



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

Cycle A **EYFS**

	Autumn		Spring		Summer	
Topic focus Challenge enquiry	What toys did grandma and grandad play with?	Why are there so many leaves on the floor?	Why do we go to hot places for our holidays?	What do I know about dinosaurs?	What are plants and animals called?	What can we find out about where we live?
Texts used to support the focus	*The truth about Old People by Elina Ellis. *Grandpa by John Burningham.	*The Growing Story by Ruth Krauss. *The Story Orchestra (Four seasons in one day.) *Seasons by John Burningham. *Seasons come; Seasons go Tree by Britta Teckentrup. *A Walk in the Woods by Flora Martyn.	*The Snail and the Whale by Julia Donaldson. *What the Ladybird Heard on Holiday by Julia Donaldson. *Lost and Found by Oliver Jeffers. *Penguin by Polly Dunbar.	*Dinosaur Roar! By Paul Strickland. *The Dinosaur who lost his Roar by Russell Punter. *Dinosaurs Love Underpants by Claire Freedman. *Ten Little Dinosaurs by Mike Brownlow.	*A Seed in Need by Sam Godwin. *Worms by Susie Williams. *Mad about minibeasts! By Giles Andreae.	*Naughty Bus by Jan and Jerry Oke. *Oi! Get off our Train by John Burningham. *Farmer Duck by Martin Waddell.
English	Phonics set 1 (Read, Write, Ink) m a s d t I n p g o c k u b f e l h Letter formation lower case	Phonics set 1 (Read, Write, Ink) sh r j v y w th z ch q x ng nk Letter formation lower case Key words from reception list. I on at it in is a mum dad and the of am can	Phonics set 2 (Read, Write, Ink) ay ee igh ow oo oo Letter formation lower case Key words from reception list. Go went up look we dog me big like see to	Phonics set 2 (Read, Write, Ink) ar or air ir ou oy Letter formation lower case Key words from reception list. This she my no he yes for	Phonics set 3 (Read, write, Ink) ee ea oy oi ay a-e igh Letter formation lower and upper case. Key words from reception list. Day you away play all get	Phonics set 3 (Read, write, Ink) i-e ow o-e oo u-e or aw Letter formation lower and upper case. Key words from reception list. Come was are they going said
Maths	White Rose - Getting to Know You. Opportunities for settling in. Key times of the day and class routines. Exploring continuous provision. Using and understanding positional language. Just Like Me! Matching, sorting and comparing amounts. Comparing Size, Mass and capacity. Exploring patterns.	White Rose - It's Me 123! Representing 1,2 and 3. Comparing 1,2,3 and learning about the composition of 1,2,3. Circles and Triangles. Positional Language. Light and Dark Representing numbers to 5. One more and less. Shapes with 4 sides. Time.	Alive in 5! Introducing 0. Comparing Numbers to 5. Composition of 4 and 5. Comparing Mass and capacity part 2.	Growing '6,7,8 Composition of 6,7 and 8. Making pairs and combining 2 groups. Length and Height. Time. Building 9 and 10 Composition of 9 and 10. Comparing Numbers to 10. Bonds to 10. 3D Shape.	To 20 and Beyond Building numbers beyond 10 and counting patterns beyond 10. Spatial Reasoning part 1 Matching, rotating, and manipulating. First Then Now Adding more and taking away. Spatial Reasoning part 2. Composing and decomposing.	Find my Pattern Doubling, sharing and grouping. Odd and Even. Spatial Reasoning part 3 Visualising and Building. On the Move Deepening Understanding of Patterns and Relationships. Spatial Reasoning 4 Mapping.

			Pattern part 2.	
Communication and Language	<p>Baseline check point: 3-4 year old</p> <ul style="list-style-type: none"> *Can they shift from one task to another? *Do they use 4-6 words in a sentence? "I wan to play with cars." *Can they use sentences joined up with words like 'because' or 'and'? *Do they use future and past tenses correctly? *Can they answer simple why questions? 	<p>Children need to:</p> <ul style="list-style-type: none"> *Understand how to listen and why it is important. *Start to learn new vocabulary. *Use new vocabulary throughout the day in independent tasks. *Develop social phrases such as 'Good morning.' *Listen to rhymes and songs paying attention to how they sound. *Engage in Storytime. 	<p>Children need to:</p> <ul style="list-style-type: none"> *Use new vocab in different contexts. *Ask questions to find out more and to check they understand what has been said to them. *Use talk to work out problems and organise thinking and activities. *Explain how things work and why they might happen. *Engage in non-fiction books. 	<p>Children need to:</p> <ul style="list-style-type: none"> *Articulate their ideas and thoughts in well-formed sentences. *Connect ideas using a range of connectives. *Describe events in detail. *Talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. *Retell stories once they have developed a deep familiarity with the text. <p>ELGs</p> <ul style="list-style-type: none"> *Listen and respond to what they hear with relevant questions in whole class and small group situations. *Comment and ask questions to clarify understanding. *Hold conversations with peers and teachers. *Offer their own ideas and talk in small groups. *Explain why things happen using appropriate vocabulary from stories, poems, and rhymes. *Talk about own experiences in full sentences, using past, present, and future tenses. Use conjunctions.
Personal, Social and Emotional	<p>Baseline check point 3-4 years old.</p> <ul style="list-style-type: none"> *Is the child overweight? (Can they talk about healthy foods?) *Does the child have poor dental health? (Can they talk about cleaning their teeth?) *Are they dry during the day? (Can they go to the toilet and wash their hands independently?) *Is the child settling well and happy to be at school? *Is the child happy in the company of other children? *Does the child talk to adults and children comfortably? *Will they seek adult help if they are unsure or worried? 	<p>Children need to:</p> <ul style="list-style-type: none"> *Learn to see themselves as valuable individuals. *Learn how to express their feelings and consider the feelings of others. *Build constructive and respectful relationships. *Identify and moderate their own feelings socially and emotionally. *Go to the toilet and wash their hands independently. *Cut up their food and feed themselves with a knife and fork at lunchtime. *Recognise when they need a drink of water. *Put on their coat independently. <p>*Links with KS1:</p>	<p>Children need to:</p> <ul style="list-style-type: none"> *Show resilience and perseverance in the face of challenge. *Have the confidence to try new things. *Consider the perspectives of others and show sensitivity towards different beliefs and opinions. <p>*Links with KS1:</p> <p>Discussing the healthy choices of good sleep routines, regular exercise, healthy eating, sensible amounts of screen time all under the topic of What helps us stay healthy?</p>	<p>*Links with KS1:</p> <p>Discussing the healthy choices of being a safe pedestrian as we look after each other in the wider world.</p> <p>ELGs</p> <ul style="list-style-type: none"> *Understand own feelings and those of others. *Begin to regulate own behaviour accordingly. *Able to wait for what they want and control immediate impulses. *Give focused attention to what the teacher says and respond appropriately even when engaged in activity. *Show the ability to follow instructions involving several ideas or steps. *Try new activities and show independence. *Show resilience and perseverance in the face of challenge. *Explain rules, know right from wrong and behave accordingly. *Manage own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. *Work and play cooperatively. *Take turns. *Form positive attachments to adults and friendships with peers. *Show sensitivity to their own and others' needs.

