

# Diseworth C of E Primary School

## Whole School Curriculum Map

### Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2					
<b>EYFS</b>											
<b>Suggested Visits / Visitors:</b>	<i>Sudbury Hall and the Museum of Childhood</i>		<b>Trip to a farm / ZooLab School Visit</b>			<b>Whole School Trip</b>					
		Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
<b>English The Write Stuff</b>		<p><b>Text</b> Ruby's Worry – Tom Percival</p> <p><b>Genre – Narrative – Feelings and Emotions - PSHE</b></p> <p><b>Text</b> On Sudden Hill – Linda Sarah</p> <p><b>Genre – Narrative – Making Friends PSHE</b></p> <p><b>Text</b> Lost and Found – Oliver Jeffers</p> <p><b>Genre – Narrative – Making</b></p>	<p><b>Text</b> How To Get Your Teacher Ready For School – Jean Reagan</p> <p><b>Genre – Instructions</b></p> <p><b>Text</b> What We'll Build – Oliver Jeffers</p> <p><b>Genre – Advice Leaflet</b></p> <p><b>Text</b> The Snail and The Whale – Julia Donaldson</p> <p><b>Genre – Postcard</b></p> <p><b>Text</b></p>	<p><b>Text</b> Rainbow Fish – Marcus Pfister</p> <p><b>Genre – Narrative – Story</b></p> <p><b>Text</b> Pigs Might Fly – Jonathan Emmett</p> <p><b>Genre – Narrative – Traditional Story with a twist</b></p> <p><b>Text</b> Where The Wild Things Are – Warner Bros. Pictures</p> <p><b>Genre – Narrative – Into the</b></p>	<p><b>Text</b> If Sharks disappeared – Lily Williams</p> <p><b>Genre – Report</b></p> <p><b>Text</b> I Wanna Iguana – Karen Kaufman Orloff</p> <p><b>Genre – Persuasive Letter</b></p>	<p><b>Text</b> The Giant Jam Sandwich – John Vernon Lord &amp; Jannet Burroway</p> <p><b>Genre – Narrative – Story</b></p> <p><b>Text</b> The Tiger Who Came to Tea – Judith Kerr</p> <p><b>Genre – Narrative – Story</b></p> <p><b>Text</b> All Aboard The</p>	<p><b>Text</b> Chocolate Mug Cake – Michael Rosen</p> <p><b>Genre – Instructions</b></p>	<p><b>Text</b> Katie and the Sunflowers – James Maythew</p> <p><b>Genre – Narrative – Story</b></p> <p><b>Text</b> The Enormous Turnip – Katie Daynes</p> <p><b>Genre – Narrative – Story</b></p> <p><b>Text</b> The Very Hungry Caterpillar – Eric Carle</p>	<p><b>Text</b> Everybody Counts – Kristin Roskifte</p> <p><b>Genre – Factfile</b></p>	<p><b>Text</b> Rosie's Walk – Pat Hutchins</p> <p><b>Genre – Narrative – Story</b></p> <p><b>Text</b> Look Up – Nathan Bryon and Dapo Adesla</p> <p><b>Genre – Narrative – Story</b></p> <p><b>Text</b> Handa's Surprise – Eileen Browne</p> <p><b>Genre – Narrative Story</b></p>	<p><b>Text</b> Penguins – National Geographic</p> <p><b>Genre – Report / Fact File</b></p>

