	15/4	22/4	29/4	6/5	13/5	20/5
				SATS BH	Mental Health Awareness Week	
Literacy Advertisement, letter of advice, invention description	The Revere-Engineer	Rosie Revere- Engineer	Rosie Revere-Engineer	Tadpoles Promise	Tadpoles Promise	Tadpoles Promise
Explanation text	The Strange Case of		The Strange Case of	Escape from Pompei	Escape from Pompei	Escape from Pompei
	Origami Yoda	The Strange Case of Origami Yoda	Origami Yoda			
Instructions, persuasion, recount, newspaper report						
Class Book-The House on Chicken Legs						
Maths	Year 1/ 2 Mass, capacity, Temperature Complete Area/Perimeter	Year 1/2 Mass, Capacity, Temperature Year 3- Fractions 4 Decimals Year 5/6- Decimals and Percentages	Year 1/2 Mass, Capacity, Temperature Year 3 Fractions 4 Decimals Year 5/6 Decimals and percentages	Year 1/2 Time Year 3 Money 4 Money Year 5/6- Decimals and Percentages	Year 1/2 Time Year 3/ Money 4-Money Year 5/6-Shape	Year 1/ 2 Consolidation Year 3/ 4- Year 5/6-Shape
Guided Reading	Traditional Tales	Traditional Tales	Traditional Tales	Fantastical Frogs	Fantastical Frogs	Fantastical Frogs
Pupils should be taught to: (Year 2) Coverage in bold • listening to, discussing and expressing views about a wide range						
of contemporary and classic poetry, stories and non-fiction at a level						
beyond that at which they can read independently • discussing the sequence of events in books and how items of information are related						
becoming increasingly familiar with and retelling a wider range of						
stories, fairy stories and traditional tales • being introduced to non-fiction books that are structured in						
different ways • recognising simple recurring literary language in stories and						
 poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary 						
 discussing their favourite words and phrases 						
continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with						
 appropriate intonation to make the meaning clear Understand both the books that they can already read accurately 						
and fluently and those that they listen to by: • drawing on what they already know or on background						
information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and						
correcting inaccurate reading making inferences on the basis of what is being said and done						
answering and asking questions predicting what might happen on the basis of what has been read						
so far Participate in discussion about books, poems and other works that						
are read to them and those that they can read for themselves, taking turns and listening to what others say						
Explain and discuss their understanding of books, poems and other						
material, both those that they listen to and those that they read Pupils should be taught to understand what they read by: • developing positive attitudes to reading and understanding of						
what they read	Real Life Mysteries	Real Life Mysteries	Real Life Mysteries			

• listening to and discussing a wide range of fiction, poetry, plays,				Poetry for a Change	Poetry for a Change	Poetry for a Change
non-fiction and reference books or textbooks						
 reading books that are structured in different ways and reading for a range of purposes 						
using dictionaries to check the meaning of words that they have						
read						
• increasing their familiarity with a wide range of books, including						
fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books						
 preparing poems and play scripts to read aloud and to perform, 						
showing understanding through intonation, tone, volume and						
action						
 discussing words and phrases that capture the reader's interest and imagination 						
• recognising some different forms of poetry [for example, free						
verse, narrative poetry]						
Pupils should demonstrate understanding of what they read, in						
books they can read independently, by:checking that the text makes sense to them, discussing their						
understanding and explaining the meaning of words in context						
asking questions to improve their understanding of a text						
 drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences 						
with						
evidence						
predicting what might happen from details stated and implied identifies a said ideas design from the said and implied						
 identifying main ideas drawn from more than one paragraph and summarising these 						
• identifying how language, structure, and presentation contribute						
to meaning						
 retrieve and record information from non-fiction participate in discussion about both books that are read to them 						
and those they can read for themselves, taking turns and listening						
to what others say						
Science	We are going on a	Material pairs and	Sticking together	Odd One Out	Linked to DT-Windmills	Linked to DT-Windmills
Brilliant Builders	material hunt	properties				End Product
EYFS/KS1-distinguish between an object and the						Working Windmill
material from which it is made						
identify and name a variety of everyday						
materials, including wood, plastic, glass, metal,						
water, and rock						
describe the simple physical properties of a						
variety of everyday materials						
variety of everyday materials						
compare and group together a variety of						
compare and group together a variety of everyday materials on the basis of their simple						
compare and group together a variety of everyday materials on the basis of their simple physical properties						
compare and group together a variety of everyday materials on the basis of their simple physical properties identify and compare the suitability of a						
compare and group together a variety of everyday materials on the basis of their simple physical properties identify and compare the suitability of a variety of everyday materials, including wood,						
compare and group together a variety of everyday materials on the basis of their simple physical properties identify and compare the suitability of a						
compare and group together a variety of everyday materials on the basis of their simple physical properties identify and compare the suitability of a variety of everyday materials, including wood,						
compare and group together a variety of everyday materials on the basis of their simple physical properties identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses						
compare and group together a variety of everyday materials on the basis of their simple physical properties identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made						
compare and group together a variety of everyday materials on the basis of their simple physical properties identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses						

