



# The Martin Wilson School & Early Years Centre

## Curriculum Map



Autumn 1	Nursery 1	Nursery 2	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<p><b>Theme = Fairy Tales</b></p> <p><b>Understanding of the world:</b> -Talk about what they see, using a wide vocabulary. Explore collections of materials with similar and/or different properties. Use all their senses in hands-on exploration of natural materials.</p> <p>-Show interest in different occupation</p> <p>-Setting/location photos describing what it's like. What can you see? Using terms, river, stream, bridge, mountains, hills, stones, bushes etc</p> <p><b>Expressive arts and Design:</b></p> <p>-Take part in simple pretend play</p> <p>-Develop complex stories using small world equipment.</p> <p>- Listen with increased attention to sounds.</p> <p><b>Physical Development:</b></p> <p>-Go upstairs or climb using alternative feet.</p> <p>-Collaborate with others to move large items.</p> <p>- use a comfortable grip with good control when using pens and pencils.</p>	<p><b>Theme= Ourselves &amp; our families</b></p> <p><b>Understanding of the world:</b> Begin to make sense of their own life story and families history.</p> <p>Continue developing positive attitudes towards the differences in people.</p> <p><b>Expressive arts and Design:</b> Drawing self portraits, draw with increased detail such as a face with a circle and details.</p> <p>Take part in simple pretend play</p> <p><b>Physical Development:</b></p> <p>-skip, hop and hold a pose for a game of musical statues.</p> <p>-use a comfortable grip with good control when using pens and pencils.</p> <p><b>PSE:</b></p> <p>-show more confidence in new social situations.</p> <p>-become more outgoing with unfamiliar people in the safety of the setting.</p>	<p><b>Bears</b></p> <p><b>Goldilocks &amp; the Three Bears</b></p> <p><b>Making Porridge</b></p> <ul style="list-style-type: none"> <li>Solids and liquids</li> <li>Changing states of matter</li> <li>Talk about the differences between materials &amp; changes they notice</li> </ul> <p><b>Exploring temperature</b></p> <ul style="list-style-type: none"> <li>Hot / Cold</li> <li>Looking at seasons</li> <li>Understanding the effect of changing seasons on the natural world around them.</li> </ul> <p><b>Soft / hard materials – “wood chairs”</b></p> <ul style="list-style-type: none"> <li>Explore collections of materials with similar and / or different properties.</li> </ul> <p><b>We’re going on a bear hunt.</b></p> <p><b>Exploring materials – describing mud, grass, wood, snow, ice</b></p> <ul style="list-style-type: none"> <li>Explore collections of materials with similar and or different properties</li> <li>Draw information from a simple map.</li> </ul>	<p><b>Science</b></p> <p><b>Humans (human body) IPC Live and Let Live</b></p> <ul style="list-style-type: none"> <li>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with which sense.</li> </ul> <p><b>IPC From a to b: Geography</b></p> <ul style="list-style-type: none"> <li>Pupils should develop knowledge of their locality.</li> <li>They should understand basic subject specific vocabulary relating to human and physical geography and begin to use geographical fieldwork skills, including first-hand observation.</li> <li>Use simple maps, location and directional language.</li> </ul> <p><b>RE</b></p> <ul style="list-style-type: none"> <li>1.10 What does it mean to belong to a faith community?</li> </ul> <p>- Thematic (Islam, Judaism &amp; Christianity)</p> <p><b>PSHE</b></p> <ul style="list-style-type: none"> <li>Health and Wellbeing</li> </ul> <p><b>PE</b></p>	<p><b>History</b></p> <p><b>Great Fire of London (depth study)</b></p> <ul style="list-style-type: none"> <li>Events beyond living memory that are significant nationally.</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>Hands, Feet and Heart</li> <li>South African Music</li> </ul> <p><b>Computing</b></p> <ul style="list-style-type: none"> <li>Unit 1 – Computing systems and networks.</li> </ul> <p><b>PHSE</b></p> <ul style="list-style-type: none"> <li>Living in the wider world.</li> </ul> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>Explore and draw. Drawing, sketchbooks, collage.</li> </ul> <p><b>RE</b></p> <ul style="list-style-type: none"> <li>1.6 Who is a Muslim and how do they live?</li> </ul> <ul style="list-style-type: none"> <li>Islam</li> </ul> <p><b>PE</b></p> <ul style="list-style-type: none"> <li>Invasion Games</li> <li>Gymnastics (Floor)</li> </ul>	<p><b>Science</b></p> <p><b>ASE unit - Discrete animals including humans</b></p> <ul style="list-style-type: none"> <li>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul> <p><b>Turn it up science – Light</b></p> <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>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> <p>Not in ICP Turn it up but will cover light objectives</p> <ul style="list-style-type: none"> <li>Notice that light is reflected from surfaces</li> <li>Recognise that light from the sun can be dangerous and that there are ways to protect our eyes.</li> </ul> <p><b>Discrete plants</b> (Part of revisiting through the year)</p>	<p><b>Science</b></p> <p><b>IPC – Electricity – Bright sparks</b></p> <ul style="list-style-type: none"> <li>Identify common appliances that run on electricity</li> <li>Construct a simple series electrical circuit, Identify and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</li> <li>Recognise some common conductors and insulators and associate metals with being good conductors.</li> </ul> <p><b>History</b></p> <p><b>Breadth study</b> A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066</p> <p><b>IPC – All Aboard</b></p> <ul style="list-style-type: none"> <li>Significant turnings point in British History, for example the first railways.</li> </ul> <p><b>Science</b></p> <p><b>IPC – Nature of life Living things &amp; their habitats.</b> (revisit every term)</p> <ul style="list-style-type: none"> <li>Explore &amp; use classification keys to help group identify and name a variety of living things in their</li> </ul>	<p><b>Science</b></p> <ul style="list-style-type: none"> <li>Know that some materials will dissolve in liquid to form a solution</li> <li>Demonstrate that dissolving mixing and changes of state are reversible</li> <li>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</li> <li>Explain some changes result in the formation of new materials – change is not reversible.</li> </ul> <p><b>History</b></p> <p><b>The Great, the Bold, the Brave (part 1)</b></p> <ul style="list-style-type: none"> <li>Ancient Greece</li> <li>Greek life, democracy, Athens compare Spartans</li> <li>Beginning of Roman Empire</li> </ul> <p><b>PHSE</b></p> <p>Living in the wider world.</p> <p><b>Art</b></p> <p><b>Typography and Maps</b></p> <ul style="list-style-type: none"> <li>Drawing</li> <li>Sketching</li> <li>Making</li> </ul> <p><b>PE</b></p> <ul style="list-style-type: none"> <li>Invasion Games</li> </ul>	<p><b>Science</b></p> <p><b>IPC – “Full Power” Electricity</b></p> <ul style="list-style-type: none"> <li>Associate brightness of lamp / volume of buzzer with no. &amp; voltage of cells in a circuit</li> <li>Compare &amp; give reasons for variations in how components function</li> <li>Circuit diagrams</li> </ul> <p><b>History</b></p> <p><b>IPC – The story of English</b></p> <ul style="list-style-type: none"> <li>Breadth study</li> <li>A study of an aspect or theme in British History that extends pupils chron. Knowledge beyond 1066 – development of English Language</li> </ul> <p>Incl – Anglo-Saxon settlements &amp; culture.</p> <p><b>RE</b></p> <p>U2.2 Creation and science: conflicting or complementary</p> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>Ukelele – Shropshire Music Service</li> <li>You’ve got a friend 70’s ballad</li> </ul> <p><b>Computing</b></p> <p>Unit 1 – computing systems and networks – communication</p> <p><b>Art</b></p>

