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| **Summer 1** | | | | | | | **Summer 2** | | | | | | |
| **Subject** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** | **Subject** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Topic** | **Once upon a time …** | Science  Animals and their habitats | **Who first lived in Britain?**  **Stone Age to Iron Age ?** |  |  |  |  | **Animal Magic** | Significant people  Captain Cook/ South Pole | **Spring is here!**  **How does your garden grow** |  |  |  |
| **Literacy genres** | **Traditional and Fairy Tales**  **Recount** | **Narrative – Texts about Animals and their Habitats, eg Lost & Found**  **Non-Narrative – Non-chronological reports ( the South Pole ) / Recounts**  **Poetry – Poems to Perform ( Animal Poems )** |  | Whales  Acrostic poems  Persuasive writing (letter and leaflets) | Flashback stories  Poems using a model  **Skull in Shadows Lane** | **Shakespeare**  - Shakespearean blank verse (a rhythm that doesn’t rhyme.)  - Imagery  - Narrative structure and technique  **Survivors stories**  - Journalist writing  - Suspense narrative  - Imagery  - Persuasion  - Recount | **Literacy genres** | Stories with Imaginary Settings  Poetry 3 – Nonsense and Humorous Poems  Recounts | **Narrative – Pirate Adventures (Captain Cut-throat)**  **Non-Narrative – Non-chronological reports about animal habitats / Instructions**  **Poetry – Calligrams ( Shape Poems )** | **Myths and legends**  Arthurian legends King Arthur and the Knights of the Round Table retold and illustrated by Marcia Williams  Walt Disney DVD of the Sword in the Stone Director Wolfgang **Non**  ou sound  homophones  proofreading  statutory spelling list | legends  Romulus and Remus | Narrative poetry  Jabberwocky Poem  **Highwayman** | **Survivors stories**  - Journalist writing  - Suspense narrative  - Imagery  - Persuasion  - Recount  **Jabberwocky**  - Different poetic forms  - Create own poems  - Imagery  - Discussion / balanced argument. |
| **Maths** | Number: Multiplication and Division  Number: Fractions  Geometry: Position and Direction  Number: Place Value ( within 100 )  Measurement: Money  Time | **Position and Direction**  **Problem Solving and Efficient Methods**  **Measurement: Time**  **Measurement: Mass, Capacity and Temperature**  **Investigations** | Number fractions  Measurement time  Geometry properties of shape  revisit ed ing s es ness ful nes and ly  ly with roof words ending in le ic  apostrophes for contraction  Rare GPcs i sound  vowel diagraphs  statutory spelling list | Decimals  Money  time | -  Mental addition and subtraction  -Decimals, percentages and their equivalence to fractions  -Problem solving, reasoning and algebra  -Fractions  -Problem solving, reasoning and algebra -Written multiplication and division  -Decimals, percentages and their equivalence to fractions  -Number and place value  -Geometry: position and direction  -Geometry: properties of shapes  -Written addition and subtraction | . Statistics  Geometry – Properties of Shapes  Revision of concepts covered throughout the year. | **Maths** | Number: Multiplication and Division  Number: Fractions  Geometry: Position and Direction  Number: Place Value ( within 100 )  Measurement: Money  Time | **Position and Direction**  **Problem Solving and Efficient Methods**  **Measurement: Time**  **Measurement: Mass, Capacity and Temperature**  **Investigations** | Measurement  Mass and capacity | Statistics  Geometry  -shape  -positon and direction | Mental multiplication and division  -Problem solving, reasoning and algebra -Fractions  -Written multiplication and division  -Problem solving, reasoning and algebra Measurement  -Decimals, percentages and their equivalence to fractions  - Number and place value  -Statistics | Revision of concepts covered throughout the year.  Problem Solving  Investigations |
| **Science** | **Everyday Materials**  Distinguish between an object and the material from which it is made.  Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.  Describe the simple physical properties of a variety of everyday materials.  Compare and group together a variety of everyday materials on the basis of their simple physical properties.  Perform simple tests.  Identify and classify.  Use observations and ideas to suggest answers to questions.  Gather and record data to help in answering questions.  Ask simple questions and recognise that they can be answered in different ways. | **Habitats**  Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants. | **Plants**  Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers (K)  Investigate the way in which water is transported within plants (K)  Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. (K) | Animals including humans  - food chains  - teeth  - digestion | Forces  *Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.