|  |  |  |  |
| --- | --- | --- | --- |
| **History** | A  | B  | C  |
| **Autumn** | **Spring** | **Summer** | **Autumn** | **Spring** | **Summer** | **Autumn** | **Spring** | **Summer** |
| **History****Year 1,2,3** | What does it take to be a great explorer? *(Local History)* | How did the lives of Ancient Britain’s change during the Stone Age? *(Local History)* | The Queen’s Crown  | Who is the greatest History maker?  | Why did Delia buy a new hat?(Titanic) *(Local History)* | How do we know so much about what happened in the great fire of London?  | Why were castles so important to the Normans? *(Local History)* | Why was Charles sent to Prison?  | How do our toys and games compare with those of Children in the 1960s? |
| **History****Year 4,5,6** | Why was winning the Battle of Britain so important?  | Shang Dynasty – How did a pile of dragon bones help to solve an Ancient Chinese mystery?  | Roman Britain -How did the arrival of the Romans change Britain? *(Local History)* | Bronze Age – What is the secret of the Standing Stones? *(Local History)* | Anglo Saxons -Who were the Anglo-Saxons and how do we know what was important to them?  | Ancient Egypt *– What happened to the boy behind the Golden Mask?*  | Why did Britain once Rule the largest Empire the world has ever seen? *(Local History)* | Vikings – What did the Vikings really want and how did Alfred prevent them getting it?  | The Story of the Trojan Horse – Historical fact, legend or myth.  |
| **Geography** | A | B | C  |
| **Autumn** | **Spring** | **Summer** | **Autumn** | **Spring** | **Summer** | **Autumn** | **Spring** | **Summer** |
| **Geography****Year 1,2,3****Global Curriculum** | Why don’t Penguins need to fly?  | Where in the world is home for Denise and how does it compare with where I live? | Why does it matter where my food comes from?  | How does the Geography of Kampong Ayer compare with my locality?  | How does Weather affect our lives?  | Why do we love being by the seaside so much?  | How do we persuade people to join us in tackling the causes of global warming?  | *What is the Geography of where I live like?* | What do we find at places where the land meets the sea?  |
| **Geography****Year 4,5,6****Global Curriculum** | How is Climate Change Affecting the World? | How do volcanoes effect the lives of people on Hiemaey (Iceland)? | Why are Mountains so important? | How can we live more Sustainably? | Why is fair trade fair? | Beyond the magic kingdom what is the Sunshine State really like? | What are national parks for? | How and why does the quality of the environment change in and around the area where I live? | What is a River? |
| **Geography - across the year.** **Year 1-6** | Identify seasonal and daily weather patterns in the UK *(Human and Physical Geography)*Beach Trip *(Geographical Skills and Fieldwork, Human and Physical Geography)*Significance of latitude, longitude, equator, northern and southern hemispheres, tropics and GMT *(Locational Knowledge)* |
| **Science** | A (Year 2 / Year 6) | B (Year 3/ Year 4) | C (Year 1 / Year 5) |
| **Autumn** | **Spring** | **Summer** | **Autumn** | **Spring** | **Summer** | **Autumn** | **Spring** | **Summer** |
| **Science****Year 1,2,3** | Animal needs for survivalHumansMaterialsPlastic | Plants (light and dark)Living things and their habitatsLight and dark | Plants (bulbs and seeds)Growing upBulbs and seedsGrowing up (b)Wildlife | SkeletonsMovementNutrition and dietFood wasteRocks | FossilsSoilsLight | Plants AForcesMagnetsPlants BBiodiversity | The Human body(Year 1)Materials (Year 1)Seasonal Changes (Autumn, Winter) | Planting (a)AnimalsCaring for the PlanetSeasonal Changes (spring)Planting (b) | PlantsPlanting ©Growing and cookingSeasonal Changes (summer) |
