|  |
| --- |
| **The Implementation of The School’s Curriculum** |
| **Long Term Plan of National Curriculum Foundation Subject Programs of Study***Classes are mixed age, therefore KS1 runs a two-year cycle, KS2 runs a two year cycle* |
|  | **Term Topic** | **Cycle A** **2024/5** | **Term Topic** | **Cycle B** **2025/6** |
| **Maths (White Rose)** | **KS1 Autumn** | **Y1** **Number: Place Value (within 10)****Number: Addition and Subtraction (within 10)****Geometry: Shape** **Y2** **Number: Place Value** **Number: Addition and Subtraction** **Geometry: Properties of Shape**  | **KS1 Autumn** | **Y1** **Number: Place Value (within 10)****Number: Addition and Subtraction (within 10)****Geometry: Shape** **Y2** **Number: Place Value** **Number: Addition and Subtraction** **Geometry: Properties of Shape**  |
| **KS1 Spring** | **Y1****Number: Place Value (within 20)****Number: Addition and Subtraction****Number: Place Value (within 50)****Measurement: Length and Height, Mass and Volume****Y2****Number: Multiplication and Division****Measurement: Money, length and Height, Mass, Capacity and Temperature** | **KS1 Spring** | **Y1****Number: Place Value (within 20)****Number: Addition and Subtraction****Number: Place Value (within 50)****Measurement: Length and Height, Mass and Volume****Y2****Number: Multiplication and Division****Measurement: Money, length and Height, Mass, Capacity and Temperature** |
| **KS1 Summer**  | **Y1****Number: Multiplication and Division****Number: Fractions****Geometry: Position and Direction****Number: Place Value (within 100)****Measurement: Money, Time****Y2****Statistics****Number: Fractions****Geometry: Position and Direction****Problem Solving****Measurement: Time** | **KS1 Summer** | **Y1****Number: Multiplication and Division****Number: Fractions****Geometry: Position and Direction****Number: Place Value (within 100)****Measurement: Money, Time****Y2****Statistics****Number: Fractions****Geometry: Position and Direction****Problem Solving****Measurement: Time** |
| **KS2 Autumn** | **Y3****Number: Place Value****Number: Addition and Subtraction****Number: Multiplication and Division A****Measurement: Area****Y4****Number: Place Value****Number: Addition and Subtraction****Number: Multiplication and Division A****Measurement: Area****Y5****Number: Place Value****Number: Addition and Subtraction****Number: Multiplication and Division A****Number: Fractions A****Y6****Number: Place Value****Number: Addition and Subtraction, Multiplication and Division****Number: Fractions A****Number: Fractions B****Measurement: Converting Units** | **KS2 Autumn** | **Y3****Number: Place Value****Number: Addition and Subtraction****Number: Multiplication and Division A****Measurement: Area****Y4****Number: Place Value****Number: Addition and Subtraction****Number: Multiplication and Division A****Measurement: Area****Y5****Number: Place Value****Number: Addition and Subtraction****Number: Multiplication and Division A****Number: Fractions A****Y6****Number: Place Value****Number: Addition and Subtraction, Multiplication and Division****Number: Fractions A****Number: Fractions B****Measurement: Converting Units** |
| **KS2 Spring** | **Y3****Number: Multiplication and Division B****Measurement: Length and Perimeter****Number: Fractions A****Measurement: Mass and Capacity****Number: Fractions B****Y4****Number: Multiplication and Division B****Measurement: Length and Perimeter****Number: Fractions A****Measurement: Mass and Capacity****Number: Fractions B****Y5****Number: Multiplication and Division B****Number: Fractions B****Number: Decimals and Percentages****Measurement: Perimeter and Area****Statistics****Y6****Number: Ratio****Number: Algebra****Number: Decimal****Number: Fractions, Decimals and Percentages****Measurement: Perimeter, Area and Volume****Statistics** | **KS2 Spring** | **Y3****Number: Multiplication and Division B****Measurement: Length and Perimeter****Number: Fractions A****Measurement: Mass and Capacity****Number: Fractions B****Y4****Number: Multiplication and Division B****Measurement: Length and Perimeter****Number: Fractions A****Measurement: Mass and Capacity****Number: Fractions B****Y5****Number: Multiplication and Division B****Number: Fractions B****Number: Decimals and Percentages****Measurement: Perimeter and Area****Statistics****Y6****Number: Ratio****Number: Algebra****Number: Decimal****Number: Fractions, Decimals and Percentages****Measurement: Perimeter, Area and Volume****Statistics** |
| **KS2 Summer**  | **Y3****Measurement: Time****Number: Decimals****Measurement: Money****Geometry: Shape****Geometry: Position and Direction****Statistics****Y4****Measurement: Time****Number: Decimals****Measurement: Money****Geometry: Shape****Geometry: Position and Direction****Statistics****Y5****Number: Decimals****Geometry: Properties of Shape****Geometry: Position and Direction****Number: Negative Numbers****Measurement: Converting Units****Measurement: Volume****Y6****Geometry: Properties of Shape****Geometry: Position and Directions****Themed Projects, consolidation and Problem Solving,** | **KS2 Summer**  | **Y3****Measurement: Time****Number: Decimals****Measurement: Money****Geometry: Shape****Geometry: Position and Direction****Statistics****Y4****Measurement: Time****Number: Decimals****Measurement: Money****Geometry: Shape****Geometry: Position and Direction****Statistics****0****Y5****Number: Decimals****Geometry: Properties of Shape****Geometry: Position and Direction****Number: Negative Numbers****Measurement: Converting Units****Measurement: Volume****Y6****Geometry: Properties of Shape****Geometry: Position and Directions****Themed Projects, consolidation and Problem Solving,** |
