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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** | Ourselves  Jowett Cars | Ourselves  Saltaire | **English**  Text types  Narrative with sequential structure - to include quest and adventure stories, legends, stories with dilemmas  Non-chronological report – may also include organisational devices and diagrams to add clarity  Poems to perform  List poems with extended lines  Similes  Shape poetry |  |  |  |  | Toys past  and present | Why do we remember ? | Idle Village – past and present |  |  |  |
| **English** | Stories with Familiar Settings  Labels, lists and captions - ongoing  Poetry 1 – Using the Senses  Recounts  Poetry 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 BFG  Fantasy narrative  Explanation texts | Clapham and Idle Comparative reports  Characterisation  **The Blob Room 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 predictable  patterned language  Instructions  Recounts  Significant 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 entries  look 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*  Homophones  Year 2 prefixes and suffixes  prefix mis re  i spelt as y  proof reading  g as gue k as que  statutory spelling list | Friend or Foe  Historical narrative  Explanation texts | Settings and autobiographies  Poetry  **(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: Shape  Number: 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 values  Addition 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 Value  Number – Addition, Subtraction, Multiplication and Division | **Maths** | Number: place valve  (within 10)  Number: Addition and Subtraction (within 10)  Geometry: Shape  Number: Place Value (within 20 | . **Number: Place Value**  **Number: Addition and Subtraction Measurement: Money**  **Number: Multiplication and Division** | Number addition and subtraction  Number 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 Division  Fractions  Geometry – 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 Saltaire  Study 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 Day  Guy 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 key  Use 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**    Christianity  Islam  Judaism | 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 Day  Divali  Advent  Christmas | **Precious Things**    Christianity  Islam  Judaism | Genesis 1 - Creation (beginning of the bible and the torah) & other "beginning" stories.  How people use their faith to guide them. | Right and wrong  Know 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**  Myself  Staying safe on Bonfire Night  Class Rules and Good Behaviour  Anti-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 people  How to treat others  Different types of teasing and bullying | **Relationships**  Myself  Staying safe on Bonfire Night  Class Rules and Good Behaviour  Anti-Bullying Week |  | Citizenship  Recognising 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 Composers  Music Express  Scheme/Charanga  (PPA cover) | Music Express Scheme  linked to topics | exploring composition  exploring beat | Classical Music | Classical Music | **Classical 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** | Musical Instruments and Terminology  Music Express Scheme/  Charanga  (PPA cover) | Music Express Scheme  linked to topics  Songs for Christmas production | exploring sound  exploring performance | Musical instruments and terminology | Gospel music | **Gospel 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. |
| **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 space  LO: 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 coordination  LO: 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 composition  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. | **Famous Artists**  David Hockney  **Use a range of different techniques and materials**  Self-portraits  Textiles  Observational drawings of Saltaire and Sir TS  Collage of Sir Titus Salt | Observational drawing of dinosaurs  Experiment with different pencils  Learn 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 activities  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**  Firework art  Christmas 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 Dolls  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 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 Francais  Welcome vocab  Numbers to 10 | French  Introduce myself, Talk about objects found in the classroom, Discuss what the weather is like. | Drink, food, flavours vocab  Ask and respond to questions  Names of shops | **Italian**  Speaking and listening, songs and rhymes | **MFL** |  | - | Je parle Francais  Questions  commands | To discuss weather.  To discuss objects found in the classroom. | Drink, food, flavours vocab  Ask and respond to questions  Names of shops | **Italian**  Speaking and listening, songs and rhymes |
| **Visits/**  **Visitors** | Local Walk  Industrial Museum | Visit to Saltaire | School linking Nell Bank |  |  |  |  | Abbey House Museum | Cenotaph  Church 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 environment  1.5 hour workshop  £96.00 per class |  |  |  |