

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 2 Exploration and discovery- History	<p>How will we get there?</p> <p>History: Begin to make sense of their own life-story and family's history: parents photos and memories</p> <p>Geography: Show interest in different occupations/ transport (challenge stereotypes): police, firefighters, paramedics, fisherman.</p>	<p>What happens at the Farm?</p> <p>History: Compare and contrast familiar situations from the past using basic chronology to recognise things happened before they were born. (beginning to think about past and present, a long time ago and now – link to farming machinery)</p> <p>Geography: Draw information from simple maps</p> <p>Draw a simple map of the school (identify human and physical features)</p> <p>Visit to Trevaskis Farm</p>	<p>How do we know that dinosaurs existed?</p> <p>This topic establishes pre-history- when dinosaurs existed and what life was like (245 million years ago). It develops an understanding of the past and present and looks at how historians use evidence. It helps pupils understand the impact of Mary Anning's discoveries (1799-1847) and encourages historical questioning and enquiry.</p>	<p>Who would you go exploring with?</p> <p>Building on their knowledge of the oceans in 'World of water,' pupils learn about the explorer, Christopher Columbus (1492- when Henry 8th was in power). They make links with the origins of the globe they learnt about in 'where in the world am I?'</p> <p>They will compare Columbus' life with the life of James Cook a mapmaker and his explorations (1768 when George 3 was king) and the causes and cure for scurvy.</p>	<p>How do we know that the Ancient Egyptians were an advanced society for their time?</p> <p>Pupils move on from exploration of the seas and learn about the first civilisation and settlements in Egypt (3100BC): the pyramids, pharaohs, early writing and maths and what life was like.</p>	<p>If you were alive during this period of history, where would you rather live: Ancient Maya or Britain?</p> <p>Pupils broaden their knowledge of civilisations and settlements and learn about the progression the Mayans made in (250AD); writing, the calendar, architecture, law, art, chocolate and what life was like. They look at the work of archaeologist John Lloyd Stephens and the evidence of the Mayans (links made to Columbus' discoveries in Year2 'Great Explorer topic).</p>	<p>How have expeditions changed over time?</p> <p>Having learnt about tundras on the continent of Antarctica; pupils will learn about an explorations led by Ernest Shackleton (1897 –post 1066 when Queen Victoria was in power) and the heroic age of exploration and what life was like at that time.</p>	<p>What effect did the Battle have on the British people of Britain</p> <p>Pupils will learn the main facts about WW2 and the rule of Hitler including the causes and effects; allies and enemies and what life was like then (iron age Britain). They will learn about Winston Churchill and his famous speech.</p>
<p>Global Citizenship</p> <p>KU: Sustainable development</p> <p>Values and attitudes: Concern for the environment and commitment to sustainable development</p>	<p>Sustainable development</p> <ul style="list-style-type: none"> living things and their needs how to take care of immediate environment possibility of change in the future <p>Peace and conflict</p> <ul style="list-style-type: none"> how own actions have consequences some basic ways to avoid, manage and resolve conflict <p>Human rights • basic needs for human life</p>	<p>Similarities and differences between peoples in local setting and also wider contexts.</p> <p>What contributes to self – identity and belonging. Willingness to learn from the experiences of others.</p>	<p>Diversity of cultures and societies within and beyond own experience.</p> <p>Contributions of different cultures to our lives. Valuing the benefits of listening to a range of different perspectives and viewpoints.</p>	<p>Diversity of cultures and societies within and beyond own experience.</p> <p>Contributions of different cultures to our lives. valuing the benefits of listening to a range of different perspectives and viewpoints.</p>				
Science	<p>Talk about the differences between materials and changes they notice</p> <p>Explore how things work: What does a car/lorry need to work on a ramp?</p> <p>Explore and talk about different forces they can feel :magnets</p>	<p>Identify and name living things within the locality – exploring the natural world around them – close observation.</p> <p>Understand the effect of changing seasons on the natural world.</p>	<p>Are all animals the same?</p> <p>The Natural World</p> <p>Animals including humans</p> <p>Children will identify, name, describe, compare and classify a variety of common animals.</p>	<p>How will I grow up healthy?</p> <p>The Natural World</p> <p>Animals including humans</p> <p>Children will learn that humans are animals. They will identify an animal's basic needs and recognise the importance of exercise, diet and hygiene to stay healthy.</p>	<p>What is under our skin?</p> <p>The Natural World</p> <p>Animals including humans</p> <p>Children will learn about the human skeletal system and the function of muscles. This will link with their Ancient Egyptian topic and the Egyptians' fascination with the human body/process of mummification.</p>	<p>How do we hear?</p> <p>Sound</p> <p>Mayans used all kinds of instruments and enjoyed creating music. Children will develop their understanding of sounds, pitch and volume by conducting investigations and experiments.</p>	<p>What materials would you need to clean up the Antarctic?</p> <p>Materials</p> <p>Properties and changes of materials</p> <p>Continuing their exploration of materials, children will move on to learning about mixtures, solutions and irreversible changes. They will learn about thermal conductivity and will use their knowledge of separating</p>	<p>Why do shadows have the same shape as the object that cast them?</p> <p>Light</p> <p>Children will build upon their learning from year 3 and recap how light travels, investigate whether the shape of a shadow can change and how we see. The science topic links with the blackout aspect of WWII.</p>

							materials to carry out an investigation and further develop their understanding of melting and reversing changes.	
