

## Overview

| Year 1   | Autumn 1  | Autumn 2  | Spring 1   | Spring 2   | Summer 1  | Summer 2  |
|--|---|---|--|--|---|---|
|  | Penguins, Possums and Pigs  | Fire! Fire!   | Growth and Green Fingers   | Family Album   | The Great Outdoors  | Robots  |
| Lead Subjects  | <b>Geography</b><br>Hot and cold areas of the world   | <b>History</b><br>Events beyond living memory - Great Fire of London                  | <b>Science</b><br>Plants - basic structure and observing growth over time  | <b>History</b><br>Changes within living memory   | <b>Science</b><br>Everyday materials - naming of materials and their properties     | <b>Science</b><br>Human body and senses   |
|  | <b>Science</b><br>Common animals other than humans and their basic structure  | <b>Design and Technology</b><br>Mechanisms - pop ups and simple card levers           | <b>Design and Technology</b><br>Food - preparing and combining foods   | <b>Art and Design</b><br>Self-portraits - drawing and painting in charcoal, chalk, pastels and watercolours developed into digital art                       | <b>Geography</b><br>Fieldwork in the school grounds                                 | <b>Music</b><br>Experimenting with and creating musical patterns  |
|  | <b>Art and Design</b><br>Drawing in pastel developed into 3D using clay   | <b>Music</b><br>Using voices expressively - singing songs, speaking chants and rhymes | <b>Art and Design</b><br>Observational drawings and paintings developed into printmaking   | <b>Geography</b><br>UK countries and capital cities  | <b>Design and Technology</b><br>Structures - stability and strength                 |   |
|  |   |   |  |  | <b>Physical Education</b><br>Outdoor and adventurous activities - developing trails |   |
| Additional Subjects  | <b>PSHE</b>   | <b>Art and Design</b>   |  | <b>Music</b>   | <i>tbc February 2015</i>  | <i>tbc April 2015</i>   |
|  | <b>History</b>  |   |  |  |   |   |
|  | <b>Computing - Information Technology (IT), Computer Science (CS), Digital Literacy (DL)</b>                                |   |  |  |   |   |
|  | IT - text and images  | IT - digital research   | CS / IT - computational thinking   | IT / DL - recognise common uses of IT beyond school / hardware   | IT - digital research   | CS - programming  |
| <b>Mathematics</b>   |   |   |  |  |   |   |
| Additional opportunities for contextual learning and using and applying mathematics linked to the themes. Lancashire mathematics planning should be used for discrete mathematics lessons. |   |   |  |  |   |   |
| English  | <b>English</b>  |   |  |  |   |   |
|  | Stories by the same author<br>Non-chronological reports<br>Poems on a theme   | Repetitive patterned stories<br>Poems on a theme<br>Range of non-fiction texts        | Classic stories<br>Instructions<br>Traditional rhymes  | Traditional tales<br>Recounts  | Stories with familiar settings<br>Non-fiction texts: booklets<br>Traditional rhymes | Stories with fantasy settings<br>Recounts<br>Poems for learning by heart  |
| Ongoing  | <b>Science</b><br>Nature and field journals - observations over time of seasonal changes, plants, weather and length of day | <b>Geography</b>  | <b>Physical Education</b><br>Master basic movements and begin to apply these in a range of activities. These activities must include team games and performing dances. Lancashire KS1 PE scheme of work would support children's learning in PE. | <b>eSafety</b><br>Whenever children are engaged in electronic communication, establish and reinforce messages about using technology safely and responsibly. | <b>English</b>  | Spelling and handwriting should be taught discretely. Refer to the key learning in writing document for progression guidance. |

