

Subject	Spring 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> Significant Author focus familiar stories stories with imaginary settings, <u>Non fiction</u> Recounts Labels, lists and captions <u>Poetry</u> Poems Pattern and rhyme including poems to perform	<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 Exploring form – haiku etc	<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	Whatever Next Aliens Love Underpants On the MoonNF The Snail and the Whale Mr Gumpy's Outing The Train Ride Bob, the Man on the moon, Beegu Oi, Get off my Train, The Tiny Seed, Oliver's Vegetables Jack and the Beanstalk One Plastic Beanstalk	<u>Katie in London</u> <u>Katie in Scotland</u> (link to geography-knowledge of UK) <u>The Owl Who is Afraid of the Dark</u> by Jill Tomlinson <u>Poetry – Poems out loud!</u> By Laurie Stansfield (Animal DT book - Animals Animal poetry	<u>Orion in the dark</u> Emma Yarlett <u>The owl who was afraid of the dark,</u> Jill Tomlinson <u>Remove The Dark –</u> Lemony Snicket <u>Vlad and the great fire of London</u> <u>The Great fire of London</u> Nick Hunter	<u>Dinosaur Cove – Rex Stone</u> <u>The Pebble in my Pocket-</u> Meredith Hooper/ Chris Coady (both link to Science 1 and Geog 3) <u>The Egyptian Cinderella</u> (link to History) <u>What a Waste</u> by Jess French	<u>2 weeks Wild Robot</u> -Peter Brown <u>3 weeks One Plastic Bag –</u> Miranda Paul (link to Geog 1) <u>3weeks The Boy at the back of the Class</u> Onjali Rauf	<u>Room 13</u> Robert Swindells <u>Who Let the Gods out –</u> Greek Myths (link to History 2) <u>Greta Thunberg –</u> Biography (link to English and Geog 1)	<u>The Explorer Survivor stories-</u> Katherine Rundell link to Geography <u>The Journey</u>

	Jasper's Beanstalk Tree, Seasons come and seasons go A stroll through the seasons						
Class authors	Nick Butterworth	James Mayhew	Mini Grey	David Walliams	Tom Palmer	Robert Swindells	<u>Katherine Rundell</u>
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Mathematics (see detailed SoW)	Introducing 0 Comparing numbers to 5 Composition of 4 and 5,6,7& 8 Making pairs Comparing 2 groups Compare mass Capacity Length and height Time 9 and 10 Comp numbers to 10 Bonds to 10 3D shape pattern	<u>Place value- numbers within 50</u> <u>Addition and subtraction within 20</u> <u>Multiplication and Division 2,5,10</u> <u>Measurement - Length and Height Weight and Volume</u>	<u>Place value</u> <u>Addition and subtraction</u> <u>Multiplication and Division</u> <u>Fraction, decimals and %s</u> <u>Geometry Measurement Statistics</u>	<u>Place value</u> <u>Addition and subtraction</u> <u>Multiplication and Division</u> <u>Fraction, decimals and %s</u> <u>Geometry Measurement Statistics</u>	<u>1 and 2 Multiplication and Division</u> <u>3-4 Area</u> <u>5-6 Fraction, decimals and %s</u>	<u>Fraction, decimals and %s</u> <u>Algebra</u> <u>Measurement- converting unit, perimeter/area and volume</u>	<u>Place value</u> <u>Addition and subtraction</u> <u>Multiplication and Division</u> <u>Fraction, decimals and %s</u> <u>Geometry Measurement Statistics</u> <u>Ratio</u> <u>Algebra</u>
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Science	Similarities differences living things Knows that living things live, grow and die. make simple observations of animals and plants	<u>Animals including Humans</u> Identify and name common animals form 5 classification groups Herbivores and carnivores	<u>Animals including humans</u> <u>Living Things</u> Compare contrast living and not living Animals including humans have offspring Child to adult <u>Plants</u>	<u>Animals Including Humans</u> Movement and feeding Skeletons Nutrition <u>Plants</u> What plants need Explore plant requirements.	<u>Electricity</u> Electrical appliances Construct simple circuits Identify possible faults in circuits Know how a switch works	<u>Properties of materials</u> Solubility, transparency, electrical/thermal conductors Everyday uses of materials <u>Animals including humans and living things in their habitats</u> Life cycles	<u>Adaptation and Evolution</u>