| **Reading /Writing**  | **The** **School** **Follows:** | **Reading:****RWI phonics, Accelerated Reader (short, comprehension extracts to support this platform) and Whole Class Reading (shared Text),** **Writing:****The Write Stuff Termly Planning (Balance of Genres – narrative, poetry, explanation, non-chronological reports, instructions, letters, diary and persuasive texts)** |
| **Science** | **KS1 Autumn** | **Everyday Materials 1**Distinguish between an object and the 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. Compare and group together a variety of everyday materials based on their simple physical properties. | **KS1 Autumn** | **Living Things and Their Habitats 2**Explore and compare the differences between things that are living, dead, and things that have never been alive.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.Identify and name a variety of plants and animals in their habitats, including microhabitats.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. |
| **KS1 Spring** | **Animals including Humans 1**Identify and name a variety of common animals (fish, amphibians, reptiles, birds and mammals).Identify and name a variety of common animals that are carnivores, herbivores and omnivores.Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).Identify, draw, name and label the basic parts of the human body and say which part of the body is associated with each sense. | **KS1 Spring** | **Uses of Materials 2**identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for uses.Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching**Seasonal Changes**Observe changes across the 4 seasonsobserve and describe weather associated with the seasons and how day length varies. |
| **KS1 Summer** | **Animals including Humans 2**Notice that animals, including humans, have offspring which grow into adults.Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.**Life cycles** | **KS1 Summer** | **Plants 1**Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.Identify and describe the basic structure of a variety f common flowering plants, including trees.**Plants 2**Observe and describe how seeds and bulbs grow into mature plants.Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. |
| **Lower Key Stage 2** |
| **KS2 Autumn** | **Animals including Humans 3**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.Identify that humans and some other animals have skeletons and muscles for support, protection and movement **Forces and Magnets 3**Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effectCompare how things move on different surfaces.Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance.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, describe magnets as having 2 poles. | **KS2 Autumn** | **Materials/States of Matter 4**Compare and group materials together, according to whether they are solids, liquids or gases.Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. |
| **Electricity 4**identify common appliances that run on electricity.Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.Recognise some common conductors and insulators, and associate metals with being good conductors |
|  | **KS2 Spring** | **Rocks 3**Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.Describe in simple terms how fossils are formed when things that have lived are trapped within rock.Recognise that soils are made from rocks and organic matter.**Plants 3**Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.Investigate the way in which water is transported within plants.Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. | **KS2 Spring** | **Sound 4**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 volume and pitch of a sound and features of the object that produced it.Recognise that sounds get fainter as the distance from the sound source increases. **Light 3**Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces.Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by a solid object.Find patterns in the way that the size of shadows changes. |
|  | **KS2 Summer** | **Animals including Humans 4**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, identifying producers, predators and prey | **KS2 Summer** | **Living Things and Their Habitats 4**Recognise that living things can be grouped in a variety of waysExplore and use classification keys to help group, identify and name a variety of living things in their local and wider environmentRecognise that environments can change and that this can sometimes pose dangers to living things |
|  |
| Upper Key Stage 2 |
|  | **KS2 Autumn** | **Earth and Space 5**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 approximately 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.**Forces 6**Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect. | **KS2 Autumn** | **Animals including Humans 5**Describe the changes as humans develop to old age.**Light 6**Recognise that light appears to travel in straight lines.Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. |
| **KS2 Spring** | **Properties and Changes of Materials 5**Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.Demonstrate that dissolving, mixing and changes of state are reversible changes.Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. | **KS2 Spring** | **Electricity 6**Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.Use recognised symbols when representing a simple circuit in a diagram.**Living Things and Their Habitats 5**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. |