		<p><b>Friends / PSHE</b></p> <p><b>Text</b> Jack and the Jelly Bean Stalk – Rachel Mortimer</p> <p><b>Genre – Narrative – Traditional Tale with a twist</b></p> <p><b>Text</b> We're Going on a Bear Hunt – Michael Rosen</p> <p><b>Genre – Narrative – Adventure Story</b></p> <p><b>Genre – Narrative – Story</b></p> <p><b>Text</b> How the Grinch Stole Christmas – Dr Seuss</p> <p><b>Genre – Narrative – Christmas</b></p>	<p>Poppies Cbeebies Animation</p> <p><b>Genre – Narrative – Remembrance Sunday</b></p>	<p><b>Woods / Adventure</b></p> <p><b>Text</b> The Proudest Blue – Ibtihaj Myhammad</p> <p><b>Genre – Narrative - Story</b></p>		<p>London Bus – Patricia Toht</p> <p><b>Genre – Narrative – Story</b></p>	<p><b>Genre – Narrative – Story</b></p> <p><b>Text</b> Perfectly Norman – Tom Percival</p> <p><b>Genre – Narrative – Story</b></p> <p><b>Text</b> How to Catch a Star – Oliver Jeffers</p> <p><b>Genre – Narrative - Story</b></p>			
<b>Maths</b>	<p>Match, sort and compare</p> <p>Talk about measure and patterns</p> <p>It's me 1,2,3</p>	<p>It's me 1,2,3</p> <p>Circles and Triangles</p> <p>1,2,3,4,5</p> <p>Shapes with 4 sides</p>	<p>Alive in 5</p> <p>Mass and Capacity</p> <p>Growing 6,7,8</p> <p>Length, height and time</p>	<p>Length, height and time</p> <p>Building 9 and 10</p> <p>Explore 3-D Shapes</p>	<p>To 20 and beyond</p> <p>How many now?</p> <p>Manipulate, compose and decompose</p>	<p>Manipulate, compose and decompose</p> <p>Sharing and grouping</p> <p>Visualise, build and map</p> <p>Make Connections</p>				

<p><b>Understanding the World</b></p>	<p>Write invitations/ thank you cards/ labels and lists Name writing Shared writes Labelling family members in photos Talking and writing about family members Understanding parts of the body and writing 'Funny Bone' story Sharing information about themselves and understanding similarities between themselves and others and their families Share past and present events in their lives</p>	<p>Drawing, painting and making models of animals Noah's Ark story Old and new toys -discuss and notice similarities and differences with others Facts about bears Role play – toy shop Learning how things are built Learning to play simple games and discuss instructions Diwali Remembrance Day All Saint's Day National Recycling Day Antibullying week Christmas around the world traditions</p>	<p>Describing pets Labelling parts of animals Role play – vets Different animal homes Animal names (adult and young) Role play – farms Safer internet day</p>	<p>Looking at maps of the world – identify hot and cold places and use vocabulary Make/tasting bread from around the world – match bread to countries on a map. Learn where vegetables grow – in different places Look at rice and wheat – find the countries on a map where it is grown Ordering days of the week. Role play - shops Learning about the lifecycle of a butterfly Understanding different types of fruit and vegetables. World Book Day Easter</p>	<p>Sorting and planting seeds Labelling parts of a plant, Types of trees and their leaves Shapes and drawing trees Sorting plants into different groups -fruit, vegetables, salad, herbs</p>	<p>Countries of the UK Look at UK split into N, S, E, W. Find where they live on a map. Locate Diseworth on a map. On a world map – identify hot and cold places, wet and dry places. Identify continents Look at different types of houses that people live in – walk around Diseworth and share where they live Discuss the different types of rooms found in houses What technology is found in a house? What is similar/different at school? Look at different areas- town, countryside, coast.</p>
<p><b>Expressive Art and Design</b></p>	<p>Wake and shake. Nursery rhymes Role Play: Home corner</p>	<p>Wake and shape Harvest songs Christmas songs Nursery rhymes Role play: Christmas</p>	<p>Nursery rhymes and poems Paintings/ collages/ drawings of pets Create animal shelters</p>	<p>Nursery rhymes and poems Easter songs Easter crafts</p>	<p>Drawing, painting plants Make a collage using a variety of seeds</p>	<p>Create different houses with a variety of construction</p>