*  *Identify the effects of ar resistance, water resistance and friction, that act between moving surfaces.*  *Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.*  **Earth and Space**  *Describe the movement of the Earth, and other planets, relative to the Sun and the Solar System.*  *Describe the movement of the Moonn and the Earth as approximately spherical.*  *Use the idea of the Earth’s rotation to explain the process of day and night and the apparent movement of the Sun across the sky* | **Electricity**  Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in a circuit. Compare and give reasons for variations in how components function, including: the brightness of bulbs; the loudness of buzzers; and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram. | **Science** | **Animals, including Humans**  Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals.  Identify and name a variety of common mammals that are carnivores, herbivores and omnivores.  Describe and compare the structure of a variety of common animals, including pets.  Use observations and ideas to suggest answers to questions.  Gather and record data to help in answering questions.  Ask simple questions and recognise that they can be answered in different ways. | **Feeding and Exercise**  Describe the importance of exercise, eating the right amounts of different types of food and hygiene. Describe the basic needs of animals, including humans for survival. | Plants - structure and reproduction growth and transportation Identify and describe the different parts of flowering plants, roots, stem, trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) How they vary from plant to plant. Investigate the way water is transported in plants. Explore the part that flowers play in the life cycle of flowering plants including pollination | Sound | |  | | --- | |  |  |  | | --- | | Forces  *Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.*  *Identify the effects of ar resistance, water resistance and friction, that act between moving surfaces.*  *Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.*  **Earth and Space**  *Describe the movement of the Earth, and other planets, relative to the Sun and the Solar System.*  *Describe the movement of the Moonn and the Earth as approximately spherical.*  *Use the idea of the Earth’s rotation to explain the process of day and night and the apparent movement of the Sun across the sky* | |  |
| **Computing** | **Information Literacy**  Use technology purposefully to source and manipulate digital content.  **E-Safeguarding**  SWGFL Lesson 4  My Creative Work | **Computer Science**  Algorithms  ( links to Position )  **Information Literacy**  Use technology purposefully to source and manipulate digital content - Habitats  **E-Safeguarding**  Use technologically safely and respectfully | **Computer Science**  **CS11** Create, refine and debug a series of commands (algorithm) for virtual programmable devices.  **CS12** Understand and identify simple input and outputs.  **CS13** Create simple algorithms combining inputs and outputs.  **CS14** Use repetition in programs to write code using the least number of  lines and improving efficiency  SWGFL [**My Online Community**](http://www.commonsensemedia.org/educators/lesson/my-online-community-k-2) | .  E safety  Computer science  -Design, write and debug programmes that accomplish specific goals including controlling to simulating physical systems; solve problems by decomposing them into smaller parts.  Use sequence, selection and repetition in programmes; work with variables and various forms of input and output.  Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programmes.  Understand computer networks including the internet; how they can provide multiple services, such as WWW; and the opportunities they offer for communication and collaboration | **Information Literacy**  *Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.*  *(www.ticbradford.com/computing-curriculum/resources/information -literacy/search-by/age?value=Y5)*  **E-safety** | Half termly e-Safety lesson  **Computer Science**  To design, write and debug a program to solve a problem. Include more complex selection linked to variables to programmes. Create a programme where an event is triggered by a sensor. To understand that the internet is made up of networks of computers around the world that can provide multiple services | **Computing** | **Media**  Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school.  ( sound )  **E-Safeguarding**  SWGFL Lesson 5  Sending Emails | **Information Literacy**  Use technology purposefully to source and manipulate digital content – The South Pole  **Data Handling**  Use technology purposefully to create, organise, manipulate and retrieve digital content.  **E-Safeguarding**  Use technologically safely and respectfully | **Computer Science**  **CS11** Create, refine and debug a series of commands (algorithm) for virtual programmable devices.  **CS12** Understand and identify simple input and outputs.  **CS13** Create simple algorithms combining inputs and outputs.  **CS14** Use repetition in programs to write code using the least number of  lines and improving efficiency  SWGFL [**My Online Community**](http://www.commonsensemedia.org/educators/lesson/my-online-community-k-2) | |  | | --- | |  |   E-safety  Computer science  -Design, write and debug programmes that accomplish specific goals including controlling to simulating physical systems; solve problems by decomposing them into smaller parts.  Use sequence, selection and repetition in programmes; work with variables and various forms of input and output.  Use logical | **E-safety**  Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluation digital context. Use technology safely, respectfully and responsibly | Half termly e-Safety lesson  **Computer Science**  To design, write and debug a program to solve a problem. Include more complex selection linked to variables to programmes. Create a programme where an event is triggered by a sensor. To understand that the internet is made up of networks of computers around the world that can provide multiple services. |
| **History** | **Significant People and Places in our own locality**  Lives of significant individuals in the past who have contributed to national and international achievements.  ( Skipton Castle and St George ) |  | **Stone age – Iron age**  Neolithic hunters – gathers  Early farmers  Bronze age religion, technology & travel Iron age hill forts:  Tribal kingdoms, farming, art & culture |  | **Anglo Saxons** | **The Mayans**  An overview of where and when one of the first civilizations appeared, incorporating an in-depth study. | **History** | **Significant People**  Lives of significant individuals in the past who have contributed to national and international achievements.  ( Christopher Columbus and Neil Armstrong ) | **The Lives of Significant Individual in the Past**  Scott of the Antarctic |  | Romans Empire and its impact on Britain | . Anglo Saxons – using evidence to explain what life was like. | **The Mayans**  An overview of where and when one of the first civilizations appeared, incorporating an in-depth study. |
| **Geography** |  | **Locational Knowledge**  Name and locate the world’s seven continents and five oceans | Locational Knowledge- Exploring the UK – name and locate counties and cities of the UK, geographical regions and human/physical features. (hill forts- Danebury, Maiden Castle, Stone Henge, Skara Brae  GEOGRAPHY WEEK |  | N/A | **Survivors topic**  *(Amazing Americas)*  Pupils will extend their knowledge and understanding beyond the local area to include North and South America. This will include: the location characteristics of a range of the world’s most significant human and physical features.  They will develop their use of geographical tools and skills to enhance their locational and place knowledge. | **Geography** | - | **Place Knowledge**  Understand geographical similarities and differences through studying human and physical geography – The South Pole  **Human and Physical Geography**  Use geographical vocabulary to refer to key physical and human features |  | Settlements  Physical characteristics which affect where humans settle. | N/A | **Survivors topic**  *(Amazing Americas)*  Pupils will extend their knowledge and understanding beyond the local area to include North and South America. This will include: the location characteristics of a range of the world’s most significant human and physical features.  They will develop their use of geographical tools and skills to enhance their locational and place knowledge. |
| **RE** | **Special People**  Understand the meaning and significance of stories.  Know that some people are special to many.  ( St George, Jesus and Guru Nanak ) | RE Our World. The children will be learning about some of the threats to the environment and some of the animals that are in danger. We will be talking about what can be done to help. | Special Books – Christianity/ Judiasm | Creation and the environment (Christianity) | Sacred texts – Christian and Buddhist  **Develop appropriate attitudes and skills in using sacred writings.**  *Know that sacred writings should be treated with respect.*  *Demonstrate skills in finding sections of sacred books.*  **Demonstrate knowledge and understanding of the use of sacred writings in religious communitis.