

Year A

|   | Autumn   | Spring   | Summer  |
|---|--|--|---|
| <b>KS1</b>  |  |  |   |
| <p><b>History/geography</b></p> <p><b>Geographical skills and fieldwork should permeate every topic</b></p> | <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>(world war 2)</p>  | <p><b>Geography - Place knowledge</b><br/>understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country</p> <p><b>Human and physical geography</b> identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p><b>Geography Locational knowledge</b><br/>name and locate the world's seven continents and five oceans</p> <p><b>Human and physical geography</b> use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> | <p><b>History- Lives of significant individuals in the past who have contributed to national and international achievements.</b> e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS <a href="#">Lowry</a>, Rosa Parks and Emily Davison, Mary Seacole and Edith Cavell</p> <p>(Christopher Columbus, Elizabeth 1<sup>st</sup> linking with explores and pirates)</p> |
| <b>Art/design</b>   | 3D   | Painting   | Collage   |
|   | Great artists/crafts makers and designers  |  |   |
| <b>Science</b>  | <p><b>Animals including humans</b><br/>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals<br/>Identify and name a variety of common animals that are carnivores, herbivores and omnivores<br/>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)<br/>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p> | <p>Everyday materials and their uses</p>   | <p><b>Plants / living things and their habitats</b><br/>Explore and compare the differences between things that are living, dead, and things that have never been alive<br/>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p>  |
|   | Seasonal Changes   |  |   |
| <b>ICT</b>  | <b>Animals</b><br>Programming/e-safety   | <b>Blogs and Stickmen</b><br>Programming/e-safety  | <b>Let's find out</b><br>Programming/e-safety   |

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|   | Multimedia   | Technology in our lives  | Handling Data  |                               |                    |   |
| PE  | Games/Gymnastics   | Dance/Multi-skills   | Athletics/striking and fielding games  |                               |                    |   |
| REAL PE   | Units 1 and 2  | Units 3 and 4  | Units 5 and 6  |                               |                    |   |
|   | Swimming   |  |  |                               |                    |   |
| RE  | Creation & thanksgiving unit 1.5   | Living in harmony how do we show we care? Unit 1.4<br>Big book Helping Puddles lends a paw                 | Holy Places what can we learn from visiting a religious building unit 1.6 To include a church visit<br>Big book Puddles and the Christening Splash   |                               |                    |   |
| DT  | Structures   | Textiles   | Mechanisms   |                               |                    |   |
|   | Food/cooking understanding where food comes from.    |  |  |                               |                    |   |
| PSHE / SEAL   | New beginnings/say no to bullying  | Going for goals Aspirations researching jobs writing to organisations<br>Healthy lifestyles Medicines/diet | Relationships<br>Safety and financial capability (first aid)   |                               |                    |   |
| Music   | Sound sources/ICT  | Descriptive music/Composing  | Performing together  |                               |                    |   |
| KS2   |  |  |  |                               |                    |   |
| History/geography<br>Geographical skills<br>and fieldwork should<br>permeate every<br>topic | <b>History-Changes in Britain from the Stone Age to the Iron Age</b><br>This could include:<br>- late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae - Bronze Age religion, technology and travel, e.g. Stonehenge<br>- Iron Age hill forts: tribal kingdoms, farming, art and culture  | <b>Geography - Mountains</b><br><br>See Harts statements for coverage                                      | <b>History- Roman Empire and its impact on Britain</b> This could include:<br>- Julius Caesar's attempted invasion in 55-54 BC<br>- the Roman Empire by AD 42 and the power of its army<br>- successful invasion by Claudius and conquest, including Hadrian's Wall<br>- British resistance, e.g. Boudica<br>- "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity |                               |                    |   |
| Art/design  | 3D Sculpture   | Painting   | Collage  |                               |                    |   |
|   | Great artists, architects and designers in history   |  |  |                               |                    |   |
| Science   | Animals, including humans<br>LKS<br>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<br>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.<br>UKS<br>Describe the changes as humans develop to old age<br>Identify and name the main | light  | Electricity  | Rocks Evolution & inheritance | Forces and magnets | living things and their habitats<br>LKS<br>Recognise that living things can be grouped in a variety of ways<br>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment<br>UKS<br>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.<br>Describe the life process of reproduction in some plants and animals. |

