

Subject	Autumn Term						
	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
English	<u>Narrative</u> Stories with familiar settings stories from a range of cultures <u>Non fiction</u> Labels, lists, captions, Instructions <u>Poetry</u> Pattern and rhyme poems to perform	<u>Narrative</u> familiar stories: traditional tales/ fairy stories stories with imaginary/fantasy settings, stories with predictable and patterned language <u>Non fiction</u> Labels, lists and captions <u>Poetry</u> Senses poems Pattern and rhyme poems to perform	<u>Narrative</u> familiar stories with one or more elements changed stories with familiar settings stories by the same author <u>Non fiction</u> Non-chronological reports Letters Instructions <u>Poetry</u> Performance poetry Simple structure poems	<u>Narrative</u> Fantast - Character and legends Adventure/quest stories Dilemmas <u>Non fiction</u> Instructions Newspaper reports Information texts recounts <u>Poetry</u> Poems to perform Shape poems and	<u>Narrative</u> Stories with historical settings fantasy Science fiction Stories with dilemmas <u>Non fiction</u> Explanation Recounts - newspapers Persuasive text <u>Poetry</u> Performance poetry Creating images Exploring form – haiku etc	<u>Narrative</u> Narrative from alternate viewpoint Flashbacks <u>Non fiction</u> Recount Biography/autobiography Non chronological comparative report Persuasive text	<u>Narrative</u> Structure exploration Horror Suspense/mystery Classical stories <u>Non fiction</u> <u>Journalistic writing</u> Balance/ biased argument Comparative report Formal and informal writing <u>Poetry</u> Poems to perform poetic forms including Shakespearean blank verse Personification/imagery
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Reading Text	The Worrysaurus It's OK to be Different Julia Donaldson The Gruffalo The Little Red Hen After the Storm The Jolly Postman Goldilocks Hansel and Gretel The Gingerbread Man, The Ugly Duckling , One Snowy Night	<u>Paddington Bear</u> - Michael Bond <u>The Tiger who Came for Tea</u> - Judith Kerr <u>The Teddy Bear Robber</u> - Ian Beck <u>The Bad tempered Ladybird</u> - Eric Carle <u>Funnybones</u> J&J Ahlberg	<u>Traction Man</u> – Mini Grey <u>Peace Lily</u> , (Hilary Robinson) <u>The Princess and the Pea</u> - Mini Grey	<u>The Creakers</u> : Tom Fletcher (Aut 1) <u>Cliff Toppers: The Fire Bay Adventure</u> (Aut 1) <u>Aut 2: Christmasaurus</u> Tom Fletcher <u>The Tin Forrest</u> -Helen Ward and Wayne Anderson <u>Iron man</u> (Ted Hughes)	2 weeks <u>The Journey the river</u> Explanation text/poetry 2/3 weeks <u>D-Day Dog</u> - Tom Palmer Diary Narrative 2 weeks Who's habitat is that? 2 week <u>The Tin forest</u> -Helen Ward <u>James and the Giant Peach</u> (Roald Dahl)	<u>The Arrival</u> – Shaun Tan <u>Room 13</u> - Robert Swindells	<u>Aut 1: The Good Thieves</u> (Katherine Rundell) <u>Aut 2: Tuesday</u> <u>Armistice runner</u> (Tom Palmer) historical stories