<p><b><u>PSE:</u></b></p> <p>-show more confidence in new social situations.</p> <p>-become more outgoing with unfamiliar people in the safety of the setting.</p>		<p><b>Making a physical map of the hunt</b></p> <ul style="list-style-type: none"> <li>• Draw information from a simple map</li> </ul> <p><b><u>Bears</u></b></p> <p><b>Old and new bears</b> Know some similarities and differences between things in the past and now</p> <p><b><u>Music</u></b></p> <p><b>Me</b></p> <ul style="list-style-type: none"> <li>- Pat-a-cake 1,2,3,4,5, once I caught a fish alive.</li> <li>This old Man</li> <li>Five little ducks</li> <li>Name song</li> <li>Things for fingers</li> <li>- Growing homes, colour, toys, how I look</li> <li>- Musical activities that explore high sounds using voices and glockenspiels</li> <li>- Find the pulse</li> </ul> <p><b><u>RE</u></b></p> <ul style="list-style-type: none"> <li>- F4 Being special: where do we belong?</li> </ul> <p><b><u>PSHE</u></b></p> <ul style="list-style-type: none"> <li>- Living in the wider world</li> </ul> <p><b><u>PE</u></b></p> <ul style="list-style-type: none"> <li>- Fundamental Games</li> </ul> <p><b><u>Computing</u></b></p> <ul style="list-style-type: none"> <li>- Barefoot resources – Awesome Autumn. ELG: Creating with Materials safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul> <p><b><u>French</u></b></p> <ul style="list-style-type: none"> <li>- Listening and joining in</li> </ul>	<ul style="list-style-type: none"> <li>- Fundamental Games</li> <li>- Gymnastics (Floor)</li> </ul> <p><b><u>Art</u></b></p> <ul style="list-style-type: none"> <li>- Spirals – drawing, sketchbooks</li> </ul> <p><b><u>Computing</u></b></p> <ul style="list-style-type: none"> <li>- Unit 1 – computing systems and networks. Computers (laptops)</li> <li>-</li> </ul>		<ul style="list-style-type: none"> <li>• Life cycle of flowering plants – focus on seed dispersal.</li> </ul> <p><b><u>DT</u></b></p> <p><b>Scavengers and Settlers</b></p> <p><b>Food Healthy and varied diet</b></p> <ul style="list-style-type: none"> <li>- As in the original planning, then children making flat breads and hummus.</li> <li>- Different dips using “early farmers” ingredients</li> <li>- A salad using “early farmers” ingredients</li> </ul> <p><b><u>Art</u></b></p> <p><b>Gestural Drawing with Charcoal</b></p> <ul style="list-style-type: none"> <li>- Drawing and Sketching</li> </ul> <p><b><u>PSHE</u></b></p> <ul style="list-style-type: none"> <li>- Health and wellbeing</li> </ul> <p><b><u>Computing</u></b></p> <ul style="list-style-type: none"> <li>- Unit 1 – Digital devices. (Cameras and tablets)</li> </ul> <p><b><u>PE</u></b></p> <ul style="list-style-type: none"> <li>- Invasion Games</li> <li>- Gymnastics (Small apparatus )</li> </ul> <p><b><u>Music</u></b></p> <p>Glockenspiel skills 1</p>	<p>local and wider environment</p> <ul style="list-style-type: none"> <li>• Recognise that environments can change and that can sometimes pose changes to living things.</li> </ul> <p><b><u>DT</u></b></p> <p><b>Bright Sparks</b></p> <p><b>Electrical Systems</b></p> <ul style="list-style-type: none"> <li>- As the original planning</li> <li>- Houses with doorbells and lights.</li> <li>- Torch for a power cut.</li> </ul> <p><b><u>PSHE</u></b></p> <ul style="list-style-type: none"> <li>- Living in the wider world</li> </ul> <p><b><u>Art</u></b></p> <p><b>Storytelling Through Art</b></p> <ul style="list-style-type: none"> <li>- Drawing, sketchbooks, collage</li> </ul> <p><b><u>RE</u></b></p> <p><b>Hindu Dharma</b></p> <ul style="list-style-type: none"> <li>- What do Hindus believe God is like</li> </ul> <p><b><u>Computing</u></b></p> <p>Unit 1 – computing systems and network – the internet (use of the internet)</p> <p><b><u>PE</u></b></p> <ul style="list-style-type: none"> <li>- Reading the game STFC</li> <li>- Invasion games</li> <li>- Gymnastic (small apparatus)</li> </ul> <p><b><u>French</u></b></p> <ul style="list-style-type: none"> <li>- Welcome to school</li> </ul>	<ul style="list-style-type: none"> <li>- Gymnastics (floor / small apparatus)</li> </ul> <p><b><u>RE</u></b></p> <p>U2.1 What does it mean if Christians believe God is holy and loving?</p> <p><b><u>Computing</u></b></p> <p>Unit 1 – Computing systems networks and sharing info.</p> <p><b><u>French</u></b></p> <p>Talking about us / school subjects</p>	<p>2D Drawing to 3D Making</p> <p><b><u>PHSE</u></b></p> <p>Health and Wellbeing 1</p> <p><b><u>PE</u></b></p> <ul style="list-style-type: none"> <li>- Invasion games</li> <li>- Gymnastics (small apparatus)</li> </ul>
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**Autumn 2**

**Theme = Winter Festivals**

**Understanding of the world**

**Bonfire Night**

-Talk about the differences and changes in materials (melting).

-Dark den and torches to explore the differences of light and dark and how things work.

-Don't Hog the hedge story. Make a bed for the hedgehog to hibernate in. Hands on exploration of natural materials.

**Diwali**

-Talk about how Diwali is an important festival that is celebrated by Hindus and Sikhs.

**Theme= Winter Festivals**

**Understanding of the world**

**Bonfire Night**

-Understand why rules are important.

**Diwali**

-Talk about how Diwali is an important festival that is celebrated by Hindus and Sikhs.

-Continue developing positive attitudes about the differences between people 3-4 years. Know that there are different countries in the world 3-4 years.

**Christmas**

-Talk about how Christmas is an

**Whatever Next**

**The moon, space, spaceships**

- Explore the natural world around them

**This is the bear**

**Sorting rubbish – environmental issues**

- Use all their senses in hands on exploration of materials.
- Explore collections of materials with similar and / or different properties
- Begin to understand the need to respect and care for the natural environment and all living things.

**This is the Bear**

**Floating and sinking**

- Exploring materials with similar and or

**Understanding the world**

- Homes now and in the past.
- Talk about experiences that are familiar and how they could be different in the past.
- Use pictures, stories, artefacts and accounts from the past explaining similarities and differences.

**Art**

- Develop complex story using small world equipment
- Develop their own ideas and decide which materials to use to explore them.

**Science**

**Seasonal Changes: autumn**

- Observe changes across the 4 seasons
- Observe and describe weather associated with the seasons and how day length varies.

**Plants IPC Green Fingers (link to autumn: what are the plants like? What are the trees like? deciduous and evergreen trees)**

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.

**History: follow-up from a to b unit:**

The Wright Brothers/ Neil Armstrong –

**History**

**Gunpowder plot (depth study)**

**Remembrance Day**

- Events that are significant nationally and internationally

**Geography**

- Continents and Oceans

**PHSE**

Health and wellbeing

**Art**

**Exploring the world through Mono Print**

- Printmaking (Mono Print)
- Drawing
- Collage
- Sketchbooks

**RE**

Christianity – why does Christmas matter to Christians

**Computing**

Unit 2 – Creating media – digital photography.