| **KS2 Summer** | **Evolution and Inheritance 6**Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. | **KS2 Summer** | **Living Things and Their Habitats 6**Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.Give reasons for classifying plants and animals based on specific characteristics**Animals including Humans 6**Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.Describe the ways in which nutrients and water are transported within animals, including humans. |
| **History** | Key Stage 1 |
| **KS1 Autumn** | Events **beyond living memory** that are significant nationally or globally: Events commemorated through festivals and anniversaries.Gunpowder plot, Remembrance, Christmas | **KS1 Autumn** | The lives of **significant individuals** in the past who have contributed to national and international achievements Famous Females in the pastFlorence Nightingale, Queen Victoria, Helen Sharman, Rosa Parks, Frida Kahlo. |
| **KS1 Spring** | **Changes within living memory aspects of change in national life:** Toys and Games – Look at popular toys through the 20th century and the early 21st century. Think about toys from today - move on to toys popular when their parents were children.  | **KS1 Spring** | ***Events beyond living memory*** *that are significant nationally or globally* ***(the******Great Fire of London****)*Describe the similarities and differences between life during a time in the past and life today. King Charles 11The fire started 1666 in bakery on Pudding Lane.The fires used for baking were not put out properly.Buildings in London were made of wood and straw and they were very close together, making it easy for the flames to spread.People used leather buckets and water  |
| **KS1 Summer** | **Significant historical events**, people and places in their own locality Schools – Past and PresentLook at Bredenbury in the past and now, compare building, children and staff. Look at the extension being built and the reasons, funding etc. | **KS1 Summer** | Events **beyond living memory** that are significant nationally or globally: **Travel and transport – how has it changed throughout the years and why?**Look at the first aeroplane flight and how it came about. |
| Lower KS2 |
| **KS2 Autumn** | Britain’s settlement by Anglo-Saxons and ScotsRomans withdrawal from Britain, Anglo Saxon invasion (settlements and kingdoms), Christian conversion, Art and Culture**Herefordshire Hoard – trip** | **KS2 Autumn** | Achievements of the earliest civilizations – an overview of where and when the first civilizations appeared (**Study of Ancient Egypt)** |
| **KS2 Spring** | Early Civilisation Changes in Britain from the **Stone Age to the Iron Age.****Hill Forts – trip** | **KS2 Spring** | Study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality – Crime and Punishment.Roman justice system and crime and punishment through the Anglo-Saxon, Tudor and Victorian periods. |
| **KS2 Summer** | Study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality –**The First Railways** | **KS2 Summer** | The Roman Empire and its impact on **Britain** |
| Upper KS2 |
| **KS2 Autumn** | Study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality –Battle of Britain | **KS2 Autumn** | A non-European society that provides contrasts with British history..Achievements of the earliest civilizations – an overview of where and when the first civilizations appeared -Maya civilisationDaily Life |
| **KS2 Spring** | A study of Greek life and achievements – their influence on the western world.Ancient Civilizations **Ancient Greece** | **KS2 Spring** | Local History StudyTrace several aspects in history that are reflected in the locality. |
|  | **KS2 Summer** | The **Viking and Anglo-Saxon** struggle for the Kingdom of England to the time of Edward the Confessor.Viking raids, resistance by Alfred the Great, Anglo-Saxon laws and justice, Edward the confessor and his death. | **KS2 Summer** | Study of an aspect in British history that extends the pupils chronological knowledge past 1066.**Monarchy**: The reign of Victoria and architectural legacy  |
|  **KS1** |
| **Geography** | **KS1 Autumn** | Map Work – Our Local AreaGeography of the school and its grounds and the key human and physical features of its surrounding environment. Local area in contextSimple compass directions Local Map and routes. Aerial photographs. Devise simple maps and symbols | **KS1 Autumn** | **Place knowledge****Compare African village and Bromyard**Place knowledge understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European countryCompare and contrastUses world maps and globesMrs Stapley S.E.I.D links. Runs a charity lining Bromyard to an African village in Tanzania. (Buhuri) |
| **KS1 Spring** | Human and Physical GeographyIdentify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South PolesPhysical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather | **KS1 Spring** | Local GeographyStudy BromyardSimple compass directions Local Map and routes. Aerial photographs. Devise simple maps and symbolsRivers through Bromyard. |
| **KS1 Summer** | Beside the SeasideLearn about geographical features of the seaside, both human and physical. Children will learn about seaside environments; finding out where they are located in the United Kingdom and seaside resorts nearest their own locality using maps, aerial photograph, webcams and developing their key vocabularykey human features, including: city, town, village, factory, farm, house, office, port, harbour and shop | **KS1 Summer** | Locational knowledge UK geography – Maps, Atlases and GlobesUnited Kingdom and its capital cities. Uses maps, atlas and globesName and locate the world’s 7 continents and 5 oceans.Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features |
|  | **Lower KS2** |
