

Subject	Summer 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>Narrative</u> traditional tales and fairy stories stories with predictable and patterned language <u>Non fiction</u> Instructions Recounts <u>Poetry</u>	<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> Myths and legends Adventure/quest stories Stories with familiar setting Playscript <u>Non fiction</u> Instructions Reports Information texts Informal letters <u>Poetry</u> Poems to perform Shape poems and calligrams Language play	<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 Explore form haiku	<u>Narrative</u> Narrative from alternate viewpoint Flashbacks Myths and legends <u>Non fiction</u> Recount Biography/autobiography Non chronological comparative report Persuasive text – one point of view <u>Poetry</u> Performance poetry Poetry based on word play Narrative poems	<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 Very hungry Caterpillar The bad tempered Ladybird The Very Lazy Ladybird What the Ladybird Heard Farmer Duck Farmyard Hullabaloo Lighthouse Keeper's Lunch Under the Sea NF P is for passport The Journey Zoom Passport to Paris World Atlases Tiddler	<u>Peter Rabbit by Beatrix Potter</u> <u>DK books - plants</u> <u>The Princess and the Pea</u> <u>The Magic Paintbrush by Julia Donaldson</u>	<u>Leaf Sandra Diekmann</u> <u>Meercat Mail by Emily Gavett</u>	<u>Into the forest</u> playscript <u>Stone Age</u> boy Satoshi Kitamura link to history	<u>Varjak Paw SF Said</u> <u>The Roman Quest - Caroline Lawrence</u> <u>3 weeks Arthur and the golden rope</u> Tom Palmer Narrative <u>The boy at the back of the class</u> Onjali Rauf <u>So you Think</u> <u>You've Got It Bad: Ancient Rome - Chae Strathie</u>	<u>Anglo Saxon Boy Tony Bradman</u> history link <u>How to be an Anglo Saxon in 13 easy steps</u> Scoular Anderson <u>A Skull in Shadows Lane</u> Rober Swindells <u>The Highway Man</u> poetry	<u>Viking Boy Tony Bradman</u> (link to History 2 and English) <u>Boy 87</u> (transition unit) <u>Rooftoppers - Katherine Rundell</u>

Class authors	Nick Butterworth	James Mayhew	Mini Grey	Tom Fletcher	Tom Palmer	Robert Swindells	<u>Katherine Rundell</u>
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Mathematics (see detailed SoW)	Building numbers beyond 10 Counting patterns beyond 10 Adding more Taking away Spatial Reasoning Doubling, sharing and grouping Even and odd	<u>Place value within 100</u> <u>Multiplication and Division</u> <u>Fractions</u> <u>Geometry</u> - position and direction <u>Measurement - Money</u> Statistics	<u>Place value</u> <u>Addition and subtraction</u> <u>Multiplication and Division</u> <u>Measurement- money/time</u> <u>Geometry- Position and Direction</u>	<u>Place value</u> <u>Addition and subtraction</u> <u>Multiplication and Division</u> <u>Fraction, decimals and %s</u> <u>Geometry Measurement</u> <u>Statistics</u>	<u>1-2 decimals</u> <u>4-5 money</u> <u>Properties of shape 1-2</u> <u>Position and direction 3-5</u>	<u>Place value</u> <u>Addition and subtraction</u> <u>Multiplication and Division</u> <u>Fraction, decimals and %s</u> <u>Geometry Measurement</u> <u>Statistics</u>	<u>Revision transition units</u> <u>Geometry</u> <u>Statistics</u>
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Science	Living and growing- life cycles 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>Plants</u> Identification and naming a variety of plants Identify parts of a plant Describe basic structure of plants <u>Seasonal Change</u> Ongoing Science unit	<u>Living Things and their Habitats</u> Identify that most plants and animals live in habitats and rely on each other Identify and name plants and animals in their habitats <u>Animals including Humans</u> Feeding and exercise – simple food chains Basic needs for life Importance of human exercise	<u>Plants</u> Parts of plants Describe the functions of different parts of flowering plants: roots, stem/ trunk, Transportation of water Life cycles <u>Light and Shadow</u> Light sources Reflected light Light is needed to see How to protect from the sun Light creates shadows Altering the size of shadows	<u>Living Things</u> Dangers to living things Construct food chains, producers, consumers, predators and prey <u>Animals Including Humans</u> Human nutrition Basic function of digestive system Teeth and simple functions	<u>Light</u> Light and sight Light travels Journey of light and the process of sight <u>Earth and Space</u> Earth movements Solar system Moon movements Night and day	<u>Animals Including Humans</u> Our bodies Circulatory system Function of heart/ blood vessels, blood Diet and exercise Transportation of nutrients circulatory system,

