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| **Spring 1** | | | | | | | **Spring 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** |
| **Whole School Topic** | Seasons/ Weather  Chinese New Year | Roald Dahl |  |  |  |  | **Whole School Topic** | Plants | Traditional Tales | **What are the wonders of Ancient Egypt?** |  |  |  |
| **Literacy genres** | Stories from a range of cultures  Write narrative  Diaries  Recount / Dictionary | **Narrative – Different stories by the same author – Roald Dahl**  **Non-Narrative – Letters / Recounts**  **Poetry – Poems to Perform** | **Poetry**  **Iron man 5 weeks**  Dairy writing  Recount writing  newspaper writing  suffixes ness ful following a consonant  prefixes sub and tele  apostrophes for contraction  ch ss ion ure  less mess ful ly  statutory spelling list | Performance poetry  The City of Ember  Sci-fi narrative | Myths and legends  Persuasion  (sports relief or comic relief)  **Greek Myths and Legends** | **Viking Myths and legends**  **Non-Fiction**  - Balanced argument re: Viking invasion of Lindisfarne  **Tuesday**  **-** Journalistic writing  - imagery  - personification  - recount | **Literacy genres** | **Information Texts**  **Recount**  **Diaries**  **Poetry 2 – Pattern and Rhyme** | **Narrative - Traditional Tales with one or more elements changed**  **Non-Narrative – non-chronological reports ( Plants ) / Recounts**  **Poetry – Poems to Perform**  **Jess and The bean Root** | Egyptian Cinderella  Poem?  prefixes super auto  homophones  k as ch  statutory spelling list | Harry Potter  Fantasy narrative | Stories from other cultures  Performance Poetry  **Journey to Jo’burg** | **Girl of Ink and Stars**  - Narrative structure and techniques  - Imagery  - Recount |
| **Maths** | **Number: Place Value ( within 50 )**  **( Multiples of 2, 5 and 10 )**  **Number: Addition and Subtraction ( within 20 )**  **Measurement: Length and Height**  **Measurement: Weight and Volume** | **Number: Multiplication and Division**  **Statistics**  **Geometry: Properties of Shape**  **Number: Fractions**  **Measurement: Length and Height**  **Consolidation** | Number x ÷  Measurement Money | Multiplication and division  Area  Fractions | -  Number and place value  -Decimals, percentages and their equivalence to fractions  -Problem solving, reasoning and algebra  -Mental addition and subtraction  -Written addition and subtraction  -Mental multiplication and division  -Geometry: properties of shapes  -Measurement  -Statistics | Number – Decimals  Number – Percentages  Number – Algebra | **Maths** | Number: Place Value ( within 50 )  ( Multiples of 2, 5 and 10 )  Number: Addition and Subtraction ( within 20 )  Measurement: Length and Height  Measurement: Weight and Volume | **Number: Multiplication and Division**  **Statistics**  **Geometry: Properties of Shape**  **Number: Fractions**  **Measurement: Length and Height**  **Consolidation** | Statistics  Measurement – length and perimeter  Number fractions | Fractions  Decimals | 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  -Measurement – *converting units, volume,* | Number – Algebra  Measurement – converting units  Perimeter, area and volume  Number – Ratio |
| **Science** | **Seasonal Changes**  Observe changes across the four seasons, including weathe 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. r. | **Living Things**  Make comparisons between things that are alive, things that are not alive and things that were once alive. | **Forces and Magnets**  Compare how things move on different surfaces. notice that some forces need contact between two objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials Describe magnets as having two poles. Predict whether two magnets will attract or repel each other depending on which poles are facing.  Science Week | States of matter | |  | | --- | |  |   **Properties and changes of materials.**  *Compare and group together everyday materials based on their properties.*  *Know that materials will dissolve in liquid to form a solution.*  *Use knowledge of solids, liquids and gasses to separate mixtures.*  *Give reasons based on evidence for comparative and fair tests.*  *Demonstrate that dissolving, mixing and changes of state are reversible.*  *Explain that some changes result in the formation of new materials, and this change is not usually reversible.*  **.** | **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. | **Science** | **Plants**  Identify and name a variety of common wild and garden plants.  Identify and describe the basic structure of a variety of common flowering plants, including trees.  