|  | Observe changes across the four seasons (Year 1 -3)Observe and describe weather associated with the seasons and how length of day varies (Year 1- 3)Working Scientifically (Year 1-6) to be assessed through TAPS |
| **Science****Year 4,5,6** | Living things and their Habitats (Year 6)Electricity Renewable Energy | LightLight PollutionThe circulatory systemDiet, drugs and lifestyle  | VariationAdaptionsFossilsThemed Projects – Year 7 ready | Group and Classify living things (Year 4)Data Collection AStates of Matter | SoundData collection BElectricityEnergy | Data Collection CHabitatsDeforestationThe digestive systemFood chains | Forces Space Global Warming | Properties of MaterialsAnimals including HumansLife Cycles | Reproduction AReversible and irreversible changesPlastic PollutionReproduction B |
|  | Working Scientifically (Year 1-6) to be assessed through TAPS |
| **Art** | A  | B  | C  |
| **Autumn** | **Spring** | **Summer** | **Autumn** | **Spring** | **Summer** | **Autumn** | **Spring** | **Summer** |
| **Art****Year 1,2,3** | [Music and Art](https://www.accessart.org.uk/music-and-art/)Disciplines: Drawing, Making, Sketchbooks**Artists**: Kandinsky, Various “Projection Mapping” artists | [Exploring the World through Mono Print](https://www.accessart.org.uk/exploring-the-world-through-mono-print/)Disciplines: Printmaking (mono print), Drawing, CollageArtists: Xgaoc’o X’are, Leonardo Di Vinci | [Explore and Draw](https://www.accessart.org.uk/explore-draw/)Disciplines: Drawing, Sketchbooks, Collage**Artists:** Rosie James, Alice Fox | [Gestural Drawing with Charcoal](https://www.accessart.org.uk/gestural-drawing-with-charcoal/)Disciplines: Drawing Sketchbook**Artists**: Heather Hansen, Laura McKendry, Edgar Degas | [Exploring Watercolour](https://www.accessart.org.uk/exploring-watercolour-pathway/)Disciplines: Painting (watercolour)**Artists:** Paul Klee, Emma Burleigh | [Expressive Painting](https://www.accessart.org.uk/expressive-painting/)Disciplines: Painting, Sketchbooks**Artists:** Marela Zacarias, Charlie French, Vincent Van Gogh, Cezanne | [**Be An Architect**](https://www.accessart.org.uk/be-an-architect/)Disciplines: Architecture, drawing, sketching**Artists**: Hundertwasser, Zaha Hadid, Heatherwick Studios | [**Cloth, Thread and Paint**](https://www.accessart.org.uk/cloth-thread-paint/)Disciplines: painting, sewing, drawing, sketchbooks**Artists**: Alice Kettle, Hannah Rae | [**Flora and Fauna**](https://www.accessart.org.uk/flora-and-fauna/)Disciplines: Drawing, collage, sketchbooks**Artists**: Eric Carle, Joseph Redoute, Jan Van Kessel |
| **Art****Year 4,5,6** | [Brave Colour](https://www.accessart.org.uk/brave-colour/)Disciplines: Installation Art, Sketchbooks**Artists:** Olafur Eliasson, Yinka Ilori, Morag Myerscough, Liz West | [Mixed Media Land and City Scapes](https://www.accessart.org.uk/mixed-media-land-and-city-scapes/)Disciplines: Painting, Drawing, Sketchbooks **Artists:** Vanessa Gardiner, Shoreditch Sketcher, Kittie Jones | [Exploring Identity](https://www.accessart.org.uk/identity/)Disciplines: Collage, Drawing, Sketchbooks**Artists:** Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett | [Print and Activism](https://www.accessart.org.uk/activism/)Disciplines: Printing, Collage, Drawing**Artists:** Luba Lukova, Faith Ringgold, Shepard Fairey | [2D Drawing to 3D Making](https://www.accessart.org.uk/2d-drawing-to-3d-making/)Disciplines: Drawing, Sculpture, Graphic