|  | **KS2 Autumn** | Human GeographyDescribe and understand the key aspects of rivers and the water cycle.Rivers: The Teme/ Frome Fieldwork – to observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technology. | **KS2 Autumn** | Human geographyincluding: types of settlement and land use, economic activity including the distribution of natural resources including energy, food, minerals and water - EGYPT |
| **KS2 Spring** | Place KnowledgeUnderstand geographical similarities and differences through the study of human and physical geography, a region in a region of the UK and compare to Bromyard Topic – ‘What’s it like in Whitby?’ | **KS2 Spring** | EuropeS America: Locational Knowledge: identify the position and significance of latitude, longitude, the Prime/Greenwich Meridian, time zones including day and night, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle |
| **KS2 Summer** | Human and Physical GeographyDescribe and understand the key aspects of human geography including: types of settlement and land useTopic – ‘Somewhere to Settle’ | **KS2 Summer** | Locational KnowledgeLocate the world’s countries using maps to focus on Europe (including the location of Russia), concentrating on their environmentalregions, key physical and human characteristics,countries, and major cities |
| **Upper Key Stage 2** |
| **KS2 Autumn** | Human and Physical GeographyDescribe and understand the key aspects of physical geography, including: climate zones, biomes and vegetation belts.  | **KS2 Autumn** | Human and Physical GeographyDescribe and understand the key aspects of physical geography, including: mountains, hills, volcanoes and earthquakes. ‘Magnificent Mountains’ |
|  | **KS2 Spring** | Place knowledgeUnderstand geographical similarities and differences through the study of human and physical geography, a region of Europe.Maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities: Greece | **KS2 Spring** | Human and Physical GeographyHuman geography including economic activity including trade links and the distribution of natural resources including energy, food, minerals and water. Topic - ‘Trade and Economics’ |
| **KS2 Summer** | Geographical Skills and fieldworkCompass work – use the 8 points of a compass, 4 and 6 figure grid references, symbols and key (OS maps) to build their knowledge of the UK and the wider world.Topic: ‘Marvellous maps’ | **KS2 Summer** | Locational KnowledgeLocate the world’s countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.Place knowledgeUnderstand geographical similarities and differences through the study of human and physical geography, a region of North America – MEXICOTopic – ‘Amazing Americas’  |
| **RE Herefordshire Syllabus** | **Key Stage 1** |
| **KS1 Autumn** | What do Christians believe God is like? Why does Christmas matter to Christians? [Incarnation] | **KS1 Autumn** | What makes some places sacred to believers?How should we care for others and the world, and why does it matter? |
| **KS1 Spring** | Who is a Muslim and how do they live?  | **KS1 Spring** | Why does Easter matter to Christians? [Salvation]Who is Jewish and how do they live? [God/Torah/ People] |
| **KS1 Summer** | Who do Christians say made the world? [Creation] What is the ‘good news’ Christians believe Jesus bring? | **KS1 Summer** |  What does it mean to belong to a faith community? |
| **Lower Key Stage 2** |
| **KS2 Autumn** | What do Christians learn from the creation story? [Creation/Fall]What is it like for someone to follow God? [People of God] | **KS2 Autumn** | What do Hindus believe God is like? [Brahman/atman] What does it mean to be a Hindu in Britain today? [Dharma] |
| **KS2 Spring** | What kind of world did Jesus want? [Gospel]Why do Christians call the day Jesus died ‘Good Friday’? [Salvation] | **KS2 Spring** | How do festivals and worship show what matters to a Muslims? [Ibadah]How do festivals and family life show what matters to Jewish people?[God/Torah/People/the Land] |
| **KS2 Summer** | What is the ‘Trinity’ and why is it important for Christians? [God/Incarnation]For Christians, what was the impact of Pentecost? [Kingdom of God] | **KS2 Summer** | How and why do people mark the significant events of life?How and why do people try to make the world a better place? |
| **Upper Key Stage 2** |
|  | **KS2 Autumn** | What does it mean if Christians believe God is holy and loving? [God]Creation and science: conflicting or complementary? [Creation] | **KS2 Autumn** | Why do Hindus want to be good? [Karma/dharma/samsara/ moksha]What does it mean to be a Muslim in Britain today? [Tawhid/iman/ibadah] |
| **KS2 Spring** | Why do Christians believe Jesus was the Messiah? [Incarnation]How do Christians decide how to live? ‘What would Jesus do?’ [Gospel] | **KS2 Spring** | Why is the Torah so important to Jewish people? [God/Torah]How does faith help when life gets hard? |
| **KS2 Summer** | What do Christians believe Jesus did to ‘save’ people? [Salvation]For Christians, what kind of king is Jesus? [Kingdom of God] | **KS2 Summer** | What matters most to Humanists and Christians?Why do some people believe in God and some people not? |
| **Key Stage 1** |
|  | **KS1 Autumn** | TEAM (Relationships)VIPs (Relationships) | **KS1 Autumn** | Be Yourself (Relationships)Digital Wellbeing (Relationships) |
| **KS1 Spring** | Think Positive (Health and Wellbeing)Safety First (Health and Wellbeing) | **KS1 Spring** | It’s My Body (Health and Wellbeing)Money Matters (Living in the Wider World) |
| **KS1 Summer** |  Diverse Britain (Living in the Wider World)One World (Living in the Wider World) | **KS1 Summer** | Aiming High (Living in the Wider World)Growing Up (Health and Wellbeing) |
| **Lower Key Stage 2** |
