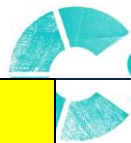


Autumn – Spring – Summer

Subject	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Enrichment	Forest school visit Walk to the library Walk to the library World Book Day (March) Ready2Read Week Bigbury Beach Trip – (Summer 2) Walk to the library	Woodland and local area visits. Zoo trip- Paignton Zoo/ Dartmoor Zoo Grotto in the Woods Trunk Theatre- The Great Fire of London Crownhill library World Book Day (March) Ready2Read Week Royal Tea party/ball Visits within our local community- RE and PSHE	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 Gift of Time World Book Day (March) Ready2Read Week Eden Project Visit 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	N/A	Aut 1 – What is happening around us?- Science 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 – How does our world change from season to season? 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>How did the culture change through the Stone Age, Bronze Age and Iron Age?</i> History Autumn 2 <i>How does the ocean shape the 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 and what was their impact on civilisation? 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 was life like in the Maya civilisation and what does it tell us about their culture and impact on the world today? History 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 conjunctions Nouns Adjectives Verbs Oracy Saying sentences before writing. Retelling stories Discussing and sharing ideas. Sequence events using the language of time or number. Fiction This is the bear Traditional Tales- LRRH Non-Fiction Instructions Poetry 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. Poetry How do I feel poem. Fiction The Way Back Home by Oliver Jeffers. TBC summer 2027 Non-fiction	Fiction The Hungry Caterpillar Sentence structure The Tunnel (Anthony Browne) Predictions – writing a story ending Non-Fiction Instructions (making a pizza linked with DT) Riddles – linked to Christmas objects SPAG 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 Reading All 5 reading skills with a focus on text mapping Oracy Predictions Vocab work Presenting work Fiction Setting descriptions Character description Non-Fiction Persuasive letters Shape poems SPaG Conjunctions (co-ordination and subordination) Sentence types Reading Retrieval (true or false) Sequencing Oracy Persuading others using our opinions Non-Fiction Write an information page about an animal. SATs prep Fiction Story ending SPaG	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. Diary entry – Escape from Pompeii 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. Fiction – The Lucky Dip – writing from the perspective of a character. Non-fiction – Persuasive Letter – writing to the RSPB/Mr Nicholls/Mrs Llewellyn. SPaG CEWs -shun (spelling endings) -suffixes Grammar Word classes Expanded noun phrases	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 – Queen Elizabeth I Persuasive writing – Environmental speeches Biography – David Attenborough Information text SPAG CEW Pronouns Fronted adverbs Colons Semi-colons Homophones Cohesive devices Juxtaposition	Non-chorological reports Biography Diary SPaG Subordinate clauses Relative clauses Complex sentences Relative clauses Word classes Prepositional phrases Fronted adverbials Tenses Persuasive writing Short narratives SPaG Subjunctive mood Subordinate clauses Semi colons Tenses Speech Expanded noun phrases Modal verbs SPAG coverage SATs (KS2 grammar) Primary Times Poetry Newspaper report Short narrative SPaG Revision of all ks2 Grammar
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		Little People Big Dreams- Queen Elizabeth II <u>SPaG</u> Prefix un Full stops, question marks and exclamation marks Plurals- s, es conjunctions <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	Present progressive Past Progressive Verbs SATs practise Imperative verbs Conjunctions Homophones Suffixes <u>Oracy</u> Upleveling language choices – verbs Present to audience		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:	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 their school trip to the zoo. 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 Slam Fiction – Playscript (The Iron Man)	Non-fiction – Mount Everest non-chronological report Fiction - diary recount as a mountaineer Non-fiction - biography of Charles Darwin
	Spring term - Writing captions. Writing simple sentences.	To write a set of instructions To write their own poem based on one of the poems in the poetry book. To create a story setting (LRRH’s cottage). To write a character description (wanted poster for the wolf in LRRH).	Non-fiction- persuasive letter writing. Write a character description. (linked to the Magic Faraway Tree) Write a setting description. (linked to the Magic Faraway Tree) Poetry unit- Shape poems (rainbows)	Non-fiction – non-chronological report about plants Poetry – ocean themed tanka poem	Diary entry – Escape from Pompeii stories Poetry - Volcanoes	Fiction – Diary (writing in role of character) Poetry – innovate a narrative poem and performance	Fiction – narrative based on ‘Street Child’ Non- Fiction - persuasive letter/text tbc Fiction – light link .tbc
	Summer term - Writing sentences independently including ph3,4 and 5 sounds.	To write a poem based on their feelings. To write an ending to a story that they don’t know. To write an information text about Queen Elizabeth II.	Non-fiction – write their own information text in sections about another animal. (4 weeks) Fiction- story ending	Fiction – playscript Greek myth Fiction – diary recount as a Greek child	Fiction- Lucky Dip character perspectives Non-Fiction – Persuasive letter	NF – Environmental/persuasive Speeches NF – Information text – Research and write about Queen Elizabeth I	Fiction – Blitz related writing? Non-fiction - biography of Winston Churchill? Non-fiction - letter writing - to new EYFS Range of genres – Primary Times