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Computing (see SoW)	Data Handling E Safety	Application of skills from prior learning E safety	Application of skills from prior learning E safety - strangers	Data Handling E safety - Bullying	Data Handling E Safety – positive online communication	Media E Safety - cyberbullying	Data Handling E safety – securing devices
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History Black History, gender Inequality, Governance running through all units	Then and now timeline – seaside history			<u>Ancient Egyptians</u> Ancient study timeline – events and people Culture Everyday life Beliefs Religion Governance Significant landmarks/ people/ events	<u>The Roman Empire</u> British History Study Chronology Invasion Settlements Religion and beliefs Governance Impact on everyday life Use of sources	<u>Anglo Saxons and Scots</u> British study Timeline Changes Romans to Anglo Saxons Achievements, Inventions, landmarks, places Use of primary and secondary sources Everyday life Britain Religion/beliefs Governance Influence on modern life	<u>The Vikings</u> Changes / patterns in invasions Comparison Viking/ Anglo Saxon occupation at the same time Daily life Viking settlements Reasons for invasion Raids and invasions Cultural beliefs Religious beliefs Bias/ reliability of sources
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Geography	<u>Understanding the world</u> Sensory trail Man made v natural Similarities/ differences of places	Town Mouse, Country Mouse (and seaside Mouse too!)Comparison between Bradford, Skipton and Whitby Look out of your window. What can you see?	<u>Where in the world would you rather be?</u> Fieldwork - comparison between Bradford and Kenya	<u>Fieldwork</u> School environment	<u>Settlements</u> Linked to History unit	<u>Why does time shift?</u> Time zones	<u>Fieldwork</u> Amazing Americas

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PE	<u>Ball skills</u> Control of large kicking skills using large/ small balls Control of small balls Throwing with some accuracy Throw and catch combination <u>Games</u> Move in spaces Dodging Team games Share ideas	<u>Net and wall invasion</u> Directional invasion games Throwing skills Catching Throw, kick into a net <u>Athletics</u> Sprinting Jumping height and distance Balance <u>Athletics</u> Running and jumping Individual and team Competitive teamwork <u>Net and wall games</u> Hitting and catching Receiving Competitive net and wall games	<u>Athletics</u> Jump in various ways Landing Increasing balance <u>Net and wall games</u> Throw and catch with some consistency Sending and receiving objects over a fixed obstacle <u>Net and Wall games</u> Hitting and catching Running, jumping, kicking, catching combinations Following rules <u>Athletics</u> Running, throwing and jumping skills Running at different paces	<u>Net and wall games</u> Strike a ball/object with control Send and receive with control Follow rules <u>OAA</u> Lead and form part of a team Seek support when required <u>Invasion Games</u> Use skills to gain possession Concept of invasion games Compete with others Athletics Throwing techniques Throw to hit a target Compete with others	<u>Net and wall games</u> Strike and send a ball Send a ball – control Return a ball towards a target Tactics <u>Striking and fielding games</u> Throw and catch with consistency accuracy Striking Correct tactics to field, bow, bat Invasion games Maintain possession Develop game tactics <u>Net and wall games</u> Strike a ball with accuracy/ consistency Serve ball to opponent	<u>Striking and fielding games</u> Striking tactics Fielding Change tactics for opponents/ strategy <u>Invasion Games</u> Netball Running, throwing, passing, catching, jumping with coordination and control. Striking and fielding Selecting appropriate techniques Change techniques Compete in small/ large matches <u>Athletics</u> Running– short/long distances Increase/decrease pace	<u>Striking and fielding games</u> Striking a volleyed ball Fielding Tactics Changing techniques <u>OAA</u> Select appropriate equipment Manage risk Assess and adapt to changing conditions <u>Striking and fielding games</u> Choose and combine techniques Fielding, defending, striking Team spirit fair play <u>Athletics</u> Sprinting low hurdles Throwing Sprinting Body shape and technique Running -distances Taking off and landing