Art	Create closed shapes with continuous lines and begin to use these shapes to represent objects.	<p>Artist: Arcimbaldo</p> <p>Fruit and Veg portraits</p> <p>Focus: 3D</p>	<p>Focus: 3D</p> <p>Skills:</p> <ul style="list-style-type: none"> -Work with clay -Develop impressed images -Collage -Make choices about suitable materials <p>Artist Study: Barbara Hepworth</p> <p>Modernism, sculpture</p>	DT	<p>Focus: Painting</p> <p>Skills:</p> <ul style="list-style-type: none"> -Create colour wheel -Use different brush types -Use different techniques <p>Artist Study: Egyptian Art</p>	DT	DT	<p>Focus: Drawing</p> <p>Skills:</p> <ul style="list-style-type: none"> -Use simple perspective in work -Develop an awareness of composition, proportion and scale in their work <p>Artist study: Henry Moore shelter drawings- Sculptor</p> <p>British artist</p>
DT	Explore different materials freely to develop their ideas about how to use them and what to make.	Let's Look at Hats (Christmas Party Hats)	Art	<p>Food</p> <p>Preparing fruit and vegetables.</p> <p>Design, make and evaluate a healthy wrap for an explorer involving basic food preparation and an awareness of basic food hygiene.</p>	Art	<p>Mechanical Systems</p> <p>Levers and linkages</p> <p>Design, make and evaluate a class display about the Mayans incorporating levers and linkages. Use a linkage to join two or more pivoted levers to create a moving mechanism.</p>	<p>Food</p> <p>Celebrating culture and seasonality.</p> <p>Design, make and evaluate a food product which celebrates seasonality.</p> <p>Demonstrate the use of how to use utensils to prepare and cook food.</p>	Art
Music	<p>Listen with increasing attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Role play: Take part in simple pretend play, using an object to represent something else even though they are not similar</p>	<p>Music: Nativity</p> <p>School Nativity performance and practice.</p> <p>Singing:</p> <ul style="list-style-type: none"> -Tone of voice -Tones of pitch <p>Movement:</p> <ul style="list-style-type: none"> -Following the beat -Actions to music -Responding to music -Use of instruments 	<p>Dance, sing and play</p> <p>The structure of music.</p> <p>Tempo and pitch in the classical music style.</p> <p>Religious performance.</p>	<p>Inventing a musical story.</p> <p>Pitch range of do-so.</p> <p>Religious performance.</p> <p>Rhythm of Indonesian music – cultural appreciation.</p>	<p>Playing in a band</p> <p>Samba performance to parents.</p> <p>The timbre of Indian music.</p> <p>Use pitch range do-mi while singing.</p>	<p>Compose with your friends</p> <p>Singing with expression while following notation.</p> <p>Texture by holding pitch in unison with peers.</p> <p>Indie music appreciation.</p>	<p>Melody and harmony in music</p> <p>Improvise melodic patterns and structure.</p> <p>Explore tempo in a graphic score using time signatures.</p> <p>Singing in harmony.</p> <p>Comparison of 80s and 90s music.</p>	<p>Develop ensemble skills</p> <p>Ukulele performance to community home.</p> <p>Confidently do chord changes and read/write notation for composition.</p> <p>Focus on rhythm when reading/writing music.</p>

RE	<p>Continue developing positive attitudes about the differences between people:</p> <p>Religious events: Christmas Cultural: Bonfire Night</p>	<p>CHRISTIANITY: INCARNATION Why is Christmas special to Christians?</p>	<p>CHRISTIANITY INCARNATION: Why does Christmas matter to Christians? Children will learn that Jesus was special and was 'God on Earth'. They will revisit the Christmas story and look at some of the key characters.</p>	<p>ISLAM Who is Muslim and how do they live? Part 2 Children will explore the Qu'ran and the message given to Muhammad from the Qu'ran. They will explore the five pillars of Islam.</p>	<p>CHRISTIANITY: PEOPLE OF GOD What is it like for someone to follow God? Children will learn about the story of Noah and how God made a promise to him. They learn about promises that are made by different people and also promises made at a Christian wedding.</p>	<p>HINDUISM What do Hindus believe that God is like? Children will learn about some Hindu deities and how they help Hindus describe God. They will make links between some stories and what Hindus believe about God and how Hindus worship God.