|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 survival  Humans  Materials  Plastic | Plants (light and dark)  Living things and their habitats  Light and dark | | Plants (bulbs and seeds)  Growing up  Bulbs and seeds  Growing up (b)  Wildlife | Skeletons  Movement  Nutrition and diet  Food waste  Rocks | Fossils  Soils  Light | Plants A  Forces  Magnets  Plants B  Biodiversity | The Human body  (Year 1)  Materials (Year 1)  Seasonal Changes (Autumn, Winter) | Planting (a)  Animals  Caring for the Planet  Seasonal Changes (spring)  Planting (b) | Plants  Planting ©  Growing and cooking  Seasonal 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 | Light  Light Pollution  The circulatory system  Diet, drugs and lifestyle | | Variation  Adaptions  Fossils  Themed Projects – Year 7 ready | Group and Classify living things (Year 4)  Data Collection A  States of Matter | Sound  Data collection B  Electricity  Energy | Data Collection C  Habitats  Deforestation  The digestive system  Food chains | Forces  Space  Global Warming | Properties of Materials  Animals including Humans  Life Cycles | Reproduction A  Reversible and irreversible changes  Plastic Pollution  Reproduction 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, Collage  Artists: 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 songs  Christmas | | NP: First Access  W: 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 Access  NP: I wanna play in a band (Charanga)  Christmas | NP: First Access  W: I wanna play in a band (Charanga) | Charanga: Zootime | W: First Access  NP: In the Groove (Charanga)  Christmas | NP: First Access  W: 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 Access  Sing 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 Creams  Minibeasts | **Early Language** The Fruits  The Vegetables | **Early Language**  The Shapes  Greetings | **Early Language**  Seasons  Under the Sea | **Early Language**  Colours & Numbers  Nursery Rhymes | **Early Language**  Musical Instruments  Little Red Riding Hood | **Early Language**  Transport  Animals |
| **MFL**  **Year 5,6** | **Intermediate**  **Language**  Weather  Do you have a Pet? | | **Intermediate Language**  What is the date?  Clothes | **Progressive**  **Language**  School  The Weekend | **Intermediate Language**  The Cafe  Presenting Myself | **Intermediate Language**  What is the date?  Goldilocks &[[ the Three Bears | **Progressive Language**  Planets  Habitats | **Intermediate Language**  Family  Home | **Intermediate Language**  Families  In the Classroom | **Progressive Language**  Healthy Lifestyle  The Olympics |
| **PE** | A | | | | **B** | | |  | | |
| **Autumn** | | **Spring** | **Summer** | **Autumn** | **Spring** | **Summer** |  |  |  |
| **PE**  **Year 1,2** | **ARENA**  Dance  Gymnastics | | **ARENA**  Gymnastics  OAA | **ARENA**  Athletics  Net& Wall (tennis) | **ARENA**  Dance  Gymnastics | **ARENA**  Gymnastics  OAA | **ARENA**  Athletics  Net& Wall (tennis) |  |  |  |
| **PAFC**  Games 1 & 2  Football | | **PAFC**  Games 3 & 4  Hockey | **BWC**  Striking and Fielding (cricket) | **PAFC**  Games 1 & 2  Football | **PAFC**  Games 3 & 4  Hockey | **BWC**  Striking and Fielding (cricket) |
| **PE**  **Year 3,4** | **ARENA**  Dance  Gymnastics | | **ARENA**  Netball  OAA | **ARENA**  Athletics  Tennis | **ARENA**  Dance  Gymnastics | **ARENA**  Netball  OAA | **ARENA**  Athletics  Tennis |  |  |  |
| **PAFC**  Football  Tag Rugby | | **PAFC**  Hockey  Basketball | **BWC**  Striking and Fielding (cricket) | **PAFC**  Football  Tag Rugby | **PAFC**  Hockey  Basketball | **BWC**  Striking and Fielding (cricket) |
| **PE**  **Year 5,6** | **ARENA**  Dance  Gymnastics | | **ARENA**  Netball  OAA | **ARENA**  Athletics  Tennis  Swimming | **ARENA**  Dance  Gymnastics | **ARENA**  Netball  OAA | **ARENA**  Athletics  Tennis  Swimming |  |  |  |
| **PAFC**  Football  Tag Rugby | | **PAFC**  Hockey  Handball | **BWC**  Striking and Fielding (cricket) | **PAFC**  Football  Tag Rugby | **PAFC**  Hockey  Handball | **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 life  L2.5 - 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 good  U2.8 - 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 Friendships  Our communities  Our Health  Healthy food choices | | We all have feelings  Good and not so good feelings  Sharing Photos online: Jessie and friends sharing pictures 2 | Our bodies and boundaries -NSPCC PANTS  Learning about work  Basic First Aid | Welcome to school  People that care for us  Emergencies and getting help  Horrible hands | Rights, responsibilities, and respect  Managing our time safely online – Jessie and Friends 1 watching videos  Keeping our teeth clean | Respecting uniqueness  Everyday Safety  Online interactions and information sharing: Jessie and friends playing games 1 |
| **PHSE**  **Year: 3,4**  Relationships  Health  Wider World | World of work  Road Safety  Everyday drugs  Resolving conflict and managing pressure | | Spending and saving money  Everyday feelings  The internet and everyday life: Turn off let’s play | Sun Safety  Strategies to support wellbeing  What makes a good friend? | Managing feelings  Safely enjoying the online world: Play, like, share 1 – Alfie  Money choices | Everyday safety and basic first aid  Keeping personal information private Play, like. Share 2  Volunteering and citizenship | Sun safety  Expressing feelings  The environment  Respecting others |
| **PHSE**  **Year: 5,6**  Relationships  Health  Wider World | Different types of families  Keeping your body safe  Exploring risk in relation to gambling  Illness | | Healthy and harmful relationships  Consent - keeping your body safe  Spending decisions  Skills for using the internet safely | Online content  Online content  Puberty - changes  Feelings and common anxieties when changing schools | Respectful relationships  Nutrition and healthy eating  Online Friendships and keeping safe  Social media | A diverse community  Puberty – bodies and reproduction  Exploring risk in everyday life | Mental health and keeping well  Managing challenge and change  Changing from primary to secondary school |