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|  |  | Reception  | Rec/ Year 1 | Year 1 | Year 2 | Year 2/ Year 3 | Year 3 | Year 4/ 5 | Year 5/ 6 |
| Wk 1 | WHF Whole Federation Poetry and Art unit.  | The Sound Collector | The Sound Collector | The Sound Collector | The Sound Collector | The Sound Collector | The Sound Collector | The Sound Collector | The Sound Collector |
| Term 1 | Learning topic  |  |  |  | Where do I belong? | Where do I belong? | Extreme Earth | Enough for Everyone | Super South America |
| Curriculum focus  | **Understanding the World** | **History** | **History** | **Geography** | **Geography** | **Geography** | **Geography** | **Geography** |
| Class Book / novel | The Little Red Hen | Leaf Owl Babies | Leaf Owl Babies | Little Red and the Very hungry LionBob the man on the moon | Little Red and the Very hungry LionBob the man on the moon | The Iron Man | Yr 4The Great Kapok TreeTaking Flight (animation)Yr 5Lion, Witch and the Wardrobe | Yr 5Lion, Witch and the WardrobeYr 6 Skellig The Veiwer |
| Supplementary books  | Traditional Tales | Stuck, Coming to England, The Proudest Blue, My Hair, Little Red Riding Hood | Stuck, Coming to England, The Proudest Blue | Have you Filled a Bucket Today? | Have you Filled a Bucket Today? | Tom Crean’s RabbitScott of the AntarcticBrave explorer |  |  |
| Writing focus  | Mark makingName writingDough DiscoFunky Fingers | Setting Description, recount writing (diary, letter, recount) | Setting Description, recount writing (diary, letter, recount) | Setting Description, recount writing (diary, letter, recount) | Setting Description, recount writing (diary, letter, recount) | Setting Description, recount writing (diary, letter, recount) | Setting Description, recount writing (diary, letter, recount) | Setting Description, recount writing (diary, letter, recount) |
| Values | Understanding, Unity & Cooperation  | Understanding, Unity & Cooperation  | Understanding, Unity & Cooperation  | Understanding, Unity & Cooperation  | Understanding, Unity & Cooperation  | Understanding, Unity & Cooperation  | Understanding, Unity & Cooperation  | Understanding, Unity & Cooperation  |
| EnrichmentH5 (SEN) | Grandparents DayBus tripBaby visit | Victorian toys from STEAMGrandparents’ Day | Victorian toys from STEAMGrandparents’ Day  | Trip to Noah’s Ark Farm Zoo | Trip to Noah’s Ark Farm Zoo |  |  |  |
| Science | Bread and butter makingWelly walk = school grounds walk | Animals including Humans (Humans) | Animals including Humans (Humans) | Animals and their habitats | Animals and their habitats | Animals including humans | Habitats and Living Things | Evolution and Inheritance |
| PSHE | Jigsaw PSHE Being Me In My WorldOllie Owl goes home for Great Manners | Jigsaw PSHE Being Me In My World | Jigsaw PSHE Being Me In My World | Jigsaw PSHE Being Me In My World | Jigsaw PSHE Being Me In My World | Jigsaw PSHE Being Me In My World | Jigsaw PSHE (Y5) Being Me In My World | Jigsaw PSHE Being Me In My World |
| RE | HarvestDivalli Special people | Special PeopleKey Question:What makes peoplespecial?Religions:Christianity,Judaism | Christianity Creation Story, God/Creation-does God want Christians to look after the world? | Christianity What did Jesus teach? -is it possible to be kind to everyone all of the time? | Hinduism Divali – would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? | Sikhism The Amrit Ceremony and the Khalsa- does joining the Khalsa make a person a better Sikh? | Sikhism | Christianity |
| PE | Gross opportunities -Sparks ProgramFine motor opportunities - threading, pegs, tracingMaipulation of playdoughFundamentals  | **Introduction to PE: Unit 1**Fine motor opportunities - threading, pegs, tracingManipulation of playdough.  | Gymnastics / Fitness | Gymnastics / Fitness | Gymnastics / Fitness | Gymnastics / Fitness | Gymnastics / Fitness | Gymnastics / Fitness |
| Computing | Using a range of technology continuously throughout the year for the children to access, both independently and with an adult | Skill – basic skills – logging on and off, digital imageryOnline safety - Self image and identity, privacy and security | Skill – basic skills – logging on and off, digital imageryOnline safety - Self image and identity, privacy and security | Basic Skills, Knowledge and Experiences ESafety focus – Produce 2create a story to ES Self-Image and Identity & Privacy and security | Basic Skills, Knowledge and Experiences ESafety focus – Produce 2create a story to ES Self-Image and Identity & Privacy and security | Basic SkillsDigital Exploration | Coding  | Paired programming |
