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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| EY | **Me and My Community**Exploring Autumn | **Big Wide World****Sparkle and Shine** | **Once Upon a Time: journeys****Winter Wonderland** | **Why do you love me so much?** | **Why do Ladybirds have Spots?** | **Who lives in a rock pool?** |
| **Saltholme – Sensory nature walk** |
| **Me and My Community**Exploring Autumn | **Starry Night**Sparkle and Shine | **Once Upon a Time: Traditional Tales**Winter Wonderland | **Are Eggs alive?** | **Why can’t I have chocolate for breakfast?** | **Sunshine and Sunflowers** Shadows and Reflections:**Saltholme – Sensory nature walk** |

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|  | **Autumn: History** | **Spring: Geography**  | Summer: History & **Geography / revisit / review** |
| KS1 Year A | **History: How has transport changed?**Key concepts- change, chronology, similarity, difference, source – **ART:** **Science -** Seasonal change and Everyday Materials, **DT** – mechanisms: Wheels and axles & Textiles: Puppets**R.E:** Unit 7 Who do Christians say made the world? (Creation)Unit 8 Why does Christmas matter to Christians? (Incarnation)**Computing:** Photos using camera – weather report | **Geography: What is similar and different between Port Clarence and York?**Key concepts- locality, climate, environment, population, region**Science -** Seasonal change and Plants **DT:** Mechanism: Easter mechanical animals **R.E:** Unit 9 Who is Jewish and how do they live? (Judaism)Unit 10 What do Christians believe God is like? (God)**Computing:** Unplugged Physical computing & Scratch Jr | **History: How has visiting the local area changed?**Key Concepts-change, community, chronology, evidence, source**Geography: Why do different animals live in different parts of the world?** Key concepts: climate, environment, landscape, biome, continent, location**Science** Seasonal change and Animals Including Humans **DT:** structures: constructing a windmill & Cooking and Nutrition: Smoothies**R.E:** Unit 11 What does it mean to belong to a faith community? (Thematic)Unit 12 How should we care for the world and for others, and why does it matter? (Thematic)**Computing:** Videos using clips – information of The Great Fire of London |
| **Saltholme – Land minibeasts, habitats, animals living in different habitats** |
| KS1Year B | **History: Who is the greatest explorer?**Key Concepts- change, community, chronology, similarity, difference, evidence, source – **ART:** **Science** Uses of everyday materials **DT**- mechanisms: Moving Christmas card, Textiles: Pouches**R.E:** Unit 13 What is the good news Christians believe Jesus brings? (Gospel)Unit 14 What is the good news Christians believe Jesus brings? (Gospel)**Computing:** Data handling with Numbers – bar chart from material hunt | **Geography: What are the wonders of the UK?**Key concepts- location, landscape, continent, environment, resources, development**Science** Plants and Living things and their habitats**DT:** Mechanisms: London Eye**R.E:** Unit 15 Who is a Muslim and how do they live? (Part 1) (Islam)Unit 16 Why does Easter matter to Christians? (Salvation)**Computing:** Unplugged Physical computing & Scratch Jr | **History: Why was the fire of London ‘Great’?** Key concepts- monarchy, sources, chronology, community, evidence, society, cause, consequence**Geography: Where would you rather live Port Clarence or Cairo?** Key concepts: location, continent, climate, environment, population, landscape, region, resources, development**Science** Animals Including Humans **DT:** Structures: Exploring stability & Cooking and nutrition: Tasty wraps**R.E:** Unit 17 Who is a Muslim and how do they live? (Part 2) (Islam)Unit 18 What makes some places special to believers? (Thematic)**Computing:** Multimedia – sequencing events of The Great Fire of London |
| **Saltholme – Plants, habitats and links with art**  |