Class authors	Nick Butterworth	James Mayhew	Mini Grey	Tom Fletcher	Tom Palmer	Robert Swindells	Katherine Rundell
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Mathematics (see detailed SoW)	Match and sort Compare amounts Compare size, mass and capacity Exploring pattern Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 Representing numbers to 5 One more and less Circles and triangles Positional language Shapes with four sides Time	<u>Place value within 10</u> <u>Addition and subtraction within 10</u> <u>Geometry: Shape</u> <u>Place value within 20</u>	<u>Place value</u> <u>Addition and subtraction</u> <u>Multiplication and Division</u> <u>Fraction, decimals and %s</u>	<u>Number: Place Value (Aut 1)</u> <u>Number: Addition and Subtraction (Aut 1/2)</u> <u>Number: Multiplication and Division (Aut 2)</u>	<u>Place value 1-4</u> <u>Addition and subtraction 5-7</u> <u>1-2 Length & perimeter</u> <u>3 -5 Multiplication & Division</u>	<u>Place value</u> <u>Addition and subtraction</u> <u>Multiplication and Division</u> <u>Fraction, decimals and %s</u>	<u>Place value</u> <u>Addition and subtraction</u> <u>Multiplication and Division</u> <u>Fractions</u>
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Science	Similarities differences living things Knows that living things live, grow and die. make simple observations of animals and plants Know the properties of some materials	<u>Animals including humans</u> Identify animals Identify, draw and label parts of the body senses <u>Everyday materials</u> Identify group and sort everyday materials based on properties <u>Seasonal Changes</u>	<u>Uses of everyday materials</u> Identification Comparison Suitability <u>Changing Shape</u> solids shapes squashing, bending, twisting and stretching	<u>Rocks and soils</u> Compare and group according to properties Describe fossil formation Recognise that soils are made from rocks. <u>Forces</u> Explore movement on different surfaces Magnetism Attract and repel Magnetic and non magnetic materials	<u>States of matter</u> Solids, liquid and gases Compare and group materials Changing state – heating and cooling Water cycle, evaporation and condensation Temperature <u>Living things</u> Grouping living things Classification Using Keys Habitats	<u>Forces</u> Gravity Air resistance Water resistance Friction Mechanisms and pulleys <u>Materials – changes of state</u> Solids, liquids and gases, Dissolving Separating mixtures Filtering, sieving etc Reversible/ irreversible change Heating, melting, burning	<u>Living things</u> Classifying living things According to common observable characteristics microorganisms <u>Electricity</u> Changing circuits Associate brightness of a lamp/ volume of a buzzer with voltage Recognise and use electrical symbols for components Different circuits

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Computing (see SoW)	Data Handling Responds to photographs or digital media showing shared events/familiar people or places .	Media Computing Science E Safety	Media Computing Science E Safety	Media Computing Science E Safety	Media Computing Science E Safety	Media Computing Science E Safety	Media Computing Science E Safety

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Black History text		<u>Black History text:</u> <u>Rosa Parks</u>	<u>Black History</u> <u>Mary Seacole</u>	Black History <u>Little Legends</u> <u>Muhammad Ali</u>	<u>Black History</u> <u>Little legends</u> <u>Jesse Owens</u>	<u>Black History:</u> <u>Little Legends</u>	<u>Black History</u> <u>Hidden Figures (Margot</u> <u>Shetterley)</u>
History Black History, gender Inequality, Governance running through all units	Know that some things have happened and somethings are happening now – time moves on Then and now timeline for school life.	<u>Local History -</u> <u>Jowett cars</u> <u>Changes within</u> <u>Living Memory -</u> <u>Homes</u> The Industrial museum visit – changes in home. Features, designs, use of rooms <u>Changes in Living</u> <u>History- Toys</u> (Abbey House Museum) Modern day tots, parents and grandparents	<u>Local History Study</u> Lives of Significant Individuals Guy Fawkes and the Gunpowder Plot Remembrance Day Sir Titus Salt and Saltaire	<u>Local History Study -</u> <u>Bradford Wool Trade</u> <u>and the Industrial</u> <u>Revolution</u> Links to work in y2 – Saltaire Growth of industry Cultural and economic developments and diversity in Bradford How this affected migration to Bradford	<u>British History</u> <u>The Battle of</u> <u>Britain and World</u> <u>War 2</u> <u>Local History</u> <u>Bradford During</u> <u>World War 2</u> Key events leading up to, including and after the War Evacuation, Dunkirk, Battle of Britain Significant people Governance (politics and royalty)	<u>Local History Study –</u> <u>Yorkshire Mining</u> <u>Industry</u> Links to prior learning about industry (wool trade and impact of WW2 Growth and decline of mining pre and post war Identify reasons for this Impact on mining – everyday life Key events and significant people Governance(politics) Life in Bradford – use of coal	<u>The Mayans</u> Ancient Study <u>Timeline and chronology</u> Mayan Empire Impact on daily modern life Cultural influences

