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| **Autumn 1**  | **Autumn2** |
| **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** |
| **Whole School Local History topic** | OurselvesJowett Cars | OurselvesSaltaire | **English**Text typesNarrative with sequential structure - to include quest and adventure stories, legends, stories with dilemmasNon-chronological report – may also include organisational devices and diagrams to add clarityPoems to performList poems with extended linesSimilesShape poetry |  |  |  |  | Toys past and present | Why do we remember ? | Idle Village – past and present |  |  |  |
| **English** | Stories with Familiar SettingsLabels, lists and captions - ongoingPoetry 1 – Using the SensesRecountsPoetry 1 – Using the Senses | **Narrative – Stories with Familiar Settings****Dogger****Non-Narrative – Non-chronological reports – Ourselves, Materials and Saltaire / Recounts** **Poetry – Poems to perform** |  Stories with familiar settings Narrative: **The twits Roald Dahl** launch on the 13th Sept***Focus on Year 2 writing targets*** * character description - noun phases
* simple, compound and complex sentences with powerful verbs
* character hot seating - focus punctuation ? ! .
* retell a story
* plan and innovate the ending of a story
* create their own twit story
* (2/3weeks)- Extending the range of sentences with more than clause
* Grammar Focus
* Corridor display writing

3 weeks **Dinosaur cove**revisit year 2 s es er ed ing un dis Apostrophes for contraction ei eigh aigh ey Homophones statutory spelling list |  Poetry – poems based on a mode) riddles Roald Dahl BFGFantasy narrative Explanation texts  | Clapham and Idle Comparative reportsCharacterisation**The BlobRoom 13** | **Survivors stories** (Link to Amazon topic)- Journalist writing - Suspense narrative - Imagery- Persuasion - Recount**Non-Fiction**comparative reports (Amazon and Roundhay)  | **Literacy genres** | Stories with predictablepatterned languageInstructions RecountsSignificant Author –Julia Donaldson | **Narrative –** **Non-Narrative – Letters ( Soldiers ) Instructions ( Bonfire Night / Christmas Decorations ) Recounts****Poetry – Calligrams ( Shape Poems )** | **Adventure story** Famous Five 4 weeks features of narrative finding examples from the book & through role play & hot-seating. Focus on direct speech use the features format they have seen to plan write their own stories!-Diary entrieslook a-Letters-narrative-Stories Non-Narrative: 1week **Non-Chronological** Report (Rocks)* identify the structure and language features of non-chronological reports plan mind mapping
* research (Headings & Sub-headings)

finally composing their own report Paragraphs*Recount of local walk* *Report Idle now and then* HomophonesYear 2 prefixes and suffixesprefix mis rei spelt as y proof reading g as gue k as questatutory spelling list | Friend or FoeHistorical narrativeExplanation texts  | Settings and autobiographiesPoetry **(Night before Christmas)**  **Secret Garden** | **Swallows and Amazons** *(class reader)*- Imagery - Personification - Discussion / Balanced argument - Narrative structures and techniques. (classic story)  |
| **Maths** | Number: place valve(within 10)Number: Addition and Subtraction (within 10)Geometry: ShapeNumber: Place Value (within 20) | . **Number: Place Value****Number: Addition and Subtraction Measurement: Money****Number: Multiplication and Division** | Number place value Number addition and subtraction |  Place valuesAddition and subtraction  | Number and place value- Written addition and subtraction- Problem solving, reasoning and algebra-Mental addition and subtraction-Mental multiplication and division- Perimeter and area | Number - Place ValueNumber – Addition, Subtraction, Multiplication and Division | **Maths** | Number: place valve(within 10)Number: Addition and Subtraction (within 10)Geometry: ShapeNumber: Place Value (within 20 | . **Number: Place Value****Number: Addition and Subtraction Measurement: Money****Number: Multiplication and Division** | Number addition and subtractionNumber x ÷ |  Measurement length and perimeter Multiplication and division | Mental multiplication and division -Fractions-Mental multiplication and division-Written multiplication and division-Problem solving, reasoning and algebra -Geometry: properties of shapes -Decimals, percentages and their equivalence to fractions-Mental addition and subtraction -Written addition and subtraction | Number – Addition, Subtraction, Multiplication and DivisionFractionsGeometry – Position & direction  |
| **Science** | **Animals including Humans**Identify, name, draw and label parts of the body and use of senses | **Uses of Materials**Name, identify, describe, classify and compare everyday materials | **Light and shadows** Light - Recognise they need light to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and there are ways to protect their eyes. Recognise that shadows are formed when a light source is blocked. Find patterns in the way that the size of shadows change | **Electricity** | . **Animals including humans.***Describe the changes as humans develop to old age.* | . **Living things and their habitats** Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences including: micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics | **Science** | **Plants**Identify and name a variety of evergreen and deciduous trees. | **Changing Shape****(Materials)** Learn that materials can be changed by squashing, bending, twisting and stretching.  | **Rocks and soils** compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things have lived and trapped within rock Recognise that soils are made from rocks and organic matter |  | **Living things and their habitats.***Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.**Describe the life process of reproduction in some plants and animals.* | **Evolution and inheritance**Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce off spring of the same kind but normally off spring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.  |