English Texts

The Monkey Puzzle
Jesus' Christmas Party

The Three Billy Goats Gruff
Three Little Pigs
Gingerbread Man
Ed's Egg

Christopher Nibbles
Sharing a Shell
Snail and the Whale

How do you feel?
My day at the zoo
Dear Zoo
We're Going on an Elf Hunt

'What I like!' Poems for the very young
Traditional Tales- Little Red Riding Hood
Instructions- various.

How do you feel?
Little People Big Dreams- Queen Elizabeth II.
Story (TBC for summer 2027)

The Hungry Caterpillar
The Tunnel
Poem by Michael Rosen

Can I Be Your dog?
I Wanna Iguana!
Jack and the Beanstalk
The Magic Faraway Tree

Penguins by Emily Bone
Various non-fiction texts

Stone Age Boy

How to Wash a Woolly Mammoth

The Wonder of Trees

Ocean Tanka poems

Greek myths: Daedalus & Icarus, Pandora's Box, Theseus & the Minotaur
The Orchard Book of Greek Myths

So You Think You've Got it Bad! A Kid's Life in Ancient Greece

Fiction – Egyptian Cinderella
Fiction – Dart the River
Dartmoor information texts

Escape from Pompeii
Volcano Poetry

Lucky Dip
Letters of Persuasive writing

Journey by Aaron Becker
The Iron Man by Ted Hughes
NF texts about the Vikings and Saxons

Holes by Louis Sacher
Wonder by Louis Sacher
Author study – Louis Sacher
Don't, Talkin' Turkey and other narrative poems
Variety of NF texts - Solar System/Planets/Space

NF - Elizabethans
Kings and Queens (Tony Robinson)
Shakespeare plays to read
NF – The ocean, picture books.
Song of the Dolphin Boy by Elizabeth Laird
Whale Boy by Nicola Davies

Non-fiction - Great Adventurers
Fiction - The Explorer

Fiction - Street Child
Fiction- Light related text? Tbc

Non-fiction – First News newspaper
Fiction – Blitz related text? tbc

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
	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 – Animals including humans. Aut 2- materials Spr 1 and Spr 2- Plants Summer 1 – Living Things and their habitat. Summer 2 - Living things cont. Ocean Unit-Habitats and the animals that live there. Scientific enquiry will appear throughout all topics.	Nutrition and skeletons / muscles Rocks Ocean Cross curricular Unit Rocks Plants – pollination / seed dispersal / parts of plants Ocean Curriculum Deep Dive Plants – aquatic and oxygen Forces and Magnets Light and dark	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. Light - how can we stop / block light? 2. Animals including Humans - what is the function of blood?