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Geography	<u>Understanding the world</u> Geography Whole school fieldwork – What is our school environment like? – Sensory trail. Map of key areas of school. Own lives and family members. Talk about features of own immediate enviro.	Geographical Skills and Fieldwork Use simple compass directions and locational and directional language to describe the location of features and routes on a map. Use simple fieldwork and observational Skills (<u>Local Walk</u>)	<u>Where in the world are we?</u> (World based) Physical and human features Landmarks Basic map skills Observational skills Photo trails Saltaire	<u>Oh I do like to be besides the seaside Coastlines</u> Physical features of coastlines Erosion	<u>Rivers The journey to the sea</u> Links to work in Science in water cycle and River Aire(Saltaire and Wool Trade in Bradford) Features	<u>Our Yorkshire Settlements and land use</u> (link to Ingleborough residential) Topography Human and physical features Village study comparison Idle/ Ingleborough Surveys Compass points orienteering	
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PE	<u>Movement and development</u> Indoor and outdoor Coordination and control Spatial awareness Movement in small spaces dodging	Games Net and wall Striking and fielding Invasion Gymnastics Balance, climb, jump, stretch	Gymnastics Move with control and awareness Flexibility <u>Athletics</u> Running, jumping and throwing <u>Dance</u> Control and coordination Linking sequences Mood and feeling <u>Invasion Games</u> Running, jumping, catching, kicking Attacking and defending	Gymnastics Improve and refine Plan and perform sequences Hanging from equipment <u>Striking and Fielding</u> Throw and catch with accuracy Strike a ball Follow simple rules Dance Plan and perform sequences Alter speed expression <u>Invasion Games</u> Attacking and defending Maintain possession Passing	Dance/ Gymnastics Sequences Fluency and expression Change direction speed <u>Athletics</u> Sprinting Long distance Jumping techniques Throwing techniques <u>Net and wall games</u> Ball skills Tactics Receiving and returning ball <u>Target games</u> Tri golf Aiming at a target respect	<u>Net and wall games</u> Tactics Teamwork Forehand/backhand <u>Invasion games</u> Passing Running, jumping, throwing combination <u>Gymnastics</u> Clear, fluent, expressive movements Travelling combinations Sequences alignment, <u>Invasion games</u> Obtaining possession Attacking skills	<u>Net and wall games</u> Serve a ball Strike a volleyed ball Tactics Competitive rally <u>Invasion games</u> Frisbee Throwing, passing, catching, jumping, kicking, Defending and attacking <u>Gymnastics</u> Sequences using full range of movements Practise and refine <u>Invasion games</u> Field – attack and defend Fair play

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RE	Celebrations and festivals in own culture Similarities and differences – self and others	<u>Special Days</u> Christianity and Sikhism and Islam	<u>Myself</u> Christianity, Islam and Judaism	<u>Beginnings</u> Christianity Judaism Buddhism	<u>Right and Wrong</u> Christianity, Hinduism and Islam	<u>Symbols and symbolism</u> Christianity, Buddhism and Sikhism	<u>Sacred Places</u> Christianity, Hinduism and Islam
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Music	<u>Charanga – Me</u> Nursery and action rhymes <u>Charanga – My Stories</u> Nursery Rhymes and action songs	<u>Charanga – How can we make friends when we sing together?</u> Hip- Hop, Jazz, Pop, Gospel <u>How does music tell us stories about the past?</u> Reggae, 20 th and 21 st Century Orchestral, Pop, Gospel	<u>Charanga – How does music help us to make friends?</u> Gospel, 20 th Century Orchestral, Jazz, Rock, Pop <u>How does music teach us about the past?</u> Jazz, choral, Pop, Swing/ Popular, 20 th and 21 st Century Orchestral	<u>Charanga – How does music bring us close together?</u> Pop, Romantic Orchestral <u>What stories does music tell us about the past?</u> Disco, Disco Funk, New Orleans, Film, Sea Shanty	<u>Charanga – How does music bring us together?</u> Disco, Musical, Soul Ballad, Orchestral, R & B <u>How does music connect us with the past?</u> Pop, Folk	<u>Charanga – How does music bring us together?</u> 20 th and 21 st Century Orchestral, Gospel <u>How does music connect us with the past?</u> Pop, 20 th and 21 st Century Orchestral, Minimalist, Gospel Ukulele Tuition – tuned instrument	<u>Charanga – How does music bring us together?</u> Motown, Electronic, Pop, 20 th and 21 st Century Orchestral, Soul <u>How does music connect us with the past?</u> Soul, Hip-Hop, Swing, 20 th and 21 st Century, Rock Guitar tuition – tuned instrument
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DT	<u>Mechanisms</u> Computer Science Understands that the action of pressing a button/lifting flaps and operating simple mechanisms will result in a particular reaction	<u>Mechanism – moving pictures</u> Children to design, make, evaluate and use technical knowledge. <u>LO: To select an appropriate mechanism to create a moving picture</u> Cross curricular link - English Levers and sliders	<u>Mechanisms - Wheeled toy</u> Children to design, make, evaluate and use technical knowledge. <u>LO: To use and create wheels and axels</u> Cross curricular link – Saltaire Toys/everyday objects – History	<u>Mechanism – Moving robot</u> Children to design, make, evaluate and use technical knowledge. <u>LO: To create a robot that has moving parts</u> Links to English – Iron Man Science – Magnets and forces	<u>Mechanism – To create a moving story book</u> Children to design, make, evaluate and use technical knowledge. Cross curriculum link – English, science, Geography.	<u>Mechanism – How fast can your vehicle go?</u> Children to design, make, evaluate and use technical knowledge. <u>Cross curriculum link – Science</u> battery powered	<u>Mechanism – Can you make a fairground ride that turns?</u> Children to design, make, evaluate and use technical knowledge. Cross curriculum link - Maths - measurement Science - electricity -