| Art/DT | Self portraits Know the names of basic toolsSafely explore tools and techniques Identify colours  | Access Art - spiralsColour mixing  | Access Art - spirals | Access Art – Explore & Draw –Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills. | Access Art – Explore & Draw –Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills. | Art[Gestural Drawing with Charcoal](https://www.accessart.org.uk/gestural-drawing-with-charcoal/) | Access Art: Storytelling through drawing | Access Art: drawing2D to 3DOR [**Typography & Maps**](https://www.accessart.org.uk/typography-and-maps/)Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps. |
| Music | Nursery rhymes Classroom routine jingles  | Charanga – Hey You!Nursery Rhymes | Charanga – Hey You! | CharangaHands, Feet Heart | CharangaHands, Feet Heart | Charanga – Let your spirit fly | Charanga – Mamma Mia | Charanga – Living On a Prayer |
| French |  |  |  |  |  |  | Kapow - Greetings | Kapow Year 4 Unit: Portraits – Describing in French |
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| Term 2 |  | Reception  | Rec/ Year 1 | Year 1 | Year 2 | Year 2/ Year 3 | Year 3 | Year 4/ 5 | Year 5/ 6 |
| Learning topic  |  |  |  | Fire, Fire! | Fire, Fire! | Stone Age |  | Maya Civilisation |
| Curriculum focus  | **Understanding the World** | **Georgraphy** | **Geography** | **History**  | **History**  | **History** | **History** | **History** |
| Class Book / novel | The Gingerbread ManThe StickmanThe Nativity Story | Gingerbread ManStickman | Gingerbread ManStickman | The Dragon MachineThe Day the Crayons Quit | The Dragon MachineThe Day the Crayons Quit | Winter’s Child | Yr 4Barnabus ProjectThe Gift (you tube)Yr 5 The ExplorerThe Promise (animation) | Yr 5 The ExplorerThe Promise (animation)Yr 6Roads End (animation)A Christmas Carol |
| Supplementary books  |  | Poles Apart, Iceberg, The Polar Bear, Traditional Tales | Poles Apart, Iceberg, The Polar Bear, Traditional Tales | Bakers BoyToby and The Great Fire of London |  | Stone Age BoyHow to wash a woolly mammothDK StoneageUG boy genius of the stone age |  |  |
| Writing focus  | Meaning to marks they makeGrapheme formation (initial sounds) | Character description Recount  | Narrative – Character DescriptionPersuasion – leaflet, letter, advert, speech, campaign. | Narrative – Character DescriptionPersuasion – leaflet, letter, advert, speech, campaign. | Narrative – Character DescriptionPersuasion – leaflet, letter, advert, speech, campaign. | Narrative – Character DescriptionPersuasion – leaflet, letter, advert, speech, campaign. | Narrative – Character DescriptionPersuasion – leaflet, letter, advert, speech, campaign. | Narrative – Character DescriptionPersuasion – leaflet, letter, advert, speech, campaign. |
| Values | Freedom, Appreciation & Simplicity  | Freedom, Appreciation & Simplicity  | Freedom, Appreciation & Simplicity  | Freedom, Appreciation & Simplicity  | Freedom, Appreciation & Simplicity  | Freedom, Appreciation & Simplicity  | Freedom, Appreciation & Simplicity  | Freedom, Appreciation & Simplicity  |
| Enrichment | Remembrance DayBonfire nightHotdogsVisit Nursing HomeChristingleNativity | Remembrance Day activityBonfire night hotdogs | Remembrance Day activityBonfire night hotdogs |  |  | Forest school – fire lighting |  | Carol concertLego workshop |
| Science | Welly Walk –Observing seasonal change – **Autumn look at p**ond and large tree | Materials and their properties | Materials and their properties | Animals and their habitats | Animals and their habitats | Rocks and Fossils | Animals, including humans | Living things – microorganisms and classification |
| PSHE | Jigsaw PSHECelebrating DifferenceOllie Owl goes home for Great Manners | Jigsaw PSHECelebrating Difference | Jigsaw PSHECelebrating Difference | Jigsaw PSHECelebrating Difference | Jigsaw PSHECelebrating Difference | Jigsaw PSHE (Y5)Celebrating Difference | Jigsaw PSHE (Y5)Celebrating Difference | Jigsaw PSHECelebrating Difference |
| RE | Christmas time! How Christians celebrateThe nativity story | ChristmasKey Question:What is Christmas?Religion: ChristianityChristian concept:Incarnation | Christianity Christmas, Incarnation -what gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? | Christianity Christmas (Jesus as gift from God), Incarnation-why do Christians believe God gave Jesus to the world? | Christianity Christmas, Incarnation – has Christmas lost its true meaning? | Christianity Christmas, Incarnation -what is the most significant part of the nativity story for Christians today? |

