE	<u>Year 4 RELATIONSHIPS</u> 1. RESPECT (School Value) 2. Different kinds of relationships 3. Marriage and civil partnerships 4. Hiding or showing feelings 5. How do people choose and make friends? 6. The conventions of courtesy and Manners 7. Ups and downs in friendships 8. Communicating respectfully online 9. Knowing someone online V offline (face to face) 10. How do I recognise who to trust or not? 11. Responding safely and appropriately to adults I do not know. 12. Challenging stereotypes 13. Discrimination 14. Kindness (school value)	<u>Year 4 LIVING IN THE WIDER WORLD</u> 1. Friendship (school value) 2. What are the benefits of living in a community? 3. Different faiths and religions /celebrating diversity 4. Why do children need human rights? 5. Anti-social behaviour and how it affects people. 6. Climate change and its effect on the world. 7. How is data/information stored/used online? 8. Leaving a digital footprint 9. How to keep track of money 10. Spending decisions based on priorities, needs and wants 11. What is charity 12. Independence (school value)	<u>Year 4 HEALTHY BODIES, HEALTHY MINDS</u> 1. Determination (School value) 2. Growing up/change (age appropriate) 3. How are we feeling? Talking about our feelings (scale of emotions) 4. Self- worth/self respect 5. Does the media portray reality? (ie Photoshop, airbrushing etc) 6. The benefits of rationing time online 7. Why are some games/social media age restricted? 8. Managing uncomfortable feelings- guilt and shame 9. Situations that can affect our mental health 10. Recognising when someone is ill. Early physical signs and what to do. 11. What constitutes a healthy diet (including understanding calories & nutritional content) 12. Menu planning healthy meal 13. Water Safety and swimming 14. Enthusiasm (school value)			

	PE	Games: Tag rugby Gym	Games: hockey Dance: Zumba/fitness	Games: indoor athletics Gym	Invasion Games Netball/dodge/ bench ball Dance- Hip hop	Athletics Games - Striking & Fielding (rounders /cricket) Outdoor adventure	Athletics Games - tennis
	Languages - French	Intermediate Language Unit Presenting Myself	Intermediate Language Unit Family	Intermediate Language Unit Habitats (Yrs 3-4)	Intermediate Language Unit Goldilocks	Intermediate Language Unit At the café	Intermediate Language Unit Do you have a pet?
	Computing	As Internet Safety Scheme of Work	Programming- Scratch (Crab Maze)	Typing Skills –Google Docs	Different ways of communicating- Emailing and Messaging	Data- Google Sheets Databases, Websites	Programming-Scratch (Questions and Answers)
	DT	Food – Anglo Saxon or Viking feast.		Structures - Playground equipment.		Electrical systems – design a warning system for an earthquake.	
	MUSIC	Sing with confidence using a wider vocal range. Sing in tune. Sing and play in class. Begin to use different tempi and dynamics. Recognise individual key instruments. Identify phrases of a song. Create a rhythmic phrase. Improvise rhythmic phrases of equal length. Identify lengths of notes: crotchet, quaver, minim, semi breves. Identify rhythmic patterns, instruments and repetitions of sound/pattern.		Recognise simple structures. (Phrases). Clap the rhythm of a song whilst others tap the pulse. Tap the pulse, whilst other play rhythm. Play short 4/5 note tune. Write lyrics using a Blues format. Recognise how the different musical elements are combined and used expressively. Read and play 4/8 beat rhythm notation. Play as part of an ensemble <u>Cycle 1 only</u> Write lyrics using a Blues format		Clap an ostinato Play simple tunes by ear. Improvise simple tunes based on the pentatonic scale. Compose music in pairs and make improvements to their own work. Identify ostinatos in music. Sing in simple two-part canon form. To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.	
Year 5	Topic	Victorians		Ancient Egyptians		European and UK rivers, mountains and coasts	
	English	Topic texts: Street Child – Berlie Doherty Oliver – Charles Dickens Other texts: NF: Explanation texts - Heath Robinson Biography – famous Victorians Persuasive letters – Preston Manor Newspaper report – The Great Exhibition		Topic texts: Egyptian Cinderella - play scripts Other texts: The Egyptian tomb – literacy shed The Piano by Aiden Gibbons NF: Explanation texts - mummification Biography – Howard Carter		Topic texts: Lover of the Light video - Mumford and Sons Narratives (Titanium) Other texts: NF: Persuasive writing – use of plastics (Flotsam) Recount – High Ashurst Journalistic writing (Titanium)	

