

Autumn – Spring – Summer

Subject	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Enrichment	Forest school visit Miles Mitchell sheltered accommodation Walk to the post box Walk/trip to observe different types of vehicles World Book Day (March) Ready2Read Week Bigbury Beach Trip – rock pooling. (Summer 2)	Woodland and local area visits. Zoo trip- Paignton Zoo/ Dartmoor Zoo Grotto in the Woods Animal Encounter Crownhill library World Book Day (March) Ready2Read Week Royal Tea party/ball Ocean Curriculum – water links	Ocean Deep Dive (1 week) Visit to Crownhill shops World Book Day (March) Ready2Read Week Walk around Crownhill Visit from Buckland Abbey Guides Author visit World Ocean Day- 8/6/24- National Marine Aquarium visit	The Box Museum (Nov) Prehistoric Day (Dec) World Book Day (March) Ready2Read Week Eden Project Visit Marjons’ Coaching Snack and Sew Various ‘Weeks’ tbc whole school	Ancient Egyptian Day Dartmoor Field Trip Romans Day Swimming World Book Day (March) Ready2Read Week Barton Hall Residential Music	STEM online activities (various) Playscript workshop Christmas Carol Concert World Book Day (March) Ready2Read Week Bike ability Plymouth Argyle Trust – Joy of Movement Ocean Day Health and Well Being Week Nethercott Residential Deer Park Farm Marjon's coaching	STEMfest Carol Concert World Book Day (March) Ready2Read Week PSSP OAA day. Crealy Leavers Activities Leavers production
Topic Enquiry Question	Autumn 1 – Who am I? History Autumn 2 – What changes can I see in my environment? Science/Geography Spring 1 - How has transport changed over time? History Spring 2 – What similarities and differences do the characters have? Summer 1 - How do we care for our plants and other living things? Science Summer 2 - How can the climate affect the ocean? Geography	Aut 1 – What is happening around us? Aut 2 – How can we sort animals? - Science Spr 1 – What was the impact of The Great Fire of London?- history Spr 2 - Does everywhere in the world have the same weather? Geography Sum 1 – Why are seasons important to us in the UK? Ocean/ Geography/ Science Sum2 – How did culture change during the rule of Queen Victoria and Queen Elizabeth II? History	Aut 1- How do animals survive and thrive? Science Aut 2- How has shopping in Crownhill changed since the 1950s? History Spr 1- Are there more human or physical geographical features in Crownhill? Geography Spr 2- What do plants need to grow? Science Sum 1- How has Sir Francis Drake impacted people’s lives? History Sum 2- How do animal habitats affect which animals live there? - Science and Geography	Autumn 1 <i>When would you rather have lived – in the Stone Age, Bronze Age or Iron Age?</i> History Autumn 2 <i>How does the ocean shape features of our Earth?</i> Cross Curricular Ocean Rocks Science Spring 1 <i>Why are plants so important to us?</i> Science <i>Widey History Deep Dive</i> Spring 2 <i>How does the Ocean support life on Earth?</i> Geography / Science Summer <i>How has the Ancient Greek civilisation impacted upon our lives today?</i> History Deep Dive Ocean Curriculum – phytoplankton with World Ocean Day June	Autumn 1 - Who were the most memorable Egyptian Pharaohs? History Autumn 2 - Which area on Dartmoor would you choose to visit? Geography Spring 1 Romans – What lasting impact did the Romans leave on Britain? History Spring 2 – Why do volcanoes erupt? Science/geography Summer 1 - What is the mystery of the abandoned Maya cities? History/Geography Summer 2 - When is the best time for British tourist to visit Mexico? Geography	Autumn 1 – Where in the World? Europe (Geography) Autumn 2 –Was Britain a better place to live after the Romans left? (History) Spring 1 – Would you rather live in Plymouth, England or Plymouth, New England? (Geography) Spring 2 – What’s out of our World? – the Solar System (Science) Summer 1 – The Elizabethan Age Why is Elizabeth I such an important person in history? (History) Summer 1 – Living things and their habitats/Animals (Science) Summer 2 – Ocean plastics, what is the problem? (Ocean curriculum)	How do Rivers impact our lives? How does the Amazon support life. How did Victorian Britain impact our civilisation today? What is a megacity? What was the impact and influence of the Blitz in Plymouth?