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|                    | parts of the human circulatory system and describe the functions of the heart, blood vessels and blood                   |  |  |  |  |   |
| <b>ICT</b>         | <b>3/4 Bringing it to life</b><br>Programming/e-safety/ Multimedia   | <b>5/6 Simulations and Investigations</b><br>Programming/e-safety<br>Handling Data | <b>3/4 Games and Information</b><br>Programming/e-safety<br>Technology in our lives  | <b>5/6 Sounds</b><br>Programming/e-safety<br>Technology in our lives | <b>3/4 Move it and sort it</b><br>Programming/e-safety<br>Handling Data                              | <b>5/6 Find out and Share</b><br>Programming/e-safety<br>Multimedia |
| <b>PE</b>          | Invasion Games-Football/Gymnastics   |  | Dance-(P of the C)/OAA (outdoor and adventurous)   |  | Athletics/striking and fielding-cricket  |   |
| <b>REAL PE</b>     | Units 1 and 2  |  | Units 3 and 4  |  | Units 5 and 6  |   |
| <b>RE</b>          | 2.2 New Syllabus Does a beautiful world mean there is a wonderful God? Creation stories for Jews, Muslims and Christians |  | 2.5 New Syllabus Beliefs and actions in the world: Can Christian Aid and Islamic Relief change the world?                          |  | 2.4 New Syllabus Why do people love their sacred places? What we learn from visiting Holy buildings. |   |
| <b>DT</b>          | Textiles   |  | Electrical components  |  | Mechanisms   |   |
|                    | Seasonal cooking                       |  |  |  |  |   |
| <b>PSHE / SEAL</b> | New beginnings/say no to bullying  |  | Going for goals-Aspirations researching jobs writing to organisations<br>Healthy lifestyles-Drug and alcohol education-Police diet |  | Relationships-sex education school nurse<br>Safety and financial capability (first aid)              |   |
| <b>Music</b>       | Sounds sources/ICT   |  | Music from around the world/Composing  |  | Performing together  |   |

Year B

|  | Autumn  | Spring  | Summer  |
|--|---|---|---|
| <b>KS1</b>   |   |   |   |
| <b>History/geography</b><br><br><b>Geographical skills and fieldwork should permeate every topic</b> | <p>History-events beyond living memory that are significant nationally or globally. (past events)</p> <p>(Dinosaurs)</p>  | <p><b>Geography Local Area-Hackfall Place knowledge</b> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p> <p><b>Human and physical geography</b> identify seasonal and daily weather patterns in the United Kingdom</p> <p><b>Geography- Locational knowledge</b> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p><b>Human and physical geography</b> use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> | <p>Significant historical events, people and places in their own locality.</p> <p>(castles, Bolton Castle and Mary Queen of Scots)</p> <p><b>Geography link?-Human and physical geography</b> use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> |
| <b>Art/design</b>  | Drawing   | Printing  | Textiles  |
|  | Great artists/crafts makers and designers   |   |   |
| <b>Science</b>   | <p><b>Animals including humans</b><br/>           Notice that animals, including humans, have offspring which grow into adults<br/>           Find out about and describe the basic need of animals, including humans, for survival (water, food and air)<br/>           Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> | Everyday materials and their uses   | <p><b>Plants / living things and their habitats</b><br/>           Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other<br/>           Identify and name a variety of plants and animals in their habitats, including micro-habitats</p>  |
|  | Seasonal Changes    |   |   |
| <b>ICT</b>   | <p><b>Toys</b><br/>           Programming/e-safety<br/>           Technology in our lives</p>   | <p><b>Fix it and Find it</b><br/>           Programming/e-safety<br/>           Multimedia</p>  | <p><b>Shapes and Safety</b><br/>           Programming/e-safety<br/>           Handling Data</p>  |
| <b>PE</b>  | Games/Gymnastics  | Dance/Multi-skills  | Athletics/striking and fielding games   |
| <b>REAL PE</b>   | Units 1 and 2   | Units 3 and 4   | Units 5 and 6   |
| <b>RE</b>  | What stories about Moses do Jewish people   | Signs and symbols for Christians and Muslims, what  | What can we learn from talking about God RE Today   |

