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| **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**  **2022/3** | **Term Topic** | **Cycle B**  **2023/4** |
| **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**  **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**  **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**  **Measurement: Mass and Capacity**  **Y4**  **Number: Multiplication and Division B**  **Measurement: Length and Perimeter**  **Number: Fractions**  **Number: Decimals**  **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**  **Measurement: Mass and Capacity**  **Y4**  **Number: Multiplication and Division B**  **Measurement: Length and Perimeter**  **Number: Fractions**  **Number: Decimals**  **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**  **Number: Fractions**  **Measurement: Money**  **Measurement: Time**  **Geometry: Properties of Shape**  **Statistics**  **Y4**  **Number: Decimals**  **Measurement: Money**  **Measurement: Time**  **Geometry: Properties of Shape**  **Statistics**  **Geometry: Position and Direction**  **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**  **Number: Fractions**  **Measurement: Money**  **Measurement: Time**  **Geometry: Properties of Shape**  **Statistics**  **Y4**  **Number: Decimals**  **Measurement: Money**  **Measurement: Time**  **Geometry: Properties of Shape**  **Statistics**  **Geometry: Position and Direction**  **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**  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** | **Plants**  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.  **Seasonal Change**  Observe changes across the 4 seasons  observe and describe weather associated with the seasons and how day length varies. |
| **KS1 Spring** | **Seasonal Change**  Observe changes across the 4 seasons (Autumn/ Winter).  **Animals including Humans**  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** | **Living Things and Their Habitats**  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 Summer** | **Seasonal Change** (Spring/ Summer)  **Use of Everyday Materials**  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.  **Animals including Humans**  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. | **KS1 Summer** | **Plants**  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.  **Seasonal Change**  Observe changes across the 4 seasons  observe and describe weather associated with the seasons and how day length varies. |
| **Lower Key Stage 2** | | | |
| **KS2 Autumn** | **Animals including Humans**  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**  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  Compare 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**  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.  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  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. |
| **Electricity**  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**  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**  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**  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**  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 Summer** | **Animals including Humans**  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**  Recognise that living things can be grouped in a variety of ways  Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment  Recognise that environments can change and that this can sometimes pose dangers to living things |
|  |
| Upper Key Stage 2 | | | | |
|  | **KS2 Autumn** | **Earth and Space**  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**  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** | **Living Things and Their Habitats**  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. |
| **KS2 Spring** | **Properties and Changes of Materials**  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** | **Light**  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.  **Electricity**  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. |
| **KS2 Summer** | **Living Things and Their Habitats**  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.  **Evolution and Inheritance**  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** | **Animals including Humans**  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.  Describe the changes as humans develop to old age. |
| **History** | Key Stage 1 | | | |