English	<u>Autumn Phase 2 Phonics</u> Reading CVC words Writing CVC words Phase 2 tricky words <u>Beginning phase 3 Phonics</u> Blending for reading Labelling <u>Autumn term 2 – Phase 2 Phonics</u> Children to be writing phase 2 CVC words. To form some letters correctly using the correct pencil grip. Some children to begin writing captions and sentences (GUIDED) <u>Spring term – Phase 3 phonics</u> To write a simple caption/s with some prompting. To use their phonics knowledge within their writing. (using a sound mat). To form the majority of letters correctly. 2 Writing sentences Reading sentences Phase 3 tricky words Labels and captions <u>Summer Term - Phase 4 Phonics</u> 1.CVCC & CCVC Phase 4 tricky words 2 Reading and writing simple stories Capital letters <u>Summer 2 - Phase 5 phonics introduction</u> Alternate vowel digraphs Split vowel digraphs To write simple sentences that can be read by others. To write recognisable letters, most of which are correctly formed.	<u>Non-Fiction</u> Information Text ‘How do you feel?’ My day at the zoo Fiction Dear Zoo We’re going on an Elf Hunt SPaG Capital letters and full stops. Past Tense –ed Suffix –ing, Time connectives Nouns Adjectives Verbs Oracy Saying sentences before writing. Retelling stories Discussing and sharing ideas. Sequence events using the language of time or number. <u>Fiction</u> Daisy Doodle <u>Non-Fiction</u> Weather -Information text <u>Poetry</u> What I like- Poems for the very young. SPaG Question marks Exclamation marks Conjunction and Oracy Saying sentences before writing. Retelling stories Discussing and sharing ideas. Speak clearly and confidently in a small group of known peers. Begin to use sentence stems with some prompting. Include ‘because’ in their contribution to justify ideas. <u>Poetry</u> My First Seaside Poems <u>Fiction</u> The Kiss that missed Traditional Tales- LRRH <u>Non-fiction</u>	<u>Fiction</u> The Hungry Caterpillar Sentence structure The Tunnel (Anthony Browne) Predictions – writing a story ending <u>Non-Fiction</u> Instructions (making a pizza linked with DT) Riddles – linked to Christmas objects <u>SPAG</u> Punctuation Imperative verbs Time conjunctions Proper nouns Expanded noun phrases. Adjectives and verbs Past and present tense Verb tenses and rules Contractions Commas in a list Y2 spelling rules <u>Reading</u> All 5 reading skills with a focus on text mapping Oracy Predictions Vocab work Presenting work <u>Fiction</u> Story mapping Setting descriptions Character description <u>Non-Fiction</u> Persuasive letters Poetry-Spring/Easter (Acrostic Poems) SPaG Conjunctions (co-ordination and subordination) Sentence types <u>Reading</u> Retrieval (true or false) Sequencing Oracy Persuading others using our opinions <u>Fiction</u> Stories with a cumulative stucture. <u>Non-Fiction</u> Write an information page about an animal. Write a sequential biography about aspects of Sir Francis Drake’s life.	Narrative – innovated story ‘Stone Age Boy’ setting / plot / character, box up Non-fiction – instructions ‘How to Wash a Woolly Mammoth’ imperative verbs, innovate new Stone Age animal, box up SPaG Proper nouns a/an Imperative verbs Conjunctions Homophones past tense prepositions present perfect tense prefixes / suffixes commas CEWs Oracy Vary tones of voice, invite speaker Challenger role, change opinion Non-fiction – information page ‘The Wonder of Trees’ Poetry – tanka poem + Ready2Read Week SPaG Pronouns Plurals Adjectives Syllables Adverbs Possessive apostrophe Subordinate clauses Contractions Prefixes / suffixes Dictionary focus CEWs Oracy Formal / informal, purpose of talk Consensus circle, presentation Fiction – playscripts of Greek myth Fiction – recounts diary SPaG Inverted commas Dialogue / direct speech Subordinate clauses Contractions CEWs First person Temporal conjunctions Pronouns Oracy Reasoning, adapt explanation to audience Summarise, explain	Narrative – innovating ‘The Egyptian Cinderella) descriptive writing (using fronted adverbials, adjectives, adverbs). Non-Fiction- Non-chronological reports (Dartmoor information leaflets) SPaG CEW Affixes (prefixes/ suffixes) Grammar Pronouns Past progressive Standard English Adverbs Fronted adverbials Conjunctions Prepositions Adjectives Oracy Uses intonation to make storytelling and reports exciting and interesting. Instructional Text – How to become a Roman Gladiator Poetry- Special effect volcano poems. SPaG Apostrophes and plurals Grammar Subordinate clauses Subordinating and coordinating conjunctions Temporal conjunctions Adverbs Determiners Syllables Oracy Uses formal language when