| **SRE and PSHE** | **KS2 Autumn** | Digital Wellbeing (Relationships) (Every year)Be Yourself (Relationships)TEAM (Relationships)  | **KS2 Autumn** | Digital Wellbeing (Relationships) (Every year)Aiming High (Living in the Wider World) |
| **KS2 Spring** | Think Positive (Health and Wellbeing)Safety First (Health and Wellbeing) | **KS2 Spring** | VIPs (Relationships)Money Matters (Living in the Wider World) |
| **KS2 Summer** | Diverse Britain (Living in the Wider World)One World (Living in the Wider World) | **KS2 Summer** | It’s My Body (Health and Wellbeing)Growing Up (Health and Wellbeing) |
| **Upper Key Stage 2** |
|  | **KS2 Autumn** | Aiming High (Living in the Wider World)[Digital Wellbeing](https://www.twinkl.co.uk/resources/pshce-twinkl-life/uks2-pshe-scheme-of-work-pshe-citizenship-and-relationships-education-twinkl-life/digital-life-uks2-pshe-scheme-of-work-pshe-citizenship-and-relationships-education-twinkl-life)(Relationships) (Every year)Think Positive (Health and Wellbeing) | **KS2 Autumn** | [Digital Wellbeing](https://www.twinkl.co.uk/resources/pshce-twinkl-life/uks2-pshe-scheme-of-work-pshe-citizenship-and-relationships-education-twinkl-life/digital-life-uks2-pshe-scheme-of-work-pshe-citizenship-and-relationships-education-twinkl-life) **(**Relationships) (Every year)TEAM (Relationships)VIPs (Relationships) |
| **KS2 Spring** | Safety First (Health and Wellbeing) Diverse Britain (Living in the Wider World) | **KS2 Spring** | [Be Yourself](https://www.twinkl.co.uk/resources/pshce-twinkl-life/uks2-pshe-scheme-of-work-pshe-citizenship-and-relationships-education-twinkl-life/be-yourself-year-5-pshce-twinkl-life) **(Relationships)** One World (Living in the Wider World) Money Matters (Living in the Wider World) |
| **KS2 Summer****RSE** | [It’s My Body](https://www.twinkl.co.uk/resources/pshce-twinkl-life/uks2-pshe-scheme-of-work-pshe-citizenship-and-relationships-education-twinkl-life/body-business-year-5-pshce-twinkl-life) (Health and Wellbeing)[Growing Up](https://www.twinkl.co.uk/resources/pshce-twinkl-life/uks2-pshe-scheme-of-work-pshe-citizenship-and-relationships-education-twinkl-life/growing-up-year-6-pshce-twinkl-life) (Health and Wellbeing) | **KS2 Summer****RSE** | [It’s My Body](https://www.twinkl.co.uk/resources/pshce-twinkl-life/uks2-pshe-scheme-of-work-pshe-citizenship-and-relationships-education-twinkl-life/body-business-year-5-pshce-twinkl-life) (Health and Wellbeing)[Growing Up](https://www.twinkl.co.uk/resources/pshce-twinkl-life/uks2-pshe-scheme-of-work-pshe-citizenship-and-relationships-education-twinkl-life/growing-up-year-6-pshce-twinkl-life) (Health and Wellbeing) |
| **Key Stage 1** |
|  | **KS1 Autumn** | Drawing – Van Gogh – Pencil / charcoalEvaluate and analyse his work – using language of art, craft and designLook at the cultural development around Van Gough.Observational drawings of flowers based on his work ‘sunflowers’ | **KS1 Autumn** | Drawing – Paul Klee – Pencil / charcoalEvaluate and analyse his work – using language of art, craft and designLook at the cultural development around Klee.Observational drawings of buildings based on his work ‘Castle in the Sun’ |
| **KS1 Spring** | Painting - Yauoi KusamaEvaluate and analyse her work – using language of art, craft and designLook at the cultural development around Kusama.Painting using dots to create their own artwork based on the style of Kusama. | **KS1 Spring** | Painting – Wassily KandinskiEvaluate and analyse her work – using language of art, craft and designLook at the cultural development around Kandinski.Printing using circles of colour to create their own artwork based on the style of Kandinski. |
| **KS1 Summer** | Sculpture – Jill TownsleyEvaluate and analyse her work – using language of art, craft and designLook at the cultural development around Townsley.Sculpting using spoons to create their own artwork based on the style of Townsley. | **KS1 Summer** | Sculpture – Eva RothschildEvaluate and analyse her work – using language of art, craft and designLook at the cultural development around Rothschild.Sculpting using marshmallows and spaghetti to create their own artwork based on the style of Rothschild. |
| **Lower Key Stage 2** |
| **ART and Design** | **KS2 Autumn** | Drawing - Picasso – Charcoal / chalk / pencilsEvaluate and analyse his work – using language of art, craft and designLook at the cultural development around Picasso.Drawing faces and creating their own abstract drawing using charcoal based on the style of Picasso. | **KS2 Autumn** | Drawing - Cezanne - Charcoal / chalk / pencilsEvaluate and analyse his work – using language of art, craft and designLook at the cultural development around Cezanne.Drawings of fruit based on the style of Cezanne. |
| **KS2 Spring** | Painting – Jean-Michel BasquiatEvaluate and analyse his work – using language of art, craft and designLook at the cultural development around him.Painting crown imagery in a self portrait. | **KS2 Spring** | Painting – Keith Haring - Graffiti ArtEvaluate and analyse his work – using language of art, craft and designLook at the cultural development around Haring.Painting using outlines of people and objects to create their own artwork based on the style of Haring.  |
| **KS2 Summer** | Sculpture – Brendon Jameson- Clay / sugar cubesEvaluate and analyse his work – using language of art, craft and designLook at the cultural development around Jameson.Sculpting ‘squashed structures’ method and a sculpture made of sugar cubes to create their own artwork based on the style of Jameson. | **KS2 Summer** | Sculpture – Michelle ReaderEvaluate and analyse her work – using language of art, craft and designLook at the cultural development around her.Make Monsters out of recycled materials.Printing using natural resources. |
