



Halam Church of England Primary School
Curriculum Overview Cycle A and B

Cycle A EYFS

	Autumn		Spring		Summer	
Topic focus Challenge enquiry	What were toys like a long time ago? (History)	Is it always dark at night? (Science)	Why are some places in the World always hot and others always cold? (Geography)	Why is our World so amazing? (Science)	What are the names of different parts of plants and which birds do we recognise?	What is a map? (Geography)
Texts used to support the focus	<ul style="list-style-type: none"> *Dogger by Shirley Hughes. *Old Bear stories by Jane Hissey. *The truth about Old People by Elina Ellis. *Grandpa by John Burningham. 	<ul style="list-style-type: none"> *The Growing Story by Ruth Krauss. *The Story Orchestra (Four seasons in one day.) *Seasons by John Burningham. *Seasons come; Seasons go Tree by Britta Teckentrup. *A Walk in the Woods by Flora Martyn. 	<ul style="list-style-type: none"> *The Snail and the Whale by Julia Donaldson. *What the Ladybird Heard on Holiday by Julia Donaldson. *Lost and Found by Oliver Jeffers. *Penguin by Polly Dunbar. 	<ul style="list-style-type: none"> *Dinosaur Roar! By Paul Strickland. *The Dinosaur who lost his Roar by Russell Punter. *Dinosaurs Love Underpants by Claire Freedman. *Ten Little Dinosaurs by Mike Brownlow. 	<ul style="list-style-type: none"> *A Seed in Need by Sam Godwin. *Worms by Susie Williams. *Mad about minibeasts! By Giles Andreae. 	<ul style="list-style-type: none"> *Naughty Bus by Jan and Jerry Oke. *Oi! Get off our Train by John Burningham. *Farmer Duck by Martin Waddell.
English	<p>Phonics (Read, Write, Ink)</p> <p>Introduce Set 1: m a s d t I n p g o c k u b f e (16 Set 1 sounds)</p> <ul style="list-style-type: none"> *Read first 16 sounds. *Learn to blend: Word Tme 1.1 to 1.3. *Spell using Fred Fingers. 	<p>Phonics (Read, Write, Ink)</p> <p>Read 25 Set 1 single letter sounds.</p> <ul style="list-style-type: none"> *Learn to blend: Word Time 1.1 to 1.4 *Spell using Fred Fingers. <p>Read 25 Set 1 sounds speedily.</p> <ul style="list-style-type: none"> *Blend independently using Phonics Green Word cards. *Word Time 1.1 to 1.5 *Spell using Fred Fingers. <p>Read Set 1 Special Friends</p> <ul style="list-style-type: none"> *Read Word Time 1.6 *Review Word Time 1.1 to 1.5 *Read 3 sound nonsense words 	<p>Phonics (Read, Write, Ink)</p> <p>Review Set 1 sounds speedily.</p> <ul style="list-style-type: none"> *Read Word Time 1.7 words (words with double consonants and 4 and 5 sound words). *Review Word Time 1,1 to 1,6 *Read 3 and 4 sound nonsense words *Spell using Fred Fingers 	<p>Phonics (Read, Write, Ink)</p> <p>Read Set 2 sounds and matching Phonics Green Words including longer words.</p> <ul style="list-style-type: none"> *Review Set 1 Phonics Green Words *Read nonsense words *Spell using Fred Fingers 	<p>Phonics (Read, Write, Ink)</p> <p>Read Set 2 sounds and matching Phonics Green Words including longer words.</p> <ul style="list-style-type: none"> *Review Set 1 Phonics Green Words *Read nonsense words *Spell using Fred Fingers <p>Once secure, read Set 3 sounds and matching Phonics Green Words. Continue to spell Set 1 and Set 2 words.</p>	<p>Phonics (Read, Write, Ink)</p> <p>Read Set 2 sounds and matching Phonics Green Words including longer words.</p> <ul style="list-style-type: none"> *Review Set 1 and 2 Phonics Green Words *Read nonsense words *Spell using Fred Fingers <p>Once secure, read Set 3 sounds and matching Phonics Green Words. Continue to spell Set 1 and 2 words.</p>

		*Spell using Fred Fingers				
Maths	<p>White Rose - Getting to Know You (2 weeks). Opportunities for settling in. Key times of the day and class routines. Exploring continuous provision.</p> <p>Match, Sort and Compare (2 weeks). *Match objects. *Match pictures and objects. *Identify a set. *Sort objects to a type. *Explore sorting techniques. *Create sorting rules. *Compare amounts.</p> <p>Talk about measure and patterns (2 weeks). *Compare size. *Compare mass. *Compare capacity. *Explore simple patterns. *Copy and continue simple patterns. *Create simple patterns.</p>	<p>White Rose - It's me 1, 2, 3 (2 weeks). *Find 1, 2, and 3. *Subitise 1, 2 and 3. *Represent 1, 2 and 3. *1 more. *1 less. *Composition of 1,2 and 3.</p> <p>Circles and Triangles (1 week). *Identify and name circles and triangles. *Compare circles and triangles. *Shapes in the environment. *Describe position.</p> <p>1,2,3,4,5 (2 weeks). *Find 4 and 5. *Subitise 4 and 5. *Represent 4 and 5. *1 more. 1 less. *Composition of 4 and 5.</p> <p>Shapes with 4 sides (1 week) *Identify and name shapes with 4 sides. *Combine shapes with 4 sides. *Shapes in the environment. *My day and night.</p>	<p>Alive in 5! (2 weeks) *Introduce 0. *Find 0-5. *Subitise 0-5. *Represent 0-5. *1 more. *1 less. *Composition.</p> <p>Mass and Capacity (1 week) *Compare mass. *Find a balance. *Explore capacity. *Compare capacity.</p> <p>Growing 6, 7, 8 (3 weeks) *Find 6,7,8. *Represent 6, 7, 8. *1 more. *1 less. *Composition of 6,7,8. *Make pairs odd and even. *Double 8 (find a double). *Double 8 (Make a double). *Combine 2 groups. *Conceptual subitising.</p>	<p>Length, Height and Time (1 week). *Explore length. *Compare length. *Explore height. *Compare height. *Talk about time. *Order and sequence time.</p> <p>Building 9 and 10 (3 weeks). *Find 9 and 10. *Compare numbers to 10. *Represent 9 and 10. *Conceptual subitising to 10. *1 more. *1 less. *Composition to 10. *Bonds to 10 (2 parts). *Make arrangements of 10. *Bonds to 10 (3 parts). *Doubles to 10 (Find a double). *Doubles to 10 (Make a double). *Explore even and odd.</p> <p>Explore 3D shapes (2 weeks). *Recognise and name 3D shapes. *Find 2D shapes within 3D shapes. *Use 3D shapes for tasks. *3D shapes in the environment. *Identify more complex patterns. *Copy and continue patterns.</p>	<p>To 20 and beyond (2 weeks). *Build numbers beyond 10 (10-13). *Continue patterns beyond 10 (10-13). *Build numbers beyond 10 (14-20). *Continue patterns beyond 10 (14-20). *Verbal counting beyond 20. *Verbal counting patterns.</p> <p>How many now? (1 week) *Add more. *How many did I add? *Take away. *How many did I take away?</p> <p>Manipulate, compose and decompose (2 weeks). *Select shapes for a purpose. *Rotate shapes. *Manipulate shapes. *Explain shape arrangements. *Compose shapes. *Decompose shapes. *Copy 2D shape pictures. *Find 2D shapes within 3D shapes.</p>	<p>Sharing and grouping (2 weeks). *Explore sharing. *Sharing. *Explore grouping. *Grouping. *Even and odd sharing. *Play with and build doubles.</p> <p>Visualise, build and map (3 weeks). *Identify units of repeating patterns. *Create own pattern rules. *Explore own pattern rules. *Replicate and build scenes and constructions. *Visualise from different positions. *Describe positions. *Give instructions to build. *Explore mapping. *Represent maps with models. *Create own maps from familiar places. *Create own maps and plans from story situations.</p> <p>Make connections (1 week). *Deepen understanding. *Patterns and relationships.</p>

				*Patterns in the environment.	
Communication and Language	<p>Baseline check point: 3-4 year old</p> <ul style="list-style-type: none"> *Can they shift from one task to another? *Do they use 4-6 words in a sentence? "I wan to play with cars." *Can they use sentences joined up with words like 'because' or 'and'? *Do they use future and past tenses correctly? *Can they answer simple why questions? 	<p>Children need to:</p> <ul style="list-style-type: none"> *Understand how to listen and why it is important. *Start to learn new vocabulary. *Use new vocabulary throughout the day in independent tasks. *Develop social phrases such as 'Good morning.' *Listen to rhymes and songs paying attention to how they sound. *Engage in Storytime. 	<p>Children need to:</p> <ul style="list-style-type: none"> *Use new vocab in different contexts. *Ask questions to find out more and to check they understand what has been said to them. *Use talk to work out problems and organise thinking and activities. *Explain how things work and why they might happen. *Engage in non-fiction books. 	<p>Children need to:</p> <ul style="list-style-type: none"> *Articulate their ideas and thoughts in well-formed sentences. *Connect ideas using a range of connectives. *Describe events in detail. *Talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. *Retell stories once they have developed a deep familiarity with the text. <p>ELGs</p> <ul style="list-style-type: none"> *Listen and respond to what they hear with relevant questions in whole class and small group situations. *Comment and ask questions to clarify understanding. *Hold conversations with peers and teachers. *Offer their own ideas and talk in small groups. *Explain why things happen using appropriate vocabulary from stories, poems, and rhymes. *Talk about own experiences in full sentences, using past, present, and future tenses. Use conjunctions. 	
Personal, Social and Emotional	<p>Baseline check point 3-4 years old.</p> <ul style="list-style-type: none"> *Is the child overweight? (Can they talk about healthy foods?) *Does the child have poor dental health? (Can they talk about cleaning their teeth?) *Are they dry during the day? (Can they go to the toilet and wash their hands independently?) *Is the child settling well and happy to be at school? *Is the child happy in the company of other children? 	<p>Children need to:</p> <ul style="list-style-type: none"> *Learn to see themselves as valuable individuals. *Learn how to express their feelings and consider the feelings of others. *Build constructive and respectful relationships. *Identify and moderate their own feelings socially and emotionally. *Go to the toilet and wash their hands independently. *Cut up their food and feed themselves with a knife and fork at lunchtime. *Recognise when they need a drink of water. 	<p>Children need to:</p> <ul style="list-style-type: none"> *Show resilience and perseverance in the face of challenge. *Have the confidence to try new things. *Consider the perspectives of others and show sensitivity towards different beliefs and opinions. <p>*Links with KS1:</p> <p>Discussing the healthy choices of good sleep routines, regular exercise, healthy eating, sensible amounts of screen time all under the topic of What helps us stay healthy?</p>	<p>*Links with KS1:</p> <p>Discussing the healthy choices of being a safe pedestrian as we look after each other in the wider world.</p> <p>ELGs</p> <ul style="list-style-type: none"> *Understand own feelings and those of others. *Begin to regulate own behaviour accordingly. *Able to wait for what they want and control immediate impulses. *Give focused attention to what the teacher says and respond appropriately even when engaged in activity. *Show the ability to follow instructions involving several ideas or steps. *Try new activities and show independence. *Show resilience and perseverance in the face of challenge. *Explain rules, know right from wrong and behave accordingly. *Manage own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. *Work and play cooperatively. *Take turns. 	