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| Christianity |

Christmas, Incarnation – Is the Christmas story true? | Christianity |
| PE | Gross opportunities – balance bikesFine motor opportunities – manipulation of playdough Ball skills  | Ball Skills Unit 1Balance bikes Fine motor activities in the provision. | Fundamentals / Yoga | Fundamentals / Yoga | Fundamentals / Yoga | Fundamentals / Yoga | Fundamentals / Yoga | Football Yoga |
| Computing  | Purple Mash | Skill – Basic skills, music and soundOnline safety – Online bullying | Skill – Basic skills, music and soundOnline safety – Online bullying | Algorithms & codingScratch Jr ES Online Bullying | Algorithms & codingScratch JrOnline bullying | Computer Science:Coding | Music and Sound 4.9 | 3D modelling - Tinkercad |
| Art/DT | Skills taught, and in continuous provision – using a variety of materials, junk modelling, cooking, fine motor (scissor skills, pencil grip, utensils, paint brushes), planning & designing, sharing/explaining/adapting creations | Skills taught, and in continuous provision – using a variety of materials, junk modelling, cooking, fine motor (scissor skills, pencil grip, utensils, paint brushes), planning & designing, sharing/explaining/adapting creationsChristmas artwork  | Kapow – joining techniques for textiles. Make a felt star | Kapow D&T – Making pouchesCut from a templateUse a running stitch to join fabricDesign and decorate the pouches | Kapow D&T – Making pouchesCut from a templateUse a running stitch to join fabricDesign and decorate the pouches  | DT: Cooking and nutrition – Eating seasonally | Electrical Systems – Torches | Textiles – Design and make a waistcoat. |
| Music | Number rhymes and songs  | Charanga – Rhythm in the way we walk and Banana Rap | Charanga – Rhythm in the way we walk and Banana Rap | CharangaHo Ho Ho | Christmas Nativity performance songs | Charanga – Glockenspiel Stage 1  | Otters: CharangaGlockenspiel Stage 2Badgers: Clarinet | Charanga – Class Room Jazz 1Christmas carol perforrmance songs. |
| French |  |  |  |  | Adjectives of size, colour, shape | Adjectives |