# Overview

| Year 2         | Autumn 1   | Autumn 2   | Spring 1   | Spring 2   | Summer 1  | Summer 2  |   |
|----------------|--|--|--|--|---|---|---|
|                | The Place Where I Live   | Fighting Fit   | Explorers  | The Farm Shop  | Wind in the Willows   | Buckets and Spades  |   |
| Lead Subjects  | <b>History</b><br>Significant places in their own locality (including schools and playgrounds)   | <b>Science</b><br>Humans - what humans need to survive, human growth and exercise                            | <b>History</b><br>Significant people - Neil Armstrong and Christopher Columbus   | <b>Science</b><br>Human health and nutrition; requirements for plant growth  | <b>Science</b><br>Living things and habitats  | <b>Science</b><br>Uses of everyday materials - suitability of different materials for particular uses   |   |
|                | <b>Geography</b><br>Small area of the UK - where I live and play   | <b>Art and Design</b><br>Figure drawing with proportions using wooden figures developed into clay            | <b>Geography</b><br>Small area in a contrasting non-European country   | <b>Design and Technology</b><br>Food - the eatwell plate, where food comes from, principles of a healthy diet  | <b>Geography</b><br>Seasonal and daily weather  | <b>History</b><br>Events beyond living memory or places in their locality - the seaside then and now  |   |
|                | <b>Art and Design</b><br>Drawings and paintings of local area developed into printmaking   | <b>Music</b><br>Rehearse and perform with others, starting and finishing together and keeping a steady pulse | <b>Design and Technology</b><br>Mechanisms - wheels and axles  |  |   | <b>Design and Technology</b><br>Textiles - using a template, simple joining, choice of stitches, choice of materials                            | <b>Art and Design</b><br>Collage using papers, fabric materials, drift wood |
|                | <b>Music</b><br>Listening - experiencing how sounds can be made in different ways  |  |  |  | <b>Music</b><br>Listening - know how music is used descriptively for a particular purpose |   |   |
|                | <b>Additional Subjects</b>   | <b>PSHE</b>  | <b>Physical Education</b>  | <b>Music</b>   | <b>Art and Design</b>   | <i>tbc February 2015</i>  | <i>tbc April 2015</i>   |
|                |  | <b>Computing - Information Technology (IT), Computer Science (CS), Digital Literacy (DL)</b>                 |  |  |   |   |   |
|                | IT - sound / multimedia  | DL - electronic communication  | CS - computational thinking / programming  | IT - data handling   | IT - presenting information   | CS - programming  |   |
|                | <b>Mathematics</b>   |  |  |  |   |   |   |
|                | Additional opportunities for contextual learning and using and applying mathematics linked to the themes. Lancashire Mathematics Planning should be used for discrete mathematics lessons. |  |  |  |   |   |   |
| <b>English</b> | <b>English</b>   |  |  |  |   |   |   |
|                | Stories with familiar settings<br>Non-chronological reports<br>Poems on a theme  | Traditional tales with a twist<br>Instructions   | Stories by the same author<br>Non-chronological reports  | Stories with familiar settings<br>Persuasion<br>Riddles  | Animal adventure stories<br>Classic poems<br>Recount: letters                             | Story as a theme<br>Explanations<br>Poems on a theme  |   |
| <b>Ongoing</b> | <b>Science</b><br>Nature and field journals - observations of plants and animals in their local environment throughout the year  | <b>Geography</b>   | <b>Physical Education</b><br>Master basic movements and begin to apply these in a range of activities. These activities must include team games and performing dances. Lancashire KS1 PE scheme of work would support children's learning in PE. | <b>eSafety</b><br>Whenever children are engaged in electronic communication, establish and reinforce messages about using technology safely and responsibly. | <b>History</b><br>Black History Month (Rosa Parks/Mary Seacole)                           | <b>English</b><br>Spelling and handwriting should be taught discretely. Refer to the key learning in writing document for progression guidance. |   |

