

| Cycle B 2020-21 | T1 | T2 | T3 | T4 | T5 | T6 |
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| Class 1 (EYFS/Y1) | What happens when I go to sleep?/Christmas | | Why don't snakes have legs? | Do cows drink milk? | Are we there yet? | What can you see in summer? |
| English | <p>Phase 2 phonics Core Text - Owl Babies Suggested texts – Can't you sleep little bear? The owl who was afraid of the dark. How to catch a star, When the world is ready for bed. Non-fiction text about owls.</p> <p>To engage children with a story with which they will empathise To explore, develop and sustain ideas through talk To broaden experiences of the world and relate to personal experiences To explore and express thoughts and feelings associated with separation, fear and belonging To explore and interpret stories through creative activity including play, art, drama and drawing To explore and develop strategies to support early reading of whole words and printed texts To mark make and write</p> | <p>Phase 3 phonics Core Text -Beware of the Crocodile Suggested texts - Lunchtime, How to Find Gold, The Enormous Crocodile, Could a Crocodile Play Basketball? First Book of Animals, Actual Size, Deadly! The Truth about the Most Dangerous Creatures on Earth, To write for meaning and purpose in a variety of non-narrative forms To know where information can be found in non-fiction texts To know that information can be retrieved from a variety of sources To use talk to give</p> | <p>Phase 3 Phonics Core Text – What the ladybird heard Suggested Texts – Farmer Duck, Farm animals non-fiction, Farmyard Hullabaloo To listen with enjoyment and respond to the book, through retelling and re-enacting the story To read by joining in the repeated text, responding to the patterns and rhythms and matching these with the print To get to know the story really well and be able to revisit it in a variety of ways To think and talk confidently about their response to the book, the story and illustrations, and the meanings To explore the structure through story mapping and storytelling To write</p> | | | |

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| | for meaning and purpose in a variety of narrative and non-narrative forms | explanations and opinions To listen to books attentively and respond to what they have heard To identify some of the features of non-fiction texts To talk to reflect on past experiences To sustain relevant listening, responding to what they have heard with relevant comments and questions To use vocabulary influenced by books To enjoy an increasing range of books | for meaning and purpose in narrative and non-narrative forms To create a book of the story through shared writing and illustration using a variety of materials eg collage, painting | | | |
| C & L | Story -How to catch a star? Join in with nursery rhymes and lullabies. Jobs people do Own bedtime routines Own experiences of going to sleep. | Listen to each other's opinions Extending vocab on reptiles Following instructions | Animal noises Develop language about farm animals Prepositions Following instructions Using a range of tenses Growing beanstalks | | | |

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| | Animals that come out at night. | Learning names of parts of the body | | | | |
| Maths | Numbers to 5 Sorting Comparing groups within 5 Change within 5 Time | Numbers to 5 Sorting Comparing groups within 5 Change within 5 Time | Number bonds within 5 Numbers to 10 Comparing numbers within 10 Addition within 10 Number bonds to 10 Space and shape | Number bonds within 5 Numbers to 10 Comparing numbers within 10 Addition within 10 Number bonds to 10 Space and shape | Exploring patterns Counting on and counting back Numbers to 20 Numerical Patterns Measures Exploring patterns Counting on and counting back Numbers to 20 Numerical Patterns Measures | |
| UW | Why is sleep important? How do animals find food in the dark – senses. Light and dark | Comparing reptiles Who eats who? What creatures lay eggs? | Matching parent and baby animals Sorting seeds Paint program Bread making | | | |
| | Y1 following YR Computing units | | | | | |
| PSED | Own feelings about separation –owl babies Carrying out own tasks sensibly Resolving problems and finding solutions | Reptile home learning cards Play Hungry crocodile | Syllables Favourite animals Playing together | | | |
| EAD inc music (Charanga*) See ART/DT skills progression. | Make a sleepy thing Painting based on starry night. Making constellations | * Snake printing I'm being eaten by a boa constrictor! Pet shop Salt dough snakes | Fruit printing Seed shakers Farmyards songs Farm shop role play | | * | |
| PD | Movement 1 Following commands | | Sense of Space Using tools | Using equipment | Using tools and Materials | Action Games |