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| Kapow Y3 |

Adjectives of colour, size and shape | Kapow Y4 French Getting dressed in France |
| Term 3 |  | Reception  | Rec/ Year 1 | Year 1 | Year 2 | Year 2/ Year 3 | Year 3 | Year 4/ 5 | Year 5/ 6 |
| Learning topic  | Freedom | Belonging | Belonging | Colours of the World | Colours of the World | Rainforests |  | Around the world |
| Curriculum focus  | **Understanding the World** | **Geography** | **Geography** | **Geography** | **Geography** | **Geography** | **Geography** | **Geography** |
| Class Book / novel | Lost and FoundNon Fiction – Chinese New YearNaughty Bus | Lost and FoundNaughty Bus | Lost and Found Naughty Bus | Three Little Wolves and the Big Bad PigThere’s a Rang-Tan in my bedroom | Three Little Wolves and the Big Bad PigThere’s a Rang-Tan in my bedroom | Mrs Noah’s Pockets | Yr 4Wolves in the WallsWhat a waste - One Plastic Bag Yr 5 Boy 87The Land of Never Believe | Yr 5 Boy 87The Land of Never BelieveYr 6 The Girl with Ink and Stars |
| Supplementary books  |  | Paddington, Dear Greenpeace, Storm Whale, Beegu, The Snail and the Whale | Paddington, Dear Greenpeace, Storm Whale, Beegu, The Snail and the Whale |  |  | The Leaf Detective |  |  |
| Writing focus  | Writing simple words Start to use a tripod gripBegin to read their writing | Narrative – retelling of story / part of a storyNon chronological report | Narrative – retelling of story / part of a storyNon chronological report | Narrative – retelling of story / part of a storyNon chron report | Narrative – retelling of story / part of a storyNon chron report | Narrative – retelling of story / part of a storyNon chron report | Narrative – retelling of story / part of a storyNon chron report | Narrative – retelling of story / part of a storyNon chron report |
| Values | Hope and Resilience  | Hope and Resilience | Hope and Resilience | Hope and Resilience | Hope and Resilience | Thoughtfulness | Hope and Resilience | Hope and Resilience |
| Enrichment | Chinese heritage talkLocal walk to supermarket | Chinese New Year, local walk to supermarket,  |  |  |  | Art – jungle party animals – clay models. |  | Science workshops |
| Science | Welly Walk –Observing seasonal change - **Winter**Visit pond and tree and park | Materials and their properties continued | Materials and their properties continued | Materials and their properties | Materials and their properties | Animals including Humans | Electricity | Electricity |
| PSHE | Jigsaw PSHE Dreams and GoalsOllie Owl goes home for Great Manners | Jigsaw PSHE Dreams and Goals | Jigsaw PSHE Dreams and Goals | Jigsaw PSHE Dreams and Goals | Jigsaw PSHE Dreams and Goals | Jigsaw PSHE Dreams and Goals | Jigsaw PSHE (Y5)Dreams and Goals | Jigsaw PSHE Dreams and Goals |
| RE | Shrove Tuesday | CelebrationsKey Question:How do people celebrate?Religions: Hinduism | JudaismPassover – How important is it for Jewish people to do what God asks them to do? | Islam Prayer at home- does praying at regular intervals help a Muslim in his/her everyday life? | Christianity Jesus (Miracles), Incarnation – could Jesus heal people? Were these miracles or is there some other explanation? | Islam The 99 names of Allah- how special is Allah to Muslims? | SikhismBeliefs & Moral values – are Sikh stories important today? Beliefs and Moral Values | Key Question:Is anything ever eternal? |
| PE | Gross opportunities – balance bikesFine motor opportunities – manipulation of plasticineDance | Dance Unit 1 Manipulation of plasticine.  | Ball Skills / Dance | Ball Skills / Dance | Ball Skills / Dance | Ball Skills / Dance | Ball Skills / Dance | Handball / Dance |
| Computing  | Exploring ipads | Skill - digital media/imageryOnline safety – Online reputation | Skill - digital media/imageryOnline safety – Online reputation | Digital exploration – safe searchingMultimedia – produce PowerPointES Online Reputation | Digital exploration – safe searchingMultimedia – produce PowerPointOnline Reputation | Multimedia and digital imagery  | Animation  |

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| NCCE Year 6 Creating Media : Web page creation (WHF version using Sway) |