| **Computing** | **Media**Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of Information Technology beyond school.(text and images)**E-Safeguarding**Going Places Safely(SWGFL lesson 1) | **Data Handling**Use technology purposefully to create, organise, manipulate and retrieve digital content.**E-Safeguarding**Use technologically safely and respectfully | **E Safety** **ES9** Identify the dangers of clicking links they receive when using technology. **ES10** Identify personal information about themselves and others. **ES11** Explain the possible consequences of sharing personal information online. **ES12** Know that bullying through the use of technology is called cyberbullying and how to report it. SWGFL [**Powerful Passwords**](http://www.commonsensemedia.org/educators/lesson/powerful-passwords-k-2)[**Writing Good Emails**](http://www.commonsensemedia.org/educators/lesson/writing-good-emails-k-2) | E**-**Safety Data Handling -collect, analyse, evaluate and present data and information using a variety of applications on a range of digital devices | **Media Literacy***Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish each given goal, including collecting, analysing and presenting data and information.**(www.ticbradford.com/computing-curriculum/resources/media/search-by/age?value=Y5)* **E-safety** | Half termly e-Safety lesson**Media**Independently combine various forms of media purposefully as part of a project. Use a CAD application to create a representation of an object. Edit and manipulate multi-track music and sound and refine for a given audience or project. Evaluate and adapt individual features to enhance the overall presentation. | **Computing** | **Computer Science**Understand that digital devices work using algorithms.Control devices through a series of clear, accurate algorithms to achieve a pre-defined outcome.Recognise common uses of technology beyond school.**E-Safeguarding**Keep it private(SWGFL Lesson 3) | . **Media**Keyboard skills, graphics and sounds**-Safeguarding**Use technologically safely and respectfully  | **Information Literacy** **IL7** Use search technologies effectively by identifying specific keywords. **IL8** Find and choose appropriate information and use it in other digital forms. **IL9** Locate specific information online and recognise that web pages can be organised in different ways. SWGFL [**Things for Sale**](http://www.commonsensemedia.org/educators/lesson/things-sale-2-3) | E-safety Data Handling -collect, analyse, evaluate and present data and information using a variety of applications on a range of digital devices | **Data Handling***Collect, analyse, evaluate and present data and information using a variety of applications on a range of digital devices.**(*[*www.ticbradford.com/computing-curriculum/resources/data-handling/search-by/age?value=Y5*](http://www.ticbradford.com/computing-curriculum/resources/data-handling/search-by/age?value=Y5)*)***E-safety** | Half termly e-Safety lesson**Media**Independently combine various forms of media purposefully as part of a project. Use a CAD application to create a representation of an object. Edit and manipulate multi-track music and sound and refine for a given audience or project. Evaluate and adapt individual features to enhance the overall presentation |
| **History** | **Local History**What was important in Idle?Jowett Cars**Changes within living memory** Aspects of change in national life.(Washday Workshop)Understand vocabulary past and present. | **Significant historical events, people and places in their own locality**Sir Titus Salt and SaltaireStudy of Saltaire looking at homes and jobs and studying the life of Sir Titus Salt | Black History? |  | n/a | **Local History Study** : **An aspect of Yorkshire**  *The Battle of Stamford*A study of a historical site dating from a period beyond 1066 that is significant in the locality. | **History** | **Changes within living memory**Aspects of change inI national life. (Childhood and Toys) | **Events beyond living memory that are significant** Remembrance DayGuy Fawkes and the Gunpowder Plot | *Report Rapid growth of the wool trade*  1 week Local study | Study of an aspect or theme in British history – a significant turning point - World War II & Battle of Britain | **Local history study (Mining in Yorkshire)***To use evidence to determine that mining in Yorkshire dates back to the Roman era.**To know that the coal mining industry began to decline after the first world war.**To know that in 1946 the coal mines were nationalised due to the ideology of the incoming Labour government.* |  |