Observe closely, using simple equipme 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. nt | **Growing Plants**  Investigate what plants need to grow, plant own seeds and work scientifically to observe seeds and plants using simple equipment. | **Animals including humans** (nutrition, skeletons and muscles) Identify that animals including humans need the right types and amounts of nutrition and that they cannot make their own food. They get nutritrion from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement | Living things and their habitats  Animals including humans (food chains) | **Properties and changes of materials.**  *Compare and group together everyday materials based on their properties.*  *Know that materials will dissolve in liquid to form a solution.*  *Use knowledge of solids, liquids and gasses to separate mixtures.*  *Give reasons based on evidence for comparative and fair tests.*  *Demonstrate that dissolving, mixing and changes of state are reversible.*  *Explain that some changes result in the formation of new materials, and this change is not usually reversible.* | **Animals, including humans**  Describe the ways in which nutrients and water are transported within animals, including humans. Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and life style on the way their bodies function |
| **Computing** | **Data Handling**  Sort, organise and classify objects based on their properties.  Represent and interpret simple data as pictograms.  **Safeguarding**  Identify trusted adults and ensure that a trusted adult knows what they are doing online and inform them if online content makes them feel scared, sad or confused.  Behave in a kind and considerate way to others in the real and virtual world.  Understand that the internet is fun, but there are rules for keeping safe.  **E-Safeguarding**  Safer Internet | **Information Literacy**  Use technology purposefully to source and manipulate digital content - Roald Dahl  **Media**  Keyboard skills, graphics and sounds  **E-Safeguarding**  Use technologically safely and respectfully | Media Strand  **M12** Combine and refine text, sound and graphics to communicate information for a given audience.  **M13** Recognise the key features of different types of information/genres and use appropriate layouts  **M14** Understand how audio can enhance multimedia projects including radio and films by creating/choosing appropriate audio to fit a given context.  **M15** Capture, create and enhance new and existing digital images to communicate ideas. **M16** Plan and create a simple animation.  **M17** Understand that evaluation and improvement is a vital part of a design process and technology allows changes to be made quickly and efficiently.  SWGFL [**Show Respect Online**](http://www.commonsensemedia.org/educators/lesson/show-respect-online-2-3) | E-Safety  Information literacy  - use search technologies effectively, appreciate how results are selected and ranked and be discerrning in evaluating digital content | **Computer Science**  *Design, write and debug programs that accomplish specific goals, including controlling of simulating physical systems, solve problems by decomposing them nto smaller parts, use sequence, selection and repetition in programs; work with variables and various forms of input and output. Use algorhythms and understand internet services.*  Programming  *(*[*www.ticbradford.com/computing-curriculum/resources/computer-science/search-by/age?value=Y5*](http://www.ticbradford.com/computing-curriculum/resources/computer-science/search-by/age?value=Y5)*)*  **E-safety** | Half termly e-Safety lesson  **Data Handling**  Identify and collect appropriate data to answer their questions. Use data in an appropriate application to test a theory/hypothesis. Refine, search, filter, sort and graph data for purpose in a data base or spreadsheet. Use a spreadsheet to create real life models of information to offer a solution to a real life problem. Collect and represent data using info graphics. | **Computing** | **Information Literacy**  Use technology purposefully to source and manipulate digital content.  **E-Safeguarding**  SWGFL Lesson 2  ABC Searching | **Media**  Keyboard skills, graphics and sounds  ( Plants )  **E-Safeguarding**  Use technologically safely and respectfully | **Data Handling Strand**  **DH6** Collect and organise information to find answers to questions.  **DH7** Create different graphs that show data for different purposes across the curriculum.  **DH8** Store and access data using a database  Linked to MATHS | E-safety  Media  - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programmes, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information | **Computer Science**  *Design, write and debug programs that accomplish specific goals, including controlling of simulating physical systems, solve problems by decomposing them nto smaller parts, use sequence, selection and repetition in programs; work with variables and various forms of input and output. Use algorhythms and understand internet services.*  Programming  *(*[*www.ticbradford.com/computing-curriculum/resources/computer-science/search-by/age?value=Y5*](http://www.ticbradford.com/computing-curriculum/resources/computer-science/search-by/age?value=Y5)*)*  **E-safety** | Half termly e-Safety lesson  **Data Handling**  Identify and collect appropriate data to answer their questions. Use data in an appropriate application to test a theory/hypothesis. Refine, search, filter, sort and graph data for purpose in a data base or spreadsheet. Use a spreadsheet to create real life models of information to offer a solution to a real life problem. Collect and represent data using info graphics. |