	Poetry: The Tyger by William Blake The Highwayman by Alfred Noyes Caged Bird by Maya Angelou Spoken word poetry https://www.youtube.com/watch?v=5WV0zxf4xbw		Poetry: Inside the Owl's Eye by Pie Corbett Life doesn't frighten me by Maya Angelou		Discussion – tourists on Mount Snowdon Poetry: A river – Marc Martin Night Clouds by Amy Lowell River Journey by Moira Andrew	
Maths Year 5	Place value Addition and subtraction	Multiplication and division (A) Fractions (A)	Multiplication and division (B) Fractions (B)	Decimals and percentages Perimeter and area Statistics	Shape Position and direction Decimals	Negative numbers Converting units volume
History	<u>Victorians</u> How did the railways change the lives of people in Victorian Britain? How safe was it to work in Victorian Britain? We will answer these questions by finding out about life in Victorian Britain and the changes that happened during this time.		<u>Ancient Egyptians</u> What was it like to live near the River Nile in Egypt? We will answer these questions by learning about how the Ancient Egyptians lived, their achievements and their influence on the world.			
Science	Properties and changes of materials	Earth and space	Forces		Living things and habitats	Animals including humans
Geography	<u>Trade and economics</u> Recognise geographical issues affecting people in different places and environments. Locate the world's countries on a variety of maps	<u>Victorian Kingswood</u> Recognise geographical issues affecting people in different places and environments. Describe in detail types of	<u>Egyptians</u> Time zones, latitude, longitude River Nile, settlement, homes, map work. Describe in detail types of settlement, land use, economic activity including trade links.	<u>Biomes and climate zones</u> Begin to use primary and secondary sources of evidence in their investigations. Recognise geographical issues affecting people in different places and environments.	<u>Rivers, mountains and coasts</u> Name & locate the counties and cities of the UK using maps of different scales. Name and locate geographical regions of the UK & their	<u>High Ashurst/ Marvellous maps</u> Use OS maps to explore the local area

		Describe in detail, economic activity including trade links. Describe the distribution of natural resources including energy, food, minerals & water in the continents & countries studied.	settlement, land use, Draw a variety of thematic maps based on their own data. Draw a sketch map using symbols and a key. Use and recognise OS map symbols.	Region of Europe – France Y6.	Understand key aspects of: physical geography e.g. climate zones, biomes and vegetation belts.	identifying physical and human characteristics. Identify topographical features including hills, mountains, coasts and rivers. Understand key aspects of: physical geography Describe processes that give rise to key physical & human geographical features of the world and how these are interdependent. Begin to use atlases to find out other information (e.g. temperature). Find and recognise places on maps of different scales. Recognise contour lines on an OS map	
	Art and Design	William Morris Prints - <i>Styrofoam or block and string printing techniques based on the work of Morris</i> Knowledge of Crafts Makers - William Morris	Egyptian Embroidery - <i>Sew an Ancient Egyptian inspired wall hanging on fabric</i> Knowledge of Artists - Ancient Egyptian wall paintings 	Landscape Art - <i>Landscape paintings in the style of Claire Bremner</i> Knowledge of Artists - Claire Bremner 			