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| DT / Art | With some independences safely explore tools, techniques and materials I can say what I like and dislike about a productI can work collaboratively to develop creative ideas | Class focus: Piet Mondrian Printing  | Class artist focus – Romero BrittoMultimedia printing | [**Expressive Painting**](https://www.accessart.org.uk/expressive-painting/)Explore how painters sometimes use paint in an expressive and gestural way. Explore colour mixing and experimental mark making to create abstract still lifes. | [**Expressive Painting**](https://www.accessart.org.uk/expressive-painting/)Explore how painters sometimes use paint in an expressive and gestural way. Explore colour mixing and experimental mark making to create abstract still lifes. | Art: Cloth, Thread , paint  | Access Art: Exploring Pattern | Access Art – layered self portraits |
| Music | Charanga – Me! | Charanga – Me! | Charanga – In The Groove | Charanga - I wanna play in a band | Charanga - Rainbows | Charanga – Three Little Birds | Charanga – Stop!  | Charanga - Make You Feel My Love |
| French |  |  |  |  | Numbers | Numbers | Playground games – numbers, age and times | Numbers, calendars and birthdays |
| Term 4 |  | Reception  | Rec/ Year 1 | Year 1 | Year 2 | Year 2/ Year 3 | Year 3 | Year 4/ 5 | Year 5/ 6 |
| Learning topic  | Care | Curiosity | Curiosity | Make a difference! | Make a difference! | Bonze Age / Iron Age | Bronze age- iron ageAncient Egypt  | Crime and punishment |
| Curriculum focus  | **Understanding the World** | **History** | **History** | **History**  | **History**  | **History** | **History** | **History** |
| Class Book / novel | GruffaloThe Little Red Riding Hood | Gruffalo Little Red Riding Hood | Gruffalo Little Red Riding Hood | The Light Keeper’s LunchGeorge’s Marvellous Medicine | The Light Keeper’s LunchGeorge’s Marvelous Medicine | Fly eagle Fly | Yr 4 JourneyAfter the FallYr 5Wonder??? | Yr 5WonderYr 6The Lighthouse (animation) |
| Supplementary books  |  | Beegu, The Story of the 3 Little Pigs, Look Up!  | Beegu, The Story of the 3 Little Pigs, Look Up! |  |  |  |  | Holes |
| Writing focus  | Write simple sentences Use a tripod gripBegin to use spaces between words | Narrative- Short story writing, description, information / report/ persuade (biography yr 5/6) | Narrative- Short story writing, description, information / report/ persuade (biography yr 5/6) | Narrative- Short story writing, description, information / report/ persuade (biography yr 5/6) | Narrative- Short story writing, description, information / report/ persuade (biography yr 5/6) | Narrative- Short story writing, description, information / report/ persuade (biography yr 5/6) | Narrative- Short story writing, description, information / report/ persuade (biography yr 5/6) | Narrative- Short story writing, description, information / report/ persuade (biography yr 5/6) |
| Values | Responsibility  | Responsibility | Responsibility | Responsibility | Responsibility | Responsibility | Responsibility | Responsibility |
| Enrichment | Easter Bonnet ParadeMother’s Day Tea partyWorld Book DayBaby visit no. 2 | Mother’s Day Tea Party, World Book Day, Monarch Day, Easter Bonnet Parade. | Mother’s Day Tea Party, World Book Day, Monarch Day, Easter Bonnet Parade. | Trip to Lydiard HouseTrip to Pizza Express | Trip to Lydiard HouseTrip to Pizza Express |  |  |  |
| Science | Welly Walk – observing seasonal change **Spring**Visit pond and tree and postbox walk | Animals including Humans (animals) | Animals including Humans (animals) | Materials and their properties | Materials and their properties | Plants | Sound y4 | Light |
| PSHE | Jigsaw PSHEHealthy MeOllie Owl goes home for Great Manners | Jigsaw PSHEHealthy Me | Jigsaw PSHEHealthy Me | Jigsaw PSHEHealthy Me | Jigsaw PSHEHealthy Me | Jigsaw PSHEHealthy Me | Jigsaw PSHEHealthy Me | Jigsaw PSHEHealthy Me |
| RE | Celebrating Easter | EasterKey Question:What is Easter?Religion: ChristianityChristian concept:Salvation | ChristianityEaster (Palm Sunday), Salvation-why was Jesus welcomed like a King/celebrity by the crowds on Palm Sunday? | Christianity Easter (Resurrection), Salvation-how important is it to Christians that Jesus came back to life after His resurrection? | Christianity Easter (Forgiveness), Salvation – what is ‘good’ about Good Friday? | Christianity Easter (Trinity) | Christianity Easter salvation | Key Question:Is Christianity still a strongreligion 2000 years afterJesus was on Earth? |
| PE | Gross opportunities – balance bikes / pedal bikesFine motor opportunities – manipulation of plasticineGymnastics  | Balance and pedal bikes. Gymnastics | Sending and Receiving / Invasion Games | Sending and Receiving / Invasion Games  | Invasion / Target Games | Invasion / Target Games | Badminton/ basketball | Invasion / Target Games |
| Computing  | Bee bots | Skill – Digital explorationOnline safety – Health, well-being and lifestyle | Skill – Digital explorationOnline safety – Health, well-being and lifestyle | Data Handling – purple mash 2 graph to represent a range of dataES Health, well-being and lifestyle | Health, well-being and lifestyle | Digital explorationDigital ImageryHealth, well-being and lifestyle |