appropriate in some familiar Situations. Uses tone of voice, stress on words and gestures naturally to add meaning. Non-fiction – Newspaper Reports – Volcano Eruptions Fiction – The Chocolate Tree (Maya Folktale) SPaG CEWs -shun (spelling endings) -suffixes Grammar Word classes	Narrative Retell picture book ‘Journey’. Non-Fiction Convert a narrative to a play script (The Iron Man) Performance poetry SPAG CEW Basic punctuation Conjunctions Prepositions Fronted Adverbials Expanded nouns phrases Adverbs Present perfect Relative clauses Prefix Suffix Oracy Intonation for story telling Recount of story Fiction Personal recounts – diary/letters Character description Setting description Stories with issues and dilemmas Story mapping SPAG CEW Spelling patterns Subordinate clauses Conjunctions Present perfect tense Present past tense Present future tense Cohesion Parenthesis Relative pronouns Model verbs Inverted commas Oracy Formal/informal purpose Non-Fiction Discussion text – Kings and Queens of England Persuasive writing – Environmental speeches Biography – David Attenborough Information text SPAG CEW Pronouns Fronted adverbs Colons Semi-colons Homophones Cohesive devices	Non-chorological reports Biography Poetry SPAG Subordinate clauses Relative clauses Complex sentences Word classes Descriptive Writing Persuasive writing Letter Writing Narrative SpAG Subjunctive mood SPAG coverage SATs (KS2 grammar) Pobble Primary Times- Diaries Poetry Playscript Short story Newspaper report Survival guide SpAG Revision of all ks2 Grammar Nb. Weekly grammar revision sessions throughout the year to prepare for KS2 SATS.
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		Instructions- TBC <u>SPaG</u> Prefix un Full stops, question marks and exclamation marks Plurals- s, es <u>Oracy</u> Discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Participate in discussion about what is read to them, taking turns and listening to what others say	<u>SPaG</u> Present progressive Past Progressive Verbs SATs practise Imperative verbs Conjunctions Homophones Suffixes <u>Oracy</u> Speaking in the style of the narrator of an animal documentary.		Expanded noun phrases Inverted commas Paragraphs Past Tense Oracy Makes choices from a wide and varied vocabulary: e.g. 'Leap' instead of 'jump', 'terrified' instead of 'frightened'. Uses sophisticated words but the meaning might not always be accurate:	Juxtaposition Parenthesis Oracy Write a coherent discussion text in response to a whole-class stimulus. Deliver that argument to a larger audience (Year Group) Chair discussion group of up to 6 pupils. Maintaining focus and use of appropriate sentence stems. Present the outcome of the discussion to the class.	
English Writing Outcomes	Autumn term - Writing words and labels.	To create a short book which includes simple images and sentences describing how we feel and asking someone else how they feel. To write their own story using real animals that were sent to them from the zoo. To write a recount of a school trip or event. To write a description of a Christmas elf.	Write an expanded noun phrase Write a sentence (joining two clauses with the conjunction and) Write a set of instructions Write a story ended based on a prediction. Write a Christmas riddle.	Fiction – innovate story of 'Stone Age Boy' – setting focus Non-fiction – innovate instructions of 'How to Wash a Woolly Mammoth' (other Stone Age animal)	Fiction - Egyptian Legend/Traditional tale Information Text – Dart the River/Facts about Dartmoor	Fiction – narrative, retell picture story in own words (Journey) Poetry - World Poetry Day – Poetry Splam<u>Slam</u> Fiction – Playscript (The Iron Man)	Non-fiction – Mount Everest non-chronological report Recount – diary recount as a mountaineer Biography of Charles Darwin
	Spring term - Writing captions. Writing simple sentences.	To write their own poem based on one of the poems in the poetry book. To create a story with an imaginary character. To create a non fiction booklet about different types of weather.	Non-fiction- persuasive letter writing. Write a character description. Write a setting description. Write a story (linked to the Magic Faraway Tree) Poetry unit- Shape poems (rainbows)	Non-fiction – non-chronological report about plants Poetry – ocean themed tanka poem	Non-Fiction – Instructions Poetry - Volcanoes	Fiction – Diary (writing in role of character) Poetry – innovate a narrative poem and performance	Fiction – narrative based on 'Street Child' Non- Fiction: character profile