	<p>*Does the child talk to adults and children comfortably? *Will they seek adult help if they are unsure or worried?</p> <p>*Links with KS1: How to build healthy relationships and recognising that somethings are similar/different between people including the way we look and what we believe.</p>	<p>*Put on their coat independently.</p> <p>*Links with KS1: Being able to identify special people such as family members.</p>			<p>*Form positive attachments to adults and friendships with peers. *Show sensitivity to their own and others' needs.</p>	
	<p>Relationships What is the same/different about us?</p>	<p>Relationships Who is special to us?</p>	<p>Health and wellbeing Who helps to keep us safe?</p>	<p>Health and wellbeing What helps us stay healthy?</p>	<p>Living in the wider world How can we look after each other and the world?</p>	<p>Living in the wider world What can we do with money?</p>
<p>Physical Development</p>	<p>Baseline checkpoint for 3-4 year olds. *Can sit on a chair? *Can ride a scooter or trike? *Can go up or down stairs or apparatus using alternative feet? *Can skip, hop, stand on one leg? *Can wave flags or streamers? *Can paint or chalk large marks? *Can dance to music? *Can make snips with scissors? *Shows a preference for a dominant hand. *Can control a pencil? *Can put on a coat and do up the zip.</p>	<p>Children need to: *Refine rolling, crawling, walking, running, jumping, hopping, skipping, and climbing. *Develop the overall body strength, coordination, balance, and agility needed to engage successfully in physical activities (PE, riding bikes and scooters, climbing on large outdoor equipment.) *Refine ball skills including throwing, catching, kicking, passing, batting, and aiming. *Combine different movements with ease and fluency.</p>	<p>Children need to work on all previous points as well as: *Progress towards a more fluent style of moving with an emphasis on showing developing control.</p>	<p>Children need to work on all previous points.</p>	<p>Children need to work on all previous points as well as: *Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. *Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Children need to work on all previous points.</p> <p>ELG's *Can negotiate space and obstacles safely, with consideration for themselves and others. *Demonstrate strength, balance and coordination when playing. *Run, jump, dance, hop, skip, and climb. *Hold a pencil effectively for writing. *Use a range of small tools (scissors, paint brushes and cutlery.) *Begin to show accuracy and care when drawing.</p>

		<ul style="list-style-type: none"> *Develop good posture when sitting. *Develop fine motor skills and the ability to control pencils, paint brushes, scissors, and cutlery safely and confidently. 				
	Introduction to PE	Dance	Gymnastics	Throwing and catching Tag rugby	Net and wall tennis Games 2	Athletics/Sports Day Prep
Understanding the World	<p>Baseline checkpoint for 3-4year olds.</p> <ul style="list-style-type: none"> *Does the child show an interest in what is going on around them? *Can they talk about family members? *Do they like to explore how things work? *Are they interested in living things and the natural world? *Do they talk about places they have visited? <p>Children need to:</p> <ul style="list-style-type: none"> *Talk about family members. (Opportunities to talk about grandparents.) *Look at photos/pictures from the past. (Opportunities to look at what grandparents looked like as children and what toys they played with.) *Recognise that people have different beliefs and celebrate special times in different ways - Harvest. 	<p>Children need to:</p> <ul style="list-style-type: none"> *Talk about family members and familiar people (Opportunities in PSED -Who is special to us?) *Understand the effects of changing seasons on the world around them. (Opportunities to explore why there are so many leaves on the floor in Autumn.) *Opportunities to explore the natural world, making observations about the changes taking place around them. *Using their senses to describe what they see, hear, and feel around them. *Recognise that people have different beliefs and celebrate special times in different ways - Christmas. 	<p>Children need to:</p> <ul style="list-style-type: none"> *Talk about the lives of people around them and their roles in society. (Knowing different jobs and roles that adults have/ knowing the people who can help keep us safe -PSED) *Recognise environments can be different to the ones we live in. (Comparing and contrasting hot/cold countries). 	<p>Children need to:</p> <ul style="list-style-type: none"> *Talk about the past and identify differences or similarities. (What did it look like on earth when the dinosaurs lived here?) *Talk about the different environment's dinosaurs lived in. 	<p>Children need to:</p> <ul style="list-style-type: none"> *Talk about different animals and plants. *Use their senses to find out about animals and plants in the school environment. *Draw and follow simple maps of the school environment. *Understand the effects of the seasons on the animals in the school environment. 	<p>Children need to:</p> <ul style="list-style-type: none"> *Recognise the jobs and features of our local community. *Talk about buildings and places of interest in the local area. <p>ELGs</p> <ul style="list-style-type: none"> *Talk about the lives of people around them and their roles in society. *Know similarities and differences between things in the past and now. *Understand the past through settings and characters in books. *Describe their immediate environment using knowledge gained from discussions, stories, books, and maps. *Know similarities and differences between different religious and cultural communities. *Compare and explain the similarities and differences between life in this country and life in other countries. *Make observations of the natural world drawing pictures of animals and plants. *Be able to talk about similarities and differences in the natural world and a contrasting environment. *Understand processes such as the seasons or changing states of matter in the natural environment.
RE	<p>See Units for Year 1 and 2 planning below.</p> <p>Through these Topics children will:</p> <ul style="list-style-type: none"> *Develop positive attitudes about the differences between people (3-4yrs) 					

	<p>*Revise Set 2 sounds. *Read Set 3 sounds and matching Phonics Green Words including longer words *Review Set 1 and 2 Phonics Green Words *Read nonsense words *Spell using Fred Fingers: focus on Set 2 words.</p>	<p>*Read Set 3 sounds and matching Phonics Green Words including longer words. *Review Set 1, 2 and 3 Phonics Green words *Read nonsense words *Spell using Fred Fingers: Set 2 and 3 words</p>	<p>*Read Set 3 sounds and matching Phonics Green Words including longer words. *Review Set 1, 2 and 3 Phonics Green words *Read nonsense words *Spell using Fred Fingers: Set 2 and 3 words</p>	<p>*Read set 3 sounds and matching Phonics Green Words including longer words. *Review Set 1, 2 and 3 Phonics Green Words. *Read nonsense words *Spell using Fred Fingers: Set 2 and 3 words.</p>	<p>*Read set 3 sounds and matching Phonics Green Words including longer words. *Review Set 1, 2 and 3 Phonics Green Words. *Read nonsense words *Spell using Fred Fingers: Set 2 and 3 words.</p>	<p>*Read unfamiliar multi-syllabic words. *Review Set 1, 2 and 3 sounds and matching Phonics Green words including longer words speedily. * Read nonsense words. *Spell using Fred Fingers: multi-syllabic Set 2 and 3 words.</p>
	<p>Spellings: <u>Year 1</u> *The sounds /f/ and /s/ spelt with 'ff' and 'ss'. *The sounds /l/ and /k/ and /z/ spelt with a double consonant and words ending in 'ck'. *Adding the endings -ing, -ed, -er to verbs where there is no change to the root word. *Words with 'nk' and 'ng' endings. *Words spelt with a 'ch' or 'tch'. *The 'v' sound and words with 've' endings. <u>Year 2</u> *The sounds /n/ spelt 'kn' and less often 'gn' at the beginning of words. *The sounds /r/ spelt 'wr' at the beginning of words. *the sound /s/ spelt 'c' before 'e', 'I' and 'y'. *The sound /j/ spelt with -'dge' and -'ge' at the end of words. *The sound /j/ often spelt with 'g' before 'e', 'I' and 'y'. The /j/spelt with 'j' before a, o, and u. *Common Exception Words.</p>	<p>Spellings: <u>Year 1</u> *The digraphs 'ai' and 'oi' which are hardly ever used at the end of words. *The digraphs 'ay' and 'oy' which are often used at the end of words. *the /oa/ sound spelt with 'oa', 'ow' or 'oe'. *The /ee/ sound spelt with the vowel digraph 'e' or 'ee'. *The vowel digraph 'ea'. *The vowel digraph 'ie'. <u>Year 2</u> *The phoneme /l/ spelt with 'le' at the end of words. *The sound /l/ spelt with '-el' at the end of words. *The sound /l/ spelt with '-il' and '-al' at the ends of words. *The /igh/ spelt with 'y' at the end of words. *Adding -es to nouns and verbs ending in -y. *Common exception words.</p>	<p>Spellings: <u>Year 1</u> *The trigraph 'igh'. *The vowel digraph 'ar'. *The vowel digraph 'er' (Unstressed) and 'er' (stressed). *The vowel digraph 'ir' and 'ur'. *Adding -er and -est to adjectives where no change is needed to the root word. *Days of the week/common exception words. <u>Year 2</u> *Adding -ed, -er, and -est to a word ending in -y with a consonant before it. *Adding -ing to a word ending in -y with a consonant before it. *Adding -ing, -ed or -er and -est or -y to words ending in -e with a consonant before it. *Adding -ing, -ed, -er -est and -y to words of one syllable ending in a single consonant after a single vowel. *The sound /or/ spelt 'a' before 'l' or 'll'. *Common exception words.</p>	<p>Spellings: <u>Year 1</u> *The /k/sound spelt with 'k' not 'c' before e, I or y. *The split vowel digraphs 'a-e' and 'e-e'. *The split vowel digraphs 'i-e' and 'o-e'. *The /yoo/ and /oo/ sounds spelt with the split digraph 'u-e'. *The vowel digraph 'oo' - very few words have oo at the end. *The sounds /oo/ and /yoo/ spelt with 'ue' and 'ew'. <u>Year 2</u> *The /u/ sound spelt with 'o'. *The sound /ee/ spelt with '-ey'. *The /o/ sound spelt with 'a' after 'w' and 'qu'. *The stressed /er/ spelt with 'or' after 'w' and the sound /or/ spelt 'ar' after 'w'. *The sound /zh/ spelt 's'. *Common Exception Words.</p>	<p>Spellings: <u>Year 1</u> *Vowel digraphs 'ow' and 'ou'. *Words ending with the /e/ spelt with 'y'. *The vowel digraph 'or' and the vowel trigraph 'ore'. *The vowel digraphs 'aw' and 'au'. *The vowel trigraph 'air' and 'are'. *The vowel trigraph 'ear'. <u>Year 2</u> *The suffixes -ment, -ness, and -ful. *The suffixes -less and -ly. *Words ending in -tion. *Contractions. *The possessive apostrophe. *Common exception words.</p>	<p>Spellings: <u>Year 1</u> *New consonant spelling 'ph' and 'wh'. *Adding the prefix -un without any change to the spelling of the root word. *Adding s and es to words. *Compound words. *Read words with contractions. *Common exception words. <u>Year 2</u> *Homophones and near homophones. *Homophones and near homophones. *Homophones and near homophones plus Conjunctions. *Months of the year/time. *Months of the year/time part 2. *Question words.</p>