**DT**

Sliders and levers, mechanisms.

**Geography**

**Rivers – Planning unit from ODDIZZI**

**History**

**IPC – Scavengers and settlers**

Pre-Roman Britain

- Pupils should be taught about changes in Britain from the Stone Age to the Iron Age.

**Science**

**Rocks**

- Describe in simple terms how fossils are formed when things that have lived are trapped within rock.

**Animals including humans**

- Humans cannot make their own food – they get nutrition from what they eat.

**DT**

– Blocked 1 week

**Science**

**IPC – shake it up – states of matter**

- Compare and group materials together according to whether they are solid liquids or gases.
- Observe that some materials change state when they are heated or cooled and measure or research the temperature which this happens in degrees Celsius
- Identify the part played by evaporation and condensation in the wider cycle and associate the rate of evaporation with temperature.

**Science**

**Animals including humans**

- Describe the changes as humans develop to old age.

**Geography**

**European Region – Greece**

- Locate Europe and its key human and physical characteristics
- Use maps, atlases and digital mapping to locate countries and describe features studied.
- Identify and locate Europe's major cities.
- Describe & understand key aspects of human and physical geography.

**History**

**IPC – The story of English**

- Breadth study
- A study of an aspect or theme in British History that extends pupils chron. Knowledge beyond 1066 – development of English Language

Incl – Anglo-Saxon settlements & culture.

**Science**

**IPC – “Existing, Endangered, Extinct”**

Living things.

- How living things are classified into broad groups
- Give reasons for classifying plants and animals

**Geography**

**UK – Patterns of settlement (field work)**

<p>-Continue developing positive attitudes about the differences between people 3-4 years. Know that there are different countries in the world 3-4 years.</p> <p><b>Christmas</b></p> <p>-Talk about how Christmas is an important celebration celebrated by Christians.</p> <p>-Develop their sense of membership in a community.</p> <p><b>Expressive arts and Design:</b></p> <p>-Remember and sing entire songs</p> <p>-Explore colour and colour mixing</p> <p><b>Physical Development:</b></p> <p>-Use and remember sequences and patterns of movement which are related to music.</p> <p><b>PSE:</b></p> <p>-develop their sense of responsibility and membership of a community.</p>	<p>important celebration celebrated by Christians.</p> <p>-Develop their sense of membership in a community.</p> <p><b>Expressive arts and Design:</b></p> <p>-Remember and sing entire songs</p> <p>Explore colour and colour mixing</p> <p><b>Physical Development:</b></p> <p>-Use and remember sequences and patterns of movement which are related to music.</p> <p><b>PSE:</b></p> <p>-develop their sense of responsibility and membership of a community.</p>	<p>different properties</p> <p><b>PE</b> Gymnastics (Floor)</p> <p><b>PHSE</b> Health and Wellbeing</p> <p><b>Computing</b> Barefoot resources – winter warmers ELG and Development link ELG: Work and play cooperatively and take turns with others;</p> <p><b>RE</b> Christianity – F2 why is Christmas special for Christians?</p>	<p>comparing two people from the past.</p> <ul style="list-style-type: none"> <li>Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements.</li> </ul> <p><b>French</b> Autumn, Xmas, songs and rhymes (ABC)</p> <p><b>Music</b> Hey you! Hip Hop My stories</p> <ul style="list-style-type: none"> <li>I'm a little teapot</li> <li>The grand old duke of York</li> <li>Ring O' Roses</li> <li>Hickory Dickory Dock</li> <li>Not too difficult</li> <li>The ABC Song</li> </ul> <p>Imagination, Christmas, festivals, fairies, pirates, treasures, superheros, let's pretend, once upon a time.</p> <ul style="list-style-type: none"> <li>Find the pulse as one of the characters from the song.</li> </ul> <p><b>PSHE</b> Relationships Education</p> <p><b>Computing</b> Unit 2 – Digital painting (paintzapp)</p> <p><b>D&amp;T</b> Block of afternoons over 1 or 2 weeks</p> <ul style="list-style-type: none"> <li>Mechanisms / wheels and axles</li> <li>Making a model aeroplane</li> </ul> <p><b>PE</b></p> <ul style="list-style-type: none"> <li>Fundamental Games</li> <li>Gymnastics (Large apparatus)</li> </ul>	<p><b>French</b> Nouns, Rhymes and Xmas. (ABC)</p> <p><b>PE</b></p> <ul style="list-style-type: none"> <li>Invasion Games</li> <li>Gymnastics (Large apparatus)</li> </ul>	<p><b>Food</b> – Cooking with early ingredients – science link – animals including humans – need the right types and amount of nutrition</p> <p><b>Computing</b> – IPC unit</p> <p><b>French</b></p> <ul style="list-style-type: none"> <li>A new start</li> <li>Strike / field cricket</li> <li>Gymnastics (Large apparatus)</li> </ul> <p><b>PSHE</b> Relationship Education</p> <p><b>Computing</b> Unit 2 – Creating media animation</p>	<p><b>Geography</b> <b>European region – France (linked to all aboard)</b></p> <ul style="list-style-type: none"> <li>Locate the worlds countries using maps to focus on Europe</li> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in an European Country</li> <li>To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</li> </ul> <p><b>RE</b> L2.3 What kind of world did Jesus want?</p> <p><b>Art</b> Exploring patterns. Drawing, Collage, Sketchbook</p> <p><b>Computing</b> Unit 2 – Audio editing Audacity.team.org</p> <p><b>PHSE</b> Health and wellbeing</p> <p><b>PE</b></p> <ul style="list-style-type: none"> <li>Strike / Field Cricket</li> <li>Gymnastics (Large apparatus)</li> </ul>	<p><b>DT</b> <b>Bake It</b></p> <ul style="list-style-type: none"> <li>Celebrating cultures and seasonality</li> <li>Bread – children adapting recipe and making own versions.</li> </ul> <p><b>RE</b> U2.8 What does it mean to be a Muslim in Britain today?</p> <p><b>Art</b> <b>Making Mono Types</b></p> <ul style="list-style-type: none"> <li>Printmaking (Mono Print) Drawing, sketchbooks.</li> </ul> <p><b>PSHE</b> Health and wellbeing</p> <p><b>Computing</b> Unit 2 – Creating media – Vector drawing. – Google drawing – publisher.</p> <p><b>PE</b></p> <ul style="list-style-type: none"> <li>Strike / Field Cricket</li> <li>Gymnastics (Large apparatus)</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>Classroom Jazz 1</li> <li>Bossa Nova &amp; swing</li> </ul>	<ul style="list-style-type: none"> <li>Name &amp; locate counties &amp; Cities of UK, geographical regions &amp; their identifying human &amp; physical characteristics etc.</li> <li>Use maps, atlases, globes &amp; digital / computer mapping</li> <li>Describe &amp; understand key aspects of Geography.</li> </ul> <p><b>French</b></p> <ul style="list-style-type: none"> <li>Revisiting me</li> <li>Telling the time</li> <li>Everyday life</li> </ul> <p><b>Art</b> <b>Printmaking &amp; Activism</b></p> <ul style="list-style-type: none"> <li>Printmaking (stencil screen print)</li> <li>Draw Collage</li> <li>Sketchbooks</li> </ul> <p><b>RE</b> <b>Christianity</b></p> <ul style="list-style-type: none"> <li>Humanism</li> <li>Non-Religious world</li> </ul> <p>U2.11 Why do some people believe in God and some people not?</p> <p><b>Computing</b> Unit 2 – Creating Media - 3D modelling. Tinkercad.com</p> <p><b>PSHE</b></p> <ul style="list-style-type: none"> <li>Relationships Education</li> </ul> <p><b>PE</b></p> <ul style="list-style-type: none"> <li>Strike / Field Cricket</li> <li>Gymnastic (Large apparatus)</li> </ul> <p><b>DT</b></p> <ul style="list-style-type: none"> <li>Electrical systems</li> </ul>
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**Spring 1**