</p>	<p>CHRISTIANITY: Why do Christians believe that Jesus is the Messiah? Why do Christians believe that Jesus is the Messiah? Children will learn about the place of incarnation and the Messiah within the Christmas story and build on their Year 2 learning to show how beliefs about incarnation are put into practise when celebrating Christmas.</p>	<p>Christianity: Why do some people believe in God and some people not? Children will identify and explain what religious and non-religious people believe about God, saying from where their ideas have come. They will define the terms 'theist', 'atheist' and 'agnostic' and explain what they believe/don't believe.</p>
English :writing	<p>Fiction: Genre: Journey tales Focus: Drawing and labelling</p> <p>Non- Fiction: Information text What do we know about whales? Adult as scribe</p>	<p>Fiction Text: Enormous Turnip Story Plot- Cumulative NF- Information texts</p>	<p>Fiction: Text Little Charlie</p> <p>Story Plot Journey</p> <p>Non-fiction: Text A weird animal Genre Information</p>	<p>Fiction: Text The Papaya that Spoke Story Plot Journey</p> <p>Non-fiction: Text Buy a Talking papaya Genre Persuasion</p>	<p>Fiction: Text Nail Soup Story Plot Cumulative</p> <p>Non-fiction: Text Amazing Soup Recipe Discovered Genre Recount in style of newspaper.</p>	<p>Fiction: Text George's Marvellous Concoction Story Plot Losing</p> <p>Non-fiction: Text Amazing Medicine discovered! Genre Newspaper report</p>	<p>Fiction: Text The Canal Story Plot Warning</p> <p>Non-fiction: Text Boy's rescued from Canal Genre Recount - Newspaper Report</p>	<p>Fiction: Text The Gas Mask Story Plot Portal</p> <p>Non-fiction: Text Is using a magical portal a good idea? Genre Discussion</p>
English reading)	<p>Fiction: The whales on the bus Mr Gumpy's boat The Storm Whale Whatever Next</p> <p>Non-Fiction Look Inside Trains by Alex Firth Look Inside Things That Go by Rob Loyd Jones Cars (AllAbout) by Geraldine Krasinki</p> <p>Understand 'why' questions – like why do you think the bird has an umbrella?</p>	<p>Author Focus: Jill Murphy Jack and the Beanstalk Farmer Duck Rosie's Walk Oi Dog Squash and a Squeeze The Great Pet Sale</p> <p>Non-Fiction: First animal encyclopaedia I can eat a rainbow</p> <p>Recalling events Ask questions Articulate thoughts in well- formed sentences Develop social phrases</p>	<p>Author Focus: Simon James Sally and the limpet The boy from Mars Days like this The wild woods Dear Greenpeace</p>	<p>Author Focus: Michael Rosen Sticky Mcstickstick Book of Very Silly Poems Barking for Bagels Book of Nonsense Don't Forget Tiggs Fiction: The Fossil Hunters (Friendship and new beginnings). Non-fiction every Friday.</p>	<p>Author Focus: Jeff Brown Fiction: Flat Stanley: The Great Egyptian Cave (Adventure) Poetry: Mummy Non-fiction every Friday. Text on significant event – Gunpowder Plot</p>	<p>Author Focus: Jan Burchett Fiction: Charlotte's Web (Fantasy) Poetry: Knock on Corn by PJ Poet Non-fiction every Friday. Text on a significant person – Genghis Khan</p>	<p>Author Focus: Alex Bell Fiction: The Polar Bear Explorer's Club (Adventure) Poetry: The Heroic Five Non-fiction every Friday. Text on a significant person: Charles Dickens</p>	<p>Author Focus: John Boyne Fiction: The Boy in the Striped Pyjamas (Holocaust Fiction) Poetry: I Kept on Walking by Mark Hayward Non-fiction each Friday. Texts on significant people: - Anne Frank - Elie Wiesel - Alan Turing</p>

<p style="text-align: center;">Maths</p>	<p>Carpet maths: 10 min maths/ Continuous provision(indoors and out)</p> <p>Recite numbers past 5</p> <p>Say one number for each item in order: 1,2,3,4,5</p> <p>Link numerals and amounts</p> <p>Show finger numbers up to 5</p>	<p>It's Me Circle and Triangles 1, 2, 3, 4, 5 Shapes with 4 Sides</p>	<p>Number: subtraction within 10</p> <p>Geometry: shape</p>	<p>Number: subtraction</p> <p>Geometry: shape</p>	<p>Number: addition and subtraction</p> <p>Number: multiplication and division</p>	<p>Measurement: area</p> <p>Number: multiplication and division</p>	<p>Number: Multiplication and division</p> <p>Fractions A</p>	<p>Number: fractions</p> <p>Converting units</p> <p>Mock SATs tests</p>