	<p>SPAG: CGP Books Year 1: *Double consonants ff ll ss zz P37 *Consonant Pairs P33 *Adding ing and ed P42 *Words ending in nk P39 *Words ending in tch and ch P40 *Words ending in ve P38 Year 2 *Silent k g and w P37&38. *The hard c sound P33. *The soft c sound P34 *The soft g sound P35 *The ur sound P32. *Nouns P2 *Noun Phrases P3</p>	<p>SPAG: CGP Books Year 1: *Capital letters for Names and I P10. *Capital letters and full stops P11. *Question marks P13 *Exclamation marks P14 *The alphabet P18 *The ai sound P 19 *The oi sound P20 *The long o sound P23 *The long e sound P21 Year 2 *Capital letters and full stops P16 *Question marks and exclamation marks P17. *Commas in lists P18. *Words ending in le el al il P 39. *The long I P 28. *Adding s and es P47. *Adding s and es to words ending in y P48</p>	<p>SPAG: CGP Books Year 1: *Joining words with and P5 *Forming sentences P2 *The long igh P22 *The ar sound P29 *Adding er and est P43 Year 2 *Using and, but, or P10 *Types of sentences P8 *Adding ing and ed to words ending in e P41. *Double letters with ing and ed P43. *Adding er and est P44 *The or sound P 30</p>	<p>SPAG: CGP Books Year 1: *The hard c P36 *The long oo sound P 24. *The short oo sound P 25. *Mixed punctuation practice P15. *Separating words with spaces P12. Year 2 *The short u sound P31. *The short o sound P 29. *The zh sound P 36. *Verbs P 4. *ing Verbs P5. *Using when, if, that and because P11.</p>	<p>SPAG: CGP Books Year 1: *The ow sound P27. *The or sound p30. *The air sound P31. *The ear sound P32. *The ch sh and th sounds P34. Year 2 *Adding ment, ful, less and ness P49 *Adding y P45. *Adding ly P46. *Adding tion and sion P40. *Apostrophes for missing letters P20. *Apostrophes for possession P21.</p>	<p>SPAG: CGP Books Year 1: *Words with ph and wh P35. *Adding un at the start of words P44. *Adding s and es P41. *Compound words P46. *Mixed Grammar Practice P7. *Forming sentences correctly P8. *Syllables P45 Year 2 *Homophones P 51. *Compound words P50. *Staying in the same tense P 9. *Adjectives P 6. *Adverbs P7. *Mixed Grammar Practice P12. *Mixed Punctuation Practice P 22. *Mixed Spelling practice P 52.</p>
	<p>Handwriting: Nelson Handwriting - Developing Skills. (Red Level) Units 1-12.</p>	<p>Handwriting: Nelson Handwriting - Developing Skills. (Red Level) Units 1-12.</p>	<p>Handwriting: Nelson Handwriting - Developing Skills. (Red Level) Units 13 - 20. Nelson Handwriting - Developing skills. (Yellow Level) Units 1-4.</p>	<p>Handwriting: Nelson Handwriting - Developing Skills. (Red Level) Units 13 - 20. Nelson Handwriting - Developing skills. (Yellow Level) Units 1-4.</p>	<p>Handwriting: Nelson Handwriting - Developing Skills. (Yellow Level) Units 5 - 16</p>	<p>Handwriting: Nelson Handwriting - Developing Skills. (Yellow Level) Units 5 - 16</p>
English Genres	<p>Lists of toys old and new. Labelling toys. Describing favourite toys. Narrative (changing one aspect of the story) Recount. (Playing traditional games.)</p>	<p>Lists of things Leaf Man saw. Labelling different leaves. Captions or sentences for collected leaves. Recording a rhyme - We're going on a leaf hunt.</p>	<p>Post cards/letters home from sunny after a visit to Haram. Nonfiction facts about Meerkats and Penguins. Newspaper Report using Literacy Shed video clip of Meerkats playing football.</p>	<p>Information Text. Nonfiction fact writing about dinosaurs and other animals that lay eggs. Narrative focusing on story structure. Retell story with added details.</p>	<p>Nonfiction facts about plants in the local environment to create local signposts. Recount of visit to local woods.</p>	<p>Retell of story (to include a new event for the bus that takes place at night.) Photo story of a bus adventure around school. Nonfiction facts about transport.</p>

	Instructions - How to play a particular game.	Instructions (how to plant seeds, make a leaf person.) Narrative - Own story of Leaf Man travelling around school. Explanation - how they made a home for leaf man. Autumn poems.		Poem based on the <i>Grass House</i> .	Narrative - story telling to focus on setting and descriptive language. Simile poems - <i>Dragonfly out in the Sun</i> by David Windle.	Instructions on how to catch a naughty bus. Poem based on <i>The Wheels on the Bus</i> . Recount of a bus ride or visit.
Maths	White Rose Year 1 Place Value (within 10) Addition and Subtraction (within 10) Shape Year 2 Place Value Addition and Subtraction Shape		White Rose Year 1 Place value (within 20) Addition and subtraction (within 20) Place value (within 50) Length and height Mass and Volume Year 2 Money Multiplication and division Length and height Mass, capacity and temperature		White Rose Year 1 Multiplication and division Fractions Position and direction. Place value (within 100) Money Time Year 2 Statistics Fractions Position and direction. Problem solving Time	
Science	How do seasons change?		Why do animals choose to live where they do?		What are the names for the different parts of plants and which birds do we recognise?	What are our seen body parts and what do we mean by the 5 senses?
RE	Unit 2.4 Jewish and Christian stories: How and why are some stories important in religion? Harvest time - giving thanks for our world	The Nativity Story UC Why do Christians perform nativity plays at Christmas?	UC: What do Christians believe God is like?	The Easter Story UC Why do Christians put a cross in an Easter Garden?	Unit 1.4 Symbols In what ways are churches/ synagogues/ other places of worship important to believers? UC: 1.4 What is the Good News that Jesus brings?	Unit 2.2 What do Jewish people believe about God, humanity, creation and the natural world?
RSE					Y1/2 My Special People Y1/2 We are Growing: Human Life Cycle Y1/2 Everybody's Body	
PSHE	Y1 Unit 1 Who is in your family? Y1 Unit 2 Who are the people that are important to you?	Y2 Unit 3 Why are we afraid of the dark? Y2 Unit 7 What does it mean to be ambitious?	Y1 Unit 7 Why is it important to keep safe? Y2 Unit 10 Why is your home special to you?	Y2 Unit 12 What can we do to save our planet? Y1 Unit 9 Why is money important?	Y1 Unit 10 Why is it sometimes important to say no? Y2 Unit 9 What are your rights and responsibilities?	Y1 Unit 8 What does the word hygiene mean? (Y1 children only) Y2 Unit 8 Which parts of your body are

						private? (Y2 children only) Y1 Unit 11 Is doing my best good enough?
Geography			Why are some places in the world always hot and others always cold?	What do I know about where I live?		
History	What was my grandparent's childhood like?			Why do we have castles?		
Art and Design	Painting - pointillism George Seurat		Sculpture - animals Various artists		Observational drawing Alice Tangerini	
DT		Mechanisms (one moving part)		Structure (axle)	Make a pizza	Textiles (joined by glue)
Music	Unit 1a Hey you	Unit 2a Ho Ho Ho Christmas production songs.	Unit 1b In the Groove	Unit 2b Zoo time	Unit 1c Your Imagination	Unit 1 Reflect, rewind and replay. Production songs
PE	Introduction to PE	Dance	Gymnastics ABCs	Tag rugby Throwing and Catching	Net and wall tennis Games 2	Striking and fielding Athletics
Computing	Unit 1.1 Online safety and exploring Purple Mash Unit 1.9 Technology outside school	Unit 1.4 Lego Builders Unit 2.5 Effective searching	Unit 1.7 Coding	Unit 2.1 Coding	Unit 2.6 Creating Pictures	Unit 1.2 Grouping and sorting