	Portraits – self and Family Making party items – e.g. cakes, hats Face collage Mixing colours Use iPad to take photos to create portrait or collage Art straw skeleton Hand and feet printing Free-flow based on children's interests	Post office Portraits Make Noah's ark and animals Animal masks Drawing and painting own animals Make puppets Printing with bricks and other construction items Design a simple game Christmas crafts Free-flow based on children's interests	Create a farmyard Role play - farms Free-flow based on children's interests	Hot and cold colour mixing Bubble painting Using different brushes to paint Make gingerbread man Make vegetable soup Make pancakes Make fruit salad Role play: market stall or supermarket, ice cream van, restaurant Free-flow based on children's interests	Look at paintings of flowers by famous artists Flower paintings Use leaves to create a picture Leaf printing Making clay leaves Food tasting – fruit and vegetables Free-flow based on children's interests	Collages of houses using a variety of materials Draw maps and plans of an area Draw maps and plans of a city Seaside paintings Leavers songs for Y6 Free-flow based on children's interests
<b>RE</b>	F4: Being special: Where do we belong?	F2: Why is Christmas special for <u>Christians</u> ? (UC: <u>Incarnation</u> )	F6: What times/stories are special and why?	F3: Why is Easter special to Christians? (UC: Salvation)	F1: Why is the word 'God' so important to <u>Christians</u> (UC: <u>God</u> )	F5: What places are special and why?
<b>PSHE - Jigsaw</b>	Being Me in in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Music</b>	Pulse	Voice	Rhythm	Pitch	Music Technology, structures and forms	20 <sup>th</sup> Century Music
<b>Computing</b>	Mouse and Trackpad Skills Technology around us	Keyboard Skills Hardware	Drawing skills Safety and Privacy	Robots Quizzes	Sounds Individual logins	Photography
<b>PE</b>	Fundamentals	Invasion Gymnastics/Tri Golf	Ball Skills Dance	Sending and receiving Team Building	Striking and fielding Swimming	Athletics swimming
<b>Year 1/2</b>						
<b>Suggested Visits / Visitors:</b>	<i>Sudbury Hall and the Museum of Childhood</i>	<i>Walk around Diseworth</i>		<i>Magna Science Adventure Centre</i>	<i>Mexican Food Tasting</i>	<i>Whole School Trip</i>
<b>English The Write Stuff</b>	<b>Text:</b> Toys from the Past – <b>Text:</b> Bold Women in Black History	<b>Text:</b> George and the Dragon - <b>Text:</b> My Christmas	<b>Text:</b> This How We Do It – Matt Lamothe <b>Text:</b> How to Make a Bird Feeder	<b>Text:</b> Wombat Goes Walkabout <b>Text:</b> The Storm	<b>Text:</b> Neil Armstrong <b>Text:</b> Ice Planet	<b>Text:</b> Grandad's Island – Benji Davis

	Sally Hewitt  <b>Non-Fiction</b>  <b>Genre:</b> Report	– Vashti Harrison  <b>Non-Fiction</b>  <b>Genre:</b> Biography	Christopher Wormell  <b>Narrative</b>  <b>Story plot</b>  Legends / British Values	Star – The BBC  <b>Narrative</b>  <b>Story Plot</b>  Christmas Story	<b>Non-Fiction</b>  <b>Genre:</b> Letter	<b>Non-Fiction</b>  <b>Genre:</b> Instructions	– Michael Morpurgo  <b>Narrative</b>  <b>Story plot</b>  Adventure	Whale – Benji Davis  <b>Narrative</b>  <b>Story plot</b>  Seaside Story	– Brad Meltzer  <b>Non-Fiction</b>  <b>Genre:</b> Recount	Adventure Park  <b>Non-Fiction</b>  <b>Genre:</b> Persuasive Leaflet	<b>Narrative</b>  <b>Story plot</b>  Adventure
<b>Maths</b>	<b>Place Value (Within 20)</b> <b>Addition and Subtraction (within 20)</b> <b>Place Value (Within 100)</b> <b>Shape</b>				<b>Addition and Subtraction (Within 100)</b> <b>Multiplication and Division</b> <b>Length and Height</b> <b>Statistics</b>				<b>Money</b> <b>Fractions</b> <b>Time</b> <b>Mass, capacity and temperature</b> <b>Position and Direction</b>		
<b>Science</b>	<b>Animals Including Humans</b> What is this animal? How are animals different? Do all animals eat the same thing? What are our body parts called? What are senses? Are all humans the same?		<b>Plants</b> What is a plant? What are the parts of a plant called? Do plants grow? Do wild plants grow in our local area? How can we group plants? Can we eat plants? Are trees a type of plant? What is a leaf?		<b>Materials</b> What are materials? How are materials different? What are objects made from? How can we sort materials? Which material would be best for an umbrella? Which material would be best for curtains?		<b>Seasonal Changes</b> What is spring? What is summer? What is autumn? What is winter? How does the day change? How can we keep dry in the rain?		<b>Scientific Enquiry – Practical Investigation</b>  <b>Forest School</b>		<b>Scientific Enquiry – Practical Investigation</b>  <b>Forest School</b>
<b>History</b>	<b>NC - Changes within living memory</b>  <b>Changes in Toys</b>  Toys 60 years ago Toys 30 years ago Toys in the present day How do we find out about the past?				<b>NC – Significant historical events, people and places in their own locality</b>  <b>Coal Mining at Cannock Chase</b>  How can we find out about the past? For how many years were coal mines used in Britain? What was life like in Cannock Chase in the past?				<b>NC – The lives of significant individuals in the past who have contributed to national and international achievements</b>  <b>Florence Nightingale</b>  Why is Florence Nightingale remembered today and what did she do in her life?		