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| LCP Foundation Stage | Ball skills Able to dress and undress Forest schools Movement 2 | | Forest schools Move like a reptile | Farmers in his Den Forest schools | | |
| Class 2 (Y1/2) | T1 | T2 | T3 | T4 | T5 | T6 |
| Cornerstones | Memory Box | Street Detectives | Superheroes | The Scented Garden | | |
| History/Geography | Describe an aspect of everyday life within or beyond living memory. Order information on a timeline. | | | | | |
| English | Poetry Kit Wright – The Magic Box poem Recount The diary of a killer cat – Anne Fine Non Chronological reports Toys from the past | Poetry Rhymes from the past Instructions The Great Paper Caper - Oliver Jeffers Stories set in familiar settings. Claude in the City | Adventure stories Traction Man is here. Charlie’s superhero underpants Information texts Biographies Amelia Earhart By Maria Isabel Sanchez Vegara Florence Nightingale Letter writing Dear Greenpeace The Jolly postman The day the crayons quit | Poetry The Secret Sky Garden By Linda Sarah Traditional tales Rapunzel By Bethan Woollvin Jack and the Beanstalk The enormous turnip Setting description Errol's Garden By Gillian Hibbs The Little Gardener By Emily Hughes | Genres not covered that could be in the other 2 terms : Post card writing – informal letter writing Myths and legends – narrative story writing Recount – basic recount not a diary entry Stories from other cultures – narrative story writing Setting and character descriptions | |

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| | | | | Persuasive writing | | |
| Reading | Kit Wright – The Magic Box poem The diary of a killer cat – Anne Fine | The Great Paper Caper Oliver Jeffers Claude in the City | Traction Man is here. (Power of reading) Charlie’s superhero underpants (See cornerstones reference) Amelia Earhart By Maria Isabel Sanchez Vegara Dear Greenpeace The Jolly postman (Power of reading) The day the crayons quit | The Secret Sky Garden By Linda Sarah (power of reading) Rapunzel By Bethan Woollvin (power of reading) Errol's Garden By Gillian Hibbs (core texts power of reading) | | |
| Grammar | Y1 Ready to Write Punctuating Sentences Sentences Capital letters 1 Y2 Ready to write Commas Word classes Sentence types 1 & 2 | Y1 Conjunctions Exclamations Capital letters Y2 Conjunctions Word Classes 2 Apostrophes Tenses | Y1 Questions Singular & Plural Prefixes & suffixes Sequencing sentences Y2 Suffixes 1 & 2 SATs Consolidation/ Gap analysis | Y1 Ready to Write Punctuating Sentences Sentences Capital letters 1 Y2 Ready to write Commas Word classes Sentence types 1 & 2 | Y1 Conjunctions Exclamations Capital letters Y2 Conjunctions Word Classes 2 Apostrophes Tenses | Y1 Questions Singular & Plural Prefixes & suffixes Sequencing sentences Y2 Suffixes 1 & 2 SATs Consolidation/ Gap analysis |
| Maths | Y1 Unit 1: Numbers to 10 Unit 2: Part-whole within 10 Unit 3: Addition and subtraction within 10 (1) Unit 4: Addition and subtraction within 10 (2) | | Y1 Unit 5: 2D and 3D shapes Unit 8: Subtraction within 20 Unit 9: Numbers to 50 Unit 10: Introducing length and height | | Y1 Unit 12: Multiplication Unit 13: Division Unit 14: Halves and quarters Unit 16: Numbers to 50 | |