Cycle A Y3/Y4

	Autumn		Spring		Summer	
Maths	White Rose Place Value Addition and subtraction Multiplication and division A Area		White Rose Multiplication and division B Length and perimeter Fractions A Mass and capacity Fractions B		White Rose Time Decimals Money Shape Position and direction Statistics	
English	Character description Retelling of a story Diary Instructions		Non-chronological report Rewrite historical story Persuasive writing Greek myths		Character description Setting description Poetry Newspaper Report Writing	
High Quality Texts	Electronic storm (Science) Charging about (Science) The boy with the Bronze Axe (History) The stone age boy (History)	The street beneath my street (Science) Roman diary (History)	The Mystery of the Melting Snowman (Science) The Buildings that Made London	The mystery of the melting snowman (Science) Who let the gods out (History) Greek Myths (History)	Wind in the Willows (Geography) A drop around the world (Geography) Cities (Geography) Funny Bones (Science)	
Science	Physics What is electricity and why is it so important in our lives?	Physics What are the main types of rocks on our Earth?	Chemistry How do some solids, liquids and gases change state?		Biology Why do humans have skeletons and muscles?	Physics What is a force and how does it impact on the way things move?
RE	4.3 Spiritual expression - Christianity, music and worship Harvest festival UC:2a.3 What is the Trinity	3.4 Inspirational people from the past The Nativity UC: 2a.1 What do Christians learn from the Creation story?	4.4 Religion, family and worship: Hinduism; celebrating ways of life How do Hindu families practise their faith? What are the deeper meanings of some Hindu festivals?	UC 2a.5 Why do Christians call the day Jesus died 'Good Friday'?	3.2 Religion, family and community: prayer.	UC 2a.6 When Jesus left what was the impact of Pentecost?

RSE (Medway/PSHE assoc.)					Y3: What Makes a Good Friend? Y3: Falling out with friends Y4: Puberty: Time to change Y4: Puberty: Menstruation and wet dreams Y4: Puberty: Personal hygiene Y4: Puberty: Emotions and feelings	
PSHE	Y3 Unit 1 What impact could smoking have on my life? Y4 Unit 1 Should I be ashamed if I am ever jealous?	Y3 Unit 2 Why do our feelings sometimes get out of control? Y4 Unit 2 How can I cheer myself up?	Y3 Unit 3 What is and is not bullying? Y4 Unit 3 What do I need to do to be responsible if I have a mobile home?	Y3 Unit 4 Why is it important to always tell the truth? Y4 Unit 4 Why should my community matter to me?	Y3 Unit 5 What should I do to keep myself safe? Y4 Unit 5 Is being good something you learn or something that comes naturally?	Y3 Unit 6 What do me mean by restorative justice? Y4 Unit 6 What should I do if someone is picking on me?
Geography			Why do so many British people go to the Mediterranean for their holidays? <i>Or Why is London the capital city of the UK?</i>		What are biomes and how are they created? <i>Or How are rivers formed?</i>	
History	How did Britain change between the beginning of the Stone Age and the end of the Iron Age? <i>Or How did our homes change between the beginning of the Stone Age and the end of the Roman occupation?</i>			How did Britain change between the end of the Iron Age and the end of the Roman occupation? <i>Or How did what we ate change between the end of the Iron Age and the end of the Roman occupation?</i>		
Art and Design	Watercolours Claude Monet		Charcoal Dennis Creffield		Sculpture Andy Goldsworthy	
DT		Mechanisms (Lever) Roman weapon		Textiles Measuring and creative Weaving loom	Making scones/cupcakes	Mechanisms (pulley) Loading objects on to a boat
Music	Unit 3 Let Your Spirit Fly	Unit 4 Mamma Mia	Unit 3 Three Little Birds	Unit 4 Stop	Unit 3 Bringing us Together	Unit 3 Reflect Rewind Replay
PE	Handball Netball	Hockey Dance	Gymnastics Health and fitness	Tag rugby Football	Lacrosse Tennis	Cricket Athletics
MFL Latin	Minimus Chapter 1	Minimus Chapter 2	Minimus Chapter 3	Minimus Chapter 4	Minimus Chapter 5	Minimus Chapter 6

Computing	Unit 3.2 Online safety Unit 3.3 Spreadsheets	Unit 3.5 Email	Unit 3.1 Coding	Unit 3.4 Touch typing Unit 3.8 Graphing	Unit 3.6 Branching databases	Unit 3.10 Micro:bits

Cycle A Y5/Y6

	Autumn		Spring		Summer	
Maths	White Rose Place value Addition and subtraction Multiplication and division A Fractions A Multiplication and division B		White Rose Multiplication and division B continued Fractions B Decimals A Area, perimeter, and volume Decimals B Fractions, decimals and percentages		White Rose Ratio Algebra Shape Position and direction Statistics Converting units	
English	Character description Letters Narrative	Narrative Diary Discussion text	Character description Narrative Diary	Narrative Adventure Poetry	Biography Narrative Non-chronological report	Playscripts Discussion Diary
High Quality Texts	<i>The Explorer</i> (Geography) <i>Nowhere Emporium</i> (Science) <i>The Boy in the Striped Pyjamas</i> (history) <i>Good Night Mr Tom</i> (English)		<i>Beowulf</i> (History) <i>Viking Boy</i> (History) <i>The Lemonade Crime</i> (Science) <i>Chemical Chaos</i> (Science)		<i>The Man Who Walked Between Towers</i> (Science) <i>Kensuke's Kingdom</i> (Geography) <i>Around the World in 80 Days</i> (Geography)	
Science	Biology What do we know about the life cycles of humans and various animals?		Chemistry Properties and changes in materials/reversible and irreversible changes Which materials can or cannot be changed back to their original form?		Physics (Forces) What is a force and how does it impact the way things move?	Physics light How do our eyes help us see?
RE	6.4 Beliefs in action in the world: What was the Kindertransport?	UC 2b.4 Was Jesus the Messiah?	6.1 Teachings: wisdom and authority:	6.3 Beliefs in action in the world: How do religions and beliefs	5.1 Inspirational people in today's world. What can we	UC2b.3 How can following God bring freedom and justice?

			<p>What can we learn by reflecting on words of wisdom from religions and worldviews? UC2b.1 What does it mean if God is loving and holy?</p>	<p>respond to global issues of human rights, fairness, social justice and the importance of the environment? UC2b.7 What difference does the resurrection make for Christians?</p>	<p>learn from great leaders and inspiring examples in today's world?</p>	
SRE					<p>Y5: Puberty: Time to change Y5: Puberty: Menstruation and wet dreams Y5: Puberty: Personal hygiene Y5: Puberty: Emotions and feelings Y6: Puberty: re-cap and review Y6: Puberty: change and becoming independent Y6: Positive, healthy relationships Y6: How babies are made</p>	
PSHE	<p>Y5 Unit 1 What happens if I fall out with my special friend? Y6 How can I snap out of a mood that sees me not liking myself?</p>	<p>Y5 Unit 2 Why do we have to be careful using the internet? Y6 Do I know why any form of discrimination is negative?</p>	<p>Y5 Unit 3 Am I strong enough to resist pressure from my peers? Y6 Unit 3 Do I always make the right choices?</p>	<p>Y5 Unit 4 Why should we embrace change and not be frightened of it? Y6 Unit 4 What are the dangers of joining a gang?</p>	<p>Y5 Unit 5 Why do some people find it easy to be prejudice? Y6 Unit 5 Taking drugs and smoking are bad, so why do so many do it?</p>	<p>Y5 Unit 6 What is meant by a stereotype? Y6 What do we mean by the term 'refugee'?</p>
Geography		<p>What are the main features of South America? Or What do we know about North America and what are its main geographical features?</p>			<p>Why is climate change such an important topic? Or What is Fairtrade and why should it matter to us?</p>	
History	<p>What was the impact of World War 2 on Britain? Or What was the impact of the two world wars on Britain?</p>		<p>How did Britain change between the end of the Roman occupation and 1066? Or Who were the Anglo-Saxons and what influence did they have on our life today?</p>			

Art and Design	Surrealism Salvador Dali		Clay Johnson Tsang		Perspective Henry Moore	
DT		Structures (Recycled materials)		Textiles (Stitches)	Fruit crumble	Mechanisms (Pneumatics)
Music	Unit 5 Livin' on a Prayer	Unit 6 Happy	Unit 5 Make You Feel my Love	Unit 6 A New Year Carol	Unit 5 Dancing in the Street	Unit 5 Reflect Rewind Replay
PE	Handball Netball	Hockey Dance	Gymnastics Health and Fitness	Tag rugby Football	Outdoor adventure Lacrosse Tennis	Cricket Athletics
MFL Latin	Minimus Chapter 1	Minimus Chapter 2	Minimus Chapter 3	Minimus Chapter 4	Minimus Chapter 5	Minimus Chapter 6
Computing	Unit 5.1 Coding	Unit 5.3 Spreadsheets	Unit 5.2 Online safety Unit 5.4 Databases	Unit 5.5 Game creator	Unit 5.6 3D Modelling	Unit 5.7 Concept maps

Cycle B EYFS

	Autumn		Spring		Summer	
Topic focus Challenge enquiry	What lessons have we learnt from the Great Fire of London?	What are the properties of different materials?	What are the differences between our country and others? (Geography)	How are animals classified? (Science)	What does it mean to be famous? (History) What do plants and trees need to grow healthily?	Why do we like to be beside the seaside?
Texts used to support the focus	*The Tiger who came to Tea by Judith Kerr. *In the Castle by Anna Milbourne.	*The Most Magnificent Thing by Ashley Spires. *Rosie Revere Engineer by Andrea Beaty.	*Dear Zoo by Rod Campbell *Monkey Puzzle by Julia Donaldson. *The Lion Inside by Rachel Bright	*Giraffes can't Dance by Giles Andrea. *The Gruffalo by Julia Donaldson. *Norman the Slug with the Silly Shell by Sue Hendra. *The same but Different too by Karl Newson.	*Each, Peach, Pear, Plum by Janet and Allan Ahlberg. *Stuck by Oliver Jeffers. *The Giving Tree by Shel Silverstein. *Fantastically Great Women who changed the World by Kate Pankhurst.	*Lucy and Tom at the Seaside by Shirley Hughes. *Sharing a Shell by Julia Donaldson.