			<p>How might have coal mining have affected the environment and the people living nearby?</p> <p><b>Victorian Sea Side</b></p> <p>Queen Victoria Bathing Machines Life at the Seaside in Victorian Britain Britain's seaside resorts The railways How do we find out about the past?</p>		<p>Why do you think Florence took the brave step to go to the Crimea and who influenced her?</p> <p><b>Mary Seacole and Jenifer Worth</b></p> <p>Mary Seacole and the timeline of her life Jenifer Worth and important medical developments. Create a timeline to examine medical developments and nursing from 1850 – the present day.</p>	
<b>Geography</b>		<b>The World and My School</b>		<b>My Local Area and Tulum Mexico</b>		<b>Investigating weather and climate</b>
		<p>Diseworth –Where is my school? Where is my town in my country? Where is my country in the world? Seasons and Weather</p>		<p>Use atlases and globes to discover the continents and oceans of the world. What is the effect of the equator and the poles on the climate across the world? The UK's countries, capital cities, and surrounding seas. Where is my local area and what are they key human and physical features? Create a map of the school using key map features. Create a map of my local area using aerial photographs. Where is Mexico? How do the physical features of Tulum compare to my local area?</p>		<p>I can carry out a geographical enquiry using simple fieldwork and observational skills. I can collect weather data using the equipment. I can record weather data. I can present my data. I can analyse data.</p>

				<p>How do the human features of Tulum compare to my local area?</p> <p>How can we present the information we have gathered to answer the question 'What are the similarities and difference between my local area and Tulum, Mexico?'</p>		
<b>Art</b>	<p><b>Spirals</b></p> <p>Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.</p>	<p><b>Simple Printmaking</b></p> <p>Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry.</p>	<p><b>Playful Making</b></p> <p>Exploring materials and intention through a playful approach</p>	<p><b>Exploring Watercolour</b></p> <p>Exploring watercolour and discovering we can use accidental marks to help us make art</p>	<p><b>Making Birds</b></p> <p>Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2D to 3D to make a bird</p>	<p><b>Inspired by Flora &amp; Fauna</b></p> <p>Explore how artists make art inspired by flora and fauna. Make collages of Mini Beasts and display as a shared artwork.</p>
<b>RE</b>	<p>1.1: What do <b>Christians</b> believe God is like? (UC: <u>God</u>)</p>	<p>1.7. Who is <b>Jewish</b> and how do they live? (Part 2)</p>	<p>1.10: What does it mean to belong to a faith community?</p>	<p>1.5: Why does Easter matter to <b>Christians</b>? (UC: <u>Salvation</u>)</p>	<p>1.6: Who is <b>Muslim</b> and how do they live? (Part 2)</p>	<p>1.9: How should we care for the world and for others and why does it matter?</p>
<b>PSHE – Jigsaw</b>	<p><b>Being Me in My World</b></p> <p>I know how to use my jigsaw journal I understand the rights and responsibilities as a member of my class I know my views are valued and can contribute to the Learning Charter I can recognise the choices I make and understand the consequences I understand my rights and responsibilities within our Learning Charter</p>	<p><b>Celebrating Differences</b></p> <p>I can tell you some ways I am different from my friends I understand these differences make us all special and unique</p>	<p><b>Dreams and Goals</b></p> <p>I can tell you how I felt when I succeeded in a new challenge and how I celebrated it</p> <p>I know how to store the feelings of success in my internal treasure chest</p>	<p><b>Healthy Me</b></p> <p>I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy I can recognise how being healthy helps me to feel happy</p>	<p><b>Relationships</b></p> <p>I can tell you why I appreciate someone who is special to me and express how I feel about them</p>	<p><b>Changing Me</b></p> <p>I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina I respect my body and understand which parts are private</p>