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| | Unit 6: Numbers to 20 Unit 7: Addition within 20 Y2 Unit 1: Numbers to 100 Unit 2: Addition and subtraction (1) Unit 3: Addition and subtraction (2) Unit 4: Money Unit 5: Multiplication and division (1) | Unit 11: Introducing weight and volume Y2 Unit 7: Statistics Unit 6: Multiplication and division (2) Unit 10: Fractions Unit 8: Length and height Unit 9: Properties of shape | Unit 15: Position and direction Unit 17: Time Unit 18: Money Y2 Unit 12: Problem solving and efficient methods Unit 14: Weight, volume and temperature Unit 11: Position and direction Unit 13: Time | | | |
| Science | Seasonal Changes | Animals including humans Year 2 | Plants Year 2 | Uses of everyday materials year 2 | Choice of unit | |
| Computing | Unit 1.7 Coding Weeks – 6 Programs – 2Code | Unit 2.6 Creating Pictures Weeks – 5 Programs – 2PaintAPicture Unit 1.8 Spreadsheets Weeks – 3 Programs – 2Calculate | Unit 2.1 Coding Weeks – 5 Programs – 2Code | Yasmin & Tom Online technology safety Module 1 KS1 5-7 Taking care online Who can help us? Unit 1.1 Online Safety | Unit 1.9 Technology outside school Weeks – 2 Programs – Various Unit 1.2 Grouping & Sorting Weeks – 2 Programs – 2DIY | Unit 2.5 Effective Searching Weeks – 3 Programs – Browser Unit 1.2 Grouping & Sorting Weeks – 2 Programs – 2DIY |
| RSHE | Rights & responsibilities Group and class rules; respecting their own and others' needs; groups and communities they belong to; people who work in the community; getting help in an emergency Environment Looking after the local environment Money | Feelings and emotions Behaviour; bodies and feelings can be hurt Healthy relationships Listening to others and playing cooperatively; appropriate and inappropriate touch; teasing and bullying Valuing difference | Healthy lifestyles Healthy choices; different feelings; managing feelings Growing and changing Recognising what they are good at; setting goals. Growing; changing and being more independent; correct | | | |

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| | Where money comes from; saving and spending money; making choices; keeping track of money spent/ saved | | Respecting similarities and differences in others; sharing views and ideas | | names for body parts (including external genitalia) Keeping safe Keeping safe in different situations; how to ask for help if they are worried about something; privacy in different contexts | |
| RE | Caring for others (Year 1) and relationships Year 1 CIST scheme of work. | The parables (CIST scheme of work Year 2) | Light and Dark (Year 2) | Ceremonies (Year 2) | Religious places of worship (Year 1) | Beginnings and endings (Year 2) |
| PE LCP KS1 | Games 2 | Dance – Colours and Moods | Gym 2 | Dance – Pushes and Pulls | Games | Athletics (Sports Day) |
| Music | Hey You! | Rhythm in The Way We Walk and Banana Rap | In the Groove | Round and Round | Your Imagination | Reflect rewind and replay |
| Art/ DT | | | | | | |
| Class 3 (Y2/3) | T1 | T2 | T3 | T4 | T5 | T6 |
| Cornerstones | Tremors (Rocks, relics and rubbles) | Street Detectives | Tribal Tales (Through the ages) | The Scented Garden | | |
| History/ Geography | Name and locate significant volcanoes and plate boundaries and explain why they are important. Analyse maps, atlases and globes, including digital mapping, to locate countries and | | | | | |