Religious Education	What do Christians believe about creation? - Link with Science curriculum: creation / evolution theories • Humanity has choices – ‘free will’ • All of creation is affected by ‘the fall’ • One day there will be a new creation	How did the Church begin, and where is it now? - Birth of the Church at Pentecost • God calls the Church to do God’s work in the world and be ‘good news’ • Baptism, worship & service are signs of membership	What does it mean to be part of a synagogue community? -Centrality of Torah to worship (e.g. shema) • Commitment to justice / living according to mitzvot in the Torah • Synagogue: place of learning, worship & gathering	What do Christians believe about the Messiah? Jesus as fulfilment of OT prophecies – birth, death & resurrection • New covenant of salvation • Link with story of Simeon in the temple	ISLAM: What helps Muslims to live a good life? -Five pillars as duties for living a good life • Fasting and celebrating contribute to a good life • Hadith & sunnah as guidance to follow	What can be done to reduce racism? Can RE help? (Natre resources) - What do we mean by ‘racism’? • What can we learn from two statues in Bristol? • How can the Golden Rule challenge racism? • Can good RE promote justice & equality for all?
PSHE	<u>Year 5 RELATIONSHIPS</u> 1. RESPECT (School Value) 2. What makes a good relationship? 3. Put downs and boost ups 4. Why have my friendships changed and the benefits of new ones 5. Recognising when a relationship is unhealthy 6. Peer influence and how it can make people behave 7. Strategies to manage peer approval i.e. exit strategies, assertive communication		<u>LIVING IN THE WIDER WORLD</u> 1. Friendship (School Value) 2. What is happening in our world today? Look at current news (age related) 3. Democracy 4. How to go about changing laws and rules 5. Plastic pollution 6. How anti-social behaviour can affect people and society. 7. Fact, opinion or biased opinions online 8. Fake news 9. Careers for the future 10. The importance of ambition and drive 11. Routes into work i.e. college, university, apprenticeships		<u>HEALTHY BODIES, HEALTHY MINDS</u> 1. Determination (school value) 2. Male and female changes (puberty) 3. Managing uncomfortable feelings (confusion/embarrassment) 4. Personal identity (including gender identity) 5. How common is mental ill health? 6. Where and how to get help concerning mental health 7. How images in the media can distort reality. 8. Ranked, targeted and selected information online	

		8. How to recognise and report feelings of feeling unsafe or feeling bad about any adult. 9. Practical steps to improve or support respectful relationships 10. How to ask for, give and not give permission for physical contact 11. Different types of discrimination (sexism, ageism, homophobia, racism) 12. Online abuse and trolling and its impact 13. Kindness (School Value)		12. Independence (school value)		9. Balanced diet-benefits and problems occurring with unhealthy eating and inactivity (including obesity) 10. How to get a restful sleep 11. Taking responsibility for your own safety 12. Positive risk (trying something new) V dangerous behaviours 13. Vaccinations and immunisations 14. Enthusiasm (school value)	
	PE	Games: Tag rugby Gym Swimming	Games: Hockey Street dance Swimming	Games: indoor athletics /fitness Dance- Oliver Swimming	Invasion Games (Netball/dodge/ basketball/ benchball Gym Swimming	Games x2: Athletics Cricket Outdoor adventures	Games x2: Athletics & tri golf /ultimate frisbee
	Languages - French	Intermediate Language Unit The Classroom	Intermediate language unit What is the date?	Intermediate Language Unit Weather/seasons	Intermediate Language Unit Clothes	Intermediate Language Unit My home	Intermediate Language Unit Habitats
	Computing	As Internet Safety Scheme of Work	Programming-Scratch (Pong)	Typing Skills - Google slides	Communication- Radio Programs	Data- Google Sheets Spreadsheets	Programming - Probots
	DT	Mechanical systems –controllable artefact with pulleys or gears Victorian merry go round		Food – Celebrating culture and seasonality		Structures - Bridges	

	MUSIC	Sing songs with increasing control of breathing, posture and sound projection. Sing songs in tune and with an awareness of other parts. Sing with expression and rehearse with others. Sing a round in two/three parts and identify the melodic phrases and how they fit together. Listen for an individual part in multiple part music. Copy melodic phrases. Organise rhythmic and melodic phrases. Improvise rhythmic patterns. Identify lengths of notes: crotchet, quaver, minim, semibreves and crotchet, minim and semibreve rests.	Identify phrases through breathing in appropriate places. Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice. Identify repeated and contrasting sections of recorded music Analyse lyrics and structure of a song. Identify different speeds of pulse (tempo) by clapping and moving. Improvise an independent part keeping to a steady beat. Identify the metre of different songs through recognising the pattern of strong and weak beats <u>Cycle 2 only</u> Compose lyrics to a Rap beat.	Grow greater awareness of what others are playing in an ensemble. Write simple pitch notation. Improvise rhythmic and melodic phrases over backing track. Explore scales, chords, time signatures. Identify musical features (canon, drone, dynamics, tempo, pitch, ostinato, timbre...). Appraise own work by comparing/contrasting work with others. Improve performance through listening, internalising and analysing To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time.
Year 6	Topic	World War 2 Not this year – keep Victorians	Ancient Greeks High Ashurst	Early Islamic Civilisation Year 6 production
	English	Topic texts: Letters from the lighthouse – Emma Carroll Rose Blanche – Robert Innocenti & Ian McEwan The Christmas Truce – Sainsbury’s advert Other texts: Stand by me Beyond the lines – literacy shed NF: Biography – Walter Tull & Wilfred Owen Poetry: Dulce Et Decorum Est by Wilfred Owen Who’s for the game? By Jessie Pope Remembrance poems The Jabberwocky by Lewis Carroll The Charge of the Light Brigade by Alfred Lord Tennyson	Topic texts: Ancient Greek Myths – Ariadne and Arachne Who let the gods out- Maz Evans Edward Scissorhands Other texts: NF: Discussion text – Athenian and Sparta soldiers. Non-chronological reports – How have the Greeks influenced us today. Poetry: Night by Lucy Maud Montgomery The Fish by Elizabeth Bishop	Topic texts: Other texts: Avatar film NF: Explanation texts – how Early Islamic inventions worked Poetry: The Full Stop Day by Mark Bird