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

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

	<ul style="list-style-type: none"> *Can the child take part in pretend play? *Can the child retell stories in pretend play? *Does the child show an interest in building with construction materials? *Does the child explore colour mixing and paint? *Does the child draw to represent ideas? *Does the child sing and dance to music? 	<ul style="list-style-type: none"> *Explore a variety of artistic effects to express ideas. *Use tools and materials safely. *Work collaboratively sharing ideas and resources. *Listen to and talk about music. *Watch and talk about dance and performance Art. *Sing as a class or on their own. 				<ul style="list-style-type: none"> *Experiment with colour, design, texture, form, and function. *Share and explain the processes they have used. *Make use of props and materials to engage in role play. *Invent, adapt, and recount narratives and stories. *Sing well known rhymes and songs. *Perform songs, rhymes, and stories.
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Cycle A Y1/Y2

	Autumn		Spring		Summer	
Topic focus Challenge enquiry	Are ipads more fun than your grandparents' toys?	Why are there so many leaves on the floor?	Why can't meerkats live by the South Pole and why can't penguins live by the equator?	Why would a dinosaur not make a good pet?	Which plants and birds would Evie find in our park?	What were the people who lived in our village like 100 years ago? (Links to farming.)
Texts used to support the focus	Dogger by Shirley Hughes.	Leaf Man by Lois Elhert or The Rabbit Problem by Emily Gravett.	Meerkat Mail by Emily Gravett.	Wild by Emily Hughes.	Little Evie in the Wild Wood by Jackie Morris.	*Naughty Bus by Jan and Jerry Oke. *Rosie's Walk by Pat Hutchins. *Chicken Licken. (Traditional story)
English Skills	Phonics Handwriting (Nelson) SPAG Spellings	Phonics Handwriting (Nelson) SPAG Spellings	Phonics Handwriting (Nelson) SPAG Spellings	Phonics Handwriting (Nelson) SPAG Spellings	Phonics Handwriting (Nelson) SPAG Spellings -	Phonics Handwriting (Nelson) SPAG Spellings
English Genres	Lists of toys old and new. Labelling toys. Nonfiction -fact files about toys. Narrative (changing one aspect of the story) Recount. (Playing traditional games.) Instructions - How to play a particular game.	Lists of things Leaf Man saw. Labelling different leaves. Captions or sentences for collected leaves. Recording a rhyme - We're going on a leaf hunt. Instructions (how to plant seeds, make a leaf person.)	Post cards/letters home from sunny after a visit to Haram. Nonfiction facts about Meerkats and Penguins. Newspaper Report using Literacy Shed video clip of Meerkats playing football.	Information Text. Nonfiction fact writing about dinosaurs and other animals that lay eggs. Narrative focusing on story structure. Retell story with added details.	Nonfiction facts about plants in the local environment to create local signposts. Recount of visit to local woods.	Retell of story (to include a new event for the bus that takes place at night.) Photo story of a bus adventure around school. Nonfiction facts about transport. Instructions on how to catch a naughty bus.

		Narrative - Own story of Leaf Man travelling around school. Explanation - how they made a home for leaf man. Autumn poems.		Poem based on the Grass House.	Narrative - story telling to focus on setting and descriptive language. Simile poems - Dragonfly out in the Sun by David Windle.	Poem based on The Wheels on the Bus. Recount of a bus ride or visit.
Maths	White Rose Year 1 *Place Value (within 10) *Addition and Subtraction (within 10) *Shape Year 2 *Place Value *Addition and Subtraction *Shape		White Rose Year 1 *Place Value (within 20) *Addition and Subtraction (within 20) *Place Value (within 50) *Length and Height *Mass and Volume Year 2 *Money *Multiplication and Division *Length and Height *Mass, Capacity and Temperature		White Rose Year 1 *Multiplication and Division *Fractions *Position and Direction *Place Value (within 100) *Money *Time Year 2 *Fractions *Time *Statistics *Position and Direction	
Science	Seasonal change Knowing about seasonal changes. Why are there so many leaves on the floor?		Animals food chains/habitats Why would a dinosaur not make a good pet?		Plants Knowing the parts of plants and trees. Which plants and birds would Evie find in our park?	
RE <small>(Notts Agreed syllabus)</small>	Unit 2.4 Jewish and Christian stories: How and why are some stories important in religion? Harvest time - giving thanks for our world	The Nativity Story UC Why do Christians perform nativity plays at Christmas?	UC: What do Christians believe God is like?	The Easter Story UC Why do Christians put a cross in an Easter Garden?	Unit 1.4 Symbols In what ways are churches/ synagogues/ other places of worship important to believers? UC: 1.4 What is the Good News that Jesus brings?	Unit 2.2 What do Jewish people believe about God, humanity, creation and the natural world?
RSE <small>(Medway/PSHE assoc.)</small>					Y1/2 My Special People Y1/2 We are Growing: Human Life Cycle Y1/2 Everybody's Body	
PSHE <small>(Medway/PSHE assoc.)</small>	Relationships What is the same/different about us?	Relationships Who is special to us?	Health and well being Who helps to keep us safe?	Health and wellbeing What helps us stay healthy?	Living in the wider world How can we look after each other and the world?	Living in the wider world What can we do with money?
Geography <small>(Challenge mixed age Geography)</small>			Hot and Cold places Why can't Meerkats live near the south pole? or Why can't penguins live near the equator?		Knowing our locality/Beyond Living Memory (local area) What can we find out about where we live? (Transport and railways, farming, school life.) Where is Haram? What	
History	Within living memory					