							2. Electricity - how complicated is electricity?
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 Impact the city? Sum 2 – How did culture change during the rule of Queen Victoria and Queen Elizabeth II?	Aut 2- Changes in our high street – <i>How has the culture of our high street changed since the 1950s?</i> Summer 1–Sir Francis Drake. <i>How did Sir Francis Drake impact our lives?</i>	Substantive concepts: <i>How did culture change through The Stone Age, The Bronze Age and The Iron Age?</i> <i>How did civilisation change over time at Widey Court?</i> <i>How has the Ancient Greek civilisation impacted our lives today?</i>	<i>Who was the most memorable Egyptian Pharaoh and their impact on civilisation?</i> <i>What was the impact of the Roman Empire on Britain’s civilisation?</i> <i>How did Maya culture and civilisation impact the world today?</i>	<i>When the romans left in AD410, did civilisation in Britain improve?</i> <i>Why did Elizabeth I have such an important impact on our culture?</i>	Victorians - <i>How did the Victorian empire impact and influence our life today??</i> Blitz - <i>How did the Blitz impact movement and civilisation in Plymouth?</i>
Geography	Seasons- throughout the year Compare Plymouth to China Map work of the local environment	Aut 1/2 – What can I see on a map? (Early mapping) Spr 2 – Does everywhere in the world have the same weather? Sum 1 – What do we know about the United Kingdom?	Aut 1- How do we use a map? Spr 1- Are there more human or physical features in Crownhill? Sum 1 & 2- What is the same and different about Plymouth, UK and Cairnes, Australia?	Aut 2- Why does New Zealand have earthquakes, but other areas around do not? Spr 1- How sustainable is our school? Sum 1- Why is Milton Keynes one of the fastest growing cities in the UK?	Aut 2- Which area on Dartmoor would you choose to live? Spr 2- Why do volcanoes erupt? Sum 2- When is the best time for British tourist to visit Mexico?	Aut 1- Where in Europe should I visit? (choice of 3 countries, not Italy) Spr 1- Would you rather live in Plymouth, UK or Plymouth, New England, USA? Sum- What is a biome?	Aut 1 - What is the difference between tourism at Ben Nevis and Mount Everest? Aut 2 - How are rivers used to support humans? Spr 2- What is a megacity and what environmental issues to they cause?
Ocean Curriculum	The World and the Ocean	Why are seasons important to us in the UK?	What is the difference between the Plymouth Sound and Great Barrier Reef habitats? Environment and animals		<u>Summer Term</u> Principle 5: The ocean supports a great diversity of life and ecosystems. <u>Living Things and their habitats:</u> recognise that environments can change and that this can sometimes pose dangers to living things	How can we protect the ocean from plastic pollution? (link to computing AI)	Ocean Curriculum - how are coasts 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.	Charles McGee Autumn 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>Sculpture and texture</u> – Making sea animals – Patrick Mavros <u>Pop Art</u>- Andy Warhol pop art images using felt tip pens	Art 1 of 3 Cath Riley drawing Stone Age artefacts Christmas art – competition linked Art 2 of 3 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 – drawing and sketching skills linked to the Amazon/rivers Hokusai – mixed media art, link to Ocean Curriculum Andy Goldsworthy – natural sculpture/wellbeing art summer 1 post SATs
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 Fruit smoothies for parents and carers Structures Shell structure Design a house to rebuild London. Textiles Simple stitching	Cooking and nutrition – Balanced diet and where foods come from – pizzas for parents using local ingredients Mechanisms – wheels and axels - moving vehicles – whacky races	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	Mechanisms – Electrical systems – torches for an explorer visiting the Egyptian pyramids Cooking and Nutrition – cultural and historical foods –Savoury meal using British vegetables for a Roman gladiator	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	Structures – freestanding structures – bridges for commuters between Devon and Cornwall. Mechanisms - electrical systems – steady hand games for the Summer Fayre.