Design, Collage, Sketchbooks**Artists:** Lubaina Himid, Clare Harrup | [Sculpture, Structure, Inventiveness & Determination](https://www.accessart.org.uk/sculpture-and-structure/)Disciplines: Drawing, Sketchbooks, Sculpture**Artists: Marcus Coates** | [Typography and Maps](https://www.accessart.org.uk/typography-and-maps/)Disciplines: Design: Typography, Drawing, Collage, Sketchbooks**Artists:** Louise Fili, Grayson Perry, Paula Scher, Chris Kenny | [Festival Feasts](https://www.accessart.org.uk/sculptural-food/)Disciplines:Sculpture, Painting, Drawing, Collage, Sketchbooks**Artists**: Claes Oldenberg, Lucia Hierro, Nicole Dyer | [Storytelling Through Drawing](https://www.accessart.org.uk/storytelling-through-drawing/)Disciplines: Drawing, sketchbooks**Artists**: Laura Carlin, Shaun Tan |
| **DT** | A  | B  | C  |
| **Autumn** | **Spring** | **Summer** | **Autumn** | **Spring** | **Summer** | **Autumn** | **Spring** | **Summer** |
| **DT****Year 1,2,3** | Movable Mechanisms: Christmas Cards with sliders and levers | Structures:Making a Mini Greenhouse(see Plan Bee) | Food & Diet:Cornish Picnic | Textiles:Hand Puppets | Movable Mechanisms:Propeller Planes with Wheels | Structures:Animal Habitat | Textile: Seasonal Stockings (See Plan Bee) | Movable Mechanisms:Minibeats (see Plan B) | Food & Diet:Bread |
| **DT****Year 4,5,6** | Programming & Electronics:Light up Signs (see Plan B) | Structures:Bird House | Textiles:Re-usable Beach Bag | Food & Diet:Around the World Banquet | Textiles:Amazon Explorers’ Work Belt (Tie Dye) | Movable Mechanisms:Moving Toys (see Plan Bee) | Food & Diet:Rationing Recipe (WW2) | Structures:Bridges (see Plan B) | Programming & Electronics:Programming Pioneers |
| **Music** | A  | B  | C  |
| **Autumn** | **Spring** | **Summer** | **Autumn** | **Spring** | **Summer** | **Autumn** | **Spring** | **Summer** |
| **Music****Year 1,2,3** | W: First Access[NP: BBC Ten Pieces Vivaldi: Winter from The Four Seasons](https://www.bbc.co.uk/teach/ten-pieces/classical-music-antonio-vivaldi-winter-from-the-four-seasons/zf98bdm)Sing Up: Continents and Oceans songsChristmas  | NP: First AccessW: Sing Up: Living in the Stone Age (song) | [BBC Ten Pieces: Handel’s Zadok the Priest](https://www.bbc.co.uk/teach/ten-pieces/KS2-george-frideric-handel-zadok-the-priest/znvrkmn) | W: First AccessNP: I wanna play in a band (Charanga)Christmas | NP: First AccessW: I wanna play in a band (Charanga) | Charanga: Zootime | W: First AccessNP: In the Groove (Charanga)Christmas | NP: First AccessW: In the Groove (Charanga) | [BBC Ten Pieces: No Place Like](https://www.bbc.co.uk/teach/ten-pieces/classical-music-kerry-andrew-no-place-like/z7k4f4j) |
| **Music****Year 4,5,6** | [BBC Ten Pieces: Elgar’s Enigma Variations](https://www.bbc.co.uk/teach/ten-pieces/edward-elgar-enigma-variations-11-6-7/zhb3t39)Christmas | [BBC Ten Pieces: Steve Reich: Music for 18 Musicians](https://www.bbc.co.uk/teach/ten-pieces/classical-music-steve-reich-music-for-18-musicians/zk44y9q) | NP & W: First Access | Happy (Charanga)Christmas  | [BBC Ten Pieces Hans Zimmer – Earth](https://www.bbc.co.uk/teach/ten-pieces/classical-music-hans-zimmer-earth/zh4k382) | NP & W: First AccessSing Up: The Maya (song) | Singing Focus: Earth, Space and all that Jazz (Sing Up)[BBC Ten Pieces: Mars from The Planets](https://www.bbc.co.uk/teach/ten-pieces/KS2-gustav-holst-mars-from-the-planets/zf6hsrd)Christmas | Use this as a basis to work from:[Viking Saga Songs](https://www.bbc.co.uk/teach/school-radio/music-ks2-viking-saga-songs-index/z72w8xs) | NP & W: First Access[BBC Ten Pieces: Carmina Burana](https://www.bbc.co.uk/teach/ten-pieces/carl-orff-carmina-burana-o-fortuna/zkhtwty) |