<p>English</p>	<p>Phonics (Read, Write, Ink) Introduce Set 1: m a s d t I n p g o c k u b f e (16 Set 1 sounds) *Read first 16 sounds. *Learn to blend: Word Tme 1.1 to 1.3. *Spell using Fred Fingers.</p>	<p>Phonics (Read, Write, Ink) Read 25 Set 1 single letter sounds. *Learn to blend: Word Time 1.1 to 1.4 *Spell using Fred Fingers. Read 25 Set 1 sounds speedily. *Blend independently using Phonics Green Word cards. *Word Time 1.1 to 1.5 *Spell using Fred Fingers. Read Set 1 Special Friends *Read Word Time 1.6 *Review Word Time 1.1 to 1.5 *Read 3 sound nonsense words *Spell using Fred</p>	<p>Phonics (Read, Write, Ink) Review Set 1 sounds speedily. *Read Word Time 1.7 words (words with double consonants and 4 and 5 sound words). *Review Word Time 1,1 to 1,6 *Read 3 and 4 sound nonsense words *Spell using Fred Fingers</p>	<p>Phonics (Read, Write, Ink) Read Set 2 sounds and matching Phonics Green Words including longer words. *Review Set 1 Phonics Green Words *Read nonsense words *Spell using Fred Fingers</p>	<p>Phonics (Read, Write, Ink) Read Set 2 sounds and matching Phonics Green Words including longer words. *Review Set 1 Phonics Green Words *Read nonsense words *Spell using Fred Fingers Once secure, read Set 3 sounds and matching Phonics Green Words. Continue to spell Set 1 and Set 2 words.</p>	<p>Phonics (Read, Write, Ink) Read Set 2 sounds and matching Phonics Green Words including longer words. *Review Set 1 and 2 Phonics Green Words *Read nonsense words *Spell using Fred Fingers Once secure, read Set 3 sounds and matching Phonics Green Words. Continue to spell Set 1 and 2 words.</p>
<p>Maths</p>	<p>White Rose - Getting to Know You (2 weeks). Opportunities for settling in. Key times of the day and class routines. Exploring continuous provision. Match, Sort and Compare (2 weeks). *Match objects. *Match pictures and objects. *Identify a set. *Sort objects to a type. *Explore sorting techniques. *Create sorting rules. *Compare amounts. Talk about measure and patterns (2 weeks). *Compare size. *Compare mass. *Compare capacity.</p>	<p>White Rose - It's me 1, 2, 3 (2 weeks). *Find 1, 2, and 3. *Subitise 1, 2 and 3. *Represent 1, 2 and 3. *1 more. *1 less. *Composition of 1,2 and 3. Circles and Triangles (1 week). *Identify and name circles and triangles. *Compare circles and triangles. *Shapes in the environment. *Describe position. 1,2,3,4,5 (2 weeks). *Find 4 and 5. *Subitise 4 and 5. *Represent 4 and 5. *1 more. *1 less.</p>	<p>Alive in 5! (2 weeks) *Introduce 0. *Find 0-5. *Subitise 0-5. *Represent 0-5. *1 more. *1 less. *Composition. Mass and Capacity (1 week) *Compare mass. *Find a balance. *Explore capacity. *Compare capacity. Growing 6, 7, 8 (3 weeks) *Find 6,7,8. *Represent 6, 7, 8. *1 more. *1 less. *Composition of 6,7,8. *Make pairs odd and even.</p>	<p>Length, Height and Time (1 week). *Explore length. *Compare length. *Explore height. *Compare height. *Talk about time. *Order and sequence time. Building 9 and 10 (3 weeks). *Find 9 and 10. *Compare numbers to 10. *Represent 9 and 10. *Conceptual subitising to 10. *1 more. *1 less. *Composition to 10. *Bonds to 10 (2 parts). *Make arrangements of 10. *Bonds to 10 (3 parts).</p>	<p>To 20 and beyond (2 weeks). *Build numbers beyond 10 (10-13). *Continue patterns beyond 10 (10-13). *Build numbers beyond 10 (14-20). *Continue patterns beyond 10 (14-20). *Verbal counting beyond 20. *Verbal counting patterns. How many now? (1 week) *Add more. *How many did I add? *Take away. *How many did I take away? Manipulate, compose and decompose (2 weeks).</p>	<p>Sharing and grouping (2 weeks). *Explore sharing. *Sharing. *Explore grouping. *Grouping. *Even and odd sharing. *Play with and build doubles. Visualise, build and map (3 weeks). *Identify units of repeating patterns. *Create own pattern rules. *Explore own pattern rules. *Replicate and build scenes and constructions. *Visualise from different positions. *Describe positions. *Give instructions to build. *Explore mapping. *Represent maps with models. *Create own maps from familiar places.</p>

	<ul style="list-style-type: none"> *Explore simple patterns. *Copy and continue simple patterns. *Create simple patterns. 	<ul style="list-style-type: none"> *Composition of 4 and 5. Shapes with 4 sides (1 week) *Identify and name shapes with 4 sides. *Combine shapes with 4 sides. *Shapes in the environment. *My day and night. 	<ul style="list-style-type: none"> *Double 8 (find a double). *Double 8 (Make a double). *Combine 2 groups. *Conceptual subitising. 	<ul style="list-style-type: none"> *Doubles to 10 (Find a double). *Doubles to 10 (Make a double). *Explore even and odd. Explore 3D shapes (2 weeks). *Recognise and name 3D shapes. *Find 2D shapes within 3D shapes. *Use 3D shapes for tasks. *3D shapes in the environment. *Identify more complex patterns. *Copy and continue patterns. *Patterns in the environment. 	<ul style="list-style-type: none"> *Select shapes for a purpose. *Rotate shapes. *Manipulate shapes. *Explain shape arrangements. *Compose shapes. *Decompose shapes. *Copy 2D shape pictures. *Find 2D shapes within 3D shapes. 	<ul style="list-style-type: none"> *Create own maps and plans from story situations. Make connections (1 week). *Deepen understanding. *Patterns and relationships.
<p>Communication and Language</p>	<p>Baseline check point: 3-4 year old</p> <ul style="list-style-type: none"> *Can they shift from one task to another? *Do they use 4-6 words in a sentence? "I wan to play with cars." *Can they use sentences joined up with words like 'because' or 'and'? *Do they use future and past tenses correctly? *Can they answer simple why questions? 	<p>Children need to:</p> <ul style="list-style-type: none"> *Understand how to listen and why it is important. *Start to learn new vocabulary. *Use new vocabulary throughout the day in independent tasks. *Develop social phrases such as 'Good morning.' *Listen to rhymes and songs paying attention to how they sound. *Engage in Storytime. 	<p>Children need to:</p> <ul style="list-style-type: none"> *Use new vocab in different contexts. *Ask questions to find out more and to check they understand what has been said to them. *Use talk to work out problems and organise thinking and activities. *Explain how things work and why they might happen. *Engage in non-fiction books. 	<p>Children need to:</p> <ul style="list-style-type: none"> *Articulate their ideas and thoughts in well-formed sentences. *Connect ideas using a range of connectives. *Describe events in detail. *Talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. *Retell stories once they have developed a deep familiarity with the text. <p>ELGs</p> <ul style="list-style-type: none"> *Listen and respond to what they hear with relevant questions in whole class and small group situations. *Comment and ask questions to clarify understanding. *Hold conversations with peers and teachers. *Offer their own ideas and talk in small groups. *Explain why things happen using appropriate vocabulary from stories, poems, and rhymes. *Talk about own experiences in full sentences, using past, present, and future tenses. Use conjunctions. 		