<b>Computing</b>	Online Safety and Exploring Purple Mash		Effective searching		Lego Builders Technology outside school		Grouping and sorting Creating pictures		Coding		Coding												
<b>Music</b>	<b>Pulse</b> Sing and play confidently and fluently, maintaining a steady pulse Maintain a part in a piece/rhythm game consisting of two or more parts. Offer comments about own and others' work and ways to improve, using musical vocabulary.		<b>Voice</b> Sing fluently. Create, use and lead a group with performance instructions. Hear a melody and create a graphic score to represent it.		<b>Rhythm</b> Listen and copy rhythmic patterns. Play rhythms confidently while maintaining an appropriate pulse. Demonstrate and understanding of the differences between pulse and rhythm through playing an instrument.		<b>Pitch</b> Sing fluently. Begin to create simple rhythmic patterns, melodies and accompaniment. Begin to audibly identify, recognise, respond to and use musically graphic notation to represent basic changes in pitch within a limited range. Offer comments about my own and others' work and accept suggestions from others.		<b>Music Technology</b> Use technology to create, change and combine sounds. Recognise and use basic musical structure. Offer comments about mine and others' work and accept suggestions from others with a focus on musical structure.		<b>20<sup>th</sup> Century Music</b> Listen and use features of recorded music from different traditions, genres, styles and times.												
<b>PE</b>	Fundamentals		Invasion Gymnastics/Tri Golf		Ball Skills Dance		Sending and receiving Team Building		Striking and fielding Swimming		Athletics swimming												
<b>Year 3/4</b>																							
<b>English The Write Stuff</b>																							
<b>Text</b> Charlie and the Chocolate Factory by Roald Dahl  <b>Narrative</b> Adventure  <b>Cross Curricular Link</b> DT		<b>Text</b> Skeletons and Muscles by Ben Hoare  <b>Non Fiction</b>  <b>Genre</b> Non Chronological Report <b>Cross Curricular Link</b> Science		<b>Text</b> The Lost Thing by Shaun Tan  <b>Narrative</b> <b>Genre</b> Fantasy  <b>Cross Curricular Link</b> DT/PHSE  <b>Text</b> The River by Valerie Bloom <b>Poem</b> <b>Cross Curricular Link</b> Science/Geography		<b>Text</b> Secrets of Sun King by Emma Carroll  <b>Non fiction</b>  <b>Genre</b> Diary		<b>Text</b> The Great Chocoplot by Chris Callaghan  <b>Narrative</b>  <b>Genre</b> Mystery <b>Cross Curricular Link</b> History		<b>Text</b> Wizards of Once  <b>Non fiction</b>  <b>Genre</b> Newspaper report  <b>Cross Curricular Link</b> Drama		<b>Text</b> Wolves in the Walls by Neil Gaiman  <b>Narrative</b>  <b>Genre</b> Suspense  <b>Cross Curricular Link</b> PHSE		<b>Text</b> The Gardener by Shaun Stewart  <b>Non Fiction</b>  <b>Genre</b> Letter  <b>Cross Curricular Link</b> Science/Art/PHSE		<b>Text</b> Aladin and the Enchanted by Philip Pullman  <b>Narrative</b>  <b>Genre</b> Traditional tale <b>Cross Curricular Link</b> Geography		<b>Text</b> Street Beneath My Feet by Charlotte Guillain and Yuval Zommer  <b>Non Fiction</b>  <b>Genre</b> Explanation  <b>Cross Curricular link</b> Science		<b>Text</b> Flood by Alvaro F. Villa  <b>Narrative</b>  <b>Genre</b> Tragedy  <b>Cross Curricular Link</b> PHSE/Geography		<b>Text</b> Should we feed animals at National Parks? By Chris Turnham  <b>Non Fiction</b>  <b>Genre</b> Balanced argument	