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| | <p>describe features studied.</p> <p>Make deductions and draw conclusions about the reliability of a historical source or artefact.</p> <p>Describe how a significant geographical activity has changed a landscape in the short or long term.</p> <p>Gather evidence to answer a geographical question or enquiry.</p> | | | | |
| English | <p>Poetry</p> <p>Volcano Wakes Up! Lisa Westberg Peters Recounts <i>Escape form Pompeii</i> – Christina Balit Information texts The Pebble in my Pocket A History of Our Earth by Meredith Hooper and Chris Coady National Geographic Kids Everything – Kathy Furgang</p> | <p>Persuasive writing</p> <p>Story Writing</p> <p>Newspaper reports</p> <p>Claude in the City</p> | <p>Stories in historical settings</p> <p>Letter writing</p> <p>UG: Boy Genius of the Stone Age and His Search for Soft Trousers- Raymond Briggs Stone Age boy - Satoshi Kitamura The secrets of Stonehenge – Mick Manning The Stone Age: Hunters, Gatherers and Woolly</p> | <p>Stories - Set in other parts of the world</p> <p>The Great Kapok Tree Lynne Cherry <i>One Day on our Blue Planet: In the Rainforest</i> <i>Ella Bailey</i> The wonder garden Explanations Non fiction texts on plants and plant growth Instructions</p> | <p>Genres to be covered in other 2 terms</p> <ul style="list-style-type: none"> - Myths and legends - Play scripts - Non – chronological reports - - Instructions - - Explanation texts - Second poetry unit |

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| | | | Mammoths - Marcia Williams | | | |
| Reading | <i>Escape form Pompeii</i> – Christina Balit The Pebble in my Pocket A History of Our Earth by Meredith Hooper and Chris Coady | Claude in the City | UG: Boy Genius of the Stone Age and His Search for Soft Trousers- Raymond Briggs | <i>One Day on our Blue Planet: In the Rainforest</i> <i>Ella Bailey</i> The Great Kapok Tree | | |
| Grammar | Y2 Ready to write Commas Word classes Sentence types 1 & 2 Y3 Ready to write Determiners Adverbs | Y2 Conjunctions Word Classes 2 Apostrophes Tenses Y3 Conjunctions Prepositions Speech Tenses | Y2 Suffixes 1 & 2 SATs Consolidation/ Gap analysis Y3 Nouns Paragraphs Word families Prefixes | Y2 Ready to write Commas Word classes Sentence types 1 & 2 Y3 Ready to write Determiners Adverbs | Y2 Conjunctions Word Classes 2 Apostrophes Tenses Y3 Conjunctions Prepositions Speech Tenses | |
| Maths | Y2 Unit 1 numbers to 100 Unit 2 Addition & subtraction Unit 3 Addition & subtraction Unit 4 Money Unit 5 Multiplication & division Y3 Unit 1 Place value within 1000 Unit 2 addition & subtraction Unit 3 Addition &Subtraction Unit 4 Multiplication & division | | Y2 Unit 7 Statistics Unit 6 Multiplication & Division Unit 10 Fractions Unit 8 Length & Height Unit 9 Properties of Shape Y3 Unit 5 Multiplication & division Unit 7 Statistics Unit 9 Fractions Unit 10 fractions Unit 8 Length | | Y2 Unit 12 Problem solving & efficient methods Unit 14 Weight Volume & temperature Unit 11 Position & direction Unit 13 Time Y3 Unit 6 Money Unit 11 time Unit 12 Angles & properties of shape Unit 13 Mass Unit 14 Capacity | |
| Science | Volcanoes (Cornerstones link to Tremors) | Animals including humans year 2 | Forces and magnets year 3 | Plants year 2 | Uses of everyday materials year 2 | Choice of unit |
| Computing | Unit 1.6 Animated Story Books | Unit 2.3 Spreadsheets | Unit 2.4 Questioning | <u>Yasmin & Tom</u> | Unit 2.7 Making | Unit 2.8 Presenting Ideas |