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RE	Celebrations and festivals in own culture Similarities and differences – self and others	<u>Special People</u> Christianity and Sikhism and Islam	<u>Our World</u> Christianity, Islam and Judaism	<u>Special Books</u> Christianity Judaism Buddhism	<u>Creation</u> Christianity, Hinduism and Islam	<u>Sacred Writing</u> Christianity, Buddhism and Sikhism	<u>Initiations/ Reflections</u> Christianity, Hinduism and Islam

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Music	<u>Charanga – Big Bear Funk</u> Transition unit <u>Charanga – Reflect rewind replay</u> Embed foundations of music	<u>Charanga – What songs can we sing to help us through the day?</u> Pop, Swing, Lullaby <u>How does music teach us about looking after our planet?</u> Pop, 20 th and 21 st Century Orchestral, Marching Band, Country, Reggae, Gospel	<u>Charanga – How does music make us happy?</u> Rock, film, Jazz ,Popular/Jazz, Calypso <u>How does music teach us about looking after our planet?</u> Pop, Rock, Calypso, Funk, Reggae	<u>Charanga – How does music make a difference to us every day?</u> Gospel, Opera, Jazz, 20 th Century orchestral, Hip-Hop <u>How does music connect us with our planet?</u> Gospel, Classical, Pop, 20 th Century Orchestral, Hip- Hop	<u>Charanga – How does music shape our way of life?</u> Dance, Orchestral/ Choral, Gospel, Romantic, 20 th and 21 st Century Orchestral <u>How does music connect us with the environment?</u> Gospel, Choral, Funk, Calypso, Electronic Dance Music	<u>Charanga – How does music shape our way of life?</u> Pop, 20 th and 21 st Century Orchestral, Hip-Hop, Funk <u>How does music connect us with the environment?</u> Pop, Choral, 20 th and 21 st Century Orchestral, Musical Guitar tuition – tuned instrument	<u>Charanga – How does music connect us with the environment?</u> Hip- Hop, Soul, Gospel, Salsa <u>How does music connect us with the environment?</u> Reggae, Musical, Pop, Film, Soul Guitar tuition – tuned instrument

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DT	<u>Cooking and Nutrition</u> Health Week MasterChef	<u>Cooking and Nutrition</u> Children to design, make, evaluate and use technical knowledge. Health Week MasterChef	<u>Cooking and Nutrition</u> Children to design, make, evaluate and use technical knowledge. Health Week MasterChef	<u>Electrical Systems – Light up box</u> Children to design, make, evaluate and use technical knowledge. Cross curricular link – Light and shadows <u>Cooking and Nutrition</u> Children to design, make, evaluate and use technical knowledge.	<u>Electrical systems - Torches</u> Children to design, make, evaluate and use technical knowledge. Cross curricular link – Science – electricity English – Explanation text <u>Cooking and Nutrition</u> Children to design, make, evaluate and	<u>Electrical Systems - Alarm</u> Children to design, make, evaluate and use technical knowledge. Cross curricular link - Cooking and Nutrition Children to design, make, evaluate and use technical knowledge. Health Week MasterChef	<u>Electrical Systems – Create your own game</u> Children to design, make, evaluate and use technical knowledge. Cross curricular link – Science electricity - buzzers - light sound <u>Cooking and Nutrition</u> Children to design, make, evaluate and use technical knowledge.