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|  | **Autumn: History** | **Spring: Geography**  | Summer: History & **Geography / revisit / review** |
| LKS2Year A | **History: How do we know what it was like to live in the Stone Age – Iron Age?** Key Concepts- source, chronology, evidence, civilization, community, society, culture, invasion**Science** - Forces and Magnets**DT:** Mechanical systems: Sling shot car, Structures: 3D Christmas Card or decoration**R.E:** Unit 19 What is it like for someone to follow God? (People of God)Unit 20 What is the Trinity and why is it important for Christians? (Incarnation/God)**Computing:** multimedia using iMovie – making own Xmas bauble | **Geography: Why do some people live in dangerous places?** Key Concepts-landscape, environment, source, fertile, settlement, process**Science –** Light & Plants **DT:** Digital world: Mindful minute timer**R.E:** Unit 21 How do festivals and worship show what matters to a Muslim? (Islam)Unit 22 How do festivals and family life show what matters to Jewish people? (Judaism)**Computing:** Physical computing with Micro:Bit & computer networks  | **History: What do the pyramids tell us about Ancient Egypt?** Key Concepts-chronology, civilization, culture, community, society, diversity**Geography: What is great about Italy (apart from the ice cream)?** Key Concepts- landscape, environment, fertile, population, climate, settlement, sustainability**Science** Rocks & Animals Including Humans **DT:** Textiles Egytpian collar & Cooking and nutrition: eating seasonally**R.E:** Unit 23 What do Christians learn from the creation story? (Creation/Fall)Unit 24 How and why do people try to make the world a better place? (Thematic)**Computing:** Data Handling using numbers and data logging- information collected used to create iMovie |
| **Saltholme – End of Spring Term – Plants and artists inspired by nature** |
|  | **Autumn: History** | **Spring: Geography**  | Summer: History & **Geography / revisit / review** |
| LKS2Year B | **History: What did the Romans do for us?**Key Concepts- chronology, evidence, empire, rebellion, invasion, opposition, society, government **Art:** **Science-** Animals including humans & States of matter**DT:** Mechanical Systems: Pneumatic toys & Textiles: Fastenings**R.E:** Unit 25 What kind of world did Jesus want? (Gospel)Unit 26 For Christians, when Jesus left; what was the impact of Pentecost? (Kingdom of God)**Computing:** multimedia using Garageband – iMovie about digestive system | **Geography: What makes mountains magnificent?**Key concepts- location, landscape, continent, environment, vegetation, sustainability**Science** Electricity**DT:** Electrical systems: Torches**R.E:** Unit 27 What do Hindus believe God is like? (Hindus)Unit 28 Why do Christians call the day that Jesus died ‘Good Friday’? (Salvation)**Computing:** Physical computing with Micro:Bit | **History: What elements of Ancient Greek civilization are we still using today?**Key Concepts- chronology, civilization, culture, society, diversity, democracy, legacy**Geography: What makes Whitby wonderful?**Key concepts- location, landscape, environment, trade, population, diversity**Science** Living things and their habitats & Sound **DT:** structures: Bandstand & Cooking and Nutrition: Adapting a recipe**R.E:** Unit 29 What does it mean to be a Hindu in Britain today? (Hindus)Unit 30 How and why do people mark the significant events of life? (Thematic)**Computing:** Multimedia – Tourist information about Streonshalh  |
| **Saltholme – Power of reading text - Birds** |

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|  | **Autumn: History** | **Spring: Geography**  | Summer: History & **Geography / revisit / review** |
| UKS2Year A | **History: How do we know what it was like to live an Anglo-Saxon Life?**Key Concepts- chronology, evidence, settlement, diversity, culture, society, invaders, oppression, opposition. Monarchy**Science** Properties and changes of materials**DT:** Mechanical systems: Pop up Christmas card & Electrical Systems: Doodles**R.E:** Unit 31 What does it mean if Christians believe God is Holy and loving? (God)Unit 32 What does it mean to be a Muslim in Britain today? (Islam)**Computing:** Podcasting using Pages and GarageBand – Podcast from an Anglo-Saxon chief | **Geography: How have rivers and seas influenced where we live?**Key Concepts- location, source, vegetation, settlement, trade, sustainability, processes**Science -** Earth & Space & Forces **DT:** Digital World: Navigating World**R.E:** Unit 33 Why is the Torah so important to Jewish people? (Judaism)Unit 34 Creation and science, conflicting or complimentary? (Creation/Fall)**Computing:** Physical computing with Micro:Bit, Computer networks | **History: What is the lasting legacy of the Mayan civilization?**Key Concepts- chronology, evidence, settlement, diversity, society, culture, civilization, monarchy, conflict**Geography: What has South America got that the UK hasn’t?**Key Concepts- Location, source, vegetation, settlement, trade sustainability, fertile, development**Science** living things and their habitats & Animals including humans **DT:** Structures: Bird Boxes & Cooking and Nutrition: Developing a recipe**R.E:** Unit 35 How can following God bring freedom and justice? (People of God)Unit 36 What matters most to Humanists and Christians? (Thematic)**Computing:** Stop Motion using iMotion – animation of building Transporter Bridge |
| **Saltholme – living things and their habitats – field work skills** |
| UKS2Year B | **History: How did Britain change as a result of WWII?**Key Concepts- Invasion, Monarchy, Tyranny, rebellion, oppression, opposition, government, chronology, source, evidence**Science** Evolution and inheritance & Light **DT:** Mechanical systems: Automata moving toy & Electrical Systems: Steady hand game**R.E:** Unit 37 Christians and how to live: what would Jesus do? (Gospel)Unit 38 Why do Christians believe that Jesus was the Messiah? (Incarnation)**Computing:** 3D modelling using TinkeCAD – Saltholme presentation | **Geography: Is world trade always fair?**Key concepts- trade, sustainability, region, development, diversity, sources, resources**Science** Living things and their habitats **DT:** Electricity- Digital world: Monitoring devices **R.E:** Unit 39 Why do Hindus want to be good? (Hindus)Unit 40 What difference does the resurrection make to Christians? (What do Christians believe Jesus did to ‘save’ people?) (Salvation)**Computing:** Physical computing with Micro:Bit, Computer networks | **History: Was it the ironstone in the Cleveland Hills that made Teesside what it is today?** Key Concepts- source, rebellion, oppression, society, community, evidence, chronology**Geography: The worlds natural resources- save or spend?** Key concepts- resources, region, settlement, trade, development, sustainability, diversity**Science** Animals including humans **DT:** Structures: Bridges & Cooking and Nutrition: Come dine with me**R.E:** Unit 41 For Christians, what kind of king is Jesus? (Kingdom of God)Unit 42Why do some people believe in God and some not? How does faith help people when life gets hard? (Thematic)**Computing:** Showcase using all Apps  |
| **Saltholme – Evolution and ‘Conservation’ project** |

Music- weekly, PSHE- weekly, PE- 2 sessions per week, MFL - Spanish