	Summer term - Writing sentences independently.	To write alternative sentences for pictures in a poetry book. To rewrite a traditional tale. To write a set of instructions showing how to make a hand puppet. To write a story based on The Kiss that missed.	Non-fiction – write their own information text in sections about another animal. (4 weeks) Non-fiction- write a sequential biography of aspects of Sir Francis Drake's life. (3 weeks?) Fiction- write a funny story with a cumulative structure. (3 weeks?)	Fiction – playscript Greek myth Fiction – diary recount as a Greek child	Non-Fiction - Newspaper reports Volcano Eruptions Fiction- Maya Folktale (character and setting)	NF – Environmental/persuasive Speeches NF – Information text – Research and write about a British Monarch	Poem- WW2 poems Persuasive letter writing- Summer Fayre persuasion. Letter writing- letters to new EYFS Range of genre – Primary Times

English Texts	A range of stories introducing differences <i>The Monkey Puzzle</i> <i>Diwali story</i> <i>Room on the Broom</i> <i>Whatever Next</i> <i>Jesus' Christmas Party</i> <i>A Duck in a Truck</i> <i>Traditional Tales –</i> <i>The Three Billy Goats Gruff</i> <i>Three Little Pigs</i> <i>Gingerbread Man</i> <i>Ed's Egg</i> <i>Oliver's Vegetables</i> <i>Christopher Nibbles</i> <i>Snail and a Whale</i>	How do you feel? My day at the zoo Dear Zoo We're Going on an Elf Hunt Weather 'What I like!' Poems for the very young Daisy Doodles Traditional Tales- Little Red Riding Hood Instructions-TBC The Kiss that Missed Dear Dragon- letter writing	<i>The Hungry Caterpillar</i> <i>The Tunnel</i> <i>Poem by Michael Rosen</i> <i>Can I Be Your dog?</i> <i>I Wanna Iguana!</i> <i>Jack and the Beanstalk</i> <i>The Magic Faraway Tree</i> <i>Penguins by Emily Bone</i> <i>Various non-fiction texts</i>	<i>Stone Age Boy</i> <i>How to Wash a Woolly Mammoth</i> <i>The Wonder of Trees</i> <i>Ocean Tanka poems</i> <i>Greek myths: Daedalus & Icarus, Pandora's Box, Theseus & the Minotaur</i> <i>The Orchard Book of Greek Myths</i> <i>So You Think You've Got it Bad! A Kid's Life in Ancient Greece</i>	<i>Fiction – Egyptian Cinderella</i> <i>Fiction – Dart the River</i> <i>Dartmoor information texts</i> <i>How to Become a Roman Gladiator / You wouldn't want to be a Roman</i> <i>Gladiator</i> <i>Volcano Poetry</i> <i>Escape from Pompeii</i> <i>Newspapers</i> <i>The Chocolate Tree</i>	<i>Journey by Aaron Becker</i> <i>The Iron Man by Ted Hughes</i> <i>NF texts about the Vikings and Saxons</i> <i>Other Dragon fiction texts (Dragon Realm Series)</i> <i>Holes by Louis Sacher</i> <i>Wonder by Louis Sacher</i> <i>Author study – Louis Sacher</i> <i>Don't, Talkin' Turkey and other narrative poems</i> <i>Variety of NF texts - Solar System/Planets/Space</i> <i>NF - Elizabethans</i> <i>Kings and Queens (Tony Robinson)</i> <i>Shakespeare plays to read</i> <i>NF – The ocean, picture books.</i> <i>Song of the Dolphin Boy by Elizabeth Laird</i> <i>Whale Boy by Nicola Davies</i>	<i>Non-fiction - Great Adventurers</i> <i>Fiction - The Explorer</i> <i>Street Child</i> <i>A Midsummer Night's Dream</i> <i>Goodnight Mr Tom</i> <i>Dulce Et Decorum Est</i>
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Maths	Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison. They will: - Subitise structured and unstructured patterns using the Hungarian number pattern. - Connect quantities and numbers using fingers. - Look at the staircase pattern of number. - Understanding cardinality, knowing that the final number tells us ‘how many’. - To develop the language of ‘whole’. - Compare sets of objects by matching. Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals. They will: - To continue to subitise within 5 and beyond. - Begin to identify missing parts within 5. - Explore the structure of 6 and 7 as ‘5 and a bit’. - Focus on equal and unequal groups. - Sort odd and even numbers according to their shape. - Understand what a double is. - Order numbers. Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice. - Exploring a range of representations to 10. - Compare quantities and number. - Develop a sense of magnitude. E.g. knowing 8 is a lot more than 2. - One more and one less - Use of a rekenrex.	