working Scientifically asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions Yr 3 /4-help Our Habitats- recognise that environments can change and that this can sometimes pose dangers to living things Working scientifically setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions	Plants and Life Cycles-PM Extended sessions	Habitats/Climate Change	What a Waste	Disappearing habitats	How can you get involved? End Product Flyer
using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings Yr 5/6 The Art of Living 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 Working scientifically planning different types of scientific enquiries		Insect and Amphibian Life Cycles	Mammalian and Bird Life Cycles	Research	End product Video Presentation

to answer questions, including recognising and controlling variables where necessary recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or argument						
Enjoy listening to and speaking in the language Listen and respond to familiar spoken words, phrases and sentences Communicate with others using simple words and phrases and short sentences Understand conventions such as taking turns to speak, valuing the contribution of others Use correct pronunciation in spoken work. Recognise and understand some familiar words and phrases in written form Read aloud in chorus, with confidence and enjoyment, from a known text Write some familiar simple words using a model Write some familiar words from memory. Appreciate the diversity of languages spoken within their school Talk about the similarities and differences of social conventions between different cultures Identify the country or countries where the language is spoken Have some contact with the country/countries Recognise a children's song, rhyme or poem well known to native speakers	Pets	animals	Geographical settings – the beach	Geographical features – hills and rivers	Geographical features – towns and cities	Revise half term's vocabulary
Art/DT KS1 EYFS/KS1-Inventors Learn about the lives of significant individuals in the past who have contributed to national and international achievements Ask and begin to answer questions about events e.g. When? What happened? What	Introduction and research What is a windmill?	Which windmill is the best? —Linked to Science materials- Evaluate premade products.	Skills	Design	Make	Make and Evaluate End Product Working Windmill

was it like? Why? Who was involved? Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites Recognise and make simple observations about who was important in an historical event/account, e.g. talk about important places and who was important and why KS2 KS2- A World Of Flowers about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work Use sketchbooks to record drawings from observation Experiment with different tones using graded pencils Include increased detail within work Draw on a range of scales Develop shadows Develop confidence working with clay adding greater detail and texture Add colour once clay is dried Investigate ways of joining clay - scratch and slip	Georgia O'Keeffe Observational Drawing	Georgia O'Keeffe Observational Drawing	3D Flowers- Tower Poppy installation	3D Flowers- Tower Poppy installation	Still Life-Fruit and Seeds linked to Science-Elizabeth David Cookery Books	End product Exhibition Opening
History/Geography History EYFS/KS1-Inventors Learn about the lives of significant individuals in the past who have contributed to national and international achievements Ask and begin to answer questions about events e.g. When? What happened? What was it like? Why? Who was involved? Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites Recognise and make simple observations about who was important in an historical event/account, e.g. talk about important places and who was important and why KS2-JV Understand that the past is represented and interpreted in different ways and give reasons for this Describe and begin to make links between main events, situations	The Roman Empire – where was it? Why?	Questions and inventions Why did the Romans come to Britain?	Who were the "British Romans?" What did they bring to Britain? Look for evidence	What was the Roman legacy in Britain? What did the Romans do for us?	Powered Transport Diary entries – a Roman and a Celt.	New Inventions
and changes within and across different periods and societies Identify and give reasons/results for historical events, situations and changes Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual (next half term – empires – compare and contrast the Tudors and Victorians.)				Look for evidence.		