| **Geography** | **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 (Local Walk) | **Place Knowledge** Understand geographical similarities and differences through studying human and physical geography – Saltaire **Human and Physical Geography** Use geographical vocabulary to refer to key physical and human features – walk from home / Saltaire **Geographical Skills and Fieldwork**Devise a simple map and use basic symbols and a keyUse simple compass directions Use aerial photographs | Coasts/lighthouse literacy shed  |  | **Contrasting locality****Ingleborough**LO: to investigate places. LO: to communicate geographically. | **Rainforests - Amazon**Pupils extend their knowledge and understanding beyond the local area to include North and South America, including: the location characteristics of a range of the world’s most significant human and physical features. Develop their use of geographical tools and skills to enhance their locational and place knowledge. | **Geography** |  | **Geographical Skills and Fieldwork**Use simple fieldwork and observational skills | Volcanoes and Earthquakes describe and understand key aspects of physical and human geography linked to science | World map work – equator, hemispheres, locate the world’s countries | **Contrasting locality****Ingleborough**LO: to investigate places. LO: to communicate geographically. | **Rainforests - Amazon**Pupils extend their knowledge and understanding beyond the local area to include North and South America, including: the location characteristics of a range of the world’s most significant human and physical features. Develop their use of geographical tools and skills to enhance their locational and place knowledge.. |
| **RE** |  **Myself**Reflect on the belief that each person is special and unique. Know that we all belong to different groups. Reflect on identity and belonging | **Precious Things**  ChristianityIslamJudaism |  New beginnings – Genesis 1 - creation (beginning of the bible and the torah) & other "beginning" stories. How people use their faith to guide them. | Right and wrong, discuss own morals, Intro to Hinduism, Christian and Hindu stories – identify morals  |  Symbols – Christian Buddhist*Share a symbol of their own and tell its story/significance.**Be able to explain the reasons why particular symbols are important to adherents.**Be able to explain what they have learned from finding out about symbols.* | **Sacred Places** *Christianity & Islam*To study the special places, beliefs, festivals and celebrations of Christianity and Islam. | **RE** | **Special Days**Be able to reflect on days and the passing of time.Be able to reflect on the meaning of special religious days.Rememberance DayDivaliAdventChristmas | **Precious Things**  ChristianityIslamJudaism | Genesis 1 - Creation (beginning of the bible and the torah) & other "beginning" stories. How people use their faith to guide them. | Right and wrongKnow that key religious figures in Christianity and Hinduism share their values Key events- The Christmas story | Symbols – Christian Buddhist*Share a symbol of their own and tell its story/significance.**Be able to explain the reasons why particular symbols are important to adherents.**Be able to explain what they have learned from finding out about symbols.* | **Sacred Places** *Christianity & Islam*To study the special places, beliefs, festivals and celebrations of Christianity and Islam. |
| **PHSE** | **Identity**Learn from experience, celebrate strengths and set simple but challenging goals.Likes and dislikes, opinions, feelings and simple goals **Health**Making simple choices to improve health and well being.**Citizenship**Construct and agree to follow rules. | **Relationships**MyselfStaying safe on Bonfire NightClass Rules and Good BehaviourAnti-Bullying Week | **Relationships** Friendship – respecting people and their points of view & similarities and differences in culture and religion.**identity** My self – Uniqueness of me & valuing myself | Myself – develop self-confidence, set goals, identify & celebrate achievements. | **Relationships/ feelings/ point of view.** | **Anti-bullying / Friendship**To study, discuss and understand personal, health and social issues regarding anti-bulling, friendship, drugs, puberty and change | **PHSE** | **Friendship**How behaviour affects peopleHow to treat othersDifferent types of teasing and bullying | **Relationships**MyselfStaying safe on Bonfire NightClass Rules and Good BehaviourAnti-Bullying Week |  | CitizenshipRecognising the value of people in our society. | **Respect and differences** | **Anti-bullying / Friendship**To study, discuss and understand personal, health and social issues regarding anti-bulling, friendship, drugs, puberty and change |
| **Music** | Classical music and ComposersMusic ExpressScheme/Charanga(PPA cover) | Music Express Schemelinked to topics  | exploring compositionexploring beat | Classical Music  | Classical Music | **Classical music** GuitarsPupils 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** | Musical Instruments and TerminologyMusic Express Scheme/Charanga(PPA cover) | Music Express Schemelinked to topics Songs for Christmas production | exploring soundexploring performance | Musical instruments and terminology  | Gospel music | **Gospel music** GuitarsPupils 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** | **INDOOR****Gymnastics**Control our body on apparatus**OUTDOOR****Games Skills**Catching and throwing skills with partners | **Gymnastics (in)**LO: Copy and remember actions.LO: Move with some control and awareness of spaceLO: Show contrasts (such as small/tall, straight /curved and wide/narrow).LO: Travel by rolling forwards, backwards and sideways.LO: Stretch and curl to develop flexibility.