	Know the properties of some materials	Describe structure of variety of animals <u>Seasonal Changes</u>	<u>Growing plants</u> Observe and describe how a plant grows – seed to plant What healthy plants need to grow	How this can vary from plant to plant	conductors and insulators <u>Sound</u> Relationship between vibration and sound Journey of sound Pitch, volume	Reproduction plants and animals Changes in humans birth to old age	
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Computing (see SoW)	Computer science E safety	Information Literacy Data Handling E Safety	Information literacy Data Handling E Safety	Information Literacy Media E Safety	Information Literacy Media E Safety	Information Literacy Media E Safety	Information Literacy Media E Safety
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History Black History, gender Inequality, Governance running through all units		<u>Significant People and Places in our own locality</u> Lives of significant individuals in the past who have contributed to national and international achievements. (Skipton Castle & St George)	<u>The Great Fire of London</u> Significant events beyond living memory Timeline of events Who is Samuel Pepys? Life in London at the time of the Great Fire Exploration of sources Governance at the time	<u>Stone Age to Iron Age</u> British History (links to English Dinosaur study Term 2, Science Rocks and Soils T1 and Geography Coastlines (T1) Stone Age, Bronze Age, Ice Age Life in these periods Religion, governance		<u>Ancient Greeks</u> Ancient study Timeline Achievements, Inventions, landmarks, places Discoveries, buildings Changes during Greek era Use of primary and secondary sources Everyday life in Greece/ Britain during Greek rule Religion/beliefs Governance Influence on modern life	<u>Local History Study – The Battle at Stamford Bridge</u> – end of Viking era, beginning of Norman and Anglo Saxon. Links to prior learning in Year 5 and 4 (Romans and Anglo Saxons) Significant changes as a result of the battle Governance – politics and royalty Comparison to Year 4 unit on WW2 – battle tactics/warfare/response

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Geography	<u>Understanding the world</u> Sensory trail Man made v natural Similarities/ differences of places Our planet, our world –Travel	<u>Y1 Who are we and where are we?</u> Location Knowledge <u>Name</u> , locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.	<u>Is it raining or is it pouring</u> Daily weather patterns	<u>Volcanoes and Earthquakes</u> Use maps Locate lines of latitude/longitude Northern/ southern hemisphere Compare contrast types of volcanoes Key features of an earthquake Effects of earthquakes/ volcanoes		<u>Fieldwork</u>	<u>Rainforests – The Amazon</u> Use maps and symbols Name and locate key points on a map climate Rainforests on our planet Key characteristics of a rainforest
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PE	<u>Ball skills</u> Control of large balls Move ball with different body parts Move a ball, dodging Bouncing, rolling, catching <u>Gymnastics</u> Balance on different body parts Climb safely Create different shapes using body	<u>Athletics</u> Running, throwing and jumping techniques <u>Invasion Games</u> Surrounding, defending, rolling, bouncing and catching techniques Teamwork <u>Dance</u> Copy and remember moves and positions Link actions to form a sequence Choose movements <u>Net and wall games</u> Targets Opponents Point systems	<u>Athletics</u> Running, jumping and throwing competing <u>Invasion Games</u> <u>Opponent and team mate</u> Running, jumping, catching, kicking skills to invade <u>Multi sport festival game</u> Rolling, hitting, running, jumping, catching, kicking in combination Tactics <u>Net and wall games</u> Throw/catch with control Sending and receiving objects fixed obstacles	<u>Gymnastics</u> Striking and fielding games Cricket festival <u>OAA</u> Use maps and compass Seek support <u>Gymnastics</u> Plan, perform, repeat sequences Move with fluency/ expression Change speed, direction level <u>Athletics</u> Sprint – short distance Run – long distance Jump in a number of ways Compete with others Improve performance	<u>Invasion games</u> Possession of a ball Tactics Team mates Compete <u>OAA</u> Lead and form part of a team Use maps, compass, other devices Manage risks Support others <u>Dance/gymnastics</u> Plan perform repeat sequences Show changes, speed, level, direction, <u>Invasion games</u> Throw/catch with accuracy Passing Compete and improve performance	<u>Dance</u> Move – clear and expressive Refine movements Develop fitness, suppleness <u>Invasion net and wall games</u> Field and defend Running, throwing, catching, jumping, kicking <u>Fitness/ Gymnastics</u> Set pieces Fluency expression Control and coordination Gymnastic techniques <u>OAA</u> Risk management Select equipment Seek support Devices for orienteering	<u>Dance</u> Perform complex moves High energy movements Body posture Imaginative dance sequences Handstands and cartwheels <u>Invasion games</u> Field, defend and attack tactically Role model Team work <u>Fitness</u> Components of health and fitness Range of exercises Improve performance Striking and fielding games <u>Net and wall games</u> Strike and field a bowled or volleyed ball Fair play