Place Value within 10 Addition and subtraction within 10 2D and 3D shapes Introduce numbers up to 20. Place Value within 20 Addition and subtraction within 20 Place value within 50 Length and Height Mass and Volume Multiplication and division Fractions, Position and direction Place value within 100 Money Time	Place Value Addition and subtraction Geometry – properties of shape Measurement – money Multiplication and division Length and Height Mass, capacity, and temperature Fractions Time Statistics Position and direction	Place Value Addition and Subtraction Multiplication and Division Multiplication and Division Length and Perimeter Fractions Mass and Capacity Fractions Money Time Shape Statistics	Number – place value (4 weeks) Number – addition and subtraction (3 weeks) Measurement – area (1 week) Number – multiplication and division (3 weeks) Number – multiplication and division (3 weeks) Measurement – length and perimeter (2 weeks) Number – fractions (4 weeks) Number – decimals (3 weeks) Number – decimals (2 weeks) Measure – money (2 weeks) Measure – time (2 weeks) Geometry – shape (2 weeks) Statistics (1 week) Geometry – position and direction (2 weeks)	Number and Place Value – up to a million, rounding Addition and subtraction – mental Multiplication and division - mental Fractions – compare and order Measurement and time - Place Value - Roman Numerals Addition and subtraction - Formal written methods FDP - Equivalent fractions, fractions of amount, multiplying by an integer, finding the whole Multiplication and division – multi-step problems, Statistics – line graphs perimeter and area Number – decimals, negative numbers Shape - reflection and translation Geometry, Shape and Position –, angles Algebra – related to rectangles and missing measurements Measurement and Time - converting unit Geometry, shape and position, 2D and 3D representations, regular and irregular polygons Volume	Place Value Four Operations Division BIDMAS Shape Arithmetic Exploring Shape Fractions Measures Co-ordinates Translations Statistics Time Timetables Roman Numerals Revision Quick Maths Themed projects
Science	Seasons throughout the year Growing – Planting vegetables and plants. Labelling a plant. life cycles - Tadpoles, Duck - Dandelions Ocean Curriculum	Animals including humans Materials Plants Summer - Seasonal Changes (Ocean Topic)	Aut 1 and 2 – Animals including humans. Ocean 1-week deep dive unit (plastic pollution) Spr 1- Materials Spr 2- Plants Summer 1 – Living Things and their habitat. Summer 2 - Living things cont. Ocean Unit-Habitats and the animals that live there.	Nutrition and skeletons / muscles Rocks Ocean Cross curricular Unit Plants – pollination / seed dispersal / parts of plants / fair tests Forces and Magnets Light and dark Ocean Deep Dive Unit	Electricity – circuits and components Sound – vibrations and features States of Matter – Solids, Liquids and Gases Living things in their habitats – classification and human effects on environment. Charles Darwin focus Teeth and Digestion	Properties of Materials Sorting Grouping and Classifying Reversible and irreversible changes Earth and Space – moon phases, planets Forces – gravity, Isaac Newton, magnetic and non-magnetic, friction Living Things and their habitats - flowering plants, pollination, reproduction of plants and animals including humans – lifecycles, puberty, compare to other animal lifecycles	1.Living Things and their Habitats- How are living things categorised? 2. Evolution and Inheritance- How did we get here? 1. Animals including Humans-What is the function of blood? 2. Ocean 1. Light- How can we stop / block light? 2. Electricity- How complicated is electricity?

			Scientific enquiry will appear throughout all topics.				
History	Previous events in their lives throughout the year Vehicles: Comparing vehicles from the past to present.	Spring 1- The Great Fire of London. How did The Great Fire of London change the city? Sum 2 – How were the lives of Queen Victoria and Queen Elizabeth II different?	Aut 2- Changes in our high street – How has Crownhill changed since the 1950s? Summer 1–Sir Francis Drake. The impact he had on others and the city of Plymouth. How he supported the British Empire and the relationship between himself and Queen Elizabeth I.	Substantive concepts: <i>Culture, movement</i> Stone Age, Bronze Age and Iron Age Widey History <i>Civilisation</i> <i>Culture</i> <i>Influence and impact</i> Ancient Greeks	Ancient Egyptians – A1 Roman Empire and the impact on Britain – Sp1&2 Mayans and Aztecs – cocoa, origins – Su2 <i>Influence and impact Y4</i> <i>Culture Y4</i> <i>Movement Y4</i> <i>Relationships</i> <i>Civilisation</i> <i>Empire Y4</i>	When the Romans left in AD410, did Britain become a better place to live? Queen Elizabeth and the Elizabethan era (Influence and impact, culture): What was daily life like for different groups in Elizabethan society? Why is Elizabeth I an important person in History?	Victorians- How did Victorian Britain impact our world today? Blitz - What was the impact of the Blitz in Plymouth?