(Challenge mixed age History)	What has changed since your grandparents were young? or Are iPads more fun than your grandparents' toys? What has changed since your grandparents were young? Which toys did they play with?				is the nearest town, city? How did people get to the seaside? Where do and did the wheels on the bus go? Or What were the people who lived in Halam like 100 years ago?
Art and Design <small>(Challenge mixed age Geog/Hist/Sci)</small>	What style of clothes would your grandparents have worn when they were your age? Designing and creating patterns. Harvest festival - scarecrow paintings. Observational sketches of old toys. (Curved and straight lines, shading skills.)	How can you create patterns using leaves in the style of William Morris? Colour mixing to create shades particularly autumnal leaves. Observational sketches of leaves.	Creating dinosaur environments using boxes. (3D representations exploring different fabrics and materials.) What do we mean by hot and cold colours? Wassily Kandinski - mixing hot and cold colours. Using shapes and revision of curved lines to create circles. Portraits using the 'Wild' book cover as a template to design own wild hairstyles. Stained glass window pictures to represent 'Easter' images.		How can we capture the beauty of the birds, plants and trees we see? Observational drawings of plants, trees and local buildings and features. Landscape paintings exploring near and far (Size).
DT <small>(Challenge mixed age Geog/Hist/Sci)</small>	How can you make a moving toy? Design a movable vehicle or puppet. Design a board game that could have been played 100 years ago.		How can you fix different parts together? Dinosaur environments using shoe boxes. Using different ways to fix things together and exploring different features such as sliders and pop-up parts.		What can we do to try and attract birds to our school? Designing a suitable bird box. Considering the suitability of different materials to meet the needs of the birds.
Music	Unit 1a Hey you	Unit 2a Ho Ho Ho Christmas production	Unit 1b In the Groove	Unit 2b Zoo time	Unit 1c Your Imagination Unit 1 Reflect rewind replay Production songs
PE	Introduction to PE Swimming	Dance Swimming	Gymnastics Swimming.ABCs	Tag rugby Throwing and Catching	Net and wall tennis Games 2 Striking and fielding Athletics
Computing	Unit 1.1 Online safety and exploring Purple Mash Unit 1.9 Technology outside school	Unit 1.4 Lego Builders Unit 2.5 Effective searching	Unit 1.7 Coding	Unit 2.1 Coding	Unit 2.6 Creating Pictures Unit 1.2 Grouping and sorting

Cycle A Y3/Y4

	Autumn	Spring	Summer
Maths	YR3 White Rose Number: place value Number :Addition and Subtraction Number: Multiplication and Division YR4 White Rose Number: place value	YR 3 White Rose Number: Multiplication and Division Measurement: Length, Perimeter & Area Number: Fractions Measurement: Mass & Capacity YR4 White Rose	YR 3 White Rose Number: Fractions Measurement: Money Measurement: Time Geometry: Properties of shape Statistics

	Number :Addition and Subtraction Measurement and Area Number: Multiplication and Division A	Number: Multiplication and Division Measurement: Length, Perimeter & Area Number: Fractions Number: Decimals	YR 4 White Rose Number: Decimals Measurement: Money Measurement: Time Geometry: Properties of shape Statistics Geometry: Position and Direction		
English	Character description Retelling of a story Diary Instructions	Non-chronological report Rewrite historical story Instructions Persuasive writing Greek myths	Character description Setting description Poetry Newspaper Report Writing		
High Quality Texts <small>(Challenge mixed age Geog/Hist/Sci)</small>	Electronic storm (Science) Charging about (Science) The boy with the Bronze Axe (History) The stone age boy (History)	The street beneath my street (Science) Roman diary (History)	The mystery of the melting snowman (Science) The mystery of Leonardo and the Mona Lisa (Geography) Emil and the Detectives (Geography) Madeline (Geography)	The Mystery of the Melting Snowman (Science) Who let the gods out (History) Greek Myths (History)	Wind in the Willows (Geography) A drop around the world (Geography) Cities (Geography) Funny Bones (Science)
Science	Physics (electricity) What is electricity and why is it so important in our lives?	Physics (rocks and magnets) What are the main types of rocks on our Earth?	Chemistry state of matter/water cycle How do some solids, liquids and gases change state?		Biology- animals including humans/skeletons and muscles Why do humans have skeletons and muscles?
RE <small>(Notts Agreed syllabus)</small>	4.3 Spiritual expression - Christianity, music and worship Harvest festival UC:2a.3 What is the Trinity	3.4 Inspirational people from the past The Nativity UC: 2a.1 What do Christians learn from the Creation story?	4.4 Religion, family and worship: Hinduism; celebrating ways of life How do Hindu families practise their faith? What are the deeper meanings of some Hindu festivals?	UC 2a.5 Why do Christians call the day Jesus died 'Good Friday'?	3.2 Religion, family and community : prayer. UC 2a.6 When Jesus left what was the impact of Pentecost?
RSE <small>(Medway/PSHE assoc.)</small>					Y3: What Makes a Good Friend? Y3: Falling out with friends Y4: Puberty: Time to change

					Y4: Puberty: Menstruation and wet dreams Y4: Puberty: Personal hygiene Y4: Puberty: Emotions and feelings	
PSHE <small>(Medway/PSHE assoc.)</small>	Relationships How can we be a good friend?	Health and wellbeing What keeps us safe?	Relationships What are families like?	Living in the wider world What makes a community?	Health and wellbeing Why should we eat well and look after our teeth?	Health and wellbeing Why should we keep active and sleep well?
Geography <small>(Challenge mixed age Geography)</small>			Geographical similarities and differences UK and European contrasting Why do so many British people go to the Mediterranean for their holidays?		Rivers/water cycles How are rivers formed?	
History <small>(Challenge mixed age History)</small>	Chronology, stone age to 1066 (Stone age) From Stone age Britain to the end of the Roman occupation: Who first lived in Britain?	Chronology, stone age to 1066 (Roman occupation of Britain) Who were the Romans and what did we learn from them?		Greek life and influence on the Western world Why were the Ancient Greeks ruled by their Gods?		
Art and Design <small>(Challenge mixed age Geog/Hist/Sci)</small>	What do we know about the life styles of the Early Britons through the art they produced? Tell a story in art in a similar way to the stone age people Create own cave painting	Can you collect some rocks to create a rock sculpture?	Who are the famous artists of the Mediterranean and what can we learn from them? Paint in the style of a well-known Mediterranean artist.	How can we recreate the beauty of Greek sculpture? Make a coil pot from clay and decorate it in the style of the Greeks	Model of river features Source, tributary, meander, mouth Waterfall, meander, oxbow lake	Using paper, how can you create a skyscraper that is at least 2 metres high? Design and make a tall building Famous artists - river paintings
DT <small>(Challenge mixed age Geog/Hist/Sci)</small>	Could you create a meal that has not required electricity to prepare it? Plan, design and make a model of a Stone Age shelter	How can you create a working model of a Roman weapon?	How can we organise a Mediterranean food festival? Design and make a Mediterranean food dish			
Music	Unit 3 Let Your Spirit Fly	Unit 4 Mamma Mia	Unit 3 Three Little Birds	Unit 4 Stop	Unit 3 Bringing us Together	Unit 3 Reflect Rewind Replay