| **KS1 Autumn** |  | **KS1 Autumn** | The lives of **significant individuals** in the past who have contributed to national and international achievements (**Queen Victoria**)  **(Remembrance**)  Queen Victoria female monarch  Place events in chronological order. Length of her reign. Size of family. |
| **KS1 Spring** | **Changes within living memory aspects of change in national life:** Houses and homes (Brockhampton NT Tudor house) | **KS1 Spring** | ***NC: 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 11  The 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  Castles and Palaces | **KS1 Summer** | Events **beyond living memory** that are significant nationally or globally: travel and Transport |
| Lower KS2 | | | |
| **KS2 Autumn** |  | **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** | **KS2 Spring** |  |
| **KS2 Summer** | Study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality –  War Time Britain – evacuee (and local impact) | **KS2 Summer** | The Roman Empire and its impact on **Britain** |
| Upper KS2 | | | |
| **KS2 Autumn** |  | **KS2 Autumn** | Ancient civilisations  Achievements of the earliest civilizations – an overview of where and when the first civilizations appeared -Maya civilisation  Daily Life |
| **KS2 Spring** | Ancient Civilizations **Ancient Greece** | **KS2 Spring** | Change in an aspect of British Society  **Monarchy**: The reign of Victoria and architectural legacy |
|  | **KS2 Summer** | The **Viking and Anglo-Saxon** struggle for the Kingdom of England to the time of Edward the Confessor.  Settlements by the Anglo-Saxons and Scots (Britain) | **KS2 Summer** | Local History Study |
| **KS1** | | | | |
| **Geography** | **KS1 Autumn** | Geography of the school and its grounds and the key human and physical features of its surrounding environment. Local area in context  Simple compass direction  Local Map and routes. Aerial photographs. Devise simple maps and symbols | **KS1 Autumn** | Place knowledge understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country  Compare and contrast local woods/ downs to Rainforest  Uses world maps and globes |
| **KS1 Spring** | UK geography  United Kingdom and its capital cities. Uses maps, atlas and globes  Use basic geographical vocabulary to refer to:  key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop | **KS1 Spring** | **Topic: Fire! (Link to History)**  Arial photographs, recognise landmarks, human and physical features (London) noting through maps changes between 1066 and now. Aerial map of London  Compass/directional language |
| **KS1 Summer** | Identify 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 Poles  Physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather | **KS1 Summer** | Locational knowledge  Name 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** | Geographical skills and fieldwork:  Maps local and national  Use basic geographical vocabulary to refer to: key physical features, key human features (Settlements)  Rivers: The Teme/ Frome Fieldwork  Water Cycle | **KS2 Autumn** | Maps to focus on Europe (including the location of  Russia), concentrating on their environmental  regions, key physical and human characteristics,  countries, and major cities: understand geographical  similarities and differences through the study of  human and physical geography, a region in a non-  European country (Egypt and The RIVER Nile ) |
| **KS2 Spring** |  | **KS2 Spring** | S America: Locational Knowledge: identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Circle |
| **KS2 Summer** | Maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities, a region in a European country- Axis and Allies maps Compass work (WW2) | **KS2 Summer** | **Maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities: understand geographical similarities and differences through the study of human and physical geography, a region in a European country Mountainous Regions: Italy** |
| **Upper Key Stage 2** | | | |
| **KS2 Autumn** | Physical geography, including: climate zones,  biomes and vegetation belts. | **KS2 Autumn** | Physical geography, including: mountains,  volcanoes and earthquakes.  Mountains- settlements |
|  | **KS2 Spring** | 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** | MEXICO Physical geography: World’s continents and countries, using maps to focus on North and South and CENTRAL America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Compass work- 6 points Latitude and Longitude World Maps (Physical) |
| **KS2 Summer** | Use maps, atlases, globes and digital/computer mapping to locate and describe features studied- UK borders and physical features | **KS2 Summer** |  |