# Overview

| Year 3   | Autumn 1  | Autumn 2   | Spring 1   | Spring 2  | Summer 1  | Summer 2  |
|--|---|--|--|---|---|---|
|  | There's No Place Like Home  | Healthy Humans   | Rock and Roll!   | The Iron Man  | What the Romans Did For Us  | How Does Your Garden Grow?  |
| <b>Lead Subjects</b>   | <b>Geography</b><br>The region where I live (UK); OS mapwork plus fieldwork in the local area | <b>Science</b><br>Nutrition, diet and movement and the skeleton  | <b>Science</b><br>Rocks and fossils  | <b>Design and Technology</b><br>Mechanical systems - levers and linkages  | <b>History</b><br>Roman Britain   | <b>Science</b><br>Plants - functions or parts and plant growth                        |
|  | <b>History</b><br>Local history   | <b>Design and Technology</b><br>Food - simple dish - the eatwell plate   | <b>History</b><br>Ancient Britain - Stonehenge   | <b>Science</b><br>Forces and magnets                                      | <b>Geography</b><br>A region in the UK - Lake District  | <b>Design and Technology</b><br>Structures - shell/frame structures and strengthening |
|  |   | <b>Art and Design</b><br>3D clay or textile sculpture  | <b>Geography</b><br>Key aspects of volcanoes and earthquakes   | <b>Music</b><br>Performing - practise, rehearse and present a performance | <b>Art and Design</b><br>Painting on plaster, mosaics and digital mosaics   |   |
|  |   | <b>Music</b><br>Creating - experiment with and create musical patterns for dance   | <b>Art and Design</b><br>Observational drawing of fossils developed into print   |   | <b>Physical Education</b><br>Games - performing in an athletic event (Gladiator games)  |   |
| <b>Additional Subjects</b>   | <b>PSHE</b>   | <b>Physical Education</b>  | <b>Music</b>   | <b>Art and Design</b>   | <i>tbc February 2015</i>  | <i>tbc April 2015</i>   |
| <b>Computing - Information Technology (IT), Computer Science (CS), Digital Literacy (DL)</b>   |   |  |  |   |   |   |
|  | IT - movies / multimedia  | CS - programming / computational thinking  | IT / DL - digital research   | CS - programming / hardware   | DL / CS - communication and collaboration / networking  | IT - presenting information   |
| <b>Mathematics</b>   |   |  |  |   |   |   |
| Additional opportunities for contextual learning and using and applying mathematics linked to the themes. Lancashire Mathematics Planning should be used for discrete mathematics lessons. |   |  |  |   |   |   |
| <b>English</b>   | <b>English</b>  |  |  |   |   |   |
|  | Folk Tales<br>Recount: biographies  | Fables<br>Poems with a structure<br>Persuasion: letters  | Story as a theme<br>Poems on a theme<br>Discussion   | Novel as a theme<br>Recount: diaries                                      | Playscripts<br>Non-chronological reports  | Mystery stories<br>Explanations<br>Classic poetry                                     |
| <b>Ongoing</b>   | <b>Science</b><br>Standalone unit on light - shadows and reflections                          | <b>Physical Education</b><br>Pupils should continue to apply and develop a broader range of skills and use them in a range of activities. These must include modified team games, dance, gymnastic, athletic and outdoor and adventurous activities. Lancashire KS2 PE scheme would support children's learning in PE. | <b>eSafety</b><br>Whenever children are engaged in electronic communication, establish and reinforce messages about using technology safely, respectfully and responsibly. |   | <b>English</b><br>Spelling and handwriting should be taught discretely. Refer to the key learning in writing document for progression guidance. |   |