Geography	Seasons- throughout the year Compare Plymouth to China Map work of the local environment The World and the Ocean	Aut 2 – What do I see on the way to school? (Early mapping) Spr 2 – Does everywhere in the world have the same weather? Sum 1 – What do we know about the United Kingdom?	Look at basic map skills. Maps, photos (including aerial) Recognising and making keys. Drawing maps Map directions- reading and writing. Human and Physical Features Focus on vocabulary – see Year 2 list Video glossaries, Comparing Plymouth and Cairnes Landmarks, ariel photos, human and geographical features.	Earthquakes in New Zealand Sustainability of our school Fieldwork - litter Milton Keynes	Geography - Types of settlements and land use, water cycle, ocean – A2 Local habitat survey – Sp2 Volcanoes Geography – longitude and latitude, climate, Fairtrade – Su1 Fieldwork Fortnight	Location of countries in Europe Counties, cities in UK and countries in Europe Out of this World – Space/North America. Location of continents including North America, states and capitals. Would you rather live in Plymouth Uk or Plymouth MA? <u>Ocean Curriculum</u>: How can we protect the ocean from plastic pollution? (link to computing AI)	1. Mountains, valleys, deserts and rivers - What are the physical features of the world? 2. Climate zones, biomes and vegetation belts Differences in localities - How do different climates affect the way of living? What is a Megacity?. 3. Ocean Curriculum, how coasts are formed.
Art	Painting self portraits - (Frida Khalo) Illustrators – looking at different story books alongside our traditional tales topic. Learn to draw sheets and video tutorials. Sculpting – (Nick Mackman) Creating sea creatures using plaster cine.	Pablo Picasso – Autumn 1 1(Sculpting and painting) Esther Mahlangu – Spring 1 (Linked to digital art using a variety of tools) William Morris – Summer 2 (Collecting ideas and printing)	<u>Georges Seurat – pointillism (painting)</u> <u>Line Drawings</u>- Ellsworth Kelly (and pastel work) <u>Sculpture and texture</u> – Making sea animals – Patrick Mavros	Art 1 of 3 Cath Riley drawing Stone Age artefacts Christmas art – competition linked Art 2 of 3 Brian Pollard painting Plymouth scene; Pandora Sellars painting fine watercolour detail Art 3 of 3 Sophilos Greek clay pot sculpting and printing	Nikita Busyak (Autumn 2) (Architectural sketching, one point perspective, ink, white/yellow light effect) Osnat Tzadok (Spring 1) (Abstract, pastels, watercolour background wash, highlights/shading) Maya civilization of ancient Mesoamerica (Summer 2) (Ancient artefacts, sculpture, pattern)	Ann Stokes – Fantasy Artist/Dragons Develop drawing/sketching/Pastels techniques Printing – using the work of Chesley Bonestell. To create depth and perspective in art based on Space Painting with textures/collage – Elizabethan portraiture	Henri Rousseau- Jungles Digital Art – Christmas Order of Service booklet Henry Moore – World War 2 Andy Goldsworthy – natural sculpture
Design and Technology	Structures - Frame Structure – animal home for the Hedgehog Rehab and Care Centre Mechanisms – Sliders – Moving story books for people in a care home Cooking and Nutrition – Food Preparation – Fruit kebabs for volunteers at thank you morning	Structures Shell structure Design a zoo enclosure for a chosen animal (prototype) Cooking and Nutrition Fruit smoothies for parents and carers Textiles Simple stitching Puppets. To perform a puppet show to Widey Pre-school	Cooking and nutrition – Balanced diet and where foods come from – pizzas for parents using local ingredients Mechanisms – wheels and axels - moving vehicles – whacky races Structures – Packaging – Food packaging for the Lighthouse Keeper to protect his lunch	Cooking and nutrition – Eating Seasonally - Fruit crumble - How can the <i>Stone Age Boy</i> feed the members of the tribe in the autumn? Mechanisms – levers and linkages - pop up books Textiles – joining materials and using 2 styles of stitches – part of bunting to decorate the home of a wealthy Greek person	Mechanisms – Electrical systems – torches for an explorer visiting the Egyptian pyramids Cooking and Nutrition – cultural and historical foods –Savoury scones for a Roman gladiator Structures – freestanding structures - Mini greenhouses for someone living with limited space	Cooking and Nutrition Saxon stew – design a nutritious stew using local, traditional ingredients for hungry Saxon as they prepare for battle. Textiles Using CAD, design a bag that can carry a water-bottle. Use a range of stitches to sew and decorate the material. Add a fastener to your design. Mechanisms – simple machines Design a simple pulley/gear system that can be used to make a fairground ride.	