| **RE Herefordshire Syllabus** | **Key Stage 1** | | | |
| **KS1 Autumn** | Why is the word ‘God’ so important to Christians? (reception)  What do Christians believe God is like?  Why is Christmas special for Christians? (reception)  Why does Christmas matter to Christians? [Incarnation] | **KS1 Autumn** | Being special: where do we belong? (reception)  What makes some places sacred to believers?  How should we care for others and the world, and why does it matter? |
| **KS1 Spring** | Why is Easter special for Christians? [Salvation] (reception)  Why does Easter matter to Christians? [Salvation] | **KS1 Spring** | Which places are special and why? (reception)  Who do Christians say made the world? [Creation] |
| **KS1 Summer** | What is the ‘good news’ Christians believe Jesus bring?  Which stories are special and why? (reception)  Who is a Muslim and how do they live? | **KS1 Summer** | Who is Jewish and how do they live? [God/Torah/ People]  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 kind of world did Jesus want? [Gospel] | **KS2 Autumn** | What do Hindus believe God is like? [Brahman/atman] What does it mean to be Hindu in Britain today? [Dharma] |
| **KS2 Spring** | What is it like for someone to follow God? [People of God]  Why do Christians call the day Jesus died ‘Good Friday’? [Salvation] | **KS2 Spring** | How do festivals and worship show what matters to a Muslim? [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)  VIPs (Relationships) |
| **KS2 Spring** | Think Positive (Health and Wellbeing)  Safety First (Health and Wellbeing) | **KS2 Spring** | It’s My Body (Health and Wellbeing)  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** | 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)  Money Matters (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)**  Diverse Britain (Living in the Wider World)  One World (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** | **Printing**  Artist Study- Orla Kiely  Work of other Artists/exploring and developing ideas- | **KS1 Autumn** | Painting  Artist Study – Freda Kahlo  Work of other Artists/exploring and developing ideas |
| **KS1 Spring** | **Drawing**- Cityscapes  Artist Study-Steven Wiltshire  Work of other Artists/exploring and developing ideas | **KS1 Spring** | Sculpture  Artist Study – Alexander Calder  Work of other Artists/exploring and developing ideas |
| **KS1 Summer** | Collage  Artist Study – Wassily Kandinsky  Work of other Artists/exploring and developing ideas | **KS1 Summer** | Textiles  Artist Study - Matisse  Work of other Artists/exploring and developing ideas |
| **Lower Key Stage 2** | | | | |
| **ART and Design** | **KS2 Autumn** | Printing  Artist Study - Yayoi Kusama  Work of other Artists/exploring and developing ideas | **KS2 Autumn** | Painting – Graffiti Art  Artist Study - Keith Haring  Work of other Artists/exploring and developing ideas |
| **KS2 Spring** | Drawing  Artist Study – Van Gough  Work of other Artists/exploring and developing ideas | **KS2 Spring** | Sculpture  Artist Study – Andy Goldsworthy  Work of other Artists |
| **KS2 Summer** | Collage  Artist Study - David Hockney  Work of other Artists/exploring and developing ideas | **KS2 Summer** | Textiles  Work of other Artists/exploring and developing ideas |
| **Upper Key Stage 2** | | | | |
|  | **KS2 Autumn** | Painting – Space  Artist Study – Alma Thomas  Work of other Artists/exploring and developing ideas | **KS2 Autumn** | Printing  Artist Study - Helen Cowcher  Work of other Artists/exploring and developing ideas |
| **KS2 Spring** | Drawing  Artist Study - Frida Kahlo  Work of other Artists/exploring and developing ideas | **KS2 Spring** | Sculpture  Artist Study - Betye Saar  Work of other Artists |
| **KS2 Summer** | Collage  Artist – Van Gough (Starry Night)  Work of other Artists/exploring and developing ideas | **KS2 Summer** | Textiles  Artist Study - Matisse  Work of other Artists/exploring and developing ideas |
| **Key Stage 1** | | | | |
|  | **KS1 Autumn** | Online Safety  Technology in Our Lives | **KS1 Autumn** | Online Safety  Technology in Our Lives |
| **KS1 Spring** | Coding and Programming | **KS1 Spring** | Coding and Programming |
| **KS1 Summer** | Mulitimedia text and images | **KS1 Summer** | Mulitimedia text and images |
| **Lower Key Stage 2** | | | | |
| **Computing** | **KS2 Autumn** | Online Safety  Coding and Programming | **KS2 Autumn** | Online Safety  Technology in Our Lives |
| **KS2 Spring** | Handling Data | **KS2 Spring** | Technology in Our Lives |
| **KS2 Summer** | Multimedia Sound and Motion | **KS2 Summer** | Mulitimedia text and images |