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|  | love to remember? RE Today<br>How do we celebrate special times? RE Today   | symbols represent? RE today   |   |  |        |  |
| <b>DT</b>  | Structures  | Mechanisms  |   | Textiles   |        |  |
|  | Food/cooking understanding where food comes from.   |   |   |  |        |  |
| <b>PSHE / SEAL</b>   | Getting on and falling out/say no to bullying   | Good to be me<br>Healthy lifestyles exercise                            | Changes<br>Politics & Government<br>Safety and financial capability (first aid) |  |        |  |
| <b>Music</b>   | Sound sources/ICT   | Descriptive music/Composing   |   | Performing together  |        |  |
|  |   |   |   |  |        |  |
| <b>KS2</b>   |   |   |   |  |        |  |
| <b>History/geography</b><br><br><b>Geographical skills and fieldwork should permeate every topic</b> | <p><b>Britain's settlement by Anglo-Saxons and Scots</b><br/>This could include:<br/>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire<br/>Scots invasions from Ireland to north Britain (now Scotland)<br/>Anglo-Saxon invasions, settlements and kingdoms: place names and village life<br/>Anglo-Saxon art and culture<br/>Christian conversion - Canterbury, Iona and Lindisfarne</p> <p><b>Geography Investigating Settlements Human and physical geography</b><br/>including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water<br/>Locational Knowledge name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> | <p><b>Geography, Space</b></p> <p>See Harts statements for coverage</p> |   | <p><b>The achievements of the earliest civilizations</b> - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; <b>Ancient Egypt</b>; The Shang Dynasty of Ancient China</p> <p><b>Geography- Investigating water (Nile)</b><br/><b>Human and physical geography, investigating land use.</b></p> <p><b>See Harts for coverage</b></p> |        |  |
| <b>Art/design</b>  | Drawing   | Texting   |   | Printing   |        |  |
|  | Great artists, architects and designers in history  |   |   |  |        |  |
| <b>Science</b>   | Animals including humans<br>LKS<br>Describe the simple  | Materials   | Earth and Space   | Sound  | Plants | Living things and their habitats<br>LKS<br>Recognise that environments can |

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|                    | <p>functions of the parts of the digestive system in humans<br/>Identify the different types of teeth in humans and their simple functions<br/>Construct and interpret a variety of food chains, identifying producers, predators and prey.<br/>UKS<br/>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function<br/>Describe the ways in which nutrients and water are transported within animals, including humans.</p> |   |  |  |   | <p>change and that this can sometimes pose dangers to living things.<br/>UKS<br/>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and difference, including micro-organisms, plants and animals.<br/>Give reasons for classifying plants and animals based on specific characteristics.</p> |
| <b>ICT</b>         | <b>3/4 Adverts</b><br>Programming/e-safety<br>Multimedia  | <b>5/6 Finding and using</b><br>Programming/e-safety<br>Technology in our lives | <b>3/4 Games and graphs</b><br>Programming/e-safety<br>Handling Data   | <b>5/6 Shape and Weather</b><br>Programming/e-safety<br>Multimedia | <b>3/4 Shapes</b><br>Programming/e-safety<br>Technology in our lives  | <b>5/6 Understanding a challenge</b><br>Programming/e-safety<br>Handling Data   |
| <b>PE</b>          | Invasion Games-Netball/Gymnastics   |   | Dance-(Timing and rythm)/OAA (outdoor and adventurous)   |  | Athletics/striking and fielding-rounders  |   |
| <b>REAL PE</b>     | Units 1 and 2   |   | Units 3 and 4  |  | Units 5 and 6   |   |
| <b>RE</b>          | 2.1 New Syllabus What makes Jesus an inspiration to some people? Who is inspiring to me?  |   | 2.3 New Syllabus How and why do Hindus and Christians see life like a journey? Where does the journey of life lead to? |  | 2.8 New Syllabus What can make our community more tolerant?   |   |
| <b>DT</b>          | Stiff and flexible sheet materials (structures)   |   | Textiles   |  | Mechanisms  |   |
|                    | Seasonal cooking    |   |  |  |   |   |
| <b>PSHE / SEAL</b> | Getting on and falling out/say no to bullying   |   | Good to be me<br>Healthy lifestyles exercise   |  | Changes<br>Politics & Government<br>Sex education school nurse<br>Safety and financial capability (first aid) |   |
| <b>Music</b>       | Sounds sources/ICT  |   | Music from around the world/Composing  |  | Performing together   |   |