				<p><b>RE</b></p> <ul style="list-style-type: none"> <li>- Why does Christmas matter to Christians</li> </ul> <p><b>Art</b></p> <p>Simple printmaking:</p> <ul style="list-style-type: none"> <li>- Printmaking</li> <li>- Collage</li> <li>- Sketchbooks</li> </ul>			<p><b>Music</b></p> <ul style="list-style-type: none"> <li>- Glockenspiel skills 2</li> <li>- Mixed styles</li> </ul>		
	<p><b>Theme = On the Farm</b></p> <p><b>Understanding the World:</b></p> <ul style="list-style-type: none"> <li>-Understand the key features of a lifecycle of a plant and animal.</li> <li>-Show interest in different occupation</li> <li>-Provide materials for children to create their own duck ponds. Investigate how materials feels when wet.</li> <li>- Discuss farming around the world and what makes farms different or the same. Have photos to discuss.</li> <li>-Know there are different countries in the world and talk about their differences</li> </ul> <p><b>Expressive arts and Design:</b></p> <ul style="list-style-type: none"> <li>-Explore different materials freely to develop their ideas about how to use them and what to make.</li> <li>-Sing the pitch of a tone sung by another person</li> </ul> <p><b>Physical Development:</b></p> <ul style="list-style-type: none"> <li>-use large muscle movements to wave flags or paint and make marks.</li> </ul>	<p><b>Theme = Transport</b></p> <p><b>Understanding the World:</b></p> <ul style="list-style-type: none"> <li>-Explore how things work.</li> <li>-Talk about what they see using a wide vocabulary.</li> <li>-Show interest in different occupations.</li> </ul> <p><b>Expressive arts and Design:</b></p> <ul style="list-style-type: none"> <li>-Use drawing to represent ideas like movement and sound.</li> <li>-Create their own songs or improvise around a song they know.</li> <li>-join different materials and explore different textures.</li> <li>-Collaborate with others to move large items.</li> </ul> <p><b>Physical Development:</b></p> <ul style="list-style-type: none"> <li>-Continue to develop their balance, riding and ball skills.</li> <li>-Collaborate with others to move large items.</li> </ul> <p><b>PSE:</b></p>	<p><b>Water</b></p> <p><b>Let's all creep through crocodile creek</b></p> <p><b>The snail and the whale</b></p> <p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>• Naming sea creatures</li> <li>• How do sea creatures move</li> <li>• Crocodile fact file</li> <li>• Significant figures from the past (Florence Nightingale)</li> <li>• What is rain where does it come from</li> <li>• How is a puddle made, are puddles always in the same place</li> <li>• Compare and contrast characters from stories including figures from the past</li> <li>• Impacts of weather (small scale)</li> </ul> <p><b>PSHE</b></p> <ul style="list-style-type: none"> <li>- Self-confidence and self-awareness</li> <li>- Children to try new activities and say why they like some activities more than others.</li> <li>- They are confident to</li> </ul>	<p><b>Science</b></p> <p><b>Seasonal changes: winter</b></p> <ul style="list-style-type: none"> <li>• Observe changes across the 4 seasons</li> <li>• Observe and describe weather associated with the seasons and how day length varies.</li> </ul> <p><b>IPC All Dressed up</b></p> <p><b>Everyday materials</b></p> <ul style="list-style-type: none"> <li>• Describe the simple physical properties of a variety of everyday materials.</li> <li>• Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul> <p><b>Geography Oddizzi Unit</b></p> <p><b>United Kingdom</b></p> <ul style="list-style-type: none"> <li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>• Use directional and vocational language</li> </ul>	<p><b>History</b></p> <p><b>Mary Seacole / Florence Nightingale / Edith Cavell</b></p> <ul style="list-style-type: none"> <li>• The lives of significant individuals who have contributed to international achievements.</li> </ul> <p><b>Computing</b></p> <p>Unit 3 – Making Music.</p> <ul style="list-style-type: none"> <li>- Crome Music Lab</li> </ul> <p><b>Art</b></p> <p><b>Be an Architect</b></p> <ul style="list-style-type: none"> <li>- Architecture</li> <li>- Sketchbooks</li> <li>- Drawing</li> </ul> <p><b>RE</b></p> <p><b>Islam</b></p> <ul style="list-style-type: none"> <li>- 1.6 Who is a Muslim and how do they live? Part 2.</li> </ul> <p><b>PSHE</b></p> <p>Relationships Education</p> <p><b>PE</b></p> <ul style="list-style-type: none"> <li>- OAA / Problem Solving</li> <li>- Dance</li> </ul> <p><b>French</b></p> <ul style="list-style-type: none"> <li>- Revisiting and Celebrations</li> </ul>	<p><b>Science</b></p> <p><b>IPC – Feel The Force</b></p> <ul style="list-style-type: none"> <li>• 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 together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</li> <li>• Describe magnets having 2 poles.</li> <li>• Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</li> </ul> <p><b>Geography</b></p> <p><b>Gateways to the world</b> (Geographical skills and fieldwork)</p> <ul style="list-style-type: none"> <li>• Use maps to locate and describe</li> <li>• 4 figure grid reference</li> <li>• 8 point compass – journey map (trainstation)</li> </ul>	<p><b>History</b></p> <p><b>ICP – Temples, Tombs and Treasures.</b></p> <ul style="list-style-type: none"> <li>• The achievements of the earliest civilisations – Ancient Egypt</li> </ul> <p>Depth study</p> <p><b>Geography</b></p> <p><b>Climate Zones – ODDIZZI</b></p> <ul style="list-style-type: none"> <li>• Identify the position and significance of latitude, equator, Northern Hemisphere, Southern Hemisphere, the tropic of Cancer and Capricorn and Arctic and Antarctic Circle.</li> <li>• Describe and understand key aspects: physical geography, including: climate zones.</li> <li>• Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied.</li> </ul> <p><b>French</b></p> <ul style="list-style-type: none"> <li>- Face and body parts</li> </ul> <p><b>PE</b></p>	<p><b>Science</b></p> <p><b>Making new materials</b></p> <ul style="list-style-type: none"> <li>• Compare and group together everyday materials on basis of properties including their hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnet</li> </ul> <p><b>History</b></p> <p><b>The Great, the Bold, the Brave (Part 2)</b></p> <ul style="list-style-type: none"> <li>• Roman Empire and its impact on Britain</li> <li>• The Vikings, the raids and invasions.</li> </ul>	<p><b>Science</b></p> <p><b>IPC – “Being Human”</b></p> <p>Animals including humans.</p> <ul style="list-style-type: none"> <li>• Identify main parts of circulatory system &amp; describe functions of heart, blood vessels &amp; blood.</li> <li>• Impact of diet, exercise, drugs &amp; lifestyle on the way the body functions.</li> <li>• Describe ways in which nutrients &amp; water are transported.</li> </ul> <p><b>Geography</b></p> <p><b>IPC – “Earth as an Island”</b></p> <ul style="list-style-type: none"> <li>• Locate worlds countries using maps to focus on Europe &amp; N/S America etc.</li> <li>• Identify position &amp; significance of latitude, longitude etc.</li> <li>• Describe &amp; understand key aspects of physical&amp; human Geog.</li> <li>• Use maps, atlases, globes &amp; digital mapping</li> <li>• Use grid refs.</li> </ul>

**PSE:**

- speak in a familiar group
- Will talk about ideas and choose the resources they need for this activity.