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| NCCE Programming B |

Repetition in games Health, well-being and lifestyle | NCCE Year 6 Creating Media : Web page creation (WHF version using Sway)Health, well-being and lifestyle |
| DT / Art | I understand when colours are mixed new colours are created I can manipulate materials to achieve a planned effect  | Sketching birds Clay – create a Gruffalo 3D model.  | Access Art – Print makingStructures - making a windmill | DTMechanisms: Making a moving monster | DTMechanisms: Making a moving monster | DTMechanical systems: Pneumatic toys | D.T. Kapow: Pavillions | Access Art take a seat (sculpture) |
| Music | Charanga – My Stories | Charanga – My Stories | Charanga – Round and Round | Charanga – Zoo time | Charanga – Zoo time | Charanga – The Dragon song |

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| Charanga – Lean On Me |

Introducing chords | Charanga scheme – Fresh prince of Belair |
| French |  |  |  |  |  | Classroom | Kapow Year 3: In the French Classroom | Y5 - Unit 4 – French – speaking world |
| Term 5 |  | Reception  | Rec/ Year 1 | Year 1 | Year 2 | Year 2/ Year 3 | Year 3 | Year 4/ 5 | Year 5/ 6 |
| Learning topic  | Resiliance  | Courage | Courage | Amazing Africa  | Amazing Africa  | Coast to coast |  |  |
| Curriculum focus  | **Understanding the World** | **History** | **History** | **Geography** | **Geography** | **Geography** | **Geography** | **Geography** |
| Class Book / novel |  | Jack and the Beanstalk The Extraordinary Gardener | Jack and the Beanstalk The Extraordinary Gardener | The Pirate CruncherClean up! | The Pirate CruncherClean up! | BFGGeorges Marvelous Medicine / Half Blood Prince (potion scene) | Yr 4WispMia’s Story | Yr 5 Letters from the Lighthouse???Yr 6Francis (animation) |
| Supplementary books  |  | The Boy with Flowers in his Hair, After the Fall, Somebody Swallowed Stanley, Six Dinner Sid, The Tiny See, Jasper and the Beanstalk.  | The Boy with Flowers in his Hair, After the Fall, Somebody Swallowed Stanley, Six Dinner Sid, The Tiny See, Jasper and the Beanstalk. | Akimbo | Akimbo | Leon and the place between |  |  |
| Writing focus  | Write simple phrases and sentences Spell some common exception words Form most letters correctly  | Story setting / descriptionInstructions (explanations year 6) | Story setting / descriptionInstructions (explanations year 6) | Story setting / descriptionInstructions (explanations year 6) | Story setting / descriptionInstructions (explanations year 6) | Story setting / descriptionInstructions (explanations year 6) | Story setting / descriptionInstructions (explanations year 6) | Story setting / descriptionInstructions (explanations year 6) |
| Values | Thoughtfulness | Thoughtfulness | Thoughtfulness | Thoughtfulness | Thoughtfulness | Thoughtfulness | Thoughtfulness | Thoughtfulness |
| Enrichment | Eid Talk from parentFather’s Day celebration  | Eid Talk from parents, Father’s Day Celebration, Forest School, Planting, | Eid Talk from parents, Father’s Day Celebration, Forest School, Planting, |  |  | Art – jungle party animals – clay models. |  |  |
| Science | Growing plants in the outside area Welly Walk – visit pond and treeGrowing Sunflowers | Animals including Humans - Animals | Animals including Humans - Animals | Plants | Plants | Plants | States of Matter | Animals including humans - circulation |
| PSHE | Jigsaw PSHE RelationshipsOllie Owl goes home for Great Manners | Jigsaw PSHE Relationships | Jigsaw PSHE Relationships | Jigsaw PSHE Relationships | Jigsaw PSHE Relationships | Jigsaw PSHE Relationships | Jigsaw PSHE (Y5)Relationships | Jigsaw PSHE Relationships |
| RE | EidSpecial stories | Key Question:What can we learn from stories?Religions:Christianity,Islam, Hinduism, Sikhism | JudaismThe Covenant – how special is the relationship Jews have with God? | Islam Community & Belonging - does going to a Mosque give Muslims a sense of belonging? | Hinduism Hindu Beliefs – how can Brahman be everywhere and in everything? | Sikhism Sharing & Community – do Sikhs think it is important to share? | SikhismPrayer & Worship – what is the best way for a Sikh to show commitment to God? | Key Question:Does belief in Akhirah (life after death) help Muslims leadgood lives? |
| PE | Gross opportunities – balance bikes / pedal bikesFine motor opportunities – work bench and handling toolsManipulating clay Games  | Games Unit 1balance bikes / pedal bikesFine motor opportunities – work bench and handling toolsManipulating clay | Athletics / Net and wall | Athletics / Net and wall | Athletics / Net and Wall | Athletics and Swimming | Athletics/ Tennis | Athletics/ Tennis |
| Computing  | Paint a picture | Skill – Computer scienceOnline safety – Online relationships | Skill – Computer science, codingOnline safety – Online relationships | Music and SoundPurple Mash 2beat & 2explore to create musicES Online Relationships | Multimedia | Computer Science | Y4 NCCEComputing Systems and Networks |