	Frederick Douglass by Robert Hayden In the Bleak Midwinter by Christina Rossetti					
Maths	Place value Four operations	Fractions (A and B) Converting units	Ratio Algebra Decimals	Fractions, decimals and percentages Perimeter, area and volume Statistics	Shape Geometry - Position and direction	Problems and investigations involving all Year 6 curriculum.
History	<u>World War 2</u> What impact did WW2 have on life in Britain, in particular Lower Kingswood?		<u>Ancient Greece</u> Can we thank the Ancient Greeks for anything in our lives today? We will answer this question by looking at Ancient Greek life and its achievements.		<u>Early Islamic civilisation</u> Did Early Islamic civilisation invent it all first? We will answer this by looking at life in Baghdad, what they invented and how this civilisation grew.	
Science	Electricity	Light	Evolution and inheritance.		Living things and their habitats	Animals including humans
Geography	<u>World War 2</u> Locate the world's countries on a variety of maps, Identify the position/ significance of latitude, longitude, equator, N & S Hemisphere, Tropics of Cancer & Capricorn, Arctic & Antarctic Name & locate the counties and cities of the UK using maps of different scales.		<u>Ancient Greeks</u> Time zones, latitude, longitude etc, locating countries, Europe, significance or Islands and their geographic weaknesses. Describe in detail types of settlement, land use, economic	<u>Enough for everyone</u> Recognise geographical issues affecting people in different places and environments. Describe the distribution of natural resources including energy, food, minerals & water in the	<u>Marvellous maps</u> Locate the world's countries on a variety of maps. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Use 8 figure compass points, use 4 figure	<u>Early Islam</u> Locate the world's countries on a variety of maps Identify the position/ significance of latitude, longitude, equator, N & S Hemisphere, Tropics of Cancer & Capricorn, Arctic & Antarctic

		Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.	activity including trade links.	continents & countries studied.	and begin to use 6 figure grid references Use and recognise OS map symbols. Measure straight line distances on a plan. Find/recognise places on maps of different scales	Understand geographical similarities and differences through the study of human and physical geography of a region Begin to use atlases to find out other information (e.g. temperature).
Art and Design	WWII Propaganda posters - <i>Design and make propaganda poster collages</i> Knowledge of Artists - Propaganda poster designers 	Greek pots - <i>Clay coil pots, painted and decorated with Greek inspired patterns</i> Knowledge of Crafts Makers - Ancient Greek potters 	Light and Dark Paintings (chiaroscuro) - <i>Portrait paintings using chiaroscuro</i> Knowledge of Artists – Rembrandt and Joseph Wright of Derby 			