PE	Handball Netball	Hockey Dance	Gymnastics Health and fitness	Tag rugby Football	Lacrosse Tennis	Cricket Athletics
MFL Latin	Origins of Language	Present Tense	Verbs and Adverbs	Subject and Object nouns	Revision of units 1-2	Revision of Units 3-4
Computing	Unit 3.2 Online safety Unit 3.3 Spreadsheets	Unit 3.5 Email	Unit 3.1 Coding	Unit 3.4 Touch typing Unit 3.8 Graphing	Unit 3.6 Branching databases	Unit 3.7 Simulations

Cycle A Y5/Y6

	Autumn		Spring		Summer	
Maths	White Rose Y5: Place value, Addition and subtraction, Multiplication and division, Fractions Y6: Place value, Four Operations, Fractions, Measurement		White Rose Y5: Multiplication and Division, Fractions, Decimals and Percentages, Perimeter and Area, Statistics Y6: Ratio, Algebra, Decimals, Fractions, decimals and Percentages, Area, Perimeter and Volume, Statistics		White Rose Y5: Shape, Position and Direction, Decimals, Number, Converting Units, Measurement Y6: Shape, Geometry, Revision of previous topics	
English	Setting description Letters Non-chronological text	Newspaper report Diary Rainforest discussion text	Create a mythical creature Leaflets Diary	Narrative -Viking Adventure Poetry	Biography Narrative Non-chronological report	Playscripts Discussion Diary
High Quality Texts <small>(Challenge mixed age Geog/Hist/Sci)</small>	<i>The Explorer</i> (Geography) <i>The Lorax</i> (Geography) <i>Forever Forest</i> (Geography) <i>The Explorer</i> (Geography) <i>Nowhere Emporium</i> (Science)		<i>Beowulf</i> (History) <i>Viking Boy</i> (History) <i>The Lemonade Crime</i> (Science) <i>Chemical Chaos</i> (Science)		<i>The Man Who Walked Between Towers</i> (Science) <i>The Boy in the Striped Pyjamas</i> (history) <i>War Game</i> (History) <i>Good Night Mr Tom</i> (English) <i>Kensuke's Kingdom</i> (Geography) <i>Around the World in 80 Days</i> (Geography)	
Science	Biology animals/animal classification Do all animals start life as an egg?	Biology animals including humans and their habitats/life cycles How different will you be when you are as old as your grandparents?	Chemistry Properties and changes in materials/reversible and irreversible changes Could you be the next CSI investigator		Physics (Forces) Does everything that goes up always come down?	Physics light How can you light up your life?
RE <small>(Notts Agreed syllabus)</small>	5.1 Inspirational people in today's world. What can we learn from great leaders and inspiring examples in today's world?	UC 2b.4 Was Jesus the Messiah?	6.1 Teachings: wisdom and authority: What can we learn by reflecting on words of wisdom from religions and worldviews?	6.3 Beliefs in action in the world: How do religions and beliefs respond to global issues of human rights, fairness, social justice	6.4 Beliefs in action in the world: What was the Kindertransport?	UC2b.3 How can following God bring freedom and justice?

			UC2b.1 What does it mean if God is loving and holy?	and the importance of the environment? UC2b.7 What difference does the resurrection make for Christians?		
RSE <small>(Medway/PSHE assoc.)</small>					Y5: Puberty: Time to change Y5: Puberty: Menstruation and wet dreams Y5: Puberty: Personal hygiene Y5: Puberty: Emotions and feelings Y6: Puberty: re-cap and review Y6: Puberty: change and becoming independent Y6: Positive, healthy relationships Y6: How babies are made	
PSHE <small>(Medway/PSHE assoc.)</small>	Health and Well-being What makes up a person's identity?	Living in the wider world What decisions can people make with money?	Living in the wider world How can the media influence people?		Health and well-being How can drugs common to everyday life affect life?	Living in the wider world What jobs would we like?
Geography <small>(Challenge mixed age Geography)</small>	Rainforest Why should the rainforest matter to all of us?					Mapping (map reading) I am Halam pupil - Help, get me out of here?
History <small>(Challenge mixed age History)</small>			From the end of the roman occupation to 1066: how did Britain change? Who were the Anglo-Saxons? Were the Vikings always victorious and vicious?		World War 2 How could Hitler have convinced a nation like Germany to follow him to war?	
Art and Design <small>(Challenge mixed age Geog/Hist/Sci)</small>	Printing Rainforest collage Leaf print	Texture Mood and feeling Christmas crafts	Surrealism - Salvador Dali	Viking Jewellery	Evelyn Dunbar - painting Henry Moore - sculpture Sketching	Local scenery Water colour Pastels Pencils/charcoal
DT <small>(Challenge mixed age Geog/Hist/Sci)</small>		Rainforest box models	Food technology - Anglo-Saxon cooking	Viking food Viking longships		
Music	Unit 5 Livin' on a Prayer	Unit 6 Happy	Unit 5 Make You Feel my Love	Unit 6 A New Year Carol	Unit 5 Dancing in the Street	Unit 5 Reflect Rewind Replay
PE	Handball	Hockey	Gymnastics	Tag rugby	Outdoor adventure	Cricket

	Netball	Dance	Health and Fitness	Football	Lacrosse Tennis	Athletics
MFL Latin	Origins of language	Present tense	Verbs and adverbs	Subject and Object nouns	Revision of units 1-2	Revision of Units 3-4
Computing	Unit 5.1 Coding	Unit 5.3 Spreadsheets	Unit 5.2 Online safety Unit 5.4 Databases	Unit 5.5 Game creator	Unit 5.6 3D Modelling	Unit 5.7 Concept maps