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| Coding EfficientlySimulating a Physical SystemDecomposition and Abstraction |

Friction and Functions |
| DT / Art | Independently safely explore tools, techniques and materialsI know that art can be found in different placesI can describe patterns  | Access Art – exploring watercolour | Access Art – exploring watercolour | [**Music & Art**](https://www.accessart.org.uk/music-and-art/)Explore how we can make art inspired by the sounds we hear. | [**Music & Art**](https://www.accessart.org.uk/music-and-art/)Explore how we can make art inspired by the sounds we hear. | ArtMaking animated drawngs |

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| Access Art: [**Sculpture, Structure, Inventiveness & Determination**](https://www.accessart.org.uk/sculpture-and-structure)What can artists learn from nature? |

 | D&T – Come dine with me. |
| Music | Charanga – Everyone! | Charanga – Everyone! | Charanga – Your Imagination | Charanga -Friendship Song | Charanga -Friendship Song | Charanga - Bring us together |  Charanga - Blackbird | Charanga - Dancing in the street |
| French |  |  |  |  |  | Transport | Y4 - Unit 5 – French Food – Miam Mian | Y5 - Unit 5 – Verbs in French week  |
| Term 6 |  | Reception  | Rec/ Year 1 | Year 1 | Year 2 | Year 2/ Year 3 | Year 3 | Year 4/ 5 | Year 5/ 6 |
| Learning topic  | Adventure  | Responsibility | Responsibility | Terrific Technology  | Terrific Technology  | Ancient Egypt |  |  |
| Curriculum focus  | **Understanding the World** | **Geography** | **Geography** | **History**  | **History**  | **History** | **History** | **History** |
| Focus week 22nd July | Take one Picture Take one Picture | Take one Picture | Take one Picture Take one Picture | Take one Picture | Take one Picture | Take one Picture | Take one Picture | Take one Picture |
| Class Book / novel |  | Betsy Buglove Saves the Bees. We’re Going on a Lion Hunt.  | Betsy Buglove Saves the Bees. We’re Going on a Lion Hunt. | The Bear and The PianoThe Wonder | The Bear and The PianoThe Wonder | Egyptian Cinderella | Yr 4Lost Happy EndingsThe Wolf’s StoryLittle Red Riding HoodLeon and the Place BetweenYr 5 Everest | Yr 5 EverestYr 6??? |
| Supplementary books  |  | The Owl who Was Afraid of the Dark, Where the Wild Things Are. Stanley’s Stick. Peace at Last. Bear Snores  | The Owl who Was Afraid of the Dark, Where the Wild Things Are. Stanley’s Stick | Little People Big Dreams Ada Lovelace  |  |  |  |  |
| Writing focus  | **ELG** Form most letters correctly Identifying sounds to spell words Write simple phrases and sentences that can be read by others  | Story writing,Recount (letters, diary entry, recount) | Story writing,Recount (letters, diary entry, recount) | Story writing,Recount (letters, diary entry, recount) | Story writing,Recount (letters, diary entry, recount) | Story writing,Recount (letters, diary entry, recount) | Story writing,Recount (letters, diary entry, recount) | Story writing,Recount (letters, diary entry, recount) |
| Values | Tolerance and Trust | Tolerance and Trust | Tolerance and Trust | Tolerance and Trust | Tolerance and Trust | Tolerance and Trust | Tolerance and Trust | Tolerance and Trust |
| Enrichment | School tripSports week / dayStay and PlayPeople in the community visit | School Trip to the Farm, Sports Week, people in the community visit.  | School Trip to the Farm, Sports Week, people in the community visit. |  |  |  |  | Year 6 residentialYear 5 climbing |
| Science | Welly Walk – seasonal change – **Summer**Observing the life cycle of a butterflyGrowing Beans | Plants | Plants | Animals including Humans | Animals Including Humans | light | Properties and changes of materials | Earth and Space |
| PSHE | Jigsaw PSHEChanging MeOllie Owl goes home for Great Manners | Jigsaw PSHEChanging Me | Jigsaw PSHEChanging Me | Jigsaw PSHEChanging Me | Jigsaw PSHEChanging Me | Jigsaw PSHEChanging Me | Jigsaw PSHE (Y4)Changing Me | Jigsaw PSHEChanging Me |
| RE | Special places | Special PlacesKey Question:What makes placesspecial?Religions:Christianity,Islam, Judaism | JudaismRites of Passage and good works-what is the best way for a Jew to show commitment to God? | Islam Hajj – does completing Hajj make a person a better Muslim? | Hinduism Pilgrimage to the River Ganges -would visiting the River Ganges feel special to a non-Hindu | Sikhism Prayer & Worship – what is the best way for a Sikh to show commitment to God? |