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RE	Celebrations and festivals in own culture Similarities and differences – self and others	<u>Special Places</u> Christianity and Sikhism and Islam	<u>Precious things</u> Christianity, Islam and Judaism	<u>Places of Worship</u> Christianity Judaism Buddhism	<u>Journey</u> Christianity, Hinduism and Islam	<u>Special People</u> Christianity, Buddhism and Sikhism	<u>Pilgrimages</u> Christianity, Hinduism and Islam

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Music	<u>Charanga – Everyone</u> Nursery and action rhymes <u>Charanga –Our world</u> Nursery Rhymes and action songs	<u>Charanga – How does music make the world a better place?</u> Pop, Waltz, Reggae, Funk, Lullaby <u>How does music help us to understand our neighbours?</u> Swing, Pop, Waltz, Lullaby	<u>Charanga – How does music make the world a better place?</u> Pop, Ragtime, South African, Rock ‘n’ Roll, Pop <u>How does music teach us about our neighbourhood?</u> Pop, Romantic/ 20 th Century Orchestral, Marching Band, Swing, Gospel	<u>Charanga- How does music make the world a better place?</u> Pop, Disco, Ballad, Hymn, Musical <u>How does music help us to get to know our community?</u> Country, Baroque, Rock, Traditional Native American, Gospel	<u>Charanga – How does music make the world a better place?</u> 20 th and 21 st Century Orchestral, Reggae, Folk, Bangra <u>How does music teach us about our community?</u> R&B, Classical, Jazz, Orchestral, Rock	<u>Charanga – How does music make the world a better place?</u> South African, Contemporary Jazz, 20 th and 21 st Century Orchestral, Pop <u>How does music teach us about our community?</u> 20 th and 21 st Century Orchestral, Reggae, Pop, Film Ukulele Tuition – tuned instrument	<u>Charanga – Charanga – How does music make the world a better place?</u> Disco, Romantic, Rock, Zimbabwean Pop, R & B <u>How does music teach us about our community?</u> Rock, Romantic, Folk, Pop Guitar tuition – tuned instrument

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DT	<u>Structures Textiles</u>	<u>Structures - Build a Castle</u> Children to design, make, evaluate and use technical knowledge.	<u>Structures - Build a car garage.</u> Children to design, make, evaluate and use technical knowledge.	<u>Structures - Greenhouses</u> Children to design, make, evaluate and use technical knowledge.	<u>Structures - Packaging</u> Children to design, make, evaluate and use technical knowledge.	<u>Structures – Building bridges</u> Children to design, make, evaluate and use technical knowledge.	<u>Structures – Bird houses</u> Children to design, make, evaluate and use technical knowledge. Cross curricular link – maths – measurement