<p style="text-align: center;">Computing</p>			<p>Project Evolve Online Safety:</p> <p>3) Online Reputation 4) Online Bullying</p> <p>Digital painting: Choosing appropriate tools in a program to create art and making comparisons with working non-digitally.</p>	<p>Project Evolve Online Safety:</p> <p>3) Online Reputation 4) Online Bullying</p> <p>Photography: Capturing and changing digital photographs for different purposes.</p>	<p>Gooseberry Planet Online Safety:</p> <p>2) Personal Information 3) Perfect Passwords</p> <p>Stop-frame animation: Capturing and editing digital still images to produce a stop-frame animation that tells a story.</p>	<p>Gooseberry Planet Online Safety:</p> <p>2) Perfect Passwords 3) Staying Private</p> <p>Audio editing: Capturing and editing audio to produce a podcast, ensuring that copyright is considered.</p>	<p>Gooseberry Planet Online Safety:</p> <p>2) Clickjacking 3) Webcam Wise</p> <p>Video editing: Planning, capturing, and editing video to produce a short film.</p>	<p>Gooseberry Planet Online Safety:</p> <p>2) Junk Email 3) Location Sharing</p> <p>Webpage creation: Designing and creating webpages, considering copyright, aesthetics and navigation.</p>
<p style="text-align: center;">MFL- Spanish</p>					<p>I am learning Spanish (Early Language)</p> <p>Learn how to introduce themselves, say how they feel and have a wider appreciation for the countries where Spanish is spoken.</p>	<p>Vegetables (Early Language)</p> <p>Name and recognise up to 10 vegetables in Spanish. Attempt to spell some (including the correct article). Learn vocabulary to facilitate a role play about buying vegetables at a market stall (including kilo or half a kilo).</p>	<p>The Date (Intermediate)</p> <p>Remember, recall and spell the 7 days of the week, 12 months of the year and numbers 1 – 31. Use this knowledge to say the date and when their birthday is.</p>	<p>Clothes (Intermediate)</p> <p>Repeat and recognise the vocabulary for a variety of clothes in Spanish. Use the appropriate gender and articles. Say what they wear in different weather/situations. Describe clothes by their colour.</p>
<p style="text-align: center;">PSHE – Celebrating Difference</p>	<p>Select and use activities and resources with help and when needed.</p> <p>JIGSAW Celebrating difference</p>	<p>Celebrating Difference:</p> <p>Accept that everyone is different, include others, know how to help if someone is being bullied, try to solve problems, try to use kind words and</p>	<p>Celebrating Difference:</p> <p>The same as, different from, what is bullying, making new friends and celebrating difference; celebrating me.</p>	<p>Celebrating Difference:</p> <p>Boys and girls, why does bullying happen, standing up for myself and others, making a new friend and celebrating differences and still being friends.</p>	<p>Celebrating Difference:</p> <p>Families, family conflict, witness and feelings, witness and solutions, words that harm and celebrating differences: compliments.</p>	<p>Celebrating Difference:</p> <p>Judging by appearances, understanding influences, understanding bullying, problem solving, special me and celebrating difference: how we look.</p>	<p>Celebrating Differences:</p> <p>Different cultures, racism, rumours and name calling, types of bullying , does money matter and celebrating differences across the world.</p>	<p>Celebrating Differences:</p> <p>Am I normal, understanding disability, power struggles, why bully and celebrating differences.</p>

		know how to give and receive compliments.						
PE	<p>Gross Motor: Go up steps and stairs, or climb up apparatus, using alternate feet</p> <p>Fine Motor: Use a comfortable grip with good control when holding pens and pencils</p>	<p>Functional movement: Jumping, developing body control. Take-off, landings</p>	Dynamic balance/ agility and static balance.	Coordination (ball skills) and sending + receiving.	<p>SWIMMING</p> <p>Coordination (footwork) and balance.</p>	Coordination (ball skills), sending and receiving.	Static balance (stance and seated)	Agility (reaction/ response) and counter balance (w/a partner).