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| Christianity |

Beliefs & Practices – what is the best way for a Christians to show commitment to God? | Key Question:What is the best way for aMuslim to show commitmentto God? |
| PE | Gross opportunities – balance bikes / pedal bikes. Apparatus in the hallFine motor opportunities. Manipulating clay Using tools with increased dexterity Sports day readiness  | Games Unit 2  | Striking and Fielding / Team Games | Striking and Fielding / Team Games  | Striking and Fielding / Team Games | Swimming and rounders | Cricket/OAA | OAA/Swimming/Cricket |
| Computing  | Loggin on independently ready for Year 1  | Skill – Data handlingOnline safety – Managing online information and copyright and ownership | Skill – Data handlingOnline safety – Managing online information and copyright and ownership | Digital Media/ImagerySimple stop frame animationES - Copyright and ownership & Managing Online Information | Digital Media/ImagerySimple stop frame animationES - Copyright and ownership & Managing Online Information | Music and SoundData Handling | Handling DataUnit 4.3 Purple Mash spreadsheets | Ncce Data and Information: spread sheets (Year 6)ES – Copyright and ownership & Managing Online Information |
| DT / Art | Share my creation explaining the process and describing my changes Make any modificatuons needed I know that art is made by skilled artists Make use of props and materials when role playing ELG | DT – Fruit smoothies  | DT – fruit smoothies | DTCooking and nutrition: Balanced dietDiscovering the importance of a balanced diet and creating a tasty, balanced wrap to meet a design brief. | DTCooking and nutrition: Balanced dietDiscovering the importance of a balanced diet and creating a tasty, balanced wrap to meet a design brief. | DTTextiles: Cross-stitch and appliquéStructures: Constructing a castle |

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| Kapow: Adapting a recipe  |

Eastern European Theme.  | Access art shadow puppets |
| Music | Charanga – Our World | Charanga – Our world  | Charanga – Reflect, Rewind and Replay | Charanga -Reflect , rewind, replay | Charanga -Reflect , rewind, replay | Charanga - Reflect, rewind, replay | Charanga – Reflect, Rewind and Replay | Charanga – reflect, rewind, replay. |
| French |  |  |  |  |  | Unit 6 – A circle of life in French | YEAR 4 – Unit 6 – French and the Eurovision song contest | YEAR 5 – Unit 6 – Meet my French family  |