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| | Weeks – 5 Programs – 2 Create A Story | Weeks – 4 Programs – 2 Calculate Unit 1.5 Maze Explorers Weeks – 3 Programs – 2 Go | Weeks – 5 Programs – 2 Question, Investigate | Online technology safety Mopdule 1 KS1 5-7 Taking care online Who can help us? Unit 1.1 Online Safety Unit 2.2 Online Safety | Music Weeks – 3 Programs – 2 Sequence Unit 1.3 Pictograms Weeks – 3 Programs – 2 Count | Weeks – 4 |
| RSHE | Rights & responsibilities Discuss and debate health and wellbeing issues. Being a part of the community and who works in the community Environment Responsibilities; rights and duties Money Enterprise; what it means; developing skills in enterprise | | Feelings and emotions Recognising feelings in others; responding to how others are feeling Healthy relationships Positive; healthy relationships and friendships; maintaining friendship; actions affect ourselves and others; working collaboratively Valuing difference Recognising and responding to bullying | | Healthy lifestyles What makes a balanced diet; opportunities for making own choices with food; what influences their food choices; habits Growing and changing Recognising what they are good at; setting goals. Describing feelings; conflicting feelings and how to manage feelings Keeping safe School rules on health and safety; basic emergency aid; people who help them stay healthy and safe | |
| RE | Hinduism (Year 3) | Light and Dark (Year 2) | Islam (Year 3) | Ceremonies (Year 2) | Judaism (Year 3) | Beginnings and endings (Year 2) |
| PE LCP LKS2 | Dance – Divali | Gym 2 | Invasion Games 2 | Dance – Life on the Nile | Net/Wall | Athletics 2 |
| Music | Let your spirit fly | Glockenspiel Stage 1 | Three Little birds | The dragon song | Bringing us together | Reflect rewind and replay |

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| Art/ DT | | | | | | |
| MFL | Getting to Know You | All About Me | Food Glorious Food | Family and Friends | Our School | Time |
| Class 4 (Y4/5) | T1 | T2 | T3 | T4 | T5 | T6 |
| Cornerstones | Pharaohs | Scream Machine | Road trip to USA | I am Warrior | | |
| History/ Geography | | | | | | |
| English | <p>Adventure/ Mystery Stories Casting the Gods Adrift (Flashback) - Geraldine McCaughrean Mystery of the Egyptian Scroll: Secret Agent Zet Series Book 1: Volume 1 (Zet Mystery Case) by Scott Peters Ancient Egypt: Tales of Gods and Pharaohs by Marcia Williams</p> <p>Non-chronological reports Information texts on ancient Egypt from the Library.</p> | <p>Poetry Sensational! Poems inspired by the five senses By Roger McGough The ride, The spinner Balanced arguments</p> | <p>Myths and legends Favourite North American Indian Legends edited by Philip Smith; The Enchanted Moccasins and Other Native American Legends edited by Henry R Schoolcraft; and Native American Tales and Legends edited by Allan A MacFarlan</p> <p>Persuasive writing</p> | <p>Stories in historical settings Caroline Lawrence series Roman Mysteries The Time-Travelling Cat and the Roman Eagle – Julia Jarman</p> <p>Writing instructions Formal and informal writing Cornerstones</p> | <p>Genres to be covered in other 2 terms</p> <ul style="list-style-type: none"> - Play scripts - Recounts/diary entries - Explanation texts - Second poetry unit - Newspaper reports | |
| Reading | <p>Tutankhamun's Tomb (I Was There) by Sue Reid (Destination Reader)</p> <p>Casting the Gods Adrift (Flashback) -</p> | <p>The fairground Fiasco -Simon Murray</p> | <p>Journey to the River Sea Eva Ibbotson – South America (power of reading)</p> <p>The Boy Who Biked the World: Riding the</p> | <p>The Time-Travelling Cat and the Roman Eagle – Julia Jarman</p> | | |