IT	1 Exploring the keyboard	2 Adding and	3 Exploring the toolbar	4 Making changes to text	5 Explaining my choices	
KS1 Children use technology purposefully to create, organise, store, manipulate and retrieve digital content. Children can: a) add text strings and text boxes b) use various tools, such as brushes, pens, eraser, stamps and shapes, and set the size, colour and shape; c) use applications and devices in order to communicate ideas, work, messages and demonstrate control; d) save, retrieve and organise work; e) use key vocabulary to demonstrate knowledge and understanding in this strand: paint, colour, brush, tools, settings, undo, redo, text, image, size, poster, launch, application, software, window, minimise, restore, size, move, screen, close, click, drag, log on, log off, keyboards, keys, mouse, click, button, double click, drag, present.	1 Exploring the Reyboard	removing text	3 Exploring the toolbar	4 Making Changes to text	3 Explaining my choices	
KS2 Children select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Children can: a) construct data on the most appropriate application; b) know how to interpret data, including spotting inaccurate data and comparing data; c) use keyboard shortcuts and functions to input data on spreadsheets and create formulas for spreadsheets; d) add data to an existing database; e) use key vocabulary to demonstrate knowledge and understanding in this strand: Google Docs, insert, table, spreadsheet, cell, row, column,	Yes or No Questions	Making Groups	Branching Databases	Structuring	Planning	Making
formula/formulas, calculate, format, edit, insert, ascending,						
formula/formulas, calculate, format, edit, insert, ascending, descend Music-Charanga	Your Imagination by Joanna	Supercalifragilisticexpia	Pure Imagination from Willy	Daydream Believer by	Rainbow Connection from The	A Whole New World from
descend Music-Charanga Music KS1Find their singing voice and use voices confidently. Sing melody accurately. Sing with a sense of awareness of pulse and rhythm. Recall and remember songs and sequences of sounds. Respond physically when performing composing and enjoying music. Identify well defined musical features.	Mangona and Pete Readman	lidocious from Mary Poppins	Wonka & The Chocolate Factory soundtrack	The Monkees	Muppet Movie	Aladdin
descend Music-Charanga Music KS1Find their singing voice and use voices confidently. Sing melody accurately. Sing with a sense of awareness of pulse and rhythm. Recall and remember songs and sequences of sounds. Respond physically when performing composing and enjoying	Mangona and Pete	lidocious from Mary	Wonka & The Chocolate			

				1	1	,
Identify and control different ways percussion instruments make sounds. • Play accompaniments with control and accuracy. • Create different effects using combinations of pitched sounds. • Used ICT to change and manipulate sounds						
PE- KS1-PE Passport Kicking Unit-LP Pupil Passport-Altheletics-RM master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending KS2 —PE Passport Invasion games 3 touch LP Health Related Fitness-KB use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] compare their performance with previous ones and demonstrate improvement to achieve their personal best	To explore different ways of kicking objects. To show a hopping skill with rhythm. To demonstrate rolling a ball with some accuracy. To send and receive a ball in a game To play traditional Roman ball games. To recognise different fitness components that help maintain good health.	To explore different ways of kicking objects with increasing accuracy and control. That being active is good for them and fun. To show running and changing direction quickly. To demonstrate throwing underarm with some accuracy. To send and receive a ball in a game To play traditional Roman ball games Character - To show how to throw and catch a ball. To play a cooperative game. To develop the fitness component of balance. Character To persevere and try to improve balancing and agility through sustained effort.	To kick objects with increased accuracy. To receive a kick with control. To demonstrate jumping as far as possible and landing safely with control. To send and receive a ball in a game To apply simple tactics Character - To work towards a shared goal by sharing my ideas. To develop the fitness components of speed and agility.	To kick objects with increased accuracy. To receive a kick with control. To intercept a ball. To show good posture when running fast. To demonstrate rolling a ball with some accuracy and control. To send and receive a ball in a game To apply simple tactics Character - Cooperation with teammates. To develop the fitness components of co-ordination and power.	To explore kicking with a variety of equipment. To choose skills effectively for a game. To complete a running and jumping course. To send and receive a ball in a game. To revise simple tactics in an invasion game. To develop the fitness components of coordination.	To explore kicking with a variety of equipment. To choose skills effectively for a game. To demonstrate the skills of running and changing direction. To send and receive a ball in a game. To revise simple tactics in an invasion game. Recognise different fitness components that help maintain good health.
R.E. KS1- How special is the relationship that Jews have with God? I can explain why agreements are important and why they should be kept. I can tell a story about Abraham or Moses and say why one of these men is important to Jews today. I can start to explain the significance of one thing Jews do and say how it shows their special relationship with		Agreements	Special Promises	Special Promises	Our Promise Mobile	What is important?
KS2 What is the best way for a Jew to show commitment to God? I can discuss a range of things I am committed to and rank them in priority order. I can explain how I show commitment to these things. I can describe how different practices enable Jews to show their commitment to God and understand that some of these will be more significant to some Jews than others. I can start to explain which ways might be the best ways for Jews to show their commitment to God and offer a reason.		Making your mind up	Commitment	Commitment-Charity	What am I committed to?	What is the best way for a Jew to show commitment t to god?

P.S.H.E./ Citizenship Jigsaw – Picture News	Jigsaw Picture News Special person	Jigsaw Picture News Special person	Jigsaw Picture News Special person	Jigsaw Picture News Special person	Jigsaw Picture News Special person	Jigsaw Picture News Special person
Wider Opportunities Clubs Tuesday-Art Thursday-Art Friday-Construction	Art Project	Art Project Musical Monday-The Dovetail Trio Community Breakfast KS1 Adventure Sports KS2 Claire Balding Book Launch	Art Project	Art Project	Art Project	Community Breakfast KS2 Tri Golf

KS1 KS2 Y3/4 Y5/6 All