| **Upper Key Stage 2** | | | | |
|  | **KS2 Autumn** | Online Safety  Coding and Programming | **KS2 Autumn** | Online Safety  Technology in Our Lives |
| **KS2 Spring** | Handling Data | **KS2 Spring** | Technology in Our Lives |
| **KS2 Summer** | Multimedia Sound and Motion | **KS2 Summer** | Mulitimedia text and images |
| **Key Stage 1** | | | | |
|  | **KS1 Autumn** | Swimming  Multi-Skills: Throwing and Catching  Gymnastics | **KS1 Autumn** | Multi-Skills: Throwing and Catching  Gymnastics  Invasion Games |
| **KS1 Spring** | Multi-Skills: Bat and Ball  Dance  Attacking and Defending  Gymnastics | **KS1 Spring** | Attacking and Defending  Multi-Skills: Bat and Ball  Dance |
| **KS1 Summer** | Multi-Skills: Running and Jumping  Circuit Training  Yoga: Salute to the Sun | **KS1 Summer** | Multi-Skills: Running and Jumping  Circuit Training  Yoga: Salute to the Sun |
| **Lower Key Stage 2** | | | | |
| **Physical Education** | **KS2 Autumn** | Net and Wall Games: Volleyball  Invasion Games: Football  Dance | **KS2 Autumn** | Gymnastics  Invasion Games - football  Net and Wall Games: Badminton/Tennis |
| **KS2 Spring** | Swimming  Circuit training  Gymnastics | **KS2 Spring** | Invasion Games: Netball  Circuit Training  Dance |
| **KS2 Summer** | Striking and Fielding: Cricket  Athletics  Invasion Games: Rugby/Hockey | **KS2 Summer** | Striking and Fielding: Rounders  Athletics  Invasion Games: Handball |
| **Upper Key Stage 2** | | | | |
|  | **KS2 Autumn** | Net and Wall Games: Volleyball  Invasion Games: Football  Dance | **KS2 Autumn** | Gymnastics  Invasion Games - football  Net and Wall Games: Badminton/Tennis |
|  | **KS2 Spring** | Invasion Games: Netball  Circuit training  Gymnastics | **KS2 Spring** | Invasion Games: Rugby/Hockey  Circuit Training  Dance |
|  | **KS2 Summer** | Striking and Fielding: Cricket  Athletics  Dance  Leadership in PE (Year 6) | **KS2 Summer** | Striking and Fielding: Rounders  Athletics  Invasion Games: Handball  Leadership in PE (Year 6) |
| **Key Stage 1** | | | | |
|  | **KS1 Autumn** | Learn a song and experiment with creating sounds  use their voices expressively and creatively by singing songs and speaking chants and rhymes  experiment with, create, select and combine sounds using the inter-related dimensions of music | **KS1 Autumn** | Learn a song and experiment with creating sounds  use their voices expressively and creatively by singing songs and speaking chants and rhymes  experiment with, create, select and combine sounds using the inter-related dimensions of music |
| **KS1 Spring** | Listen to and Understand Music  listen with concentration and understanding to a range of high-quality live and recorded music | **KS1 Spring** | Listen to and Understand Music  listen with concentration and understanding to a range of high-quality live and recorded music |
| **KS1 Summer** | Learn and play a performance piece on the Ocarina  play tuned and untuned instruments musically | **KS1 Summer** | Learn and play a performance piece on the Ocarina  play tuned and untuned instruments musically |
| Lower Key Stage 2 | | | | |
| **Music** | **KS2 Autumn** | **Learn a song and compose percussion based accompaniment, perform to an audience**  play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music | **KS2 Autumn** | **Learn a song and compose percussion based accompaniment, perform to an audience**  play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music |
| **KS2 Spring** | **Musical appreciation, analysis and musical history**  appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  listen with attention to detail and recall sounds with increasing aural memory  develop an understanding of the history of music | **KS2 Spring** | **Musical appreciation, analysis and musical history**  appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  listen with attention to detail and recall sounds with increasing aural memory  develop an understanding of the history of music |
| **KS2 Summer** | **Learn and play a performance piece on the recorder using musical notations**  play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  use and understand staff and other musical notations | **KS2 Summer** | **Learn and play a performance piece on the recorder using musical notations**  play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  use and understand staff and other musical notations |
| Upper Key Stage 2 | | | | |