<b>Maths</b>	Place Value Addition and Subtraction Multiplication and Division A Measurement - Area		Multiplication and Division B Length and perimeter Fractions A Mass and capacity Fractions B		Time Decimals Money Shape Position and direction Statistics	
<b>Science</b>	<b>Animals Including Humans</b> <ul style="list-style-type: none"> <li>identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</li> <li>identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul>	<b>Forces and Magnets</b> <ul style="list-style-type: none"> <li>Compare how things move on different surfaces.</li> <li>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</li> <li>Observe how magnets attract or repel each other and attract some materials and not others.</li> <li>Compare and group a variety of everyday materials together based on whether they are attracted to a magnet and identify some magnetic materials.</li> <li>Describe magnets as having two poles.</li> <li>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul>	<b>Light</b> <ul style="list-style-type: none"> <li>recognise that they need light in order to see things and that dark is the absence of light</li> </ul> <p>notice that light is reflected from surfaces</p> <ul style="list-style-type: none"> <li>recognise that the Sun can be dangerous and that there are ways to protect their eyes</li> <li>recognise that shadows are formed when the light from a light source is blocked by a solid object</li> <li>find patterns in the way that the size of shadows change</li> </ul>	<b>Plants</b> <ul style="list-style-type: none"> <li>recognise that they need light in order to see things and that dark is the absence of light</li> <li>notice that light is reflected from surfaces</li> <li>recognise that the Sun can be dangerous and that there are ways to protect their eyes</li> <li>recognise that shadows are formed when the light from a light source is blocked by a solid object</li> <li>find patterns in the way that the size of shadows change</li> </ul>	<b>Rocks and Soil</b> <ul style="list-style-type: none"> <li>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>recognise that soils are made from rocks and organic matter.</li> </ul>	<b>Forest School Scientific Enquiry – Practical Investigation</b>
<b>History</b>	<b>Stone Age to Iron Age</b>  How did daily life change in Britain from Stone age to Iron Age? I can place ages in order				<b>Ancient Egypt</b>	

	<p>of time and understand the meaning of their names.  I can use BCE.  I can suggest suitable sources for historical enquiry  I can begin to discuss the reliability of sources  I can explain how we find prehistoric evidence  I can suggest and evaluate cause and consequences of the main events.  I can explain the concept of change over a long period of history  I can describe similarities and differences between Stone age, Bronze age and Iron age  I can suggest suitable sources of evidence to find out significant people/events and explain the impact they had on society.</p>					
<b>Geography</b>		<p><b>Locality Unit – Derby and Leicester</b>  Where is it?  Land use  Geographical features  Sketch maps</p>		<b>The UK and Coastal erosion</b>		<b>Weather and climate</b>
<b>Art</b>	<p><b>Gestural drawing with charcoal</b>  Making loose, gestural drawings with charcoal, and exploring drama and performance.</p>	<p><b>Working with shape and colour</b>  “Painting with Scissors”: Collage and stencil in response to looking at artwork.</p>	<p><b>Telling stories through drawing and making</b>  Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film.</p>	<p><b>Cloth, thread and paint</b>  Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a painted and stitched piece.</p>	<p><b>Making animated drawing</b>  Explore how to create simple moving drawings by making paper “puppets” and animate them using tablets.</p>	<p><b>Using natural materials to make images</b>  Using natural pigments and dyes from the local environment to make art. Exploring Cyanotype and Anthotype</p>

<b>RE</b>	L2.2: What is it like for someone to follow God? ( <b>Christians</b> ) (UC: <u>People of God</u> )	L2.7: What do <b>Hindus</b> believe God is like?	L2.8: What does it mean to be a <b>Hindu</b> in Britain today?	L2.5: Why do <b>Christians</b> call the day Jesus died 'Good Friday'? (UC: <u>Salvation</u> )	L2.6: For <b>Christians</b> , when Jesus left, what was the impact of Pentecost? (UC: <u>Kingdom of God</u> )	L2.12: How and why do people try to make the world a better place?
<b>PHSE</b>	<b>Being Me in in My World</b> Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	<b>Celebrating Differences</b> Families and their differences Family conflict and how to manage (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving <b>compliments</b>	<b>Dreams and Goals</b> Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	<b>Healthy Me</b> Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	<b>Relationships</b> Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	<b>Changing Me</b> How babies grow Understanding a baby's needs Outside body changes Family stereotypes Challenging my ideas Preparing for transition
<b>Music</b>	<b>Pulse</b> Sing and play confidently and fluently, maintaining a steady pulse Maintain a part in a piece/rhythm game consisting of two or more parts. Offer comments about own and others' work and ways to improve, using musical vocabulary.	<b>Voice</b> Sing fluently. Create, use and lead a group with performance instructions. Hear a melody and create a graphic score to represent it.	<b>Rhythm</b> Listen and copy rhythmic patterns. Play rhythms confidently while maintaining an appropriate pulse. Demonstrate and understanding of the differences between pulse and rhythm through playing an instrument.	<b>Pitch</b> Sing fluently. Begin to create simple rhythmic patterns, melodies and accompaniment. Begin to audibly identify, recognise, respond to and use musically graphic notation to represent basic changes in pitch within a limited range. Offer comments about my own and others' work and accept suggestions from others.	<b>Music Technology</b> Use technology to create, change and combine sounds. Recognise and use basic musical structure. Offer comments about mine and others' work and accept suggestions from others with a focus on musical structure.	<b>20<sup>th</sup> Century Music</b> Listen and use features of recorded music from different traditions, genres, styles and times.
<b>Computing</b>	<b>Coding</b> Using flowcharts Using timers 'If' statements Coordinates Code, test and debug Design, code, test and debug	<b>Online safety</b> <b>Spreadsheets</b>	<b>Email</b>	<b>Branching</b> <b>Databases</b>	<b>Simulations</b> <b>Graphing</b>	<b>Micro:bits</b>