| **Upper Key Stage 2** |
|  | **KS2 Autumn** | Drawing - Escher – Charcoal / oil pastels / pencils / chalksEvaluate and analyse his work – using language of art, craft and designLook at the cultural development around him.Draw optical illusions based on his work. | **KS2 Autumn** | Drawing - Frida Kahlo – Charcoal / oil pastels / pencils / chalksEvaluate and analyse her work – using language of art, craft and designLook at the cultural development around Kahlo.Self portraits using still life flowers and mirrors to draw themselves in the style of Kahlo’s self portrait. |
| **KS2 Spring** | Painting – Georgia O’KeeffeEvaluate and analyse her work – using language of art, craft and designLook at the cultural development around her.Paint a flower close up based on her style. | **KS2 Spring** | Painting – Andy WarholEvaluate and analyse his work – using language of art, craft and designLook at the cultural development around him.Pop Art style painting |
| **KS2 Summer** | Sculpting - CollageArtist – Van Gough (Starry Night)Evaluate and analyse his work – using language of art, craft and designLook at the cultural development around him.Create a collage of starry night. | **KS2 Summer** | Sculpting - Helen CowcherEvaluate and analyse her work – using language of art, craft and designLook at the cultural development around her.Printing techniques creating a rainforest scene. |
| **Key Stage 1** |
|  | **KS1 Autumn** | Online SafetyDigital footprints, cyberbullying, online searches and inappropriate content. | **KS1 Autumn** | Online SafetyDigital footprints, cyberbullying, online searches and inappropriate content. |
| **KS1 Spring** | Create and debug simple programs / Algorithms / Logical reasoning to predict the behaviours of simple programs.Beebots | **KS1 Spring** | Create and debug simple programs / Algorithms / Logical reasoning to predict the behaviours of simple programs.Turtle Logo |
| **KS1 Summer** | Digital ContentCreate a word document, retrieve, save, edit, import and export (print) for a given purpose. | **KS1 Summer** | Common uses of IT beyond schoolrange of technology in familiar settings, such as school and the home, before being introduced to technology in the wider worldTopic: Technology around us Y2 |
| **Lower Key Stage 2** |
| **Computing** | **KS2 Autumn** | **Online Safety** use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.**Programming**use sequence, selection, and repetition in programs; work with variables and various forms of input and output*Coding with Scratch Developing games* | **KS2 Autumn** | **Online Safety**use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.**Word Processing** |
| **KS2 Spring** | **Internet**Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for collaboration Search Engines - Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Topic: Online searchers and surfers**Drawing and Desktop Publishing** | **KS2 Spring** | **Algorithms**use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs |
| **KS2 Summer** | **Digital Content**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, Animation | **KS2 Summer** | **Programming**Turtle Logo |
| **Upper Key Stage 2** |
|  | **KS2 Autumn** | **Online Safety** use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.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 –** *Excel/Word processing* | **KS2 Autumn** | **Online Safety**use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.**Digital Content**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 *Radio Station* |
| **KS2 Spring** | **Algorithms**use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs*Flowol/flogorithm* | **KS2 Spring** | **Designing/Programming**design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts*Kodu* |
| **KS2 Summer** | **Programming**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 informationMicrobits | **KS2 Summer** | **Internet**Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication.Sending emails, posting online, commenting on vlogs and social media.use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content |
| **Key Stage 1** |
|  | **KS1 Autumn** | Multi skills:Basic movements – running, throwing, jumping, catchingPerform dance using simple movement patterns. | **KS1 Autumn** | Multi skills:Basic movements – running, throwing, jumping, catchingGymnastics:develop balance, agility and co-ordinationTopic – Traditional Tales |
| **KS1 Spring** | Participate in team games – attacking and defending Teach skills using a range of different sports / gamesGymnastics:develop balance, agility and co-ordinationTopic - Animals | **KS1 Spring** | Participate in team games – attacking and defending Teach skills using a range of different sports / gamesPerform dance using simple movement patterns.Topic – The Seasons |
| **KS1 Summer** | Athletics:Basic movements – running, jumping, - Sports DayMulti skills – Bat and Ball skills - catching throwing | **KS1 Summer** | Athletics:Basic movements – running, jumping, - Sports DayBall skills – Bat and Ball Skills catching throwing |
| **Lower Key Stage 2** |
| **Physical Education** | **KS2 Autumn** | Swimming (2 week block) Y4 Circuit Training - Develop flexibility, strength, control, technique and balance Dance: Perform dances using a range of movement patternsChristmas Themed Dance performed at Christmas concert. | **KS2 Autumn** | Swimming (2 week block) Y4 Circuit Training - Develop flexibility, strength, control, technique and balance Dance: Perform dances using a range of movement patternsChristmas Themed Dance performed at Christmas concert. |