**French**

- Celebrations (ABC)

**PE**

- Dance

**Computing**

Barefoot Resources

- Busy Bodies
- ELG and Development matters link
- Look how we grow
- Children explore the natural world around them, making observations and drawing pictures of animals and plants.
- They know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences.

**Music**

**Everyone!**

- Wind The Bobbin Up
- Rock-a-bye Baby
- Five Little Monkeys Jumping On The Bed
- Twinkle Twinkle
- If You're Happy And you Know It
- Head, Sholders, Knees And Toes
- Family, friends, people, music

- Understand the geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.

**French**

- Planting time (ABC)

**PE**

- OAA / Problem solving

- Dance

**PSHE**

- Living in the wider world

**Art**

**Playful Making**

- Sculpture
- Sketchbooks
- Drawing

**Computing**

Unit 3 – Digital writing.

- Time zones

**Art**

**Telling Stories Through Making**

- Sculpture
- Drawing
- Sketchbooks

**PSHE**

- Living in the wider world

**Computing**

Unit 3 – Developing Publishing

**DT**

**Inventions that changed the world**

- Mechanical systems
- Levers and Linkages
- Information book
- Card / Poster, demonstrating their own crazy invention

**RE**

**Islam**

- L2.9 How do festivals and worship show what matters to a Muslim?

**Music**

Three Little Birds – Bob Marley

- Reggae

**PE**

- OAA Problem solving scheme
- Dance

- OAA / Problem Solving
- Swimming

**PSHE**

- Relationships Education

**Computing**

- Unit 3 – Photo editing

**RE**

**Hindu Dharma**

- L2.8 What does it mean to be a Hindu in Britain today.

**Art**

**Art of Display**

- Sculpture
- Drawing
- Sketchbooks

**DT**

**How Humans Work**

- Food
- Healthy / varied diet
- Sandwiches, wraps, pitta pockets, blinis, toasties, snack bar, salad snacks, healthy ice lollies with fruity bits

# Spring 2

**Theme= Under the Sea**

**Understanding the World:**

-Begin to understand the need to respect the natural environment and living things.

-Explore and talk about different forces they can feel

-Talk about what they see using a wide range of vocabulary.

**Expressive Arts and Design:**

-Sing the melodic shape of familiar songs.

-Show different emotions in their drawings and paintings.

**Physical Development:**

-Use and remember sequences and patterns of movement which are related to music.

**PSE:**

-Play with one or more children extending and elaborating ideas.

**Theme= Spring & Eater Living things.**

**Understanding the World:**

- Begin to understand the need to respect the natural environment and living things.

- Plant seeds and care for growing plants.

-Understand the key features of a life cycle of an animal and plant.

-Uses their senses in hands on exploration of natural materials  
**Expressive Arts and Design:**

-develop their own ideas and decide which materials to use to express them.

-Respond to what they have heard expressing their thoughts and feelings.

**Physical Development:**

-Match their developing skills to activities in the setting, crawling, walking, running across a plank.

from around the world.  
- Explore high pitch and low pitch in the context of the songs.  
- Invent ways to find the pulse  
**PSHE**  
Relationships Education  
**RE**  
F1 – Why is the word “God” so important to Christians?

**Water**

**The Pirates are coming The Night Pirates Understanding the World**

- Looking at a globe/map of the world. Why is a map flat and a globe sphere.
- Organise events using basic chronology recognising things happened before they were born
- Identify land and water on a map or globe
- Use basic geographical vocab to refer to key physical features such as; beach, cliff, coast, sea and ocean
- Human features such as; house, town, city and villages
- Look at the size of oceans compared to

**Science**  
**Plants (IPC Green Fingers)**

- Identify and name a variety of common wild and garden plants, including deciduas and evergreen trees

**Seasonal Changes: spring**

- Observe changes across the 4 seasons
- Observe and describe weather associated with the seasons and how day length varies.

**Everyday materials (link to history Time Detectives):**

- Distinguish between an object and the material from which it is made.
- Identify and name a variety of everyday materials, including wood, plastic, glass,

**Geography**  
**Treasure Island**

- Contrasting Non-European country – Jamaica  
**PSHE**
- Living in the wider world  
**Art**
- Expressive Painting  
**RE**
- 1.5 Why does Easter matter to Christians?  
**Computing**
- Unit 4 – Data and Pictograms.  
**D&T**
- Food and Nutrition  
**PE**
- Fundamental Games
- Gymnastics (Large apparatus)  
**Music**
- Ukulele / Friendship song
- Pop

**Science**  
**Plants / Rocks**

- Discrete – Science
- Planting bulbs
- Life cycle of flowering plants
- Include pollination
- Compare and group together different kinds of rocks – appearance / physical properties
- Recognise that soils are made from rocks & organic matter  
**History**
- IPC – Inventions that changed the world**
- Extended chronological study
- Changes in an aspect of social history / leisure and entertainment in the 20<sup>th</sup> Century  
**RE**
- L2.10 How do festivals and family life show what matters to Jewish people?

**Science**  
**IPC – Turn it up.**

- Identify how sounds are made associating some of them with something vibrating.
- Recognise that vibrations from sounds travel through a medium to the ear.
- Find patterns between the pitch of a sound and features of the object that produced it.
- Find patterns between the volume of a sound and the strength of the vibrations that produced it.
- Recognise that sounds get fainter as the distance from the source increases.  
**Art**
- Still Life
- Drawing, painting,

**Science**  
**Space Scientists**

- Describe the movement of the Earth, and other planets, relative to the sun in the solar system
- Describe the movement of the moon relative to the Earth
- Describe the sun, Earth and moon as spherical bodies.
- Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky.  
**Geography**
- South America (ODDIZZI)**
- Locate the worlds countries, using maps to focus on South America

**Science**  
**IPC – “Look Hear”**  
Light

- Recognise light travels in a straight line
- Objects are seen because they give out or reflect light into the eye
- Light travels from light source into the eye / light source to objects, to eyes.
- Shadows have same shape as objects that cast them.

**Computing**  
Unit 4 – Data and information – spreadsheets

- PSHE**
- Health and wellbeing 2  
**Art**
- Identity
- Painting
- Drawing
- Digital
- Sketchbooks  
**RE**