Structures – freestanding structures – bridges for commuters between Devon and Cornwall Mechanisms - Electrical systems – steady hand games for the Summer Fayre Cooking and Nutrition – Adapting a recipe, Cultural Foods – Best Burgers! For teachers and parents at the leavers’ BBQ
Computing	1What is technology? 2 Mouse skills	Technology around us Digital painting Moving a Robot	Autumn 1 – Computing systems and networks – IT around us Autumn 2 -Creating Media - Digital	1. Computing systems and networks – Connecting computers	Networks - Autumn Podcasts – Spring 1	Computing Systems and Networks – Systems and Searching Creating Media – Video Production	Networks Creating media Programming

	Using iPads to take photos and videos. 2QR codes 1&2 – Logging into purple mash/bug club and ed city	Grouping data Digital writing Programming animations	photography Spring 1 – Programming - robot algorithms Spring 2 – Data and information - Pictograms Summer 1 -Creating Media - Digital Music Summer 2 – Programming B – Programming quizzes	2. Creating media - Stop-frame animation 3. Programming A - Sequencing sounds 4. Data and information – Branching databases 5. Creating media – Desktop publishing 6. Programming B - Events and actions in programs	Data – Summer 1 Online safety – Summer 2	Programming – Selection in Physical Computing Data and Information – Flat file databases Creating Media – Introduction to Vector Graphics Programming B – Selection in Quizzes	Introduction to Spreadsheets Sensing movement
R.E	Being Special: where do we belong? Diwali Christmas Chinese New Year Easter	Unit 1 – What does it mean to belong to a faith community? Unit 2 What do Christians believe God is like? Unit 2 – Who is Jewish and how do they live? Unit 5 – Who do Christians believe made the world? Unit 3 – Who is Jewish and how do they live? Unit 6- How should we care for others and the world?	Autumn 1- Who is Muslim and how do they live? Autumn 2-Why does Christmas matter to Christian? Spring 1- Who is Muslin and how do they live? Spring 2-Why does Easter matter to Christians? Summer 1-What is the good news Jesus bring? Summer 2- What makes some places sacred to believers?	What do Christians learn from the creation story? What is it like to follow God? How do festivals and family life show what matters to Jews? How do festivals and worship show what matters to a Muslim? What kind of world did Jesus want? How and why do people try to make the world a better place?	What do Hindus believe God is like? What is the Trinity and why is it important to Christians? What does it mean to be Hindu in Britain today? Why do Christians call the day that Jesus died ‘Good Friday’? How do people from religious and non-religious communities celebrate key festivals? How and why do people mark the significant events of life?	What does it mean to be a Muslim in Britain today? What does it mean if God is holy and loving? Was Jesus the Messiah? Why is the Torah important to Jewish people? What does it mean to be a Humanist in Britian today? What can be done to reduce racism? Can religion help?	Why do Hindus want to be good? Christians and how to live: ‘What would Jesus do?’ Creation and Science: conflicting or complementary? For Christians, what kind of king is Jesus? What matters most to Humanists and Christians? What do religious and non-religious worldviews teach about caring for the Earth?
P.E.	Real PE Real Gymnastics Balance Bikes Real PE Real Dance Gross Motor Skills Real Pe Sports Day Practice Team-Building Games	Real PE Attack, Defend, Shoot Real Gym Real PE Hit, Catch, Run Real Pe Real Dance Sports Day Practice Run, Jump, Throw	Real PE Real Gym Attack, Defend, Shoot Real PE Hit, Catch, Run Real Dance Real PE Sports Day Practice Run, Jump, Throw	Real Gym Real PE Hockey Real PE Real Dance Basketball Real PE Sports Day Practice Rounders	Real PE Tag Rugby Real Dance Real PE Netball Real Pe Real Gym Sports Day Practice Tennis	Real PE Real Dance Hockey Real PE Basketball Real Gym Real Pe Sports Day Practice Cricket	Real Dance Real PE Tag Rugby Real PE Real Gym Netball Real Pe Sports Day Practice Rounders