Year C

|  | Autumn   | Spring   | Summer   |
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| <b>Whole School Theme</b>  |  |  |  |
| <b>KS1</b>   |  |  |  |
| <b>History/geography</b><br><br><b>Geographical skills and fieldwork should permeate every topic</b> | <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>(world war 2)</p>  | <p><b>Geography - Place knowledge</b> understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country</p> <p><b>Human and physical geography</b> identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p><b>Geography Locational knowledge</b> name and locate the world's seven continents and five oceans</p> <p><b>Human and physical geography</b> use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> | <p>History- Lives of significant individuals in the past who have contributed to national and international achievements. e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS <a href="#">Lowry</a>, Rosa Parks and Emily Davison, Mary Seacole and Edith Cavell</p> <p>(Christopher Columbus, Elizabeth 1<sup>st</sup> linking with explores and pirates)</p> |
| <b>Art/design</b>  | 3D   | Painting   | Collage  |
|  | Great artists/crafts makers and designers  |  |  |
| <b>Science</b>   | <p><b>Animals including humans</b><br/>           Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals<br/>           Identify and name a variety of common animals that are carnivores, herbivores and omnivores<br/>           Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)<br/>           Identify, name, draw and label the basic parts of the human body and say which part of the body is associated</p> | Everyday materials and their uses  | <p><b>Plants / living things and their habitats</b><br/>           Explore and compare the differences between things that are living, dead, and things that have never been alive<br/>           Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p>   |

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|  | with each sense  |       |   |                               |  |
|  | Seasonal Changes →   |       |   |                               |  |
| <b>ICT</b>   | <b>Animals</b><br>Programming/e-safety<br>Multimedia   |       | <b>Blogs and Stickmen</b><br>Programming/e-safety<br>Technology in our lives  |                               | <b>Let's find out</b><br>Programming/e-safety<br>Handling Data   |
| <b>PE</b>  | <b>Games/Gymnastics</b>  |       | <b>Dance/Multi-skills</b>   |                               | <b>Athletics/striking and fielding games</b>   |
| <b>REAL PE</b>   | Units 1 and 2  |       | Units 3 and 4   |                               | Units 5 and 6  |
| <b>RE</b>  | I am Special (Old School RE planning)/Special Times (Old NY planning) Big book Puddles & the Christmas Play  |       | How do we say thank you for our beautiful world RE Today<br>Spring New Life/growth/eggs (Old NY planning)<br>Big book Seven New Kittens Muslim Story) |                               | Who celebrates and what? Unit 1.1<br>Big book A Wedding day wish for puddles)  |
| <b>DT</b>  | <b>Structures</b>  |       | <b>Mechanisms</b>   |                               | <b>Textiles</b>  |
|  | Food/cooking understanding where food comes from. →  |       |   |                               |  |
| <b>PSHE / SEAL</b>   | New beginnings/say no to bullying  |       | Going for goals Aspirations researching jobs writing to organisations<br><br>Healthy lifestyles-medicines, diet                                       |                               | Relationships<br>Safety and financial capability(first aid)  |
| <b>Music</b>   | Sound sources/ICT  |       | Descriptive music/ Composing  |                               | Performing together  |
|  |  |       |   |                               |  |
| <b>KS2</b>   |  |       |   |                               |  |
| <b>History/geography</b><br><br><b>Geographical skills and fieldwork should permeate every topic</b> | <b>History-Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b><br>This could include:<br>- Viking raids and invasion<br>- resistance by Alfred the Great and Athelstan, first king of England - further Viking invasions and Danegeld<br>- Anglo-Saxon laws and justice<br>- Edward the Confessor and his death in 1066 |       | <b>Geography - investigating somewhere else in Britain</b>  |                               | <b>History-A non-European society - one study chosen from:</b><br>- Early Islamic civilization, c. AD 900;<br>- Mayan civilization c. AD 900;<br>- Benin c. AD 900-1300.<br><br><b>Geography - Compare the UK to a non European location</b>   |
| <b>Art/design</b>  | 3D Sculpture   |       | Painting  |                               | Collage  |
|  | Great artists, architects and designers in history   |       |   |                               |  |
| <b>Science</b>   | <b>Animals, including humans</b><br>LKS<br>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<br>Identify that humans and some other animals have skeletons and muscles for  | light | Electricity   | Rocks Evolution & inheritance | Forces and magnets<br><br>living things and their habitats<br>LKS<br>Recognise that living things can be grouped in a variety of ways<br>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment<br>UKS<br>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. |