| **History** |  | **The Lives of Significant Individual in the Past**  Roald Dahl  The life of Roald Dahl  and the changes that happened in Britain during his lifetime |  |  | **Ancient Greece – what life was like** | **The Vikings**  An in-depth study, including: Vikings raids and invasion; resistance by Alfred the Great and Athelstan, first King of England; further Viking invasions and Danegeld etc | **History** |  | **Events beyond living memory that are significant**  The Great Fire of London | **Earliest civilisation** – The achievements of the earliest civilization an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt |  | **Ancient Greece – influences left** | **The Vikings**  An in-depth study, including: Vikings raids and invasion; resistance by Alfred the Great and Athelstan, first King of England; further Viking invasions |
| **Geography** | **Human and Physical Geography**  To identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the north and south poles.  **Location Knowledge**  Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.  **Place Knowledge**  To understand geographical similarities and differences through studying the human and physical geography of a small area in the UK and a small area in a contrasting non-European country.  **Geographical Skills and Fieldwork**  Use world maps, atlases and globes to identify UK and its countries, as well as the countries, continents and oceans studied at this key stage. |  |  | Rivers  Water cycle | N/A |  | **Geography** |  |  | Geographical skills and fieldwork -Using maps, atlases and globes. The effects of The River Nile Localities of cities within a country - Memphis etc. | Rivers  water cycle | N/A | . |
| **RE** | **( Special Days –** Chinese New Year )  **Special Places**  Articulate views on personal places and spaces.  Demonstrate and understanding of and respect for a place of worship.  Know about 2 places of worship.  ( Gurdwara and Church ) | RE Myself | Places of worship  Christianity Judaism | Journeys  Hindu journeys | Special people – Christian and Buddhist  *Know the key event in the life of a religious leader which began their work.*  *Identify key beliefs about leaders.*  *Know that different people have different beliefs about some leaders.*  *Know the main activities of the leaders and their significance for their followers.*  *Know that religious leaders are portrayed in a variety of ways.* | **Special journeys**  *Christianity and Islam*  To study the special places, beliefs, festivals and celebrations of Christianity and Islam | **RE** | **( Special Days –** Chinese New Year )  **Special Places**  Articulate views on personal places and spaces.  Demonstrate and understanding of and respect for a place of worship.  Know about 2 places of worship.  ( Gurdwara and Church ) | RE Myself | Places of worship  Christianity Judaism | Hindu journeys; reflection of these journeys | Special people – Christian and Buddhist  *Know the key event in the life of a religious leader which began their work.*  *Identify key beliefs about leaders.*  *Know that different people have different beliefs about some leaders.*  *Know the main activities of the leaders and their significance for their followers.*  *Know that religious leaders are portrayed in a variety of ways.* | **Special Journeys** *Christianity and Islam*  To study the special places, beliefs, festivals and celebrations of Christianity and Islam |

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| **PHSE** | **Risk**  Know rules for keeping safe.  Know about people who look after them.  Recognise that they share responsibility for keeping safe. | PSHCE Health and Wellbeing | **Citizenship** – consequences of anti social behaviour on communities.  Responsibilities, rights and duties. | Relationships; respect, honesty, appropriate relationships and attitudes. | **Citizenship, rules, law, democracy.** | **Drugs**  To study, discuss and understand personal, health and social issues regarding anti-bulling, friendship, drugs, puberty and change. | **PHSE** | **Health**  Making simple choices to improve health and well being | PSHCE Health and Wellbeing |  | Health; how to keep healthy and safe. | Money | **Drugs**  To study, discuss and understand personal, health and social issues regarding anti-bulling, friendship, drugs, puberty and change |