| **KS2 Spring** | Gymnastics: Develop flexibility, strength, control, technique and balancePlay competitive games and apply basic principles suitable for attacking and defending – net and wall games | **KS2 Spring** | Gymnastics: Develop flexibility, strength, control, technique and balancePlay competitive games and apply basic principles suitable for attacking and defending - net and wall games |
| **KS2 Summer** | Striking and field games: Running, jumping, throwing, catching in isolation and in combination Play competitive games and apply basic principles suitable for attacking and defending – Cricket/RoundersDance: Perform dances using a range of movement patternsCompare their performances to previous ones and demonstrate improvement to achieve their personal best.Topic: Romans | **KS2 Summer** | Striking and field games: Running, jumping, throwing, catching in isolation and in combination Play competitive games and apply basic principles suitable for attacking and defending – Cricket/RoundersDance: Perform dances using a range of movement patternsCompare their performances to previous ones and demonstrate improvement to achieve their personal best.Topic: Water |
| **Upper Key Stage 2** |
|  | **KS2 Autumn** | Swimming (2 week block) Y4 Circuit Training - Develop flexibility, strength, control, technique and balance Dance: Perform dances using a range of movement patternsChristmas Themed Dance performed at Christmas concert. | **KS2 Autumn** | Swimming (2 week block) Y4 Circuit Training - Develop flexibility, strength, control, technique and balance Dance: Perform dances using a range of movement patternsChristmas Themed Dance performed at Christmas concert. |
|  | **KS2 Spring** | Gymnastics: Develop flexibility, strength, control, technique and balancePlay competitive games and apply basic principles suitable for attacking and defending – Invasion (Team) Netball/Basketball | **KS2 Spring** | Gymnastics: Develop flexibility, strength, control, technique and balancePlay competitive games and apply basic principles suitable for attacking and defending - Invasion (Team) Netball/Basketball |
|  | **KS2 Summer** | Striking and field games: Running, jumping, throwing, catching in isolation and in combination Play competitive games and apply basic principles suitable for attacking and defending – Rounders/CricketDance: Perform dances using a range of movement patternsCompare their performances to previous ones and demonstrate improvement to achieve their personal best.Topic: Dance through the decadesTake part in an outdoor adventurous activity – RedRidge / Longtown | **KS2 Summer** | Striking and field games: Running, jumping, throwing, catching in isolation and in combination Play competitive games and apply basic principles suitable for attacking and defending – Rounders/CricketDance: Perform dances using a range of movement patternsCompare their performances to previous ones and demonstrate improvement to achieve their personal best.Topic: Eco DanceTake part in an outdoor adventurous activity – RedRidge / Longtown |
| **Key Stage 1** |
|  | **KS1 Autumn** | Charanga - Hey You !Christmas ProductionNativity songs – learn, rehearse, perform - use their voices expressively and creatively by singing songs and speaking chants and rhymes | **KS1 Autumn** | Charanga – In the GrooveChristmas ProductionNativity songs – learn, rehearse, perform - use their voices expressively and creatively by singing songs and speaking chants and rhymes |
| **KS1 Spring** | Charanga – Round and RoundListen and appraise, musical activities, perform and share, explore and create | **KS1 Spring** | Charanga - Rhythm in the Way we Walk and Banana Rap |
| **KS1 Summer** | Charanga – Hands, Feet, Heart | **KS1 Summer** | Charanga - I Wanna Play In a Band |
| Lower Key Stage 2 |
| **Music** | **KS2 Autumn** | Charanga - Enjoying ImprovisationChristmas ProductionNativity songs – learn, rehearse, perform - use their voices expressively and creatively by singing songs and speaking chants and rhymesListen and appraise music from different cultures or genres, Musical activities (clapping rhythm, find beat, playing instruments)Create performance – improvise and composition | **KS2 Autumn** | Charanga – Feeling Through MusicChristmas ProductionNativity songs – learn, rehearse, perform - use their voices expressively and creatively by singing songs and speaking chants and rhymesListen and appraise music from different cultures or genres, Musical activities (clapping rhythm, find beat, playing instruments)Create performance – improvise and composition |
| **KS2 Spring** |  Charanga – The Dragon SongListen and appraise music from different cultures or genres, Musical activities (clapping rhythm, find beat, playing instruments)Create performance – improvise and composition | **KS2 Spring** | Charanga – Lean on MeListen and appraise music from different cultures or genres, Musical activities (clapping rhythm, find beat, playing instruments)Create performance – improvise and composition |
| **KS2 Summer** | Charanga – Three Little BirdsListen and appraise music from different cultures or genres, Musical activities (clapping rhythm, find beat, playing instruments)Create performance – improvise and composition | **KS2 Summer** | Charanga – Bring us TogetherListen and appraise music from different cultures or genres, Musical activities (clapping rhythm, find beat, playing instruments)Create performance – improvise and composition |
| Upper Key Stage 2 |