			Wheels and axels				
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Art	<u>Drawing</u> Self portraits Naming colours Use simple tools and techniques confidently Select appropriate resources Adapt work where necessary	<u>Drawing</u> Use key ideas from class artist Combine shapes Colour neatly	<u>Drawing</u> Use dots and lines to show pattern and add texture Tone – different coloured pencils Lines of different size and thickness	<u>Drawing</u> Learn about great artist Record observations Refine ideas/ sketches Sketch lightly Experiment using different hardness of pencil Hatching/crosshatching	<u>Drawing</u> Replicate techniques from notable artists Adapt and refine ideas Create original pieces Work demonstrates influence of artists Record observations	<u>Drawing</u> Improve mastery of art Sketch lightly Combine line colour/paint Choose style of drawing Realist/impressionist art	<u>Drawing</u> Record observations Review and refine own work Develop a personal style Appraise artwork Create original pieces Demonstrate precision in drawing
Artists/ Sculptures	Kandinsky Antony Gormley	Mondrian/Yayoi Kusama Andy Goldsworthy	Monet/Hockney Barbara Hepworth	Andy Warhol Henry Moore	Van Gogh Alexander Calder	Banksy Pablo Picasso	Frida Kahlo Salvador Dali Ancient Maya Art - Carl Linneaus
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MFL SPANISH				Greetings Appearance Personality Family I am, I have, I like phrases Numbers to 10	Introducing myself Recap – I am, I have, I like phrases Introducing family members including age Numbers to 20	Longer phrases Asking/ answering questions Naming the date Months, Birthdays	Verbs and grammar Pronouns Regular verb endings At School vocabulary and phrases

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PHSE	<p>Similarities and Differences between themselves and others.</p> <p>Speak confidently</p> <p>Make simple choices</p> <p>Share own ideas and listen to the ideas of others</p>	<p>Myself</p> <p>Likes and dislikes</p> <p>What I like about me/you</p> <p>Friendship</p> <p>Family and friends</p> <p>Feelings</p> <p>Play cooperatively</p> <p>share</p>	<p>Myself</p> <p>My opinions</p> <p>Differences between boys and girls</p> <p>Explain growing old</p> <p>Bullying</p> <p>Bullying is wrong</p> <p>Ways to deal with bullying</p> <p>effect of behaviour on others</p> <p>Being respectful</p>	<p>Myself</p> <p>Recognise what they like and dislike</p> <p>Self esteem</p> <p>Confidence</p> <p>Initiative</p> <p>Accepting others</p> <p>Safety</p> <p>Safe and unsafe places</p> <p>Saying no</p> <p>Help and support</p>	<p>Myself/ Goals</p> <p>Setting personal goals</p> <p>Positive things about me</p> <p>Facing new challenges</p> <p>Communicate feelings</p> <p>Citizenship</p> <p>Different opinions</p> <p>Anti social behaviour</p> <p>Resolving conflict</p>	<p>Health, play and exercise</p> <p>Making informed healthy choices</p> <p>Factors affecting emotional wellbeing</p> <p>Resolving differences</p> <p>Drugs</p> <p>Name common drugs</p> <p>Effects of drugs</p> <p>Personal responsibility</p> <p>Seeking help</p>	<p>Puberty and Change</p> <p>Self worth</p> <p>Listen and explain views confidently</p> <p>Physical and emotional changes</p> <p>Dealing with change positively</p> <p>New challenges</p> <p>Bullying</p> <p>Consequences of actions</p> <p>Nature of bullying</p> <p>Responding to bullying</p> <p>Tolerance and respect</p>
Visits/ Residentials		<p>Local Walk</p> <p>Abbey House Toy Museum</p> <p>Industrial Museum</p> <p>Wash Day</p>	<p>Saltaire</p> <p>Cenotaph</p>	<p>Filey - Coastlines(Geog)</p> <p>Bradford Industrial Museum - Wool workshop(History)</p>	<p>Nell Bank</p>	<p>WY Mining Museum</p> <p>Ingleborough</p> <p>Democracy - London?</p>	<p>Blackpool</p> <p>School Nurse - Puberty</p>