U2.5 What do Christians believe Jesus did to “save” people?  
**French**

	<p><b><u>PSE:</u></b> -Understand gradually how others might be feeling.</p>	<p>land, and what is an island</p> <ul style="list-style-type: none"> <li>Find and mark countries where children have visited/born</li> <li>Why did pirates use maps</li> <li>Investigate a compass. How do we find our way around these days</li> </ul> <p><b><u>PE</u></b></p> <ul style="list-style-type: none"> <li>Ball Skills</li> </ul> <p><b><u>Music</u></b></p> <p><b>Our World</b></p> <p><b>Songs</b></p> <ul style="list-style-type: none"> <li>Old Macdonald</li> <li>Incy Wincy Spider</li> <li>Baa Baa Black Sheep</li> <li>Row, Row, Row your boat</li> <li>The Wheels On The Boat</li> <li>The Hokey Cokey</li> </ul> <p><b>Topics</b></p> <ul style="list-style-type: none"> <li>Animals</li> <li>Jungle</li> <li>Minibeasts</li> <li>Night and Day</li> <li>Sand and Water</li> <li>Seaside</li> <li>Weather</li> <li>Sea</li> <li>Space</li> </ul> <p>Explore High pitch and Low pitch using the images from the songs.</p> <p><b><u>Computing</u></b></p> <p><b>Barefoot Resources</b></p> <ul style="list-style-type: none"> <li>Spring time fun ELG and Development matters link.</li> </ul> <p>ELG: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p><b><u>RE</u></b></p>	<p>metal, water and rock.</p> <p><b><u>History</u></b></p> <p><b>IPC Time Detectives</b></p> <ul style="list-style-type: none"> <li>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>Use a wide variety of vocabulary of everyday historical terms</li> <li>Ask and answer questions Use stories and sources, understanding different ways in which the past is represented.</li> </ul> <p><b><u>Computing</u></b></p> <ul style="list-style-type: none"> <li>Unit 4: Grouping Data</li> </ul> <p><b><u>PSHE</u></b></p> <ul style="list-style-type: none"> <li>Health and Wellbeing</li> </ul> <p><b><u>Music</u></b></p> <ul style="list-style-type: none"> <li>In the Groove Blues, Baroque, Latin, Bhangra, Folk, Funk.</li> </ul> <p><b><u>PE</u></b></p> <ul style="list-style-type: none"> <li>Fundamental Games</li> <li>Dance</li> </ul> <p><b><u>RE</u></b></p> <ul style="list-style-type: none"> <li>Who is a Jew and how do they live (Judaism)</li> </ul> <p><b><u>Art</u></b></p> <ul style="list-style-type: none"> <li>Exploring Watercolour Painting and sketchbook</li> </ul> <p><b><u>DT</u></b></p> <p>Food and Nutrition</p> <ul style="list-style-type: none"> <li>Chopping</li> <li>Making a fruit salad</li> </ul>			<p><b><u>PSHE</u></b></p> <ul style="list-style-type: none"> <li>Health and wellbeing</li> </ul> <p><b><u>Art</u></b></p> <ul style="list-style-type: none"> <li>Cloth, Tread, Paint</li> </ul> <p><b><u>Computing</u></b></p> <ul style="list-style-type: none"> <li>Unit 4 – Branching Databases</li> </ul> <p><b><u>D&amp;T</u></b></p> <p><b>Different places similar lives</b></p> <ul style="list-style-type: none"> <li>Purse or wallet to take abroad</li> <li>Beach Bag</li> </ul> <p>An accessory linked to climate of the country studied</p> <ul style="list-style-type: none"> <li>Soft toy / mascot for a country studied</li> </ul> <p><b><u>French</u></b></p> <ul style="list-style-type: none"> <li>Animals I like and don't like.</li> </ul> <p><b><u>PE</u></b></p> <ul style="list-style-type: none"> <li>Invasion Games</li> <li>Net / Wall</li> </ul>	<p>collage, sketchbooks</p> <p><b><u>PSHE</u></b></p> <ul style="list-style-type: none"> <li>Living in the wider world</li> </ul> <p><b><u>Computing</u></b></p> <ul style="list-style-type: none"> <li>Unit 4 – Data Logging</li> </ul> <p><b><u>RE</u></b></p> <ul style="list-style-type: none"> <li>L2.5 – why do Christians call the day Jesus died “Good Friday”</li> </ul> <p><b><u>Music</u></b></p> <ul style="list-style-type: none"> <li>Lean on Me Gospel</li> </ul> <p><b><u>PE</u></b></p> <ul style="list-style-type: none"> <li>Dance</li> <li>Swimming</li> </ul>	<ul style="list-style-type: none"> <li>Using maps, atlases, globes to locate and describe features studied</li> <li>Identify position &amp; significance of latitude, longitude and the equator</li> <li>Understand geographical similarities &amp; differences through the study of the human &amp; physical of a region in UK and a region within South America</li> <li>Describe and understand key aspects of <ul style="list-style-type: none"> <li>Physical geography climate zones, BIOMES and vegetation belts, rivers.</li> <li>Human geography, types of settlement and land use.</li> </ul> </li> </ul> <p><b><u>PSHE</u></b></p> <ul style="list-style-type: none"> <li>Living in the wider world</li> </ul> <p><b><u>Art</u></b></p> <ul style="list-style-type: none"> <li>Inspired by Land &amp; City Scapes</li> </ul> <p><b><u>Computing</u></b></p> <ul style="list-style-type: none"> <li>Unit 4 – Data and information – Flat-file databases.</li> </ul> <p><b><u>RE</u></b></p> <p>U2.9 – Why is the Torah so important to Jewish people?</p> <p><b><u>Music</u></b></p> <ul style="list-style-type: none"> <li>Fresh Prince of Bel Air</li> <li>Old school Hip Hop</li> </ul> <p><b><u>PE</u></b></p> <ul style="list-style-type: none"> <li>Net / wall</li> </ul>	<ul style="list-style-type: none"> <li>Playing and enjoying sport.</li> </ul> <p><b><u>D&amp;T</u></b></p> <ul style="list-style-type: none"> <li>Spring Food</li> <li>Celebrating culture and seasonality</li> </ul> <p><b><u>PE</u></b></p> <ul style="list-style-type: none"> <li>Swimming</li> <li>Dance</li> </ul>
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**Summer 1**