<b>PE</b>	Football Body Management		Indoor Athletics Events Gymnastics/Dance		Hand Invasion OAA		Hockey Tennis		Cricket Swimming		Cricket Swimming	
<b>Year 5/6</b>												
<b>English The Write Stuff</b>	<b>Text</b> The Fantastic Flying Books of Mr Morris Lessmore by Moonbot Studios <b>Narrative Genre</b> Fantasy  <b>Cross- Curricular Link</b> Art	<b>Text</b> Postcard from Prison  <b>Non-fiction Genre</b> Postcards  <b>Cross- Curricular Link</b> Drama	<b>Text</b> Paperman by Disney  <b>Narrative Genre</b> Romance  <b>Cross-Curricular Link</b> DT	<b>Text</b> Letter to Mr Scrooge  <b>Non Fiction Genre</b> Persuasive Letter <b>Cross-Curricular Link</b> History	<b>Text</b> Computer Dad  <b>Narrative Genre</b> Story Download  <b>Cross- Curricular Link</b> ICT	<b>Text</b> Plastic Pollution  <b>Non-fiction Genre</b> Speech  <b>Cross- Curricular Link</b> Geography/Science	<b>Text</b> The Journey by Francesca Sanna  <b>Narrative Genre</b> Story  <b>Cross- Curricular Link</b> PSHE	<b>Text</b> Detailed Timeline on Ancient Greece by Ben Hubbard  <b>Non Fiction Genre</b> Timeline_Ancient Greece  <b>Cross- Curricular Link</b> History	<b>Text</b> Tyger by SF Said  <b>Narrative Genre</b> Adventure in a Dystopian World  <b>Genre</b> Animals <b>Cross- Curricular Link</b> Geography	<b>Text</b> The Origin of Species by Sabina Radeva  <b>Non Fiction Genre</b> Non- Chronologica l Report  <b>Cross- Curricular Link</b> Science	<b>Text</b> Kensuke's Kingdom by Michael Morpurgo  <b>Narrative Genre</b> Adventure  <b>Cross- Curricular Link</b> Art	<b>Text</b> Letters From The Lighthouse by Emma Carroll  <b>Non Fiction Genre</b> Recount  <b>Cross- Curricular Link</b> History
<b>Maths</b>	Pace value Addition and subtraction Multiplication and Division A Fractions A Multiplication and division B				Multiplication and division B Fractions B Decimals A Area, perimeter and volume Decimals B Fractions, decimals and percentages				Ratio Algebra Shape Position and direction Statistics Converting units			
<b>Science</b>	<b>Forces and magnets</b> <ul style="list-style-type: none"> <li>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling objects</li> <li>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>recognise that some mechanisms, including levers, pulleys</li> </ul>		<b>Materials:</b> <ul style="list-style-type: none"> <li>Compare and group everyday materials based on their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</li> </ul>		<b>Animals and Humans:</b> <ul style="list-style-type: none"> <li>describe the changes as humans develop to old age.</li> <li></li> </ul>		<b>Living things and their habitats:</b> <ul style="list-style-type: none"> <li>differences in the life cycles of a mammal, an amphibian, a reptile, an insect and a bird</li> <li>describe the life process of reproduction in some plants and animals.</li> </ul>		<b>Earth and Space:</b> <ul style="list-style-type: none"> <li>describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>describe the movement of the Moon relative to the Earth</li> <li>describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>use the idea of the Earth's rotation to explain day and night and</li> </ul>		<b>Forest School Scientific Enquiry – Practical Investigation</b>	