|  | **KS2 Autumn** | **Learn a song and compose percussion based accompaniment, perform to an audience**  play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music | **KS2 Autumn** | **Learn a song and compose percussion based accompaniment, perform to an audience**  play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music |
| **KS2 Spring** | **Musical appreciation, analysis and musical history**  appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  listen with attention to detail and recall sounds with increasing aural memory  develop an understanding of the history of music | **KS2 Spring** | **Musical appreciation, analysis and musical history**  appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  listen with attention to detail and recall sounds with increasing aural memory  develop an understanding of the history of music |
| **KS2 Summer** | **Learn and play a performance piece on the Ukelele using musical notations**  play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  use and understand staff and other musical notations | **KS2 Summer** | **Learn and play a performance piece on the Ukelele using musical notations**  play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  use and understand staff and other musical notations |
| **Key Stage 1** | | | | |
| **Design and Technology** | **KS1 Autumn** | Plan, Design, Make, Evaluate, Technical Knowledge  **Train** | **KS1 Autumn** | Design, Make, Evaluate, Technical Knowledge  **Fire Engine** |
| **KS1 Spring** | Plan, Design, Make, Evaluate, Technical Knowledge  **Bird Feeder**  Cooking and Nutrition- **Easter Biscuits** | **KS1 Spring** | Design, Make, Evaluate, Technical Knowledge  Cooking and Nutrition  **Fruit Smoothies** |
| **KS1 Summer** | Design, Make, Evaluate, Technical Knowledge  **Moving picture** | **KS1 Summer** | Design, Make, Evaluate, Technical Knowledge  **Lunchbox** |
| Lower Key Stage 2 | | | | |
|  | **KS2 Autumn** | Design, Make, Evaluate, Technical Knowledge  Build a Boat | **KS2 Autumn** | Design, Make, Evaluate, Technical Knowledge  Egyptian Catapult |
| **KS2 Spring** | Cooking and Nutrition  Making healthy ice-cream | **KS2 Spring** | Cooking and Nutrition  Design and make a fruit smoothie |
| **KS2 Summer** | Design, Make, Evaluate, Technical Knowledge  Moving Toy (cogs and levers) | **KS2 Summer** | Design, Make, Evaluate, Technical Knowledge  A Mindfulness Timer |
| **Upper Key Stage 2** | | | | |
|  | **KS2 Autumn** | Design, Make, Evaluate, Technical Knowledge  Make a Biome in a bottle | **KS2 Autumn** | Design, Make, Evaluate, Technical Knowledge  Design Your Own Adventure (Programming) |
| **KS2 Spring** | Cooking and Nutrition  Design and cook a meal suitable for an athlete | **KS2 Spring** | Design, Make, Evaluate, Technical Knowledge  Merry Go Round |
| **KS2 Summer** | Design, Make, Evaluate, Technical Knowledge  Electric Buggy | **KS2 Summer** | Cooking and Nutrition  Survival Pack for Red Ridge Challenge days |
| **Lower Key Stage 2** | | | | |
| **MFL** | **KS2 Autumn** | Speaking and listening  Reading and Writing  Stories Songs, Poems and Rhymes  Grammar  **Meet and Greet/My Body Y3** | **KS2 Autumn** | Speaking and listening  Reading and Writing  Stories Songs, Poems and Rhymes  Grammar  **Shopping/The Weather Y4** |
| **KS2 Spring** | Speaking and listening  Reading and Writing  Stories Songs, Poems and Rhymes  Grammar  **Tell Me When/Time to Eat Y3** | **KS2 Spring** | Speaking and listening  Reading and Writing  Stories Songs, Poems and Rhymes  Grammar  **The Wider World Y4** |
| **KS2 Summer** | Speaking and listening  Reading and Writing  Stories Songs, Poems and Rhymes  Grammar  **All about School/People Around Me Y3** | **KS2 Summer** | Speaking and listening  Reading and Writing  Stories Songs, Poems and Rhymes  Grammar  **Let’s Go! (Holidays)/Free Time Y4** |
| **Upper Key Stage 2** | | | | |
|  | **KS2 Autumn** | Speaking and listening  Reading and Writing  Stories Songs, Poems and Rhymes  Grammar  **All about Me Y5** | **KS2 Autumn** | Speaking and listening  Reading and Writing  Stories Songs, Poems and Rhymes  Grammar  **At the shops Y6** |
| **KS2 Spring** | Speaking and listening  Reading and Writing  Stories Songs, Poems and Rhymes  Grammar  **Eating Out Y5** | **KS2 Spring** | Speaking and listening  Reading and Writing  Stories Songs, Poems and Rhymes  Grammar  **Explore a Spanish Town Y6** |
| **KS2 Summer** | Speaking and listening  Reading and Writing  Stories Songs, Poems and Rhymes  Grammar  **My World Y5** | **KS2 Summer** | Speaking and listening  Reading and Writing  Stories Songs, Poems and Rhymes  Grammar  **Recap the basics** |
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