Cycle B EYFS

	Autumn		Spring		Summer	
Topic focus Challenge enquiry	What do we mean by 'a long time ago'?	What are things made of?	What do we know about wild African animals?	Are all animals the same?	What grows in my garden? Who do I know that's famous?	Why do we take a bucket and spade to the seaside?
Texts used to support the focus	*The Tiger who came to Tea by Judith Kerr. *In the Castle by Anna Milbourne.	*The Most Magnificent Thing by Ashley Spires. *Rosie Revere Engineer by Andrea Beaty.	*Dear Zoo by Rod Campbell *Monkey Puzzle by Julia Donaldson. *The Lion Inside by Rachel Bright	*Giraffes can't Dance by Giles Andrea. *The Gruffalo by Julia Donaldson. *Norman the Slug with the Silly Shell by Sue Hendra. *The same but Different too by Karl Newson.	*Each, Peach, Pear, Plum by Janet and Allan Ahlberg. *Stuck by Oliver Jeffers. *The Giving Tree by Shel Silverstein. *Fantastically Great Women who changed the World by Kate Pankhurst.	*Lucy and Tom at the Seaside by Shirley Hughes. *Sharing a Shell by Julia Donaldson.
English	Phonics set 1 (Read, Write, Ink) m a s d t I n p g o c k u b f e l h Letter formation lower case	Phonics set 1 (Read, Write, Ink) sh r j v y w th z ch q x ng nk Letter formation lower case Key words from reception list. I on at it in is a mum dad and the of am can	Phonics set 2 (Read, Write, Ink) ay ee igh ow oo oo Letter formation lower case Key words from reception list. Go went up look we dog me big like see to	Phonics set 2 (Read, Write, Ink) ar or air ir ou oy Letter formation lower case Key words from reception list. This she my no he yes for	Phonics set 3 (Read, write, Ink) ee ea oy oi ay a-e igh Letter formation lower and upper case. Key words from reception list. Day you away play all get	Phonics set 3 (Read, write, Ink) i-e ow o-e oo u-e or aw Letter formation lower and upper case. Key words from reception list. Come was are they going said
Maths	White Rose - Getting to Know You. Opportunities for settling in. Key times of the day and class routines. Exploring continuous provision. Using and understanding positional language. Just Like Me! Matching, sorting and comparing	White Rose - It's Me 123! Representing 1,2 and 3. Comparing 1,2,3 and learning about the composition of 1,2,3. Circles and Triangles. Positional Language. Light and Dark Representing numbers to 5.	Alive in 5! Introducing 0. Comparing Numbers to 5. Composition of 4 and 5. Comparing Mass and capacity part 2.	Growing '6,7,8 Composition of 6,7 and 8. Making pairs and combining 2 groups. Length and Height. Time. Building 9 and 10 Composition of 9 and 10.	To 20 and Beyond Building numbers beyond 10 and counting patterns beyond 10. Spatial Reasoning part 1 Matching, rotating and manipulating. First Then Now Adding more and taking away. Spatial Reasoning part 2.	Find my Pattern Doubling, sharing and grouping. Odd and even. Spatial Reasoning part 3 Visualising and Building. On the Move Deepening Understanding of Patterns and Relationships. Spatial Reasoning 4 Mapping.

	amounts. Comparing Size, Mass and capacity. Exploring patterns.	One more and less. Shapes with 4 sides. Time.		Comparing Numbers to 10. Bonds to 10. 3D Shape. Pattern part 2.	Composing and decomposing.	
Communication and Language	<p>Baseline check point: 3-4 year old</p> <ul style="list-style-type: none"> *Can they shift from one task to another? *Do they use 4-6 words in a sentence? "I wan to play with cars." *Can they use sentences joined up with words like 'because' or 'and'? *Do they use future and past tenses correctly? *Can they answer simple why questions? 	<p>Children need to:</p> <ul style="list-style-type: none"> *Understand how to listen and why it is important. *Start to learn new vocabulary. *Use new vocabulary throughout the day in independent tasks. *Develop social phrases such as 'Good morning.' *Listen to rhymes and songs paying attention to how they sound. *Engage in Storytime. 	<p>Children need to:</p> <ul style="list-style-type: none"> *Use new vocab in different contexts. *Ask questions to find out more and to check they understand what has been said to them. *Use talk to work out problems and organise thinking and activities. *Explain how things work and why they might happen. *Engage in non-fiction books. 	<p>Children need to:</p> <ul style="list-style-type: none"> *Articulate their ideas and thoughts in well-formed sentences. *Connect ideas using a range of connectives. *Describe events in detail. *Talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. *Retell stories once they have developed a deep familiarity with the text. <p>ELGs</p> <ul style="list-style-type: none"> *Listen and respond to what they hear with relevant questions in whole class and small group situations. *Comment and ask questions to clarify understanding. *Hold conversations with peers and teachers. *Offer their own ideas and talk in small groups. *Explain why things happen using appropriate vocabulary from stories, poems, and rhymes. *Talk about own experiences in full sentences, using past, present, and future tenses. Use conjunctions. 		
Personal, Social and Emotional Development.	<p>Baseline check point 3-4 years old.</p> <ul style="list-style-type: none"> *Is the child overweight? (Can they talk about healthy foods?) *Does the child have poor dental health? (Can they talk about cleaning their teeth?) *Are they dry during the day? (Can they go to the toilet and wash their hands independently?) <ul style="list-style-type: none"> *Is the child settling well and happy to be at school? *Is the child happy in the company of other children? *Does the child talk to adults and children comfortably? 	<p>Children need to:</p> <ul style="list-style-type: none"> *Learn to see themselves as valuable individuals. *Learn how to express their feelings and consider the feelings of others. *Build constructive and respectful relationships. *Identify and moderate their own feelings socially and emotionally. *Go to the toilet and wash their hands independently. *Cut up their food and feed themselves with a knife and fork at lunchtime. *Recognise when they need a drink of water. 	<p>Children need to:</p> <ul style="list-style-type: none"> *Show resilience and perseverance in the face of challenge. *Have the confidence to try new things. *Consider the perspectives of others and show sensitivity towards different beliefs and opinions. <p>Links with KS1:</p> <ul style="list-style-type: none"> *Knowing how to behave in the playground and what to do if another child is unkind. *Learning that adults do different jobs. Being able to talk about special people in the family and the jobs they do. Knowing people with jobs who help others. 	<p>*Links with KS1:</p> <p>Discussing the healthy choices of good sleep routines, regular exercise, healthy eating, sensible amounts of screen time all under the topic of What helps us stay healthy?</p> <p>ELGs</p> <ul style="list-style-type: none"> *Understand own feelings and those of others. *Begin to regulate own behaviour accordingly. *Able to wait for what they want and control immediate impulses. *Give focused attention to what the teacher says and respond appropriately even when engaged in activity. *Show the ability to follow instructions involving several ideas or steps. *Try new activities and show independence. *Show resilience and perseverance in the face of challenge. *Explain rules, know right from wrong and behave accordingly. *Manage own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. *Work and play cooperatively. *Take turns. 		