**Games (out)***(Invasion)*LO: Use rolling, hitting and running skills in combination. | In: Dance – changing level and speed (thriller) Out: Invasion games- Hand eye co-ordination. (Rugby | **INDOOR**Swimming**OUTDOOR**Athletics | **INDOOR**Gymnastics**OUTDOOR**Outdoor activities | **Indoor: Dance**LO: Compose creative and imaginative dance sequences.LO: Express ideas in imaginative ways.LO: Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstand.**Outdoor: Games** *(Invasion)**Extreme Frisbee Festival*LO: Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).LO: Defend and attack tactically by anticipating the direction of play.LO: Lead others when called upon and act as a good role model within a team. | **PE** | **indoor****Dance**Diwali, fireworks and Christmas/Winter**outdoor****Games Skills**Catching and throwing skills in small groups |  **(IN)**.**Dance**LO: Move with careful control and coordinationLO: Link two or more actions to perform a sequence**Games (out)***(striking & fielding)*LO: Use running, jumping, catching and kicking skills in combination | ) In: Gymnastics – creating sequences (LAP Festival) Out: Invasion games – keeping possession (hockey) | I**NDOOR**Swimming**OUTDOOR**Striking and fielding | **INDOOR**Basketball**OUTDOOR**Invasion games | **Indoor:** **Gymnastics**LO: Create  sequences that include a full range of movements.LO: Hold shapes that are strong, fluent and expressive.LO: Include in a sequence set pieces, choosing the most appropriate linking elements.LO: Practise and refine the gymnastic techniques used in performances (listed above).LO: Demonstrate an excellent kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).LO: Use equipment to vault and to swing (remaining upright.**Outdoor:** **OAA**LO: Embrace both leadership and team roles and gain the commitment LO: Remain positive even in the most challenging circumstances, rallying others if need be. LO: Use a range of devices in order to orientate themselves. LO: Quickly assess changing conditions and adapt plans to ensure safety comes first.**Outdoor: Athletics**LO: Choose the best place for running over a variety of distances.  |
| **Art**  | **Self- portraits**proportion and compositionUse 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. | **Famous Artists**David Hockney **Use a range of different techniques and materials**Self-portraitsTextilesObservational drawings of Saltaire and Sir TSCollage of Sir Titus Salt |  Observational drawing of dinosaurs Experiment with different pencilsLearn how to sketch Charles R knight famous artist dinosuars ART WEEK  | 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 (Andy Goldworthy | Drawing | **Line & Colour**Develop techniques including the use of control and materials.*Botanical drawings, Charles Darwin* **Mindful colour** | **Art**  | **Christmas art**Clay diva lamps Christmas activitiesUse 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**Firework artChristmas art. |  | 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 (Andy Goldworthy) | Drawing | **Line & Colour**Develop techniques including the use of control and materials.*Botanical drawings, Charles Darwin* **Mindful colour** |
| **Design Tech** | **Design and Make**Worry DollsDesign 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 and explore how they can be made stronger, stiffer and more stable ( Playground and houses )  | Dinosaur eyes | Circuits – understand and use electrical systems in their products Incorporate circuits, switches and bubs etc  | None | **Food Technology – Healthy Diet**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 and Nutrition**Making Bread / Gingerbread Men Explore and evaluate a range of existing products.Cut, peel or grate ingredients safely and hygienically.Measure or weigh using measuring cups or electronic scales.Assemble or cook ingredients.  | **Design, Make and Evaluate** Sewing Christmas Decorations (sewing week) | WHOLE SCHOOL PROJECT TEXTILE | Textiles and Decorations | None | **Food Technology – Healthy Diet**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** |  | - | Je parle FrancaisWelcome vocabNumbers to 10 | FrenchIntroduce myself, Talk about objects found in the classroom, Discuss what the weather is like. | Drink, food, flavours vocabAsk and respond to questionsNames of shops | **Italian**Speaking and listening, songs and rhymes | **MFL** |  | - | Je parle Francais Questionscommands | To discuss weather.To discuss objects found in the classroom. | Drink, food, flavours vocabAsk and respond to questionsNames of shops | **Italian**Speaking and listening, songs and rhymes |
| **Visits/****Visitors** | Local WalkIndustrial Museum | Visit to Saltaire | School linking Nell Bank |  |  |  |  | Abbey House Museum | CenotaphChurch Visit | Industrial Museum booked**eaving in the Mill: A Material Journey**Keystage: KS1 & KS2 In this hands - on workshop pupils are introduced to the different processes used in wool production  in Bradford's mills. By having a go at sorting, carding, spinning and weaving pupils explore the roles of machines in the mill before experiencing the noises, smells and pace of life in a Victorian mill environment1.5 hour workshop£96.00 per class |  |  |  |