Music	Charanga Units 1-2 Christmas- learning and performing Christmas songs Charanga Units 3-4 Transport Songs (dynamic, tempo and pitch) Tell me a story- composition of The Gingerbread Man Charanga Units 5-6 Ocean composition	Unit 1 – (Charanga) Hey You Unit 2- Rhythm In The Way We Walk and Banana Rap Unit 3-In The Groove Composition Unit 5-Your Imagination Unit 6- Reflect, Rewind and Replay	Unit 1 (Charanga) – Hands, Feet and Heart Unit 2 (Charanga) – Ho Ho Ho and Christmas production Unit 2 (Charanga) – I Wanna Play in a Band Unit 4 (Charanga) – Zoo Time Creating Digital Music and beginning to read and record music (CC Computing) Composition Unit - Ocean	Unit 1 <i>Let Your Spirit Fly</i> (historical context of musical styles) Christmas First Access- Glockenspiel (pentatonic scale) Non-Charanga Greek composition Greek Myths	First Access – Ukeleles or Djembe drum Composition Unit- develop A simple rhythmic accompaniment to a song using ostinato patterns and drones First Access – djembes and ukulele	Charanga (Aut 2 Classroom Jazz 1) Xylophones and Glocks Christmas carol concert The Planets by Holst Orchestra and instruments Musical interpretation Responding to music – artistic interpretations Dancing in the Street Charanga Unit 5	Charanga – Unit 1 – Happy Charanga – Unit 4 – Fresh Prince of Bel ‘Air Charanga – Unit 5 – Music & Me

PSHE	Jigsaw Piece 1 – Being in My world Jigsaw Piece 2 – Celebrating Differences Jigsaw Piece 3 – Goals and Dreams. Jigsaw Piece 4 – Good Decisions Jigsaw Piece 5 – Relationships Jigsaw Piece 6 – Changing me	Jigsaw Piece 1 –Being me in my world. Jigsaw Piece 2 –Celebrating difference. Jigsaw Piece 3 – Goals and Dreams. Jigsaw Piece 4 – Good Decisions Jigsaw Piece 5 – Relationships Jigsaw Piece 6 – Changing me	Jigsaw Piece 1 –Being me in my world. Jigsaw Piece 2 –Celebrating difference. Jigsaw Piece 3 – Goals and Dreams. Jigsaw Piece 4 – Healthy Me Jigsaw Piece 5 – Relationships Jigsaw Piece 6 – Changing me	Jigsaw Piece 1 –Being Me in My World Jigsaw Piece 2 –Celebrating Difference Jigsaw Piece 3 – Goals and Dreams Jigsaw Piece 4 – Healthy Me Jigsaw Piece 5 – Relationships Jigsaw Piece 6 – Changing Me	Jigsaw Piece 1 –Being Me in My World Jigsaw Piece 2 –Celebrating Difference Jigsaw Piece 3 – Goals and Dreams Jigsaw Piece 4 – Healthy Me British Values Week Jigsaw Piece 5 – Relationships Jigsaw Piece 6 – Changing Me	Jigsaw Piece 1 –Being me in my world. Jigsaw Piece 2 –Celebrating difference. Jigsaw Piece 3 – Goals and Dreams. Jigsaw Piece 4 – Healthy Me Jigsaw Piece 5 – Relationships Jigsaw Piece 6 – Changing me	Jigsaw Piece 1 –Being me in my world. Jigsaw Piece 2 –Celebrating difference. Jigsaw Piece 3 – Goals and Dreams. Jigsaw Piece 4 – Healthy Me Jigsaw Piece 5 – Relationships Jigsaw Piece 6 – Changing me
French				Autumn 1: Early learning 4 x Phonic lessons Stand alone lessons: European Language Day 26th September Classroom instructions Les instructions (E) Autumn 2: I am learning French J’appends le Francaise Spring 1 Animals Les Animaux EL Spring 2 : I am able to Je peux EL Summer1: Fruits Les Fruits EL Summer 2: Ice-Creams EL Les glaces	Autumn 1: Intermediate Teaching 4 x Phonic Lessons Stand alone lesson: European Language Day 26th September Days of the week Les Jours de la Semaine (EL) Autumn 2: Stand Alone Lesson: Months of the year Les Mois The Seasons EL Les Saisons Spring 1 Vegetables EL Les Légumes Spring 2: Presenting Myself IN Je Me Présente Summer 1: My Family IN Ma Famille Summer 2: Do you have a pet? IN As-Tu un animaux	Autumn 1 (intermediate level) Stand alone lessons: Phonetique revision Colours Les Couleurs European Language Day 26th September Main Unit: At the Tea room/Au salon de the Autumn 2 What time is it? Stand alone lesson: Vocabulary Spring 1 Main unit What is the weather? Spring 2 Main unit in the classroom Summer 1: My Home Summer 2: Clothes Les Vêtements	Autumn 1 European Language Day 26th September Stand alone lesson: 6 x regular verbs Autumn 2 At School Á L’École Spring 1: Stand alone lesson 6 x Irregular verbs Spring 2 At the Weekend Le Week-end Summer 1 and 2 Healthy Lifestyle Manger et Bouger.