	Religious Education <u>HINDU (SANATAN) DHARMA: What helps Hindus to worship?</u> Sanatan Dharma' as a way of life Brahman present in all things & represented in many forms esp. Trimurti Key deities and avatars of Hinduism and their place in Hindu worship	<u>For Christians, what difference does it make to belong to God's Kingdom?</u> - Command to 'act justly, love mercy, walk humbly' – what does this mean? • Lord's Prayer – on earth/ in heaven • Christians' beliefs about life after death	<u>How is God three and yet one?</u> - Holy Spirit is God at work in the world • Holy Spirit in relationship with Father & Son • Trinity in baptism of Jesus, creation & Christians' experience • How does this compare with other religions?	<u>Why is the resurrection good news for Christians?</u> -Adam, Eve, Christmas & Easter connections • In his death, Jesus dealt with sin • In his resurrection, Jesus dealt with death	<u>What is the Buddhist way of life?</u> -Story of Buddha's enlightenment • Buddhists follow dhamma (teachings) to avoid bad karma & escape cycle of samsara • Eightfold Path as the way to enlightenment esp. meditation	<u>How did it all begin?</u> -What are the different beliefs about what happened? • Are there common threads across religions? • Can you believe in both God and science? • Is it important to know how the world began?
PSHE	<u>Year 6 RELATIONSHIPS</u> 1. RESPECT (School Value) 2. What it means to be attracted to someone (sexually, emotionally, romantically) 3. Skills to maintain a healthy, positive relationship 4. Marriage/civil partnership- Is it forever? 5. Divorce/separation 6. Recognising when a relationship is unhealthy 7. Addressing negative behaviours/Being assertive 8. Listening to other points of view 9. Confidentiality and when you should break it. 10. What consent means (different contexts) 11. How to report concerns or abuse and the vocabulary and confidence needed to do so. 12. Kindness (School Value)	<u>Year 6 LIVING IN THE WIDER WORLD</u> 1. Friendship (school value) 2. Prejudice and the difference from discrimination 3. Tolerance of others that are different physically, ethnically, personality 4. How views can be influenced by the media (advertising, reality TV, gossip, reviews) 5. Sharing things online-the rules and laws associated with this. 6. Diffusing conflict/respecting different points of view 7. How to challenge/respond to anti-social behaviour 8. The consequences of crime 9. Rich and poor nations 10. Risks associated with money (fraud, debt, gambling) 11. Enterprise-what does it mean? 12. Independence (School Value)		<u>Year 6 HEALTHY BODIES, HEALTHY MINDS</u> 1. Determination (school value) 2. Physical and emotional changes during puberty. 3. What is love? 4. Where do babies come from? 5. Managing uncomfortable feelings-stress and anxiety SATS 6. Relaxation techniques 7. Basic first aid (head injuries and other basic injuries) Red Cross 8. Basic first aid- choking 9. Basic first aid-Asthma 10. Making an efficient 999 call 11. Drugs-legal and illegal 12. Smoking and vaping risks 13. Alcohol and its limits 14. Moving on/transition strategies to help 15. Enthusiasm (school value)		

	PE	Games : Tag rugby Gym	Games : Hockey Dance Lindy Hop/Charleston WW2	Games: indoor athletics /fitness Dance: Capoeira	Invasion Games (Netball/dodge/ basketball/ benchball Gym	Games x2 Athletics & cricket	Games x2 Athletics & tennis Swimming (Y5/6 catch-up)
	Languages – French	Progressive language unit School Subjects and Opinions	Progressive language unit World War 2	Progressive language unit Healthy Lifestyles	Progressive language unit The Planets.	Progressive language unit The Weekend	Progressive language unit Me in the World
	Computing	As Internet Safety Scheme of Work	Programming– – Scratch (Smoking Car and Splat)	Typing Skills and Publisher(Lucidpress)	Communication – Blogging	Data – Google Sheets Spreadsheets	Programming– Scratch (Animated Stories)
	DT	Textiles-Sock puppets		Food - Bread making		Electrical systems - More complex switches and circuits– moveable vehicle	
	MUSIC	Sing songs with increasing control of breathing, posture and sound projection. Sing songs in tune and with an awareness of other parts. Sing with expression and rehearse with others. Sing a round in two/three parts and identify the melodic phrases and how they fit together. Listen for an individual part in multiple part music. Copy melodic phrases. Organise rhythmic and melodic phrases. Improvise rhythmic patterns. Identify lengths of notes: crotchet, quaver, minim, semibreves and crotchet, minim and semibreve rests.		Identify phrases through breathing in appropriate places. Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice. Identify repeated and contrasting sections of recorded music Analyse lyrics and structure of a song. Identify different speeds of pulse (tempo) by clapping and moving. Improvise an independent part keeping to a steady beat. Identify the metre of different songs through recognising the pattern of strong and weak beats <u>Cycle 2 only</u> Compose lyrics to a Rap beat.		Grow greater awareness of what others are playing in an ensemble. Write simple pitch notation. Improvise rhythmic and melodic phrases over backing track. Explore scales, chords, time signatures. Identify musical features (canon, drone, dynamics, tempo, pitch, ostinato, timbre...). Appraise own work by comparing/contrasting work with others. Improve performance through listening, internalising and analysing To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time.	