| **MFL** | A  | B  | C  |
| **Autumn** | **Spring** | **Summer** | **Autumn**  | **Spring**  | **Summer** | **Autumn**  | **Spring**  | **Summer** |
| **MFL****Year 3,4** | **Early Language**I’m learning Spanish | **Early Language** I can Ancient Britain | **Early Language**Ice CreamsMinibeasts | **Early Language** The FruitsThe Vegetables | **Early Language**The ShapesGreetings | **Early Language**SeasonsUnder the Sea | **Early Language**Colours & NumbersNursery Rhymes | **Early Language**Musical InstrumentsLittle Red Riding Hood | **Early Language**TransportAnimals  |
| **MFL** **Year 5,6** | **Intermediate****Language**WeatherDo you have a Pet? | **Intermediate Language**What is the date?Clothes | **Progressive****Language**SchoolThe Weekend | **Intermediate Language**The CafePresenting Myself | **Intermediate Language**What is the date?Goldilocks &[[ the Three Bears | **Progressive Language**PlanetsHabitats | **Intermediate Language**FamilyHome | **Intermediate Language**FamiliesIn the Classroom | **Progressive Language**Healthy LifestyleThe Olympics |
| **PE** | A  | **B**  |   |
| **Autumn** | **Spring**  | **Summer** | **Autumn** | **Spring**  | **Summer** |  |  |  |
| **PE****Year 1,2** | **ARENA**DanceGymnastics | **ARENA**GymnasticsOAA | **ARENA**AthleticsNet& Wall (tennis) | **ARENA**DanceGymnastics | **ARENA**GymnasticsOAA | **ARENA**AthleticsNet& Wall (tennis) |  |  |  |
| **PAFC**Games 1 & 2Football | **PAFC**Games 3 & 4Hockey | **BWC**Striking and Fielding (cricket) | **PAFC**Games 1 & 2Football | **PAFC**Games 3 & 4Hockey | **BWC**Striking and Fielding (cricket) |
| **PE****Year 3,4** | **ARENA**DanceGymnastics | **ARENA**NetballOAA | **ARENA**AthleticsTennis | **ARENA**DanceGymnastics | **ARENA**NetballOAA | **ARENA**AthleticsTennis |  |  |  |
| **PAFC**FootballTag Rugby | **PAFC**HockeyBasketball | **BWC**Striking and Fielding (cricket) | **PAFC**FootballTag Rugby | **PAFC**HockeyBasketball | **BWC**Striking and Fielding (cricket) |
| **PE****Year 5,6** | **ARENA**DanceGymnastics | **ARENA**NetballOAA | **ARENA**AthleticsTennisSwimming | **ARENA**DanceGymnastics | **ARENA**NetballOAA | **ARENA**AthleticsTennisSwimming |  |  |  |
| **PAFC**Football Tag Rugby | **PAFC**HockeyHandball | **BWC**Striking and Fielding (cricket) | **PAFC**Football Tag Rugby | **PAFC**HockeyHandball | **BWC**Striking and Fielding (cricket) |
| **ASC** | **Arena Term 1:**Ball Skills**Arena Term 2:**Dance | **Arena Term 1:**Gymnastics**Arena Term 2:**Hockey | **Arena Term 1:**Tennis**Arena Term 2:**Tri-Golf | **Arena Term 1:**Ball Skills**Arena Term 2:**Dance | **Arena Term 1:**Gymnastics**Arena Term 2:**Hockey | **Arena Term 1:**Tennis**Arena Term 2:**Tri-Golf |  |  |  |
| **PAFC Term 1:** Football**PAFC Term 2:**TAG Rugby | **PAFC Term 1:** Football**PAFC Term 2:**Rounders | **BWC: Term 1:** Cricket**BWC: Term 2:** Cricket | **PAFC Term 1:** Football**PAFC Term 2:**TAG Rugby | **PAFC Term 1:** Football**PAFC Term 2:**Rounders | **BWC: Term 1:** Cricket**BWC: Term 2:** Cricket |
| **Computing** | A  | B  | C  |
| **Autumn** | **Spring** | **Summer** | **Autumn**  | **Spring**  | **Summer** | **Autumn**  | **Spring**  | **Summer** |