Personal, Social and Emotional Development.	<p>Baseline check point 3-4 years old.</p> <ul style="list-style-type: none"> *Is the child overweight? (Can they talk about healthy foods?) *Does the child have poor dental health? (Can they talk about cleaning their teeth?) *Are they dry during the day? (Can they go to the toilet and wash their hands independently?) <p>*Is the child settling well and happy to be at school?</p> <p>*Is the child happy in the company of other children?</p> <p>*Does the child talk to adults and children comfortably?</p> <p>*Will they seek adult help if they are unsure or worried?</p> <p>*Links with KS1: How to build healthy relationships and make new friends.</p>	<p>Children need to:</p> <ul style="list-style-type: none"> *Learn to see themselves as valuable individuals. *Learn how to express their feelings and consider the feelings of others. *Build constructive and respectful relationships. *Identify and moderate their own feelings socially and emotionally. *Go to the toilet and wash their hands independently. *Cut up their food and feed themselves with a knife and fork at lunchtime. *Recognise when they need a drink of water. *Put on their coat independently. <p>*Links with KS1: How to recognise and express feelings. How to respond to the feelings of others.</p>	<p>Children need to:</p> <ul style="list-style-type: none"> *Show resilience and perseverance in the face of challenge. *Have the confidence to try new things. *Consider the perspectives of others and show sensitivity towards different beliefs and opinions. <p>*Links with KS1: Knowing how to behave in the playground and what to do if another child is unkind.</p> <p>*Learning that adults do different jobs. Being able to talk about special people in the family and the jobs they do. Knowing people with jobs who help others.</p>	<p>*Links with KS1: Discussing the healthy choices of good sleep routines, regular exercise, healthy eating, sensible amounts of screen time all under the topic of What helps us stay healthy?</p> <p>ELGs</p> <ul style="list-style-type: none"> *Understand own feelings and those of others. *Begin to regulate own behaviour accordingly. *Able to wait for what they want and control immediate impulses. *Give focused attention to what the teacher says and respond appropriately even when engaged in activity. *Show the ability to follow instructions involving several ideas or steps. *Try new activities and show independence. *Show resilience and perseverance in the face of challenge. *Explain rules, know right from wrong and behave accordingly. *Manage own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. *Work and play cooperatively. *Take turns. *Form positive attachments to adults and friendships with peers. *Show sensitivity to their own and others' needs. 		
	Relationships What makes a good friend?	Relationships What is bullying?	Health and wellbeing How do we recognise our feelings?	Health and wellbeing What helps us grow and stay healthy?	Health and wellbeing What helps us to stay safe?	Living in the wider world What jobs do people do?
Physical development	<p>Baseline checkpoint for 3-4-year-olds.</p> <ul style="list-style-type: none"> *Can sit on a chair? 	<p>Children need to:</p> <ul style="list-style-type: none"> *Refine rolling, crawling, walking, running, jumping, 	<p>Children need to work on all previous points as well as:</p>	<p>Children need to work on all previous points.</p>	<p>Children need to work on all previous points as well as:</p>	<p>ELGs</p> <ul style="list-style-type: none"> *Can negotiate space and obstacles safely, with

	<ul style="list-style-type: none"> *Can ride a scooter or trike? *Can go up or down stairs or apparatus using alternative feet? *Can skip, hop, stand on one leg? *Can wave flags or streamers? *Can paint or chalk large marks? *Can dance to music? *Can make snips with scissors? *Shows a preference for a dominant hand. *Can control a pencil? *Can put on a coat and do up the zip. 	<ul style="list-style-type: none"> hopping, skipping, and climbing. *Develop the overall body strength, coordination, balance, and agility needed to engage successfully in physical activities (PE, riding bikes and scooters, climbing on large outdoor equipment.) *Refine ball skills including throwing, catching, kicking, passing, batting, and aiming. *Combine different movements with ease and fluency. *Develop good posture when sitting. *Develop fine motor skills and the ability to control pencils, paint brushes, scissors, and cutlery safely and confidently. 	<ul style="list-style-type: none"> *Progress towards a more fluent style of moving with an emphasis on showing developing control. 		<ul style="list-style-type: none"> *Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. *Develop the foundations of a handwriting style which is fast, accurate and efficient. 	<ul style="list-style-type: none"> consideration for themselves and others. *Demonstrate strength, balance and coordination when playing. *Run, jump, dance, hop, skip, and climb. *Hold a pencil effectively for writing. *Use a range of small tools (scissors, paint brushes and cutlery.) *Begin to show accuracy and care when drawing.
	Introduction to PE	Dance	Gymnastics	Tag rugby	Tennis	Cricket/Sports Day prep
Understanding the World	<p>Baseline checkpoint for 3-4year olds.</p> <ul style="list-style-type: none"> *Does the child show an interest in what is going on around them? *Can they talk about family members? *Do they like to explore how things work? *Are they interested in living things and the natural world? *Do they talk about places they have visited? <p>Children need to:</p> <ul style="list-style-type: none"> *Talk about special family members as they settle in. Make comparisons with 	<p>Children need to:</p> <ul style="list-style-type: none"> *Explore the natural world using materials to build and create. *Use their senses to describe what they see, hear, and feel. *Talk about changes in the natural world around them. *Take note of changes to materials and states of matter. <p>*Recognise that people have different beliefs and celebrate special</p>	<p>Children need to:</p> <ul style="list-style-type: none"> *Recognise environments can be different to the ones we live in. (Comparing and contrasting hot/cold countries). 	<p>Children need to:</p> <ul style="list-style-type: none"> *Talk about the lives of people around them and their roles in society. (Knowing different jobs and roles that adults have/ knowing the people who can help keep us safe -PSED) *Talk about and name different animals. *Identify that different animals have different features. (Some have 2 legs, and some have 4). *Know what animals needs to stay alive. 	<p>Children need to:</p> <ul style="list-style-type: none"> *Have opportunities talk about famous people they know. *Name some famous people alive today. *Name some famous people who are not alive today. 	<p>ELGs</p> <ul style="list-style-type: none"> *Talk about the lives of people around them and their roles in society. *Know similarities and differences between things in the past and now. *Understand the past through settings and characters in books. *Describe their immediate environment using knowledge gained from discussions, stories, books, and maps. *Know similarities and differences between different religious and cultural communities.

	<p>family life in 'The Tiger that came for Tea.'</p> <p>*Talk about what it was like to live in a castle a long time ago?</p> <p>*Recognise that people have different beliefs and celebrate special events in different ways - Harvest.</p>	<p>times in different ways - Christmas.</p>				<p>*Compare and explain the similarities and differences between life in this country and life in other countries.</p> <p>*Make observations of the natural world drawing pictures of animals and plants.</p> <p>*Be able to talk about similarities and differences in the natural world and a contrasting environment.</p> <p>*Understand processes such as the seasons or changing states of matter in the natural environment.</p>
<p>RE</p>	<p>See Units for Year 1 and 2 planning below.</p> <p>Through these Topics children will:</p> <p>*Develop positive attitudes about the differences between people (3-4yrs)</p> <p>*Recognise people have different beliefs and celebrate special times in different ways.</p> <p>*Name and explain the purpose of places of worship and places of local importance to the community.</p> <p>*Visit places of worship and local importance to the community.</p> <p>*Learn from visitors of different religious and cultural communities.</p> <p>*Develop- a rich bank of vocabulary to describe their own beliefs and those of others.</p>					
<p>Expressive Art and Design</p>	<p>Baseline checkpoint for 3-4 year olds.</p> <p>*Can the child take part in pretend play?</p> <p>*Can the child retell stories in pretend play?</p> <p>*Does the child show an interest in building with construction materials?</p> <p>*Does the child explore colour mixing and paint?</p> <p>*Does the child draw to represent ideas?</p> <p>*Does the child sing and dance to music?</p>	<p>Children need to:</p> <p>*Develop story lines in play.</p> <p>*Explore a variety of artistic effects to express ideas.</p> <p>*Use tools and materials safely.</p> <p>*Work collaboratively sharing ideas and resources.</p> <p>*Listen to and talk about music.</p> <p>*Watch and talk about dance and performance Art.</p> <p>*Sing as a class or on their own.</p>	<p>Children need to develop previous points.</p>	<p>Children need to develop previous points</p>	<p>Children need to develop previous points</p>	<p>ELG's</p> <p>*Safely use and explore a variety of materials, tools, and techniques.</p> <p>*Experiment with colour, design, texture, form, and function.</p> <p>*Share and explain the processes they have used.</p> <p>*Make use of props and materials to engage in role play.</p> <p>*Invent, adapt, and recount narratives and stories.</p> <p>*Sing well known rhymes and songs.</p> <p>*Perform songs, rhymes, and stories.</p>

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Cycle B Y1/Y2

	Autumn		Spring		Summer	
Topic focus Challenge enquiry	What lessons have we learnt from the Great Fire of London?	What are the properties of different materials?	How different would my life be if I lived in Kenya?	How are animals classified?	What do plants and trees need to grow healthily? Who are Britain's significant Monarchs?	Why do we like to be beside the seaside?
Texts used to support the focus	*Nonfiction texts *Vlad and The great Fire of London.	*Traction man	*Lila and the Secret of Rain. *Handa's Surprise	*Bog Baby	*Jack and the Baked Bean stalk. *Traditional story of Jack and the Beanstalk. I am Rosa Parks.	*Nonfiction books about the seaside. *Lucy and Tom at the Seaside by Shirley Hughes.
English skills	Phonics: Read, Write, Ink *Revise Set 2 sounds. *Read Set 3 sounds and matching Phonics Green Words including longer words *Review Set 1 and 2 Phonics Green Words *Read nonsense words *Spell using Fred Fingers: focus on Set 2 words.	Phonics: Read, Write, Ink *Read Set 3 sounds and matching Phonics Green Words including longer words. *Review Set 1, 2 and 3 Phonics Green words *Read nonsense words *Spell using Fred Fingers: Set 2 and 3 words	Phonics: Read, Write, Ink *Read Set 3 sounds and matching Phonics Green Words including longer words. *Review Set 1, 2 and 3 Phonics Green words *Read nonsense words *Spell using Fred Fingers: Set 2 and 3 words	Phonics: Read, Write, Ink *Read set 3 sounds and matching Phonics Green Words including longer words. *Review Set 1, 2 and 3 Phonics Green Words. *Read nonsense words *Spell using Fred Fingers: Set 2 and 3 words.	Phonics: Read, Write, Ink *Read set 3 sounds and matching Phonics Green Words including longer words. *Review Set 1, 2 and 3 Phonics Green Words. *Read nonsense words *Spell using Fred Fingers: Set 2 and 3 words.	Phonics: Read, Write, Ink *Read unfamiliar multi-syllabic words. *Review Set 1, 2 and 3 sounds and matching Phonics Green words including longer words speedily. * Read nonsense words. *Spell using Fred Fingers: multi-syllabic Set 2 and 3 words.
	Spellings: Year 1 *The sounds /f/ and /s/ spelt with 'ff' and 'ss'. *The sounds /l/ and /k/ and /z/ spelt with a double consonant and words ending in 'ck'. *Adding the endings -ing, -ed, -er to verbs where there is no change to the root word.	Spellings: Year 1 *The digraphs 'ai' and 'oi' which are hardly ever used at the end of words. *The digraphs 'ay' and 'oy' which are often used at the end of words. *the /oa/ sound spelt with 'oa', 'ow' or 'oe'.	Spellings: Year 1 *The trigraph 'igh'. *The vowel digraph 'ar'. *The vowel digraph 'er' (Unstressed) and 'er' (stressed). *The vowel digraph 'ir' and 'ur'. *Adding -er and -est to adjectives where no	Spellings: Year 1 *The /k/sound spelt with 'k' not 'c' before e, I or y. *The split vowel digraphs 'a-e' and 'e-e'. *The split vowel digraphs 'i-e' and 'o-e'. *The /yoo/ and /oo/ sounds spelt with the split digraph 'u-e'.	Spellings: Year 1 *Vowel digraphs 'ow' and 'ou'. *Words ending with the /e/ spelt with 'y'. *The vowel digraph 'or' and the vowel trigraph 'ore'. *The vowel digraphs 'aw' and 'au'.	Spellings: Year 1 *New consonant spelling 'ph' and 'wh'. *Adding the prefix -un without any change to the spelling of the root word. *Adding s and es to words. *Compound words. *Read words with contractions. *Common exception words. Year 2