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|                    | support, protection and movement.<br>UKS<br>Describe the changes as humans develop to old age<br>Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood |  |   |  |  | Describe the life process of reproduction in some plants and animals. |
| <b>ICT</b>         | <b>3/4 Bringing it to life</b><br>Programming/e-safety/ Multimedia   | <b>5/6 Simulations and Investigations</b><br>Programming/e-safety<br>Handling Data | <b>3/4 Games and Information</b><br>Programming/e-safety<br>Technology in our lives   | <b>5/6 Sounds</b><br>Programming/e-safety<br>Technology in our lives | <b>3/4 Move it and sort it</b><br>Programming/e-safety<br>Handling Data                              | <b>5/6 Find out and Share</b><br>Programming/e-safety<br>Multimedia   |
| <b>PE</b>          | Invasion Games Rugby/Gymnastics  |  | Dance-(dot, squiggle, dash)/OAA (outdoor and adventurous)   |  | Athletics/striking and fielding-cricket  |   |
| <b>REAL PE</b>     | Units 1 and 2  |  | Units 3 and 4   |  | Units 5 and 6  |   |
| <b>RE</b>          | Old NY planning frontier Key figures and faith leaders.  |  | New Syllabus How do people follow the guidance of their religion? Christians and Buddhist   |  | New Syllabus Keeping the 5 pillars of Islam.<br>Old NY planning on frontier Israel land of contrast. |   |
| <b>DT</b>          | Mechanisms   |  | Electrical components   |  | Textiles   |   |
|                    | Seasonal cooking   |  |   |  |  |   |
| <b>PSHE / SEAL</b> | New beginnings/say no to bullying  |  | Going for goals Aspirations researching jobs writing to organisations<br><br>Healthy lifestyles Drug and alcohol education-Police, diet |  | Relationships- sex education school nurse<br>Safety and financial capability (first aid)             |   |
| <b>Music</b>       | Sounds sources/ICT   |  | Music from around the world/Composing   |  | Performing together  |   |

Year D

|  | Autumn   | Spring  | Summer  |
|--|--|---|---|
| <b>KS1</b>   |  |   |   |
| <b>History/geography</b><br><br><b>Geographical skills and fieldwork should permeate every topic</b> | <p>History-events beyond living memory that are significant nationally or globally. (past events)</p> <p>(Dinosaurs)</p>   | <p><b>Geography Local Area-Hackfall Place knowledge</b> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p> <p><b>Human and physical geography</b> identify seasonal and daily weather patterns in the United Kingdom</p> <p><b>Geography- Locational knowledge</b> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p><b>Human and physical geography</b> use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> | <p>Significant historical events, people and places in their own locality.</p> <p>(castles, Bolton Castle and Mary Queen of Scots)</p> <p><b>Geography link?-Human and physical geography</b> use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> |
| <b>Art/design</b>  | Drawing  | Printing  | Textiles  |
|  | Great artists/crafts makers and designers  |   |   |
| <b>Science</b>   | <p><b>Animals including humans</b><br/>Notice that animals, including humans, have offspring which grow into adults<br/>Find out about and describe the basic need of animals, including humans, for survival (water, food and air)<br/>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> | Everyday materials and their uses   | <p><b>Plants / living things and their habitats</b><br/>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other<br/>Identify and name a variety of plants and animals in their habitats, including micro-habitats</p>  |
|  | Seasonal Changes <span style="float: right;">➔</span>  |   |   |
| <b>ICT</b>   | <p><b>Toys</b><br/>Programming/e-safety<br/>Technology in our lives</p>  | <p><b>Fix it and Find it</b><br/>Programming/e-safety<br/>Multimedia</p>  | <p><b>Shapes and Safety</b><br/>Programming/e-safety<br/>Handling Data</p>  |
| <b>PE</b>  | Games/Gymnastics   | Dance/Multi-skills  | Athletics/striking and fielding games   |
| <b>REAL PE</b>   | Units 1 and 2  | Units 3 and 4   | Units 5 and 6   |
| <b>RE</b>  | <p>Myself who am I ? RE Today<br/>Big book A wet and Windy Harvest for Puddles</p>   | <p>Questions that puzzle us unit 1.2<br/>Big book Puddles and the Happy Easter Day</p>  | <p>Special Stories for Christians and Muslims unit 1.3<br/>What can we learn from Stories in the bible and the Qu'ran RE Today<br/>Big book The Tiny Ant Muslim Story</p>   |