	Cooking and Nutrition – Food Preparation – Fruit kebabs for volunteers at thank you morning	Puppets. To perform a puppet, show to other classes.	Structures – Packaging – Food packaging for the Lighthouse Keeper to protect his lunch	Textiles – joining materials and using 2 styles of stitches – part of bunting to decorate the home of a wealthy Greek person	Structures – freestanding structures - Bug Hotels	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.	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 1Using iPads to take photos and videos. 2QR codes 1&2 – Logging into purple mash/bug club and ed city	Technology around us Moving a Robot Digital painting Grouping data Digital writing Programming animations	Autumn 1 – Computing systems and networks – IT around us Autumn 2 -Creating Media - Digital photography Spring 1 – Programming - robot algorithms Spring 2 – Data and information - Pictograms Summer 1 -Creating Media - Digital Music Summer 2 – Programming B – Programming quizzes	1. Computing systems and networks – Connecting computers 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	1. Computing systems and networks – The Internet 2. Creating media - Audio production 3. Programming A – Repetition in shapes 4. Data and information – Data logging 5. Creating media – Photo editing 6. Programming B – Repetition in games	Computing Systems and Networks – Systems and Searching Creating Media – Video Production Programming – Selection in Physical Computing Data and Information – Flat file databases Creating Media – Introduction to Vector Graphics Programming B – Selection in Quizzes	Computing Systems and Networks Creating media Programming – Variable in Games Data and Information - Introduction to Spreadsheets Sensing Movement
R.E	Being Special: where do we belong? Diwali Christmas Chinese New Year Easter	Unit 5 – Who do Christians believe made the world? Unit 2 What do Christians believe God is like? Unit 2 – Who is Jewish and how do they live? Unit 3 – Who is Jewish and how do they live? Islamic unit- developed from EYFS unit (Introduction to Islam). 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 Muslim 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 Humanist in Britain today? What can be done to reduce racism? Can religion help?	Creation and Science: conflicting or complementary? Why do Hindus want to be good? For Christians, what kind of king is Jesus? What do religious and non-religious worldviews teach about caring for the Earth? Christians and how to live: ‘What would Jesus do?’ What matters most to Humanists and Christians?
P.E.	Balance bike training Autumn term. Fine motor and gross motor opportunities throughout the year Gross motor skills Body Management Unit 1 Body Management Unit 2 Gross motor skills Manipulation and Coordination Unit 1	PE Hub Gymnastics – unit 1 Attack, defend and shoot unit 1 Foundations Attack, defend and shoot unit 2 Dance unit 1 Hit, catch, run unit 1 Gymnastics unit 2 Hit, catch, run unit 2 Dance Unit 2 Wellbeing unit Sports Day Practice Run, Jump, Throw	Dance Unit 1 Gymnastics Unit 1 Attack, defend, shoot Unit 1 Attack, defend, shoot Unit 2 Distanced PE Fitness Unit 1 Dance Unit 2 Hit, Catch, Run Unit 1 Hit, Catch, Run Unit 2 Gymnastics Unit 2 Wellbeing unit Sports Day Practice Run, Jump, Throw	Gymnastics Unit 1 Distance PE Fitness Unit 2 (KS1) Hockey Tag rugby Dance Unit 1 Dodgeball Basketball Gymnastics Unit 2 Well Being Sports Day Practice Rounders	Dance Unit 1 Gymnastics Unit 1 Tag Rugby Hockey Swimming Gymnastics Unit 2 Netball Dodgeball Well Being Sports Day Practice Tennis	Gymnastics Unit 1 Distance Fitness Hockey Tag Rugby Dance Unit 1 Dodgeball Basketball Gymnastics Unit 2 Well Being Sports Day Practice OAA	Gymnastics Unit 1 Dance Tag Rugby Hockey Fitness Unit Gymnastics Unit 2 Netball Dodgeball Wellbeing Unit Sports Day Practice Rounders

	Manipulation and Coordination Unit 2						
	Gross motor skills Speed Agility Travel Unit 1 Speed Agility Travel Unit 2						
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	Sparkyard 1.Exploring pulse through songs and movement. 2.Controlling pulse using voices and instruments. 3. Exploring the difference between pulse and rhythm 4. Copying and creating rhythmic patterns. 1. Exploring how sounds can be changed. 2. Exploring the timbre of instruments and voices. 3. Sequencing sounds to tell stories and create effects. 4. Copying and creating rhythmic patterns. 1. Recognizing changes in pitch and copying simple pitch patterns. 2. Performing simple melodic patterns using voices and pitched instruments. 3. Representing pitch. 4. Creating music for a performance.	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	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	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:	Autumn 1 Phonics and Vocabulary (progressive) Autumn 2 At school (progressive) Spring 1: In the classroom (intermediate) Spring 2 At the Weekend (progressive) Summer 1 and 2



				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	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	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	Healthy living (progressive)
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