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| | Geraldine McCaughrean (Destination reader) | | Americas –Alistair Humphries (Destination reader) | Information texts on the Romans | | |
| Grammar | Y4 Ready to write Pronouns Front adverbials Y5 Ready to write Relative clauses Modal verbs Adverbs | Y4 Apostrophes Speech Noun phrases Suffixes 1 Y5 Parenthesis Expanded noun phrases Tenses | Y4 Standard English Paragraphs Suffixes 2 Y5 Commas Cohesion Prefixes Suffixes | Y4 Ready to write Pronouns Front adverbials Y5 Ready to write Relative clauses Modal verbs Adverbs | Y4 Apostrophes Speech Noun phrases Suffixes 1 Y5 Parenthesis Expanded noun phrases Tenses | Y4 Standard English Paragraphs Suffixes 2 Y5 Commas Cohesion Prefixes Suffixes |
| Maths | <p>Y4 Unit 1 Place value 4-digit numbers Unit 2 Place value 4-digit numbers Unit 3 Addition & subtraction Unit 5 Multiplication & division Unit 6 Multiplication & division</p> <p>Y5 Unit 1 Place value within 100,000 Unit 2 Place value within 1 million Unit 3 Addition & subtraction Unit 5 Multiplication & division Unit 7 Multiplication & division</p> | | <p>Y4 Unit 8 fractions Unit 9 fractions Unit 11 decimals Unit 4 Perimeter Unit 7 area</p> <p>Y5 Unit 8 Fractions Unit 9 Fractions Unit 10 Fraction Unit 11 Decimals & percentages Unit 12 Decimals Unit 6 Area and Perimeter</p> | | <p>Y4 Unit 15 Angles & 2-D shape Unit 12 Money Unit 16 Position & direction Unit 14 Statistics Unit 13 time</p> <p>Y5 Unit 13 Geometry Unit 14 Geometry – properties of shapes Unit 15 Geometry – Position & directions Unit 16 Measure – converting units Unit 17 Measure, volume & capacity Unit 4 Graphs & tables</p> | |
| Science | Properties of materials Year 5 | Sound Year 4 | Animals including humans year 5 | Living things in their habitats Year 4 | Choose unit | Earth and Space Year 5 |
| Computing | Unit 4.1 Coding Number of Weeks – 6 Main Programs – 2 Code | Unit 4.4 Writing for different audiences Weeks – 5 | Unit 4.3 Spreadsheets Weeks – 6 Programs – 2 Calculate | Yasmin & Tom Online technology safety Module 2 KS2 7-9 Photos of myself | Unit 4.5 Logo Weeks – 4 Programs – Logo | Unit 4.6 Animation Weeks – 3 Programs – 2 Animate |

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| | | Programs – 2Email, 2Connect, 2DIY Unit 4.8 Hardware Investigators Weeks – 2 | | online Taking care online – who can help us. Unit 4.2 Online safety Weeks – 2 | | Unit 4.7 Effective Search Weeks – 3 Programs – Browser |
| RSHE | Rights & responsibilities Discuss and debate health and wellbeing issues. Rules and laws; changing rules and laws; anti-social behaviour; respecting and resolving differences Environment Different rights; responsibilities and duties Money Importance of finance in people’s lives; being a critical consumer; looking after money; interest; loan; debt management of money; tax | | Feelings and emotions Responding to feelings in others Healthy relationships Actions have consequences of actions; working collaboratively; negotiation and compromise; giving feedback Valuing difference Listening to others; raise concerns and challenge | | Healthy lifestyles What positively and negatively affects health and wellbeing; making informed choices; benefits of a balanced diet; different influences on food; skills to make choices Growing & changing Recognising what they are good at; setting goals; aspirations. Intensity of feelings; managing complex feelings. Coping with change and transition; bereavement and grief Keeping safe Strategies for managing personal safety in the local environment; online safety; including sharing images; mobile phone safety | |
| RE | The bible (Year 4) | The true Meaning of Christmas (Year 5) | Rosh Hashana (Judaism) (Cist Scheme of work Year 5) | Worship (year 5) | Commitment (Year 5) | Pilgrimages (Year 4) |
| PE LCP UKS2 | Invasion Games – Netball | Dance – The Playground | Gym 2 | Y4 Swimming (Vinehall provider) Net/ Wall | Striking and Fielding - Cricket | Athletics |