	and gears, allow a smaller force to have a greater effect.	<ul style="list-style-type: none"> <li>Use knowledge of solids, liquids and gases to decide how we might separate mixtures, including through filtering, sieving and evaporating.</li> <li>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</li> <li>Demonstrate that dissolving, mixing and changes of state are reversible changes.</li> <li>Explain that some changes result in the formation of new materials and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on the bicarbonate of soda.</li> </ul>			the apparent movement of the sun across the sky.	
<b>History</b>	<b>World War II</b>				<b>Crime and Punishment</b>	
<b>Geography</b>		<b>The Economic Activity of the UK/UK Depth Study</b>		<b>Rivers</b>		<b>Biomes and Ecosystems</b>
<b>Art</b>	<b>Typography and maps</b> Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps	<b>Making Monotypes</b> Explore how artists use the monotype process to make imagery. Combine the monotype process with painting and collage to make visual poetry zines	<b>Set Design</b> Explore creating a model set for theatre or animation inspired by poetry, prose, film or music	<b>Mixed Media Land and City Scapes</b> Explore how artists use a variety of media to capture spirit of the place. Focus upon exploratory work to	<b>Architecture. Dream Big or Small?</b> Explore the responsibilities architects have to design us a better world. Make your own architectural model	<b>Fashion Design</b> Explore contemporary fashion designers and create your own 2D or 3D fashion design working to a brief

				discover mixed media combinations.		
<b>RE</b>	U2.1: What does it mean if <b>Christians</b> believe God is Holy? (UC: <u>God</u> )	U2.11: Why do some people believe in God and some not?	U2.7: Why do <b>Hindus</b> want to be good?	U2.5: What do <b>Christians</b> believe Jesus did to 'save' people? (UC: <u>Salvation</u> )	U2.6: For <b>Christians</b> , what kind of king is Jesus? (UC: <u>Kingdom of God</u> )	U2.10: What matters most to <b>Humanists</b> and Christians?
<b>PHSE</b>	<b>Being Me in in My World</b> Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	<b>Celebrating Difference</b> Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	<b>Dreams and Goals</b> Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	<b>Healthy Me</b> Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body Image Relationships with food Healthy choices Motivation and behaviour	<b>Relationships</b> Self-recognition and self-worth Building self esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	<b>Changing Me</b> Self and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
<b>Music</b>	<b>Pulse</b> Maintain a strong sense of pulse throughout pieces with and without syncopation. Create simple rhythmic pieces which demonstrate understanding of rhythm/ melodies/ accompaniment Maintain an independent part in a group when singing or playing. Offer comments about own and others' work and ways to improve using musical vocabulary.	<b>Voice</b> Sing and maintain an independent part. Experiment and perform sounds made by my voice Follow and perform a vocal piece using a graphic/ notated score	<b>Rhythm</b> Use a variety of timbres and techniques when creating and playing music. Confidently maintain an independent part when playing an instrument in a small group. Respond to and use musically basic symbols including Western notation. Critique own and others; work and justify the comments.	<b>Pitch</b> Begin to demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal. Begin to create music which demonstrates understanding of basic structure and discuss the choices made. Begin to use a variety of musical devices, timbres, textures, techniques etc...when creating and making music. Listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately. Critique own and other's work.	<b>Music Technology</b> Use voice, sounds, technology and instruments in creative ways. Use and identify key features of basic musical structure. Comment on and evaluate the features of own and others' music, with a focus on structure used.	<b>20<sup>th</sup> Century Music</b> Use a variety of musical devices, timbres, textures, techniques when creating and making music. Experiment with voice, sounds, technology and instruments in creative ways to explore new techniques. Listen to and evaluate a variety of recorded music from different traditions, genres, styles and times. Critique own and others' work.
<b>Computing</b>	<b>Coding</b> Coding efficiently Simulating a physical system	<b>Online safety</b> <b>Spreadsheets</b>	<b>Databases</b>	<b>Game Creator</b>	<b>3D Modelling</b>	<b>Concept Maps</b>

	Friction and functions Introducing Strings Text variable and concatenation User input					
<b>PE</b>	Football Body Management	Indoor Athletics Events Gymnastics	Hand Invasion OAA	Hockey Tennis	Cricket Swimming	Cricket Swimming