	<p>*Words with 'nk' and 'ng' endings. *Words spelt with a 'ch' or 'tch'. *The 'v' sound and words with 've' endings. <u>Year 2</u> *The sounds /n/ spelt 'kn' and less often 'gn' at the beginning of words. *The sounds /r/ spelt 'wr' at the beginning of words. *the sound /s/ spelt 'c' before 'e', 'I' and 'y'. *The sound /j/ spelt with '-dge' and '-ge' at the end of words. *The sound /j/ often spelt with 'g' before 'e', 'I' and 'y'. The /j/ spelt with 'j' before a, o, and u. *Common Exception Words.</p>	<p>*The /ee/ sound spelt with the vowel digraph 'e' or 'ee'. *The vowel digraph 'ea'. *The vowel digraph 'ie'. <u>Year 2</u> *The phoneme /l/ spelt with 'le' at the end of words. *The sound /l/ spelt with '-el' at the end of words. *The sound /l/ spelt with '-il' and '-al' at the ends of words. *The /igh/ spelt with 'y' at the end of words. *Adding -es to nouns and verbs ending in -y. *Common exception words.</p>	<p>change is needed to the root word. *Days of the week/common exception words. <u>Year 2</u> *Adding -ed, -er, and -est to a word ending in -y with a consonant before it. *Adding -ing to a word ending in -y with a consonant before it. *Adding -ing, -ed or -er and -est or -y to words ending in -e with a consonant before it. *Adding -ing, -ed, -er -est and -y to words of one syllable ending in a single consonant after a single vowel. *The sound /or/ spelt 'a' before 'l' or 'll'. *Common exception words.</p>	<p>*The vowel digraph 'oo' - very few words have oo at the end. *The sounds /oo/ and /yoo/ spelt with 'ue' and 'ew'. <u>Year 2</u> *The /u/ sound spelt with 'o'. *The sound /ee/ spelt with '-ey'. *The /o/ sound spelt with 'a' after 'w' and 'qu'. *The stressed /er/ spelt with 'or' after 'w' and the sound /or/ spelt 'ar' after 'w'. *The sound /zh/ spelt 's'. *Common Exception Words.</p>	<p>*The vowel trigraph 'air' and 'are'. *The vowel trigraph 'ear'. <u>Year 2</u> *The suffixes -ment, -ness, and -ful. *The suffixes -less and -ly. *Words ending in -tion. *Contractions. *The possessive apostrophe. *Common exception words.</p>	<p>*Homophones and near homophones. *Homophones and near homophones. *Homophones and near homophones plus Conjunctions. *Months of the year/time. *Months of the year/time part 2. *Question words.</p>
<p>SPAG: CGP Books Year 1: *Double consonants ff ll ss zz P37 *Consonant Pairs P33 *Adding ing and ed P42 *Words ending in nk P39 *Words ending in tch and ch P40 *Words ending in ve P38 <u>Year 2</u> *Silent k g and w P37&38. *The hard c sound P33.</p>	<p>SPAG: CGP Books Year 1: *Capital letters for Names and I P10. *Capital letters and full stops P11. *Question marks P13 *Exclamation marks P14 *The alphabet P18 *The ai sound P 19 *The oi sound P20 *The long o sound P23 *The long e sound P21 <u>Year 2</u> *Capital letters and full stops P16 *Question marks and exclamation marks P17.</p>	<p>SPAG: CGP Books Year 1: *Joining words with and P5 *Forming sentences P2 *The long igh P22 *The ar sound P29 *Adding er and est P43 <u>Year 2</u> *Using and, but, or P10 *Types of sentences P8 *Adding ing and ed to words ending in e P41. *Adding ing and ed to words ending in y P42.</p>	<p>SPAG: CGP Books Year 1: *The hard c P36 *The long oo sound P 24. *The short oo sound P 25. *Mixed punctuation practice P15. *Separating words with spaces P12. <u>Year 2</u> *The short u sound P31. *The short o sound P 29. *The zh sound P 36. *Verbs P 4. *ing Verbs P5.</p>	<p>SPAG: CGP Books Year 1: *The ow sound P27. *The or sound p30. *The air sound P31. *The ear sound P32. *The ch sh and th sounds P34. <u>Year 2</u> *Adding ment, ful, less and ness P49 *Adding y P45. *Adding ly P46. *Adding tion and sion P40. *Apostrophes for missing letters P20. *Apostrophes for possession P21.</p>	<p>SPAG: CGP Books Year 1: *Words with ph and wh P35. *Adding un at the start of words P44. *Adding s and es P41. *Compound words P46. *Mixed Grammar Practice P7. *Forming sentences correctly P8. *Syllables P45 <u>Year 2</u> *Homophones P 51. *Compound words P50. *Staying in the same tense P 9. *Adjectives P 6. *Adverbs P7. *Mixed Grammar Practice P12.</p>	

	<p>*The soft c sound P34 *The soft g sound P35 *The ur sound P32. *Nouns P2 *Noun Phrases P3</p>	<p>*Commas in lists P18. *Words ending in le el al il P 39. *The long I P 28. *Adding s and es P47. *Adding s and es to words ending in y P48</p>	<p>*Double letters with ing and ed P43. *Adding er and est P44 *The or sound P 30</p>	<p>*Using when, if, that and because P11.</p>		<p>*Mixed Punctuation Practice P 22. *Mixed Spelling practice P 52.</p>
	<p>Handwriting: Nelson Handwriting - Developing Skills. (Red Level) Units 1-12.</p>	<p>Handwriting: Nelson Handwriting - Developing Skills. (Red Level) Units 1-12.</p>	<p>Handwriting: Nelson Handwriting - Developing Skills. (Red Level) Units 13 - 20. Nelson Handwriting - Developing skills. (Yellow Level) Units 1-4.</p>	<p>Handwriting: Nelson Handwriting - Developing Skills. (Red Level) Units 13 - 20. Nelson Handwriting - Developing skills. (Yellow Level) Units 1-4.</p>	<p>Handwriting: Nelson Handwriting - Developing Skills. (Yellow Level) Units 5 - 16</p>	<p>Handwriting: Nelson Handwriting - Developing Skills. (Yellow Level) Units 5 - 16</p>
English Genres	<p>Nonfiction and sequencing of key events. Creating fact files. Recount/diary writing.</p>	<p>Narrative. Letter writing. Instructions.</p>	<p>Narrative - descriptive writing focusing on setting and characters. Non-chronological reports. Weather stories.</p>	<p>Narrative - own story ending. Fact files about animals.</p>	<p>Instructions for planting seeds. Diary writing. Recount of visit to a garden centre.</p>	<p>Newspaper report (Seaside event.) Post cards. Persuasive writing - why you should visit a particular seaside location.</p>
Maths	<p>White Rose White Rose Year 1 Place Value (within 10) Addition and Subtraction (within 10) Shape Year 2 Place Value Addition and Subtraction Shape</p>		<p>White Rose Year 1 Place value (within 20) Addition and subtraction (within 20) Place value (within 50) Length and height Mass and Volume Year 2 Money Multiplication and division Length and height Mass, capacity and temperature</p>		<p>White Rose Year 1 Multiplication and division Fractions Position and direction. Place value (within 100) Money Time Year 2 Statistics Fractions Position and direction. Problem solving Time</p>	
Science	<p>What are the properties of different materials?</p>		<p>Why is it important to keep our bodies healthy?</p>	<p>How are animals classified?</p>	<p>What do plants and trees need to grow healthily?</p>	
RE	<p>1.2 Myself: How do we show we care for others? Why is it</p>	<p>1.1 Celebrations and Festivals: How do people celebrate?</p>	<p>2.2 What do Jewish people believe about God? Creation,</p>	<p>Who celebrates what? UW Why does easter matter to Christians?</p>	<p>1.3 What can we learn from the Stories of Jesus?</p>	<p>2.1 Leaders What makes some people inspiring to others? Christian and Jewish leaders</p>