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| Music | Livin on a prayer | Classroom Jazz 1 | Make you feel my love | The fresh prince of Bel Air | Dancing in the street | Reflect rewind and replay |
| Art/ DT | | | | | | |
| MFL | All Around Town | On the Move | Gone Shopping | Where in the World | What's the Time? | Holidays and Hobbies |
| Class 5 (Y5/6) | T1 | T2 | T3 | T4 | T5 | T6 |
| Cornerstones | Pharaohs | | Frozen Kingdom | | Hola! Mexico | Scream Machine |
| History/ Geography | <p>History and geography</p> <p>Learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p> | <p>Geography The Nile</p> <p>Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time</p> | <p>Geography - Arctic regions - climate and physical geography</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> | <p>History - Shackleton/ titanic</p> <p>Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of</p> | <p>History and Geography</p> <p>Learn about a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p> | <p>Geography - mapping</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> |

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| | | | | the past have been constructed | | |
| English | <p>Instruction writing Mummification</p> <p>Newspaper reports Tutankhamun's Tomb (I Was There) Sue Reid The Egyptian Echo By Paul Dowswell</p> | <p>Adventure Stories in historical settings Secrets of a Sun king Emma Carroll</p> <p>Biographies Howard Carter</p> | <p>Poetry The wolf wilder – Katherine Rundell Winter Magic – Abi Elphinstone Race to the Frozen North: The Matthew Henson Story - Catherine Johnson The Polar Bear Explorers Club Alex Bell ICE TRAP! Shackleton's Incredible Expedition By Meredith Hooper</p> <p>Diary writing You Would not Want to Be on Shackleton's Polar Expedition! Jen Green</p> | <p>Non-chronological reports The Secrets of the Polar Regions (Barbra Wilson)</p> <p>Polar Regions – Explorer Travel Guides Charlotte Guillain</p> <p>Stories set in the arctic Winter Magic – Abi Elphinstone (Corner Stones) Race to the Frozen North: The Matthew Henson Story - Catherine Johnson</p> | <p>Myths and legends The Hero Twins. Mayan Legend (See corner stones)</p> <p>Various myths and legends</p> <p>Myths and Legends of the World (Lonely Planet Kids)</p> <p>Formal and informal writing Holes Louis Sachar</p> | <p>Balanced arguments</p> <p>Persuasive writing</p> <p>The London Eye Mystery</p> <p>The boy who swam with piranhas – David Almond</p> <p>-</p> |
| Reading Focus text | <p>The secrets of the sun king – Emma Carroll.</p> <p>The Egyptian Echo By Paul Dowswell</p> | <p>The wolf wilder – Katherine Rundell</p> <p>Race to the Frozen North: The Matthew Henson Story - Catherine Johnson</p> | <p>The Secrets of the Polar Regions (Barbra Wilson)</p> <p>ICE TRAP! Shackleton's Incredible Expedition By Meredith Hooper</p> | <p>Holes Louis Sachar</p> | <p>The London Eye Mystery</p> <p>The boy who swam with piranhas – David Almond</p> | |

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| Grammar | Y5 Ready to write Relative clauses Modal verbs Adverbs Y6 Ready to write Synonyms & Antonyms Word classes Active & Passive | Y5 Parenthesis Expanded noun phrases Tenses Y6 Punctuation 1 & 2 Formal & informal Hyphens Subjunctive form | Y5 Commas Cohesion Prefixes Suffixes Y6 Cohesion Consolidation of KS2/ Gap analysis | Y5 Ready to write Relative clauses Modal verbs Adverbs Y6 Ready to write Synonyms & Antonyms Word classes Active & Passive | Y5 Parenthesis Expanded noun phrases Tenses Y6 Punctuation 1 & 2 Formal & informal Hyphens Subjunctive form | Y5 Commas Cohesion Prefixes Suffixes Y6 Cohesion Consolidation of KS2/ Gap analysis |
| Maths | Y5 Unit 1 Place value within 100,000 Unit 2 Place value within 1 million Unit 3 Addition & subtraction Unit 5 Multiplication & division Unit 7 Multiplication & division Y6 Unit 1 Place value within 10 million Unit 2 4 operation Unit 3 4 operations Unit 9 Algebra Unit 12 Ration & proportion | | Y5 Unit 8 Fractions Unit 9 Fractions Unit 10 Fraction Unit 11 Decimals & percentages Unit 6 Area and Perimeter Y6 Unit 4 Fractions Unit 5 Fractions Unit 7 Decimals Unit 8 Percentages Unit 11 Perimeter & area & volume | | Y5 Unit 12 Decimals Unit 13 Geometry Unit 14 Geometry – properties of shapes Unit 15 Geometry – Position & directions Unit 16 Measure – converting units Unit 17 Measure, volume & capacity Unit 4 Graphs & tables Y6 Unit 6 Geometry – Position & directions Unit 120 Measure – Imperial & metric Unit 13 Geometry – properties of shapes Unit 14 Problem solving Unit 15 Statistics | |
| Science | Earth and Space Year 5 | Materials and their properties | Animals including humans year 5 | Living things and their habitats year 6 | Electricity Year 6 | Light Year 6 |
| Computing | Unit 6.1 Coding Unit 6.2 Online safety | Unit 6.3 Spreadsheets | Unit 6.4 Blogging | Unit 6.5 Text adventures | Unit 6.6 Networks | Unit 6.7 Quizing |
| RSHE | Rights & responsibilities | | Feelings and emotions | | Healthy lifestyles | |