			F3 Why is Easter special to Christians?					- Dance	
			<b>PSHE</b> - Living in the wider world						
	<b>Theme: Dinosaurs</b> <b>Understanding the World:</b> -Explore collections of materials with similar or different properties. -talk about the differences between materials and changes. <b>Expressive arts and design:</b> -develop their own ideas and decide which materials to use. - play instruments with increasing control to express their feelings and ideas. -create closed shapes with continuous lines and use these shapes to represent objects. <b>Physical Development:</b> - Use and remember sequences and patterns of movement which are related to music. <b>PSE:</b> -find solutions to conflicts and rivalries.	<b>Theme: In The Jungle</b> <b>Understanding the World:</b> -Know there are different countries in the world and talk about the differences they have experienced or in photos. -Plant seeds and care for growing plants. -Begin to understand the need to care for living things and the natural environment. <b>Expressive Arts and Design:</b> -play instruments with increasing control to express their feelings and ideas. -Draw with increasing complexity and detail. <b>Physical Development:</b> -Go upstairs or climb using alternative feet. <b>PSE:</b> -find solutions to conflicts and rivalries.	<b>Living things/Growth The Sea Saw Kipper's Toy Box Understanding the World</b> • Investigate the seasons/ weather • Explore old and new toys • Looking at maps of the UK and cities, towns, villages near the sea, inland or on islands of the UK • Investigate what sort of telephones people used before they had mobile phones • Explore games now and then • Investigate materials for toys <b>PSHE</b> - Health and wellbeing <b>Computing Barefoot resources</b> - BeeBots 1 basic - To solve challenges using a programmable toy to meet the challenges they create sequences of instructions (an algorithm) to navigate a route. <b>Music</b> - Big Bear Funk	<b>Science IPC Live and Let Live</b> <b>Animals, including humans</b> • Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. • Identify and name a variety of common animals (amphibians, reptiles, birds and mammals including pets) <b>History IPC: The Magic Toy-Maker</b> • Changes in living memory: Toys / games • Events beyond living memory: Toys / Games • Use vocabulary relating to the passing of time • Ask and answer questions • Use a variety of sources <b>Art Making Birds</b> - Sculpture - Drawing - Collage - Sketchbooks <b>Computing</b> Unit 5 – Programming A - Beebots <b>PSHE</b> - Relationships Education	<b>Geography IPC – Earth our Home</b> • Hot and cold places (climate zones) habitats e.g. Mountains / rivers / deserts) <b>History IPC – Earth our Home Charles Darwin</b> • Significant people in our locality <b>PSHE</b> - Health and wellbeing <b>Art Stick Transformation Project</b> - Sculpture - Drawing - Sketchbooks <b>RE</b> - 1.4 What is the “good news” Christians believe Jesus brings? <b>Computing</b> - Unit 5 – Programming A robots (Beebots) <b>Music</b> - I wanna be in a band - Rock <b>PE</b> - Net / Wall Rackets - Athletics	<b>Science IPC – Feel The Force</b> • Compare how things move on difference surfaces. • Forces need contact between 2 objects <b>Let's plant it!</b> • Function of leaves and flowers, stem, trunk, roots. • Explore requirements of plants for life and growth. • Investigate how water is transported within plants <b>Geography Different places, similar lives</b> • Place knowledge understand geographical similarities and difference • Region of UK (Shrewsbury) • African Village <b>PSHE</b> - Relationships Education <b>Art Making Animated Drawings</b> - Drawing - Making - Sketchbooks <b>RE</b> - 2.4 – What is the “Trinity”	<b>Science Animals including humans – how humans work</b> • Describe the simple functions of the basic parts of the digestive system in humans • Identify the different types of teeth in humans and their simple functions • Construct and interpret a variety of food chains, identify producers, predators and prey. <b>RE</b> - L2.6 – For Christians, when Jesus left, what was the impact of Pentecost? <b>PSHE</b> - Health and wellbeing <b>Computing</b> - Unit 5 – Repetition in Shapes programming. Turtleacademy.com TeamHawks <b>Art</b> - Sculpture, Structure, Inventiveness & Determination <b>PE</b> - Net / Wall Games - Athletics	<b>Science</b> No IPC topic – lessons lifted from ASE <b>Living things and their habitats</b> • Describe the differences in the life cycles of a mammal, an amphibian an insect and a bird. • Describe the life process of reproduction in some plants and animals <b>History</b> No IPC planning <b>Local Study – Castlefields</b> • Guided tour • History of the flaxmill • Archives (who lived here before. <b>Art</b> - Architecture: Big or Small <b>PSHE</b> - Health and wellbeing <b>Computing</b> Unit 5 – Programming A. Selection in physical computing. <b>French</b> - Going to the seaside / Language puzzle <b>PE</b> - Strike / Field - Swimming	<b>Science IPC – “Out of Africa” Evolution &amp; Inheritance</b> • Recognise living things have changed over time & fossils provide info. • Recognise living things produce offspring of same kind but normally offspring vary. • Identify how animals and plants are adapted to their environment <b>Geography Linked to Mayans</b> • Locate world countries using maps to focus on N.America • Latitude / longitude / time zones • Use maps / atlases globes & digital computer • Describe aspects of physical & human Geography. <b>Art</b> Take a seat. - Design, making, drawing and sketchbooks. <b>RE</b> U2.4 Christians and how to live: “what would Jesus do?” <b>PSHE</b>