	<p>*Will they seek adult help if they are unsure or worried? *Links with KS1: How to build healthy relationships and make new friends.</p>	<p>*Put on their coat independently. *Links with KS1: How to recognise and express feelings. How to respond to the feelings of others.</p>			<p>*Form positive attachments to adults and friendships with peers. *Show sensitivity to their own and others' needs.</p>	
	<p>Relationships What makes a good friend?</p>	<p>Relationships What is bullying?</p>	<p>Health and wellbeing How do we recognise our feelings?</p>	<p>Health and wellbeing What helps us grow and stay healthy?</p>	<p>Health and wellbeing What helps us to stay safe?</p>	<p>Living in the wider world What jobs do people do?</p>
<p>Physical development</p>	<p>Baseline checkpoint for 3-4-year-olds. *Can sit on a chair? *Can ride a scooter or trike? *Can go up or down stairs or apparatus using alternative feet? *Can skip, hop, stand on one leg? *Can wave flags or streamers? *Can paint or chalk large marks? *Can dance to music? *Can make snips with scissors? *Shows a preference for a dominant hand. *Can control a pencil? *Can put on a coat and do up the zip.</p>	<p>Children need to: *Refine rolling, crawling, walking, running, jumping, hopping, skipping, and climbing. *Develop the overall body strength, coordination, balance, and agility needed to engage successfully in physical activities (PE, riding bikes and scooters, climbing on large outdoor equipment.) *Refine ball skills including throwing, catching, kicking, passing, batting, and aiming. *Combine different movements with ease and fluency. *Develop good posture when sitting. *Develop fine motor skills and the ability to control pencils, paint brushes, scissors, and cutlery safely and confidently.</p>	<p>Children need to work on all previous points as well as: *Progress towards a more fluent style of moving with an emphasis on showing developing control.</p>	<p>Children need to work on all previous points.</p>	<p>Children need to work on all previous points as well as: *Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. *Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>ELGs *Can negotiate space and obstacles safely, with consideration for themselves and others. *Demonstrate strength, balance and coordination when playing. *Run, jump, dance, hop, skip, and climb. *Hold a pencil effectively for writing. *Use a range of small tools (scissors, paint brushes and cutlery.) *Begin to show accuracy and care when drawing.</p>
	<p>Introduction to PE</p>	<p>Dance</p>	<p>Gymnastics</p>	<p>Tag rugby</p>	<p>Tennis</p>	<p>Cricket/Sports Day prep</p>
<p>Understanding the World</p>	<p>Baseline checkpoint for 3-4year olds.</p>	<p>Children need to:</p>	<p>Children need to: *Recognise environments can be different to the</p>	<p>Children need to: *Talk about the lives of people around them and</p>		<p>ELGs</p>

	<p>*Does the child show an interest in what is going on around them? *Can they talk about family members? *Do they like to explore how things work? *Are they interested in living things and the natural world? *Do they talk about places they have visited?</p> <p>Children need to: *Talk about special family members as they settle in. Make comparisons with family life in 'The Tiger that came for Tea.' *Talk about what it was like to live in a castle a long time ago? *Recognise that people have different beliefs and celebrate special events in different ways - Harvest.</p>	<p>*Explore the natural world using materials to build and create. *Use their senses to describe what they see, hear, and feel. *Talk about changes in the natural world around them. *Take note of changes to materials and states of matter. *Recognise that people have different beliefs and celebrate special times in different ways - Christmas.</p>	<p>ones we live in. (Comparing and contrasting hot/cold countries).</p>	<p>their roles in society. (Knowing different jobs and roles that adults have/ knowing the people who can help keep us safe -PSED)</p>		<p>*Talk about the lives of people around them and their roles in society. *Know similarities and differences between things in the past and now. *Understand the past through settings and characters in books. *Describe their immediate environment using knowledge gained from discussions, stories, books, and maps. *Know similarities and differences between different religious and cultural communities. *Compare and explain the similarities and differences between life in this country and life in other countries. *Make observations of the natural world drawing pictures of animals and plants. *Be able to talk about similarities and differences in the natural world and a contrasting environment. *Understand processes such as the seasons or changing states of matter in the natural environment.</p>
<p>RE</p>	<p>See Units for Year 1 and 2 planning below.</p> <p>Through these Topics children will:</p> <p>*Develop positive attitudes about the differences between people (3-4yrs) *Recognise people have different beliefs and celebrate special times in different ways. *Name and explain the purpose of places of worship and places of local importance to the community. *Visit places of worship and local importance to the community. *Learn from visitors of different religious and cultural communities. *Develop- a rich bank of vocabulary to describe their own beliefs and those of others.</p>					
<p>Expressive Art and Design</p>	<p>Baseline checkpoint for 3-4 year olds. *Can the child take part in pretend play? *Can the child retell stories in pretend play?</p>	<p>Children need to: *Develop story lines in play.</p>	<p>Children need to develop previous points.</p>	<p>Children need to develop previous points</p>	<p>Children need to develop previous points</p>	<p>ELG's *Safely use and explore a variety of materials, tools, and techniques.</p>

	<ul style="list-style-type: none"> *Does the child show an interest in building with construction materials? *Does the child explore colour mixing and paint? *Does the child draw to represent ideas? *Does the child sing and dance to music? 	<ul style="list-style-type: none"> *Explore a variety of artistic effects to express ideas. *Use tools and materials safely. *Work collaboratively sharing ideas and resources. *Listen to and talk about music. *Watch and talk about dance and performance Art. *Sing as a class or on their own. 				<ul style="list-style-type: none"> *Experiment with colour, design, texture, form, and function. *Share and explain the processes they have used. *Make use of props and materials to engage in role play. *Invent, adapt, and recount narratives and stories. *Sing well known rhymes and songs. *Perform songs, rhymes, and stories.
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Cycle B Y1/Y2

	Autumn		Spring		Summer	
Topic focus Challenge enquiry	How did the <i>Great fire</i> of London start?	What would Traction man use to build our school?	Where would you prefer to live: England or Kenya? How will 5 a day keep me healthy?	Why are humans not like tigers?	How quickly do plants grow? How have people like Rosa Parks made the World a safer place?	Why do we love to be beside the seaside?
Texts used to support the focus	*Nonfiction texts *Vlad and The great Fire of London.	*Traction man	*Lila and the Secret of Rain. *Handa's Surprise	*Bog Baby	*Jack and the Baked Bean stalk. *Traditional story of Jack and the Beanstalk. I am Rosa Parks.	*Nonfiction books about the seaside. *Lucy and Tom at the Seaside by Shirley Hughes.
English skills	Phonics - Handwriting - Spag - Spellings -	Phonics - Handwriting - Spag - Spellings -	Phonics - Handwriting - Spag - Spellings -	Phonics - Handwriting - Spag - Spellings -	Phonics - Handwriting - Spag - Spellings -	Phonics - Handwriting - Spag - Spellings -
English Genres	Nonfiction and sequencing of key events. Creating fact files. Recount/diary writing.	Narrative. Letter writing. Instructions.	Narrative - descriptive writing focusing on setting and characters. Non-chronological reports. Weather stories.	Narrative - own story ending. Fact files about animals.	Instructions for planting seeds. Diary writing. Recount of visit to a garden centre.	Newspaper report (Seaside event.) Post cards. Persuasive writing - why you should visit a particular seaside location.
Maths	White Rose Year 1 *Place Value (within10)		White Rose Year 1 *Place Value (within 20)		White Rose Year 1 *Multiplication and Division	