**  *Understand the use of sacred writings in worship in at least two communities.*  *Understand how individuals use sacred writings in their daily lives.* | **Initiation and Reflections** *Christianity & Islam*  To study the special places, beliefs, festivals and celebrations of Christianity and Islam | **RE** | **Special People**  Understand the meaning and significance of stories.  Know that some people are special to many.  ( St George, Jesus and Guru Nanak ) | RE Our World. | Special Books – Christianity/ Judiasm | Creation and the environment (Hinduism | Sacred texts – Christian and Buddhist  **Develop appropriate attitudes and skills in using sacred writings.**  *Know that sacred writings should be treated with respect.*  *Demonstrate skills in finding sections of sacred books.*  **Demonstrate knowledge and understanding of the use of sacred writings in religious communitis.**  *Understand the use of sacred writings in worship in at least two communities.*  *Understand how individuals use sacred writings in their daily lives.* | **Initiation and Reflections** *Christianity & Islam*  To study the special places, beliefs, festivals and celebrations of Christianity and Islam |
| **PHSE** | **Relationships**  Identify own special people and what makes them special.  Listen to other people and play and work cooperatively.  Share opinions and explain their views.  **Citizenship**  What is fair/unfair, right/wrong.  Recognise how their behaviour affects others. | **Living in the Wider World**  Economic wellbeing and being a responsible citizen  ( threats to the environment ) | **Risk** Safety – Safe places to play, how to get help and knowing when to do the right thing. | Drugs; difference between medicines and drugs, dangers of alcohol and smoking. | Support networks and safety. | **Puberty and Change**  To study, discuss and understand personal, health and social issues regarding anti-bulling, friendship, drugs, puberty and change | **PHSE** | **Drugs**  Safe use of household products  Helpful people  When and how to get help | **Living in the Wider World**  Economic wellbeing and being a responsible citizen  ( threats to the environment ) | **Health**. WEEK  Personal safety (linked to teeth and healthy eating)  Healthy eating / being active: caring for my body & making | Safety; crossing road safely, safe routes to places. | Healthy eating, exercise and play. | **Puberty and Change**  To study, discuss and understand personal, health and social issues regarding anti-bulling, friendship, drugs, puberty and change |
| **Music** | Folk and Country Music  Music Express Scheme/Charanga  ( PPA cover | Music Express Scheme  linked to topics | exploring pitch  exploring structure | Folk Music | Folk music | . **Folk music**  Guitars  Pupils will be taught to sing and play musically with increasing confidence and control. They will develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. | **Music** | Musicals  Music Express Scheme/Charanga  ( PPA cover | Music Express Scheme  linked to topics | exploring pitch  exploring structure | Musicals | Musicals | . **Musicals**  Guitars  Pupils will be taught to sing and play musically with increasing confidence and control. They will develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. |
| **PE** | **Dance**  Sleeping beauty and other traditional tales  **Net and Wall Games**  Passing a ball to a partner  ( tennis ) | . **Dance**  LO: Move with careful control and coordination  LO: Choose movements to communicate a mood, feeling or idea  **Games**  *(striking & fielding and, Invasion)*  LO: Use rolling, hitting, running, jumping, catching and kicking skills in combination.  LO: Develop tactics.  LO: Use the terms ‘opponent’ and ‘team-mate’. | In: dance – from another time  Out: Striking and fielding games: following rules (cricket) | Swimming  Athletics | Dance  Net and wall games | **Indoor:** **Games**  *(striking & fielding and Invasion)*  LO: Strike a bowled or volleyed ball with accuracy.  LO: Defend and attack tactically by anticipating the direction of play.  LO: Uphold the spirit of fair play and respect in all competitive situations.  **Outdoor: OAA**  LO: Select appropriate equipment for outdoor and adventurous activity.  LO: Identify possible risks and ways to manage them, asking for and listening carefully to expert advice.  and respect of a team.  LO: Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt.  LO: Quickly assess changing conditions and adapt plans to ensure safety comes first**.**  **Athletics**  LO: Combine sprinting with low hurdles over 60 metres.  LO: Show control in take-off and landings when jumping**.