				Health Week MasterChef	use technical knowledge. Health Week MasterChef		Health Week MasterChef
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Art	Select appropriate resources Use simple tool Adapt work to create or change a piece of art	<u>Collage printing and sculpture</u> Use objects to print Press, roll, rub stamp prints Moulding, carving, cutting	<u>Collage and sculpture</u> Mixing materials to create texture Sort and arrange materials Use materials to design	<u>Painting</u> Mix colours effectively Use a number of brush techniques Use thick and thin brushes Produce shapes, textures, patterns and lines	<u>Painting</u> Use watercolours Produce washes for backgrounds Add detail to washes Experiment with colour to create mood	<u>Painting</u> Build up layers of colour Use techniques to depict movement, perspective, shadows and reflection Use water colours Use acrylics Combine colours, tones and tints to enhance mood Use brush techniques Create texture	<u>Sculpture, mosaic and ceramics</u> Use ceramic mosaic materials and techniques Combine visual and tactile qualities Use frameworks eg wire and moulds to provide stability and form Mix textures
Artists	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 Viking Ceramics Damien Hirst sculptures of body

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MFL SPANISH				Number 1-20 I like/ I don't like phrases I love to – activities Days of the week I play sports and explanation	<u>The home</u> Rooms in the home What kind of home <u>The café</u> Spanish foods from a menu Greetings/ hello/ goodbye, thank you	<u>The Weather</u> Associated vocab <u>The Olympics</u> sports	<u>Me in the World</u> Countries <u>The weekend</u> Activities Hobbies Times days

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PHSE	<p>Speak confidently</p> <p>Make simple choices</p> <p>Share own ideas and listen to the ideas of others</p>	<p>Drugs</p> <p>Identify a range of harmful substances at home</p> <p>Safe storage of substances</p> <p>Knows how and where to get help</p> <p>Citizenship</p> <p>Good and bad within family/school</p> <p>Right and wrong</p> <p>Contribute to school life</p> <p>Positive negative rules</p>	<p>Citizenship</p> <p>Identify community to which they belong</p> <p>Know how to look after other people/living things</p> <p>Awareness of money</p> <p>Health</p> <p>Simple choices about health</p> <p>Know that exercise keeps you healthy</p> <p>Keeping clean</p>	<p>Citizenship</p> <p>Reflect on other's experiences</p> <p>Fairness</p> <p>Responsibility and consideration for others</p> <p>community</p> <p>Health</p> <p>Drugs</p> <p>Understand the meaning drug</p> <p>Show awareness of harmful misuse of drugs</p> <p>Effects and risks of drugs</p>	<p>Drugs</p> <p>Tobacco</p> <p>Alcohol</p> <p>Awareness of when drugs can be helpful;</p> <p>Different types of medicines</p> <p>Effects and risks of drugs</p> <p>Safety – Road Safety</p> <p>Sensible use of road</p> <p>Ride bicycle sensibly</p> <p>Unsafe places</p> <p>Managing risks</p>	<p>Developing skills – looking after money</p> <p>Listen and express views confidently</p> <p>Respond positively to others</p> <p>Discuss a range of jobs and skills needed</p> <p>Develop own abilities</p> <p>Saving money</p> <p>Long term benefits of saving money</p> <p>Safety</p> <p>Managing risks</p> <p>Basic safety</p> <p>Emergency services</p>	<p>Drugs</p> <p>Risky behaviours may cause harm</p> <p>Effects of some substances</p> <p>List common drugs – legal/illegal</p> <p>Peer pressure</p> <p>Asking for support</p> <p>Challenges- Transition</p> <p>Facing new challenges</p> <p>Responsible choices</p> <p>Emotional and mental wellbeing</p> <p>Resisting Peer pressure</p>
Visits/ Residentials		Harlow Carr - science	Yorkshire Wildlife Park	Leeds City Museum - Egyptians FCFC - PHSCE Bradford Cathedral		Yorkshire Museum	York Residential- Vikings