		Cross curriculum link – maths measurement History – Skipton castle	History – Great fire of London English – Traditional tales <u>Textiles – Kites</u> Children to design, make, evaluate and use technical knowledge. Cross curricular link – Maths - shape	Cross curricular link – Science – rocks and soils <u>Textiles – Bookmarks/weaving</u> Children to design, make, evaluate and use technical knowledge. Cross curricular link - History – Industrial revolution	Cross curricular link – English – plastic pollution <u>Textiles – Pencil case/purse</u> Children to design, make, evaluate and use technical knowledge.	Cross curricular link – History – Ancient Greece <u>Textiles – Drawstring bag</u> Children to design, make, evaluate and use technical knowledge. Cross curricular link – maths – measurement	Science – Living things and their habitats Cross curricular link – Science electricity - buzzers - light/ sound <u>Textiles - slippers</u> Children to design, make, evaluate and use technical knowledge. Cross curricular link – maths - measurement
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Art	Select appropriate resources Use simple tool Adapt work to create or change a piece of art World art observational drawing	<u>Painting</u> Use some ideas from class artists to create pieces Mix primary colours to make secondary colours Add white to colours to make tints and blacks to make tones Use thin and thick brushes	<u>Painting</u> Create colour wheels Describe work of notable artists Explore ideas Collect visual information Use painting to develop and share ideas	<u>Sculpture and materials</u> Learn about great sculptures Add materials to provide detail Annotate sketches to explain or elaborate ideas	<u>Sculpture and mosaic</u> Use a range of techniques: coiling, overlapping, tessellation, mosaic and montage Texture to convey movement/expressions Artists and architects	<u>Sculpture and textiles</u> Combine visual and tactile qualities Learn about great sculptures/artists/designers Improve mastery of art and design	<u>Painting</u> Develop a personal style of painting Create original pieces that show a range of influences and styles Study artist's work Record observations and use to review and revisit ideas
Artists	Kandinsky Antony Gormley	Mondrian/Yayoi Kusama Andy Goldsworthy	Monet Barbara Hepworth	Andy Warhol Henry Moore	Van Gogh Alexander Calder	Banksy Pablo Picasso	Frida Kahlo Charles Darwin Margaret Mee
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MFL SPANISH				Number 1-20 I like/ I don't like phrases I love to – activities Days of the week	The home Rooms in the home What kind of home <u>The café</u>	The Weather Associated vocab <u>The Olympics</u> sports	Me in the World Countries <u>The weekend</u> Activities Hobbies

				I play sports and explanation	Spanish foods from a menu Greetings/ hello/ goodbye, thank you		Times days
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PHSE	Speak confidently Make simple choices Share own ideas and listen to the ideas of others	<u>Safety</u> Identify ways to keep safe People who keep me safe Strategies to keep strangers away <u>Health</u> Simple choices about things that keep me healthy Activities to keep me healthy	<u>Drugs</u> Harmful aspects of some medicines Keeping medicines safe Know that medicines can cure illnesses People involved with medicines <u>Safety</u> Follow simple instructions to keep me safe People who keep me safe safe behaviours	<u>Health</u> Caring for me Sleep, rest, exercise, food, water, hygiene Physical and mental wellbeing <u>Friendship</u> Characteristics of a good friend Making friends Coping with disagreements Equality	<u>Health</u> Healthy choices Understand feeling unwell Germ transmission Protection from germs Simple routines for keeping clean <u>Relationships</u> Appropriate relationships Equality Respect, honesty Avoiding conflict Community support	<u>Citizenship/democracy and rules</u> Discuss/ debate controversial topic Understand why rules are made Feedback on school policy/procedure Key roles I parliament <u>Relationships</u> Identify different types of relationship Maintaining healthy relationships How babies begin Respect of differences	<u>Citizenship/community</u> Media Informed decisions How a community works/ not work Conflict in the community Work of voluntary organisations Rights and responsibilities <u>Safety</u> Emergency help Reducing risks IMPS
Visits/ Residentials		Skipton Castle Church Rodley Nature Reserve Gurdwara	Harlow Carr Farm - Lim to Dark	Science and Media Museum - 3D Walking with Dinosaurs York Museums - (History			Tropical World