** | **PE** | **Gymnastics**  Evaluate performances  **Invasion Games**  Small group games  ( bucket ball ) | **Gymnastics**  LO: Link two or more actions to make a sequence  LO: Hold a position whilst balancing on different points of the body  LO: Climb safely on equipment  LO: Jump in a variety of ways and land with increasing control and balance.  **Athletics**  LO: Use rolling, running, and jumping skills in combination.  LO: Develop tactics | In: dance – from another time  Out: Striking and fielding games: following rules (cricket) | Swimming  OOA (Outdoor Adventurous Activities) | Gymnastics  Striking and fielding | **Indoor: Athletics**  LO: Choose the best place for running over a variety of distances.  LO: Show control in take-off and landings when jumping.  **Outdoor: Athletics**  LO: Combine sprinting with low hurdles over 60 metres.  LO: Choose the best place for running over a variety of distances.  LO: Throw accurately and refine performance by analysing technique and body shape.  LO: Show control in take-off and landings when jumping.  **Games**  *(striking & fielding, Invasion and Net & Wall)*  LO: Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).  LO: Strike a bowled or volleyed ball with accuracy.  LO: Field, defend and attack tactically by anticipating the direction of play.  LO: Uphold the spirit of fair play and respect in all competitive situations.  LO: Lead others when called upon and act as a good role model within a team |
| **Art** | **TEXTURE**  Drawing of St. George depicting texture on amour  Use a range of materials creatively to design and make products.  Use drawing, painting and sculpture to develop and share ideas, experiences and imagination.  Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.  Learn about the work of a range of artists, craft makers and designers. | **Use a range of different techniques and materials**  Mixing colours  ( Lost & Found )  Camouflage pictures | **Form and shape-**drawings of plants and flowers  **Painting**  Different effects and textures on a range of scales- plants and Georgia O’keef **Art** | Landscapes | Painting | . **Day of the Dead**  *Sculpture, sketching and design*  LO: Pupils will develop their techniques including their control and their use of materials with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. | **Art** | **LINES & MARKS**  Explore lines using different surfaces (Mandrian study)  Use a range of materials creatively to design and make products.  Use drawing, painting and sculpture to develop and share ideas, experiences and imagination.  Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.  Learn about the work of a range of artists, craft makers and designers. | **Use a range of different techniques and materials**  Make clay models of animals in their habitats  Observational drawings of fruit and vegetables | Cave painting using pastels  Water colour  Design and make Celtic patterns | To improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)  To learn about great artists, architects and designers in history | Painting | **Day of the Dead**  *Sculpture, sketching and design*  LO: Pupils will develop their techniques including their control and their use of materials with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. |
| **Design Tech** | **Design and Make**  Pop up puppets  Design purposeful, functional, appealing products for themselves and other users.  Select from and use a range of tools and equipment to perform practical tasks.  **Technical Knowledge**  Build structures, exploring how they can be made stronger, stiffer and more stable.  ( Castles ) | **Design, Make and Evaluate**  Investigate floating and sinking  Design and make a model boat that floats |  | Design and make puppets related to literacy work. | **Levers and linkages**  *Convert rotary motion to linear using cams.*  *Ensure products have a high quality finish, using art skills where appropriate.* | **Food Technology - Understand where food comes from.**  Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed | **Design Tech** |  | .  **Cooking & Nutrition**  **( Health Week )**  Use the basic principles of a healthy and varied diet to prepare dishes.  Understand where food comes from. |  | Food related to health week | **Levers and linkages**  *Convert rotary motion to linear using cams.*  *Ensure products have a high quality finish, using art skills where appropriate.* | **Food Technology - Understand where food comes from.**  Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed. |
| **MFL** | - | - | En Famille  Numbers to 30, colours |  |  | **Italian**  Broaden vocab  Phrases from memory | **French** | - | - | En Famille  Numbers to 30, colours |  |  | **Italian**  Broaden vocab  Phrases from memory |
| **VISITS** | Skipton Castle |  | Westbourne Primary |  |  |  |  | Rodley Nature Reserve | Harlow Carr Gardens | Westbourne Primary | Yorkshire Wildlife park |  |  |