| **Computing****Year: 1,2,3** | **Computing:**We are treasure hunters.**Online Safety:** We are online rule writers.**Computing:**We are TV chefs.**Online Safety:**We are kind and thoughtful. | **Computing:**We are painters**.****Online Safety:**We are responsible internet and device users. **Computing:**We are collectors.**Online Safety:**We are information protectors. | **Computing:**We are storytellers.**Online Safety:**We are good digital citizens.**Computing:**We are celebrating.**Online Safety:**We are responsible gamers. | **Computing:**We are astronauts.**Online Safety:**We are online rule writers.**Computing:**We are game testers.**Online Safety:**We are not online bullies. | **Computing:**We are photographers.**Online Safety:** We are safe searchers.**Computing:**We are researchers.**Online Safety:** We are code masters. | **Computing:**We are detectives.**Online Safety:** We are online behaviour experts.**Computing:** We are zoologist.**Online Safety:** We are game raters.  | **Computing:** We are programmers.**Online Safety:** We are rule writers.**Computing:**We are bug fixers.**Online Safety:**We are digital friends. | **Computing:**We are Presenters.**Online Safety:** We are internet detectives.**Computing:**We are vloggers.**Online Safety:** We are aware of our digital footprint. | **Computing:**We are communicators.**Online Safety:**We are netiquette experts.**Computing:**We are opinion pollsters.**Online Safety:** We are avatar creators. |
| **Computing****Year: 4,5,6** | **Computing:**We are software developers.**Online Safety:**We are rule writers.**Computing:**We are toy designers.**Online Safety:**We are standing up to peer pressure**.** | **Computing:**We are musicians.**Online Safety:**We are aware that our online content last forever.**Computing:**We are HTML editors.**Online Safety:**We are online risk managers. | **Computing:**We are co-authors.**Online Safety:**We are respectful of digital rights and responsibilities.**Computing:**We are meteorologist.**Online Safety:**We are careful when talking to virtual friends. | **Computing:**We are game developers.**Online Safety:** We are rule writers.**Computing:**We are cryptographers.**Online Safety:** We are responsible for our online actions. | **Computing:**We are artists.**Online Safety:**We are protecting our online reputation.**Computing:**We are developers.**Online Safety:**We are respectful of copyright. | **Computing:**We are bloggers.**Online Safety:** We are content evaluators.**Computing:**We are architects.**Online Safety:** We are game changers. | **Computing:**We are adventure gamers.**Online Safety:** We are online safety ambassadors.**Computing:**Computational thinkers.**Online Safety:** We will not share inappropriate images. | **Computing:**We are advertisers.**Online Safety:** We are safe social networkers.**Computing:**Network technicians.**Online Safety:**We are respectful of others. | **Computing:**We are travel writers.**Online Safety:**We are online safety problem solvers.**Computing:**We are publishers.**Online Safety:**We are safe gaming experts.  |
| **RE** | A  | B  |  |
| **Autumn** | **Spring** | **Summer** | **Autumn** | **Spring** | **Summer** |  |  |  |
| **RE****Year: 1,2** | 1.2 - Who do Christians say made the World?1.8 - What makes some places sacred to believers? Christmas light touch | 1.9 - How do we care for others and the world and why does it matter?1.5 - Why does Easter Matter to Christians? | 1.7 - Who is Jewish and how do they live?(Term 1 and Term 2) | 1.1 - What do Christians believe God is like? 1.3 - Why does Christmas Matter to Christians? | 1.4 - What is the good news Christians believe Jesus brings?1.10 - What does it mean to belong to a faith community?Easter light touch | 1.6 - Who is Muslim and how do they live? (Term 1 and Term 2) |  |  |  |