	important to care about others? Harvest time - giving thanks for our world	UC Why does Christmas Matter to Christians? The Nativity Story	humanity, and the natural world.		UC What is the good news that Jesus brings?	
RSE					Y1/2 My Special People Y1/2 We are Growing: Human Life Cycle Y1/2 Everybody's Body	
PSHE	Y1 Unit 5 What are rules for? Y2 Unit 5 How important is it to have friends?	Y1 Unit 6 What does it mean to be kind? Y1 Unit 12 Why is teasing an unkind thing to do?	Y2 Unit 11 How do you know if you are safe online? Y2 Unit 4 Why do you get angry?	Y2 Unit 1 Why is exercise important? Y2 Unit 2 Why should you eat your vegetables?	Y1 Unit 3 What makes you happy? Y1 Unit 4 What makes you sad?	Y1 Unit 8 What does the word hygiene mean? (Y1 only) Y2 Unit 8 Which parts of my body are private? (Y2 only) Y2 Unit 6 Why is everyone different?
Geography			How different would my life be if I lived in Kenya?			Why do we like to be beside the seaside?
History <small>(Challenge mixed age History)</small>	What lessons have we learnt from the Great Fire of London?				Who are Britain's significant monarchs?	
Art and Design	Colour mixing Mondrian		Clay sculpture - Various artists		Self-portraits Van Gogh	
DT		Structures (tall and stable)	Healthy sandwich	Textiles (join by sewing)		Mechanisms (axles and wheels)
Music	Unit 2 Hands Feet Heart	Unit 1 Rhythm in the way we walk and Banana Rap	Unit 1 Round and Round	Unit 2 I Wanna Play in a Band	Unit 2 Friendship Song	Unit 1 Reflect Rewind Replay
PE	Introduction to PE	Dance	Gymnastics ABCs	Tag rugby Throwing and Catching	Tennis Games 2	Cricket Athletics/Sports Day Prep
Computing	Unit 1 Online Safety and exploring Purple Mash	Unit 1.5 Maze Explorers Unit 2.7 Making Music	Unit 1.6 Animated story books Unit 2.2 Online safety	Unit 2.4 Questioning	Unit 1.3 Pictograms Unit 2.3 Spreadsheets	Unit 2.8 Presenting ideas

	Autumn		Spring		Summer
Maths	White Rose Place value Addition and subtraction Multiplication and division A Area		White Rose Multiplication and division B Length and perimeter Fractions A Mass and capacity Fractions B		YR 3 White Rose Time Decimals Money Shape Position and direction Statistics
English	Explanation Character description Diary Settings description Recount a traditional story		Instructions Settings description Poetry Book review Recount - Narrative		Information leaflet Persuasive writing List poem Newspaper report Perform poetry
High Quality Texts <small>(Challenge mixed age Geog/Hist/Sci)</small>	Orion and the dark (Science) Oscar and the Moth (Science) The Egyptian Cinderella (history)	Pied Piper of Hamelin (Science) The Egyptian Cinderella (history)	The incredible book eating boy (Science) Escape from Pompeii (geography) Climate change (geography) The Pebble in my Pocket (geography) Running wild (geography)		The Promise (science) the Flower (Science) The Night Gardener (science) I am the seed that grew the tree (Science) The Building that made London (geography) Raven boy (geography)
Science	Physics Why do we have light and dark and what is its impact on our everyday life?	Physics How is sound created and how does it travel?	Biology What happens to the food we eat?		Biology What roles do different parts of plants play in helping them grow healthily? Biology How are living things grouped?
RE	3.1 Beliefs and Questions Harvest Festival	The Nativity Story UC:2a.3 What is the Trinity?	4.2 Symbols and Religious Expression UC:2a.2 What is it like to follow God?	3.3 Worship and Sacred Places	4.1 The Journey of Life and Death UC What kind of world did Jesus want?
RSE					Y3: What Makes a Good Friend? Y3: Falling out with friends Y4: Puberty: Time to change Y4: Puberty: Menstruation and wet dreams Y4: Puberty: Personal hygiene Y4: Puberty: Emotions and feelings

PSHE	Y3 Unit 7 How do my actions impact others? Y4 Unit 7 Does being disabled prevent people from reaching their goals?	Y3 Unit 8 How do I help someone who is shy and has concerns? Y4 Unit 8 When did you experience something special for the first time?	Y3 Unit 9 Should I take more responsibility for my community? Y4 Unit 9 Why is it wrong to discriminate?	Y3 Unit 10 Why is it okay to be different? Y4 Unit 10 How can I overcome the things I am frightened of?	Y3 Unit 11 What are my relationship rights and responsibilities? Y4 Unit 11 Is it okay to reach for the stars?	Y3 Unit 12 Why can social media be positive and negative? Y4 Unit 12 What do we mean by the phrase 'anti-social behaviour'?
Geography			How are mountains formed and what causes an earthquake, tsunami or volcano? <i>Or How do we energise our homes and country?</i>		What are the unique features of the UK <i>Or Why is the Lake District one of the UK's unique locations?</i>	
History	Why was ancient Egypt civilisation ahead of its time? <i>Or Who lived in the Indus valley and what do we know about it?</i>		How has crime and punishment changed over the ages?			
Art and Design	Landscapes John Constable		Pastels Edgar Degas		Sculpture Clay Ladi Kwali	
DT		Structures (stable and creative) Local structures		Textiles (running stitch) Olympic flag	Afternoon tea (4 guests)	Structure Simple electrical circuit
Music	Unit 3 Glockenspiel 1	Unit 4 Glockenspiel 2	Unit 3 The Dragon Song	Unit 4 Lean on Me	Unit 4 Blackbird	Unit 4 Reflect Rewind Replay
PE	Handball Basketball	Hockey Dance	Gymnastics - apparatus Health and Fitness	Tag rugby Dodgeball	Ultimate Frisbee Tennis	Rounders Athletics/Sports Day Prep
MFL Latin	Unit 1 Origin of language	Unit 2 Present tense	Unit 3 Verbs and adverbs	Unit 4 Subject and object	Y3 Revision Units 1-2	Y3 Revision Units 3-4
Computing	Unit 4.1 Coding	Unit 4.3 Spreadsheets	Unit 4.2 Online safety	Unit 4.4 Writing for different audiences	Unit 4.5 Logo Unit 4.8 Hardware Investigators	Unit 4.6 Animation Unit 4.7 Effective search

Cycle B

Y5/Y6

	Autumn	Spring	Summer
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Maths	White Rose Place value Addition and subtraction Multiplication and division A Fractions A Multiplication and division B		White Rose Multiplication and division B continued Fractions B Decimals A Area, perimeter and volume Decimals B Fractions, decimals and percentages		White Rose Ratio Algebra Shape Position and direction Statistics Converting units	
English	Instructional text Poetry Recount	Non-chronological report Narrative Discussion	Instructional text Poetry Recount	Non-chronological report Narrative Discussion	Instructional text Poetry Narrative Biography	Non-chronological report Discussion Playscripts
High Quality Texts	Cosmic (Science) Sacyawea (Geography) Wonder (Science) Boy in the Tower (English)		Pig Heart Boy (Science) Tales from the Arabian nights (History) The Chocolate Tree (History)		Journey to Jo'burg (History) How to be a Tudor (History)	
Science	Physics What do we know about the sun, earth, moon and the planets?	Biology How have living things changed over time?	Biology How does the heart work and why is it so important?		Physics How does electricity work and how does its power vary?	
RE	5.4 Beliefs in action in the world How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity?	5.2 Religion and the individual What is expected of a person following a religion or belief? UC:2b.2 Creation and Science: conflicting or complementary?	6.2 Religion, world views, family and community: prayer What contributions do religions make to local life in Nottingham city and Nottinghamshire? UC What kind of king is Jesus?	UC2b.6 What did Jesus do to save human beings?	5.3 Beliefs and questions How do people's beliefs about God, the world and others have impact on their lives?	UC What would Jesus do?
RSE					Y5: Puberty: Time to change Y5: Puberty: Menstruation and wet dreams Y5: Puberty: Personal hygiene Y5: Puberty: Emotions and feelings Y6: Puberty: re-cap and review Y6: Puberty: change and becoming independent Y6: Positive, healthy relationships	

					Y6: How babies are made	
PSHE	Y5 Unit 7 Why I should be proud of who I am and where I'm from? Y6 Unit 7 Should we always listen to rumour and gossip?	Y5 Unit 8 Do I have enough resilience to carry on with something I find hard? Y6 Unit 8 What is difficult about children fitting in to a new setting?	Y5 Unit 9 Why are families not all the same? Y6 Unit 9 What are our responsibilities for ensuring our environment is safe in the future?	Y5 Unit 10 How could I cope with losing someone who is dear to me? Y6 Unit 10 Why do adults pay taxes?	Y5 Unit 11 What do I know about savings and having a bank account? Y6 Unit 11 How can I be sure that I will never curb my ambition?	Y5 Unit 12 Do I do enough to help save our planet? Y6 Unit 12 What is democracy and is it a good thing?
Geography	How and why have settlements changed? <i>Or Why has Britain been an attractive place to live for many who were not born there?</i>		How do maps help us find our way around?			
History			Why was the early Islamic civilisations period known as the Golden Age? <i>Or Who were the Maya and what did we learn from them?</i>		What are the main events that happened in Britain between 1066 and the present day? <i>Or When and why did we create the British Empire?</i>	
Art and Design	Oil and acrylic Leonardo de Vinci		Pencils Georgia O'Keefe		Wire Elizabeth Berrien	
DT		Mechanisms Create a vehicle		Textiles Stitches and joining	Sunday dinner	Mechanisms Traffic lights
Music	Unit 5 Classroom Jazz 1	Unit 6 Classroom Jazz 2	Unit 5 The Fresh Prince of Bel-Air	Unit 6 You've Got a Friend	Unit 6 Music and Me	Unit 6 Reflect Rewind Replay
PE	Handball Basketball	Hockey Dance	Gymnastics - apparatus Health and Fitness	Tag rugby Dodgeball	Ultimate Frisbee Tennis	Rounders Athletics/Sports Day Prep
MFL Latin	Unit 5 Simple sentences	Unit 6 Numerals and 'to be'	Unit 7 Adjectives and agreement	Unit 8 Prepositions	Revision Units 5-6	Revision Units 7-8

Computing	Unit 6.1 Coding	Unit 6.2 Online safety Unit 6.4 Blogging	Unit 6.9 Micro:bits	Unit 6.5 Text Adventures	Unit 6.6 Networks	Unit 6.7 Quizzing