|  | **KS2 Autumn** | Charanga - Livin’ On A PrayerChristmas ProductionNativity songs – learn, rehearse, perform - use their voices expressively and creatively by singing songs and speaking chants and rhymesListen and appraise music from different cultures or genres, Musical activities (clapping rhythm, find beat, playing instruments)Create performance – improvise and composition | **KS2 Autumn** | Charanga – HappyChristmas ProductionNativity songs – learn, rehearse, perform - use their voices expressively and creatively by singing songs and speaking chants and rhymesListen and appraise music from different cultures or genres, Musical activities (clapping rhythm, find beat, playing instruments)Create performance – improvise and composition |
| **KS2 Spring** | Charanga - Classroom Jazz 1Listen and appraise music from different cultures or genres, Musical activities (clapping rhythm, find beat, playing instruments)Create performance – improvise and composition | **KS2 Spring** | Charanga – Classroom Jazz 2Listen and appraise music from different cultures or genres, Musical activities (clapping rhythm, find beat, playing instruments)Create performance – improvise and composition |
| **KS2 Summer** | Charanga - Hip Hop | **KS2 Summer** | Charanga - Grime |
| **Key Stage 1** |
| **Design and Technology** | **KS1 Autumn** | Cooking and Nutrition-**Dips and Dippers****Varied diet, make and evaluate healthy dips and dippers.**Understand healthy diet and where food comes from | **KS1 Autumn** | Design, Make, Evaluate, Technical KnowledgeCooking and Nutrition**Fruit Kebabs**Understand healthy diet and where food comes from |
| **KS1 Spring** | Plan, Design, Make, Evaluate, Technical Knowledge**Suit to protect superhero**Design and make a suitable suit using a variety of materials and testing their strength and durability | **KS1 Spring** | Design, Make, Evaluate, Technical Knowledge**Moving vehicle – wheels and axles**Making a vehicle with moving wheels attached to an axle. |
| **KS1 Summer** | Design, Make, Evaluate, Technical Knowledge**Levers and sliders to make a pop up card or book.** | **KS1 Summer** | Design, Make, Evaluate, Technical Knowledge**Make a tooth fairy cushion**Design and select the materials based on characteristics to store a tooth and hang on a bed. |
| Lower Key Stage 2 |
|  | **KS2 Autumn** | Design, Make, Evaluate, Technical KnowledgeBuild a bridge – strengthen, reinforce and stiffen complex structures. | **KS2 Autumn** | Design, Make, Evaluate, Technical KnowledgeBattery Operated Lights – electrical circuits |
| **KS2 Spring** | Design, Make, Evaluate, Technical KnowledgeAutomata Animals (gears and cams) | **KS2 Spring** | Cooking and Nutrition Different cooking techniques – bakingChildren to make unleavened bread.Topic – The Great Bread Bake Off |
| **KS2 Summer** | Cooking and NutritionSeasonality – what vegetables are in season to make a soup.Topic: edible garden | **KS2 Summer** | Design, Make, Evaluate, Technical KnowledgeTextilesJuggling balls – hemming, cast over stitch, tye dye fabrics |
| **Upper Key Stage 2** |
|  | **KS2 Autumn** | Design, Make, Evaluate, Technical KnowledgeTextiles – make a denim pencil caseSelect materials according to their function and properties. | **KS2 Autumn** | Design, Make, Evaluate, Technical KnowledgeMake a mountain with a ski lift – pulleys and gears |
| **KS2 Spring** | Strengthen, stiffen and reinforce complex structuresMake a marble runTopic: Marbulous structures | **KS2 Spring** | Programming StructureStrengthen, stiffen and reinforce complex structures |
| **KS2 Summer** | Design, Make, Evaluate, Technical KnowledgeElectric Buggy – circuits and motors | **KS2 Summer** | Cooking and NutritionSeasonal cooking – make and design a seasonal meal based on available resources and produce for the season.Quiche |
| **Lower Key Stage 2** |
| **MFL** | **KS2 Autumn** | **Topic: Meet and Greet** **Numbers, Colours, people, places and things****Songs and stories****Question and answer****Conversation****Writing and performance** | **KS2 Autumn** | **Topic: All about school****Numbers, Colours, people, places and things****Songs and stories****Question and answer****Conversation****Writing and performance** |
| **KS2 Spring** | **Topic: Shopping****Numbers, Colours, people, places and things****Songs and stories****Question and answer****Conversation****Writing and performance** | **KS2 Spring** | **Topic: My town****Numbers, Colours, people, places and things****Songs and stories****Question and answer****Conversation****Writing and performance** |
| **KS2 Summer** | **Topic: Wider world****Numbers, Colours, people, places and things****Songs and stories****Question and answer****Conversation****Writing and performance** | **KS2 Summer** | **Topic: Free Time****Numbers, Colours, people, places and things****Songs and stories****Question and answer****Conversation****Writing and performance** |
| **Upper Key Stage 2** |
|  | **KS2 Autumn** | **Topic: The way we look****Numbers, Colours, people, places and things****Songs and stories****Question and answer****Conversation****Writing and performance** | **KS2 Autumn** | **Topic: All about me** **Numbers, Colours, people, places and things****Songs and stories****Question and answer****Conversation****Writing and performance** |
| **KS2 Spring** | **Topic: Our wonderful world****Numbers, Colours, people, places and things****Songs and stories****Question and answer****Conversation****Writing and performance** | **KS2 Spring** | **Topic: In the Classroom****Numbers, Colours, people, places and things****Songs and stories****Question and answer****Conversation****Writing and performance** |
| **KS2 Summer** | **Topic: At the shops****Numbers, Colours, people, places and things****Songs and stories****Question and answer****Conversation****Writing and performance** | **KS2 Summer** | **Topic: Eating out****Numbers, Colours, people, places and things****Songs and stories****Question and answer****Conversation****Writing and performance** |