|  |  |  |   |       |   |  |
|--|--|--|---|-------|---|--|
| DT   | Textiles   | Structures                                   |   |       | Mechanisms  |  |
|  | Food/cooking understanding where food comes from.    |  |   |       |   |  |
| PSHE / SEAL  | Getting on and falling out   | Good to be me<br>Healthy lifestyles exercise |   |       | Changes<br>Politics & Government<br>Safety and financial capability (first aid)   |  |
| Music  | Sound sources/ICT  | Descriptive music/Composing                  |   |       | Performing together   |  |
|  |  |  |   |       |   |  |
| KS2  |  |  |   |       |   |  |
| History/geography<br><br>Geographical skills and fieldwork should permeate every topic | History-Ancient Greece - a study of Greek life and achievements and their influence on the western world   |  | Geography - local area - example Hackfall |       | <b>History-A study of an aspect or theme in British history extends chronological knowledge beyond 1066</b><br>For example:<br>- the changing power of monarchs using case studies such as John, Anne & Victoria<br>- changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the C.20th<br>- the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day<br>- a significant turning point in British history, e.g. the first railways or the Battle of Britain<br><br><b>Local History Study</b> |  |
| Art/design   | Drawing  | Printing                                     |   |       | Textiles  |  |
| Great artists, architects and designers in history                                     |  |  |   |       |   |  |
| Science  | Animals including humans<br>LKS<br>Describe the simple functions of the parts of the digestive system in humans<br>Identify the different types of teeth in humans and their simple functions<br>Construct and interpret a variety of food chains, identifying producers, predators and prey.<br>UKS<br>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function<br>Describe the ways in which nutrients and water are transported within animals, including humans. | Materials                                    | Earth and Space                           | Sound | Plants  | Living things and their habitats<br>LKS<br>Recognise that environments can change and that this can sometimes pose dangers to living things.<br>UKS<br>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and difference, including micro-organisms, plants and animals.<br>Give reasons for classifying plants and animals based on specific characteristics. |

|                    |   |   |  |  |  |   |
|--------------------|---|---|--|--|--|---|
| <b>ICT</b>         | <b>3/4 Adverts</b><br>Programming/e-safety<br>Multimedia  | <b>5/6 Finding and using</b><br>Programming/e-safety<br>Technology in our lives | <b>3/4 Games and graphs</b><br>Programming/e-safety<br>Handling Data           | <b>5/6 Shape and Weather</b><br>Programming/e-safety<br>Multimedia | <b>3/4 Shapes</b><br>Programming/e-safety<br>Technology in our lives   | <b>5/6 Understanding a challenge</b><br>Programming/e-safety<br>Handling Data |
| <b>PE</b>          | Invasion Games-Hockey/Gymnastics  |   | Dance-(country dancing)/OAA (outdoor and adventurous)                          |  | Athletics/striking and fielding-rounders   |   |
| <b>REAL PE</b>     | Units 1 and 2   |   | Units 3 and 4  |  | Units 5 and 6  |   |
| <b>RE</b>          |   |   |  |  |  |   |
| <b>DT</b>          | Stiff and flexible sheet materials (structures)   |   | Mechanisms   |  | Textiles   |   |
|                    | Seasonal cooking  |   |  |  |  |   |
| <b>PSHE / SEAL</b> | Getting on and falling out  |   | Good to be me<br>Healthy lifestyles Drug and alcohol education-Police exercise |  | Changes-<br>Politics & Government<br>Sex education School nurse<br>Safety and financial capability (first aid) |   |
| <b>Music</b>       | Sounds sources/ICT  |   | Music from around the world/Composing  |  | Performing together  |   |

### Geography Journeys and weather

**Place knowledge** understand geographical similarities and differences through the study of human and physical geography of a region in a European country, and a region within North or South America

**Locational knowledge** identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

C

### Geography -Investigating somewhere else in Britain

**Place knowledge** understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom

**Locational knowledge** locate the world's countries, using maps, name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.

D

**Geography Local Area-Example Hackfall Investigating rivers** Human and physical geography describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