| **RE****Year: 3,4** | L2.4 - What kind of world did Jesus want?L2.12 – How and why do people try to make the world a better place. | L2.11 – How and why do people mark the significant events of lifeL2.5 - Why do Christians call the day Jesus died Good Friday? | L2.9 - How do festivals and worship show what matters to Muslims?L2.10 - How do festivals and family life show what matters to Jewish people? | L2.1 - What do Christians learn from the Creation Story?L2.2 – What is it like for someone to follow God? | L2.3 – What is the Trinity and why is it important Christians?L2.6 – For Christians what was the impact of Pentecost | L2.7 - What do Hindus believe God is like?L2.8 - What does it mean to be Hindu in Britain today? |  |  |  |
| **RE****Year: 5,6** | U2.4 - How do Christians decide how to live?U2.12 – How does faith help people when life gets hard? | U2.11 - Why do some people believe in God and some do not?U2.5– What would Jesus do? | U2.9 – Why is the Torah so important to Jewish people?U2.10 - What matters most to humanists and Christians | U2.1 - What does it mean if Christians believe God is holy and loving?U2.2 - Creation and Science conflicting or complimentary? | U2.3 – Why do Christians believe Jesus in the Messiah?U2.6 – For Christians what kind of King is Jesus? | U2.7 – Why do Hindus want to be goodU2.8 - What does it mean to be Muslim in Britain today? |  |  |  |
|  | ***Note: Units are taken from the Cornwall Agree Syllabus and Understanding Christianity. There are two units per term unless it is an extended unit that runs the duration of the term. L refers to Lower Key Stage 2 and U refers to Upper Key Stage 2.*** ***Note: Where there isn’t a unit directly related to Christmas and Easter please ensure planning includes the Christmas/Easter Story*** |
| **PHSE** | A  | B  |  |
| **Autumn** | **Spring** | **Summer** | **Autumn** | **Spring** | **Summer** |
| **PHSE****Year: 1,2**Relationships Health Wider World  | Healthy FriendshipsOur communitiesOur HealthHealthy food choices | We all have feelingsGood and not so good feelingsSharing Photos online: Jessie and friends sharing pictures 2 | Our bodies and boundaries -NSPCC PANTSLearning about workBasic First Aid | Welcome to schoolPeople that care for usEmergencies and getting helpHorrible hands | Rights, responsibilities, and respectManaging our time safely online – Jessie and Friends 1 watching videosKeeping our teeth clean | Respecting uniqueness Everyday SafetyOnline interactions and information sharing: Jessie and friends playing games 1 |
| **PHSE****Year: 3,4**RelationshipsHealth Wider World  | World of workRoad SafetyEveryday drugsResolving conflict and managing pressure | Spending and saving moneyEveryday feelingsThe internet and everyday life: Turn off let’s play | Sun SafetyStrategies to support wellbeingWhat makes a good friend? | Managing feelingsSafely enjoying the online world: Play, like, share 1 – AlfieMoney choices | Everyday safety and basic first aidKeeping personal information private Play, like. Share 2 Volunteering and citizenship | Sun safetyExpressing feelingsThe environment Respecting others |
| **PHSE****Year: 5,6**RelationshipsHealth Wider World  | Different types of familiesKeeping your body safeExploring risk in relation to gamblingIllness | Healthy and harmful relationshipsConsent - keeping your body safeSpending decisionsSkills for using the internet safely | Online contentOnline contentPuberty - changesFeelings and common anxieties when changing schools | Respectful relationshipsNutrition and healthy eatingOnline Friendships and keeping safeSocial media | A diverse communityPuberty – bodies and reproductionExploring risk in everyday life | Mental health and keeping wellManaging challenge and changeChanging from primary to secondary school |