	*Addition and Subtraction (within 10) *Shape Year 2 *Place Value *Addition and Subtraction *Shape		*Addition and Subtraction (within 20) *Place Value (within 50) *Length and Height *Mass and Volume Year 2 *Money *Multiplication and Division *Length and Height *Mass, Capacity and Temperature		*Fractions *Position and Direction *Place Value (within 100) *Money *Time Year 2 *Fractions *Time *Statistics *Position and Direction	
Science	Everyday Materials Naming different materials. Using materials for different tasks. What would Traction man use to build our school?		Humans Exercising and keeping healthy. How will 5-a-kday keep me healthy?	Animals Classifying animals. Life cycles of animals. Why are humans not like tigers?	Plants How do plants grow? Keeping plants healthy. How quickly do plants grow?	
RE <small>(Notts Agreed syllabus)</small>	1.2 Myself: How do we show we care for others? Why is it important to care about others? Harvest time - giving thanks for our world	1.1 Celebrations and Festivals: How do people celebrate? UC Why does Christmas Matter to Christians? The Nativity Story	2.2 What do Jewish people believe about God? Creation, humanity, and the natural world.	Who celebrates what? UW Why does easter matter to Christians?	1.3 What can we learn from the Stories of Jesus? UC What is the good news that Jesus brings?	2.1 Leaders What makes some people inspiring to others? Christian and Jewish leaders
RSE <small>(Medway/PSHE assoc.)</small>					Y1/2 My Special People Y1/2 We are Growing: Human Life Cycle Y1/2 Everybody's Body	
PSHE <small>(Medway/PSHE assoc.)</small>	Relationships What makes a good friend?	Relationships What is bullying?	Health and wellbeing How do we recognise our feelings?	Health and wellbeing What helps us grow and stay healthy?	Health and wellbeing What helps us to stay safe?	Living in the wider world What jobs do people do?
Geography <small>(Challenge mixed age Geography)</small>			Study of a non-European contrasting place Where would you prefer to live: England or Kenya?			Seaside Study Why do we love to be beside the seaside?
History <small>(Challenge mixed age History)</small>	Beyond Living Memory Why did The Great fire of London start? or What do we know about the Victorians and the way they lived?				Famous people Would The Beatles have won the X-factor? or How would people like Rosa Parkes have made the world a safer place?	

Art and Design <small>(Challenge mixed age Geog/Hist/Sci)</small>	Observational drawings of buildings during the Great fire of London. Model making houses with boxes. Colour mixing oranges and reds.		How can you recreate Kenyan art? Look at Kenyan artist-Martin Bulinya. Observational drawings of fruit and vegetables. Straight and curved lines/shading skills. Colour mixing.		Can you create your own digital postcards? Colour mixing shades of blue.	
DT <small>(Challenge mixed age Geog/Hist/Sci)</small>		Design and make a suitable outfit for Traction man to wear on one of his missions.	How can you design and make your own fruit salad?		How can you design a placard to protest for women's rights; racial equality; children's rights or equality for people with disabilities?	
Music	Unit 2 Hands Feet Heart	Unit 1 Rhythm in the way we walk and Banana Rap	Unit 1 Round and Round	Unit 2 I Wanna Play in a Band	Unit 2 Friendship Song	Unit 1 Reflect Rewind Replay
PE	Introduction to PE Swimming	Dance Swimming	Gymnastics ABCs	Tag rugby Throwing and Catching	Tennis Games 2	Cricket Athletics/Sports Day Prep
Computing	Unit 1 Online Safety and exploring Purple Mash	Unit 1.5 Maze Explorers Unit 2.7 Making Music	Unit 1.6 Animated story books Unit 2.2 Online safety	Unit 2.4 Questioning	Unit 1.3 Pictograms Unit 2.3 Spreadsheets	Unit 2.8 Presenting ideas

Cycle B Y3/Y4

	Autumn	Spring	Summer
Maths	YR3 White Rose Number: place value Number :Addition and Subtraction Number: Multiplication and Division YR4 White Rose Number: place value Number :Addition and Subtraction Measurement and Area Number: Multiplication and Division A	YR 3 White Rose Number: Multiplication and Division Measurement: Length, Perimeter & Area Number: Fractions Measurement: Mass & Capacity YR4 White Rose Number: Multiplication and Division Measurement: Length, Perimeter & Area Number: Fractions Number: Decimals	YR 3 White Rose Number: Fractions Measurement: Money Measurement: Time Geometry: Properties of shape Statistics YR 4 White Rose Number: Decimals Measurement: Money Measurement: Time Geometry: Properties of shape Statistics Geometry: Position and Direction
English	Explanation Character description	Instructions Settings description	Information leaflet Persuasive writing

	Diary Settings description Recount a traditional story	Poetry Book review Recount - Narrative	List poem Newspaper report Perform poetry	
High Quality Texts <small>(Challenge mixed age Geog/Hist/Sci)</small>	Orion and the dark (Science) Oscar and the Moth (Science) The Egyptian Cinderella (history)	Pied Piper of Hamelin (Science) The Egyptian Cinderella (history)	The incredible book eating boy (Science) Escape from Pompeii (geography) Climate change (geography) The Pebble in my Pocket (geography) Running wild (geography)	
Science	Physics- light and dark Why do we have light and dark and what is its impact on our everyday life?	Physics- sound How is sound created and how does it travel?	Biology- animals including humans/Digestive system What happens to the food we eat?	
RE <small>(Notts Agreed syllabus)</small>	3.1 Beliefs and Questions Harvest Festival	The Nativity Story UC:2a.3 What is the Trinity?	4.2 Symbols and Religious Expression UC:2a.2 What is it like to follow God?	3.3 Worship and Sacred Places
RSE <small>(Medway/PSHE assoc.)</small>				4.1 The Journey of Life and Death UC What kind of world did Jesus want?
RSE <small>(Medway/PSHE assoc.)</small>				Y3: What Makes a Good Friend? Y3: Falling out with friends Y4: Puberty: Time to change Y4: Puberty: Menstruation and wet dreams Y4: Puberty: Personal hygiene Y4: Puberty: Emotions and feelings
PSHE <small>(Medway/PSHE assoc.)</small>	Health and wellbeing What strengths, skills and interests do we have?	How do we treat each other with respect? Relationships	Health and wellbeing How can we manage our feelings?	Living in the wider world How can our choices make a difference to others and the environment?
Geography <small>(Challenge mixed age Geography)</small>			Volcanoes and earthquakes What makes the Earth angry?	Similarities and differences UK Why would you choose to live in London?
History <small>(Challenge mixed age History)</small>	Ancient Egypt How can we recreate the wonder of Ancient Egypt?			
Art and Design <small>(Challenge mixed age Geog/Hist/Sci)</small>			Hokusai - Layering Water colour, acrylic or powder paint to create	How can you capture the majesty of one of How can we capture the beauty of our