			<ul style="list-style-type: none"> <li>- Find a funky pulse</li> <li>- Keep the beat of the song with a pitched note.</li> <li>- Add pitched notes to the rhythm of the words or phrases in the song.</li> </ul> <p><b>PE</b></p> <ul style="list-style-type: none"> <li>- The Olympic Games</li> </ul> <p><b>RE</b></p> <ul style="list-style-type: none"> <li>- F5 What places are special and why? (Islam, Judaism and Christianity)</li> </ul>	<p><b>RE</b></p> <ul style="list-style-type: none"> <li>- Who do Christians say made the world</li> </ul> <p><b>PE</b></p> <ul style="list-style-type: none"> <li>- Net / Wall rackets</li> <li>- Athletics</li> </ul> <p><b>D&amp;T</b></p> <p>Textiles, templates &amp; joining techniques</p> <ul style="list-style-type: none"> <li>- Puppet, bag or clothes for a toy.</li> <li>- Sewing and gluing</li> </ul> <p><b>French</b></p> <p>Exploring stories and song</p>		<p>and why is it important for Christians?</p> <p><b>Computing</b></p> <ul style="list-style-type: none"> <li>- Unit 5 – Programming A. sequence in Music.</li> </ul> <p><b>PE</b></p> <ul style="list-style-type: none"> <li>- Strike Field</li> <li>- Swimming</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>- Bringing us together</li> <li>- Disco</li> </ul>	<p><b>French</b></p> <ul style="list-style-type: none"> <li>- Feeling unwell / Jungle animals.</li> </ul>		<ul style="list-style-type: none"> <li>- Relationships Education</li> </ul> <p><b>Computing</b></p> <p>Unit 5 – Programming A.</p> <ul style="list-style-type: none"> <li>- Variables in games.</li> </ul> <p><b>RE</b></p> <p>U2.6 For Christians, what kind of king is Jesus?</p> <p><b>Music</b></p> <p>Music and Me</p> <ul style="list-style-type: none"> <li>- Create own music inspired by your own identity.</li> <li>- Women in the music industry.</li> </ul> <p><b>PE</b></p> <ul style="list-style-type: none"> <li>- Net / wall Games</li> <li>- Invasion Games</li> </ul>
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Summer 2	<p><b>Theme: Superhero's</b></p> <p><b>Understanding the World:</b></p> <ul style="list-style-type: none"> <li>-Continue developing positive attitudes about the differences in people.</li> <li>-explore and talk about different forces they can feel.</li> </ul> <p><b>Expressive Arts and Design:</b></p> <ul style="list-style-type: none"> <li>-Remember and sing entire songs.</li> <li>-Show different emotions in their drawings and paintings.</li> </ul> <p><b>Physical Development:</b></p> <ul style="list-style-type: none"> <li>-Continue to develop their balance, riding and ball skills.</li> <li>-Use one handed tools and equipment such as</li> </ul>	<p><b>Theme: People Who Help us</b></p> <p><b>Understanding the world:</b></p> <ul style="list-style-type: none"> <li>-Show interest in different occupations.</li> <li>-Continue developing positive attitudes about the differences in people.</li> </ul> <p><b>Expressive Arts and Design:</b></p> <ul style="list-style-type: none"> <li>-Make imaginative and complex small worlds.</li> <li>-Take part in pretend play</li> </ul> <p><b>Physical Development:</b></p> <ul style="list-style-type: none"> <li>-Use one handed tools and equipment such as scissors effectively. Show preference for a dominant hand with a good grip and control.</li> </ul>	<p><b>Living things/Growth</b></p> <p><b>Jack and the beanstalk</b></p> <p><b>The very hungry caterpillar</b></p> <p><b>The Gigantic turnip</b></p> <p><b>Understanding the world</b></p> <ul style="list-style-type: none"> <li>• What do seeds need to grow investigation</li> <li>• Vegetable tasting and looking at the seeds</li> <li>• How do seeds grow</li> <li>• Plant beans</li> <li>• Observe caterpillar with real caterpillar</li> <li>• Fruit tasting</li> <li>• Life cycles of a butterfly and frog</li> </ul> <p><b>French</b></p> <ul style="list-style-type: none"> <li>- Families and Rhymes / sunshine (ABC)</li> </ul> <p><b>PSHE</b></p>	<p><b>Science:</b></p> <p><b>Plants: parts of a plant</b></p> <p><b>IPC Green Fingers</b></p> <ul style="list-style-type: none"> <li>• Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul> <p><b>Seasonal changes: summer</b></p> <ul style="list-style-type: none"> <li>• Observe changes across the 4 seasons</li> <li>• Observe and describe weather associated with the seasons and how day length varies.</li> </ul> <p><b>Geography Oddizzi unit</b></p> <p><b>Weather and seasons</b></p> <ul style="list-style-type: none"> <li>• Identify seasonal and daily weather patterns in the United Kingdom</li> <li>• Use basic geographical</li> </ul>	<p><b>History</b></p> <p><b>Buildings</b></p> <p>Local area</p> <ul style="list-style-type: none"> <li>• Changes over time reflecting changes in aspects of national life (homes)</li> </ul> <p><b>PSHE</b></p> <ul style="list-style-type: none"> <li>- Relationships Education</li> </ul> <p><b>Art</b></p> <p>Music and Art</p> <ul style="list-style-type: none"> <li>- Drawing</li> <li>- Sketchbooks</li> <li>- Painting</li> <li>- Collage</li> <li>- Making</li> </ul> <p><b>Computing</b></p> <p>Unit 6 – Programming B Quizzes</p> <p><b>RE</b></p> <ul style="list-style-type: none"> <li>- 1.8 – What makes some places sacred to believers?</li> </ul> <p><b>D&amp;T</b></p> <p>Structures – Free standing structures</p> <p><b>PE</b></p> <ul style="list-style-type: none"> <li>- Strike / Field</li> </ul>	<p><b>PSHE</b></p> <ul style="list-style-type: none"> <li>- Living in the wider world</li> </ul> <p><b>RE</b></p> <ul style="list-style-type: none"> <li>- L2.12 – How and why do people try to make the world a better place?</li> </ul> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>- Using Natural Materials to Make Images</li> </ul> <p><b>Computing</b></p> <p>Unit 6 – Programming B. Events and Actions</p> <p><b>French</b></p> <ul style="list-style-type: none"> <li>- Fruits and vegetables / Hungry Giant.</li> </ul> <p><b>PE</b></p> <ul style="list-style-type: none"> <li>- Athletics</li> <li>- Swimming</li> </ul>	<p><b>History</b></p> <p><b>Crime and punishment</b></p> <ul style="list-style-type: none"> <li>• A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066.</li> <li>• 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 20<sup>th</sup> century.</li> </ul> <p><b>Geography</b></p> <p><b>Volcanoes and Earthquakes – ODDIZZI</b></p> <ul style="list-style-type: none"> <li>• Describe and understand key aspects of physical geography including</li> </ul>	<p><b>Science</b></p> <p><b>Fascinating Forces</b></p> <ul style="list-style-type: none"> <li>• Explain that unsupported objects fall towards the Earth because of gravity</li> <li>• Identify the effects of air resistance, water, resistance and friction that act between moving surfaces</li> </ul> <p><b>Geography</b></p> <p><b>Mountains – ODDIZZI</b></p> <ul style="list-style-type: none"> <li>• Describe and understand key aspects of physical geography</li> <li>• Use maps, atlases, globes and digital mapping to locate countries and describe features</li> <li>• Describe and understand key</li> </ul>	<p><b>History</b></p> <ul style="list-style-type: none"> <li>• A non-European society that provides contrasts with British History</li> <li>• The Mayans</li> </ul> <p>IPC – “AD 900”</p> <p>Depth study</p> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>- Sex Education</li> </ul> <p><b>PSHE</b></p> <ul style="list-style-type: none"> <li>- Living in the wider world</li> </ul> <p><b>Art</b></p> <p>Shadow Puppets</p> <ul style="list-style-type: none"> <li>- Making</li> <li>- Drawing</li> <li>- Sketchbooks</li> </ul> <p><b>RE</b></p> <p>U2.12 How does faith help people when life gets hard?</p> <ul style="list-style-type: none"> <li>- Thematic – (Islam, Christianity, Judaism, N/R)</li> </ul> <p><b>Computing</b></p> <p>Unit 6 – Programming B. – Sensing</p> <p><b>D&amp;T</b></p>
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<p>scissors effectively. Show preference for a dominant hand with a good grip and control.</p> <p>-be increasingly independent as they get dressed and undressed.</p> <p>-start taking part in some group activities or team activities</p> <p><b>PSE:</b> -Remember rules and increasingly follow them without an adult needing to remind them.</p> <p>-talk with others to solve conflicts.</p> <p>-Talk about their feelings using the words happy sad angry or worried.</p>	<p>-be increasingly independent as they get dressed and undressed. -start taking part in some group activities or team activities</p> <p><b>PSE:</b> -Remember rules and increasingly follow them without an adult needing to remind them.</p> <p>-talk with others to solve conflicts.</p> <p>-Talk about their feelings using the words happy sad angry or worried.</p>	<p>- Relationships Education <b>PE</b></p> <p>- Athletics</p> <p><b>RE</b> F6 What times / stories are special and why?</p> <p>- Islam - Judaism - Christianity</p> <p><b>Music</b> <b>Reflect, Rewind &amp; Replay</b></p> <p>- Big Bear Funk - Baa Baa Black Sheep - Twinkle Twinkle Spider - Incy Wincy Spider - Rock-a-bye Baby - Row, Row, Row Your Boat</p> <p>Consolidate learning and contextualise the history of music.</p> <p><b>Computing</b> <b>Barefoot resources – KS1 BeeBots 2.</b></p> <p>- Tinkering - To solve challenges using a programmable toy to meet the challenges they create sequences of instructions (An algorithm) to navigate a route.</p>	<p>vocabulary to refer to key physical features and key human features.</p> <p><b>Art</b> Flora and Fauna</p> <p>- Drawing - Sketchbooks - Collage - Painting</p> <p><b>RE</b> Thematic unit (Christianity, Judaism, Islam, NR World now)</p> <p>- 1.9 – How should we care for the world and for others and why does it matter?</p> <p><b>PSHE</b> - Living in the wider world</p> <p><b>Computing</b> Unit 6 – Programming B</p> <p>- Programming animations.</p> <p><b>PE</b> - Strike and Field - Athletics</p> <p><b>Music</b> - Your imagination - Pop</p> <p><b>D&amp;T</b> <b>Food and Nutrition</b></p> <p>- Chopping - Making a fruit salad</p>	<p>- Athletics <b>French</b></p> <p>- Revisiting numbers and colours</p>		<p>volcanoes and earthquakes.</p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied.</li> </ul> <p><b>D&amp;T</b> <b>Island Life</b></p> <p>- Structures / Shell structures Make a treasure box / mystery box that could be discovered on an island.</p> <p><b>RE</b> - L2.11 – How many why do people mark the significant events of life?</p> <p><b>Computing</b> - Unit 6 – Repetition in Games programming</p> <p><b>PSHE</b> - Relationships Education</p> <p><b>Music</b> - Blackbird – Beatles - Pop</p> <p><b>PE</b> - Invasion Games - Athletics</p>	<p>aspects of human geography, including</p> <p>- Types of settlement and land use, economic activity</p> <p><b>D&amp;T</b> <b>Fascinating Forces</b></p> <p>- Mechanical Systems Fairground ride with gears or pulleys e.g. carousel, Ferris wheel, controllable toy vehicle with gears or pulleys e.g. dragster, off-road vehicle, sports car. Lorry.</p> <p><b>Art</b> Fashion Design.</p> <p>- Fashion - Drawing - Making - Sketchbooks</p> <p><b>PSHE</b> - Relationships Education</p> <p><b>Computing</b> Unit 6 – Programming B. Selection in quizzes.</p> <p><b>PE</b> - Athletics - Swimming</p> <p><b>Music</b> - Dancing in the street. - Motown</p>	<p>- Frame Structures <b>French</b></p> <p>- Café culture</p> <p><b>PE</b> - Strike / Field - Athletics</p>
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