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| | Discuss and debate health and wellbeing issues. Human rights; the rights of child; cultural practices and British law. Being part of a community; groups that support communities. Being critical of what is in the media and what they forward to others Environment How resources are allocated; effect of this on individuals; communities and environment Money Enterprise; setting up an enterprise | | Confidentiality and when to break a confidence; managing dares Healthy relationships Different types of relationships; positive and healthy relationships; maintaining relationships; recognising when a relationship is unhealthy (including forced marriage); committed; loving relationships; marriage. Acceptable and unacceptable physical touch; personal boundaries and the right to privacy Valuing difference Listening to others; raise concerns and challenge. What makes people the same or different; recognising and challenging stereotypes; discrimination and bullying | | Images in the media and reality; how this can affect how people feel; risks and effects of drugs Growing & changing ecognising what they are good at; setting goals; aspirations. Changes at puberty (recap Y4); human reproduction; roles and responsibilities of parents Keeping safe Independence; increased responsibility; keeping safe; influences on behaviour; resisting pressure; rights to protect their body and speaking out (including against FGM); who is responsible for their health and safety; where to get help and advice | |
| RE | Diwali (Hinduism) CIST Scheme of work Year 6) | The true Meaning of Christmas (Year 5) | Justice and freedom (Year 6) | Worship (Year 5) | The crucifixion (year 6) | Islam CIST Scheme of Work Year 6 |
| PE LCP UKS2 | Invasion Games - Netball | Dance – The River | Gym 2 | Net/ Wall | Striking and Fielding - Cricket | Athletics |
| Music | Livin' on a Prayer | Classroom Jazz 2 | Make You Feel My Love | The French Prince of Bel-Air | Dancing in the Street | Reflect, Rewind and Replay |
| Art/ DT | Art and Design - Designing and making a mask - collage and sculpture paper Curriculum statements to create sketch books to record their observations and use | Art and Design Sculpture Making clay Egyptian pots and Canopic jars - Improve their mastery of art | DT - Textiles - sewing Creating sleeping bags Curriculum statement - select from and use a wider range of materials | Art - Polar landscapes/ northern lights - Block printing - Inuit art Draw or paint detailed landscapes that | DT - Food and nutrition - Mexican food NC statement understand and apply the principles of a | DT - Creating products which include electrical circuits - materials and construction. NC statement - understand and |

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| | <p>them to review and revisit ideas</p> <p>- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Produce creative work on a theme, developing ideas through a range of preliminary sketches or models.</p> | <p>and design techniques, including drawing, painting and sculpture with a range of materials</p> | <p>and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> | <p>include perspective</p> | <p>healthy and varied diet</p> <p>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> | <p>use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> |
| MFL | Getting to Know You | All About Ourselves | That's Tasty | Family and Friends | School Life` | Time Travelling |