				a stormy scene using techniques taught	London's buildings in water colour? Capture London's skyline by lining up sketches and photographs, sketch outline, water colour to finish	native birds or flowering plants in paint? Close observation skills - painting and drawing techniques
DT (Challenge mixed age Geog/Hist/Sci)	Make up a shadow theatre production of the story of Orion and the Dark? Puppet theatre Shadow puppets	How can you recreate the wonder of the pyramids? Design and make a pyramid	How do volcanoes impact on the lives of people and why do people choose to live near them? Could we design a product made from recycled materials ? Design and make a volcano	How can we create a model of the digestive system with sound commentary? Model of the digestive system		
Music	Unit 3 Glockenspiel 1	Unit 4 Glockenspiel 2	Unit 3 The Dragon Song	Unit 4 Lean on Me	Unit 4 Blackbird	Unit 4 Reflect Rewind Replay
PE	Handball Basketball	Hockey Dance	Gymnastics - apparatus Health and Fitness	Tag rugby Dodgeball	Ultimate Frisbee Tennis	Rounders Athletics/Sports Day Prep
MFL Latin	Y3 Unit 1 Origin of language Y4 Unit 5 Simple sentences	Y3 Unit 2 Present tense Y4 Unit 6 Numerals and 'to be'	Y3 Unit 3 Verbs and adverbs Y4 Unit 7 Adjectives and agreement	Y3 Unit 4 Subject and object Y4 Unit 8 Prepositions	Y3 Revision Units 1-2 Y4 Revision Units 5-6	Y3 Revision Units 3-4 Y4 Revision Units 7-8
Computing	Unit 4.1 Coding	Unit 4.3 Spreadsheets	Unit 4.2 Online safety	Unit 4.4 Writing for different audiences	Unit 4.5 Logo Unit 4.8 Hardware Investigators	Unit 4.6 Animation Unit 4.7 Effective search

Cycle B

Y5/Y6

	Autumn		Spring		Summer	
Maths	White Rose Y5: Place value, Addition and subtraction, Multiplication and division, Fractions Y6: Place value, Four Operations, Fractions, Measurement		White Rose Y5: Multiplication and Division, Fractions, Decimals and Percentages, Perimeter and Area, Statistics Y6: Ratio, Algebra, Decimals, Fractions, decimals and Percentages, Area, Perimeter and Volume, Statistics		White Rose Y5: Shape, Position and Direction, Decimals, Number, Converting Units, Measurement Y6: Shape, Geometry, Revision of previous topics	
English	Instructional text Poetry Recount	Non-chronological report Narrative Discussion	Instructional text Poetry Recount	Non-chronological report Narrative Discussion	Instructional text Poetry Recount Biography	Non-chronological report Narrative Discussion Playscripts
High Quality Texts <small>(Challenge mixed age Geog/Hist/Sci)</small>	Cosmic (Science) Sacyawea (Geography) Wonder (Science) Trash (Geography) Boy in the Tower (English)		Pig Heart Boy (Science) Tales from the Arabian nights (History) The Chocolate Tree (History)		Journey to Jo'burg (History) How to be a Tudor (History)	
Science	Physics- Earth and space Is there anybody out there?	Biology- Evolution and Inheritance Have we always looked like this?	Biology- Animals including humans/circulatory systems Why is your heart the most important pump you own?		Physics- electricity Could you be the next Nintendo apprentice?	
RE <small>(Notts Agreed syllabus)</small>	5.4 Beliefs in action in the world How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity?	5.2 Religion and the individual What is expected of a person following a religion or belief? UC:2b.2 Creation and Science: conflicting or complementary?	6.2 Religion, world views, family and community: prayer What contributions do religions make to local life in Nottingham city and Nottinghamshire? UC What kind of king is Jesus?	UC2b.6 What did Jesus do to save human beings?	5.3 Beliefs and questions How do people's beliefs about God, the world and others have impact on their lives?	UC What would Jesus do?
RSE <small>(Medway/PSHE assoc.)</small>					Y5: Puberty: Time to change Y5: Puberty: Menstruation and wet dreams Y5: Puberty: Personal hygiene Y5: Puberty: Emotions and feelings Y6: Puberty: re-cap and review Y6: Puberty: change and becoming independent	

					Y6: Positive, healthy relationships Y6: How babies are made	
PSHE <small>(Medway/PSHE assoc.)</small>	Health and well-being How can we keep healthy as we grow?		Health and well-being How can we help in an accident or an emergency?	Relationships How can friends communicate safely?	Relationships What will change as we become more independent? How do friendships change as we grow?	
Geography <small>(Challenge mixed age Geography)</small>	North or South America South America Why has Brazil got one of the world's fastest growing economies? or North America What so special about the USA?					
History <small>(Challenge mixed age History)</small>			Civilizations around AD900 (Islamic civilisation) Why was the Islamic civilization (AD900) known as the Golden Age? or (Mayan civilisation) Who were the Mayans and what did we learn from them? (Indus civilization) Indus Valley		Beyond 1066 (Slavery) *Why should Britain be ashamed of slavery? or *Why should gunpowder, treason and plot never be forgotten? *What were the historical implications of Henry VIII's break from the Catholic Church?	
Art and Design <small>(Challenge mixed age Geog/Hist/Sci)</small>	South American art: Frida Khalo Leonora Carrington Clay monkeys Dream catchers	South American Art: Symbols Colour painting Collage Christmas wreaths		Use recycled, natural and made materials to sculpt	Emotion of slavery Faces Express and create emotions	Influence of the media
DT <small>(Challenge mixed age Geog/Hist/Sci)</small>	Create a moon buggy		Design and make paper	Islamic Art		
Music	Unit 5 Classroom Jazz 1	Unit 6 Classroom Jazz 2	Unit 5 The Fresh Prince of Bel-Air	Unit 6 You've Got a Friend	Unit 6 Music and Me	Unit 6 Reflect Rewind Replay
PE	Handball Basketball	Hockey Dance	Gymnastics - apparatus Health and Fitness	Tag rugby Dodgeball	Ultimate Frisbee Tennis	Rounders Athletics/Sports Day Prep
MFL Latin	Unit 5 Simple sentences	Unit 6 Numerals and 'to be'	Unit 7 Adjectives and agreement	Unit 8 Prepositions	Revision Units 5-6	Revision Units 7-8
Computing	Unit 6.1 Coding	Unit 6.2 Online safety Unit 6.4 Blogging	Unit 6.3 Spreadsheets	Unit 6.5 Text Adventures	Unit 6.6 Networks	Unit 6.7 Quizzing