| **Music** | Music through the decades 1940s – 2010  Music Express Scheme/Charanga  ( PPA cover | Music Express Scheme  linked to topics | exploring pitch  exploring beat | Music of the decades | Jazz music | .  **Jazz 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** | Music from around the world  Music Express Scheme/Charanga  ( PPA cover | Music Express Scheme  linked to topics | exploring pitch  exploring beat | World music/ music from around the world | World music | . **World 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** | **Dance**  Remember and repeat short dances  Chinese Dragon dancing  **Invasion Games**  Sending and receiving  (Hockey) | **Athletics**  LO: Use rolling, running, and jumping skills in combination.  **Games**  *(striking & fielding, Invasion and Net & Wall)*  LO: Use rolling, hitting, running, jumping, catching and kicking skills in combination.  LO: Use the terms ‘opponent’ and ‘team-mate’. | In: Gymnastics: creating sequences  Out: cricket competition | Swimming  OAA (Outdoor Adventurous Activities) | Dance  Invasion games | **In:** **Athletics**  LO: Choose the best place for running over a variety of distances.  LO: Throw accurately and refine performance by analysing technique and body shape.  **Outdoor: Games**  *( Invasion and Net & Wall)*  LO: Field, defend and attack tactically by anticipating the direction of play.  - Uphold the spirit of fair play and respect in all competitive situations.  - Lead others when called upon and act as a good role model within a team | **PE** | **Gymnastics**  Making shapes with our body  **Athletics**  What happens when we exercise? | **Athletics**  LO: Use rolling, running, and jumping skills in combination.  LO: Develop tactics  **Games**  *(striking & fielding, Invasion and Net & Wall)*  *Multi sports festival*  LO: Use rolling, hitting, running, jumping, catching and kicking skills in combination.  LO: Develop tactics. | In: Dance: another culture  Out: Net and wall games: pass and receive (Frisbee tennis) | |  | | --- | |  |   Athletics  Outdoor activities | Dance  Net and wall games | **Indoor: Dance**  LO: Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).  LO: Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.  LO: Perform expressively and hold a precise and strong body posture.  LO: Perform and create complex sequences.  LO: Express an idea in original and imaginative ways.  **Outdoor: 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. |
| **Art** | **Painting**  Mixing colours to produce weather pictures  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**  Observational drawings of Roald Dahl | Chalks  Iron pictures | |  |  | | --- | --- | |  | | | 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) | | |  | | | Sculpture | . **Imitate style of artist**  *Freda Kahlo*  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** | **Tone**  Observational drawings of plants  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**  Claude Monet  ( compare with Hockney )  **Use a range of different techniques and materials**  Great Fire of London – use a range of different techniques and materials  (silhouettes) | Pharaohs masks  Cobra crown  Making jewellery  Design a sarcophagus | ) 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) | Sculpture | .  . **Recreating**  *Freda Kahlo*  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**  Items linked to weather theme, eg weather vane, wind chimes and kites  Design purposeful, functional, appealing products for themselves and other users.  Select from and use a range of tools and equipment to perform practical tasks |  |  |  | **Food Technology**  Changing liquids to solids | **Food Technology - Make simple American dishes.**  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**  Understand where food comes from. | **Technical Knowledge**  Explore and use mechanisms in their products  ( Traditional Tales ) |  |  | **Food Technology**  Changing liquids to solids | **Food Technology - Make simple American dishes.**  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. |
| **French** | - | - |  |  |  |  | **French** | - | - |  |  |  |  |
| **MFL** |  |  | Je me presente  Presenting oneself  Days of the week  Numbers to 20 |  |  | **Italian**  Speak in sentences and engage in conversations | **MFL** |  |  | Je me presente  Describing the weather  Vocab related to the very hungry Caterpillar |  |  | **Italian**  Speak in sentences and engage in conversations |
| **VISITS** | Gurdwara | Chocolate factory York | trip re booked  Blakehill to Westborne |  |  |  |  | Church | Mosque | trip re synagogue booked |  |  |  |