## Overview

| Year 4   | Autumn 1  | Autumn 2   | Spring 1  | Spring 2   | Summer 1   | Summer 2  |
|--|---|--|---|--|--|---|
|  | Sparks Might Fly!   | The Great Plague   | The Art of Food   | Passport to Europe   | Water, Water Everywhere  | Hunted  |
| Lead Subjects  | <b>Science</b><br>Electricity - series circuits, switches, conductors, insulators                               | <b>History</b><br>A theme in British history beyond 1066 - The Great Plague of 1665  | <b>Science</b><br>Teeth and the digestive system                              | <b>Geography</b><br>Contrasting region in a European country   | <b>Science</b><br>States of matter   | <b>Design and Technology</b><br>Food - simple savoury food and cooking techniques   |
|  | <b>Design and Technology</b><br>ICT and electrical systems - control and electrical components                  | <b>Geography</b><br>Rubbish and recycling - environmental study  | <b>Art and Design</b><br>Drawing and painting of still life into 3D sculpture | <b>Design and Technology</b><br>Textiles - seams, stiffening and strengthening, materials and fastenings   | <b>Geography</b><br>Key aspects of rivers  | <b>Science</b><br>Habitats - grouping and classifying plants and animals  |
|  | <b>Music</b><br>Creating - explore, choose, combine and organise musical ideas using an electronic sound source | <b>Art and Design</b><br>Drawing developed into printmaking, rotating and translating images   |   | <b>Music</b><br>Listening to music from different cultures; experience how music is produced in different ways   | <b>History</b><br>Ancient Egypt (including the River Nile)                                       |   |
|  |   |  |   |  | <b>Art and Design</b><br>Abstract painting; relief paintings, large and small scale with texture |   |
| Additional Subjects  | <b>PSHE</b>   |  |   | <b>Art and Design</b>  | <i>tbc February 2015</i>   | <i>tbc April 2015</i>   |
|  | <b>Computing - Information Technology (IT), Computer Science (CS), Digital Literacy (DL)</b>                    |  |   |  |  |   |
|  | CS - programming / hardware   | IT - data handling   | IT- graphics and images / modelling and simulation                            | IT - sound / multimedia  | IT / DL - digital research   | CS - computational thinking   |
|  | <b>Mathematics</b>  |  |   |  |  |   |
| Additional opportunities for contextual learning and using and applying mathematics linked to the themes. Lancashire Mathematics Planning should be used for discrete mathematics lessons. |   |  |   |  |  |   |
| English  | <b>English</b>  |  |   |  |  |   |
|  | Stories with fantasy settings<br>Explanations<br>Film and playscripts   | Fairy tales<br>Classic poetry<br>Recount: newspapers   | Stories with issues and dilemmas<br>Persuasion                                | Novel as a theme<br>Non-chronological reports  | Stories with a theme<br>Information booklets<br>Poetry with a structure                          | Folk tales<br>Debate  |
| Ongoing  | <b>Science</b><br>Standalone unit on sound  | <b>Physical Education</b><br>Pupils should continue to apply and develop a broader range of skills and use them in a range of activities. These must include modified team games, dance, gymnastic, athletic and outdoor and adventurous activities. Lancashire KS2 PE scheme would support children's learning in PE. |   | <b>eSafety</b><br>Whenever children are engaged in electronic communication, establish and reinforce messages about using technology safely, respectfully and responsibly. |  | <b>English</b><br>Spelling and handwriting should be taught discretely. Refer to the key learning in writing document for progression guidance. |

## Overview

| Year 5                     | Autumn 1   | Autumn 2   | Spring 1   | Spring 2   | Summer 1  | Summer 2  |
|----------------------------|--|--|--|--|---|---|
|                            | A Kingdom United   | Food, Glorious Food!   | Earthlings   | Inventors and Inventions   | Amazon Adventure  | Faster, Higher, Stronger  |
| <b>Lead Subjects</b>       | <b>Geography</b><br>UK cities, counties and key features - research  | <b>Geography</b><br>World food - where does food come from?  | <b>Science</b><br>Earth and space  | <b>History</b><br>Early Islamic civilization - Baghdad c AD900   | <b>Geography</b><br>Contrasting region - Amazon Basin, rainforest, biomes   | <b>History</b><br>Ancient Greece (including sport)  |
|                            | <b>Music</b><br>Listening to and performing a range of music from around the UK including anthems  | <b>Design and Technology</b><br>Food - food from another culture, variety of cooking techniques  | <b>Music</b><br>Listening to high quality recorded music and how musical elements can be used to create effects, i.e. film music | <b>Design and Technology</b><br>Mechanical systems - cams, pulleys and gears   | <b>Science</b><br>Life cycle changes in animals and plants; naturalists (e.g. David Attenborough)                           | <b>Science</b><br>Animals including humans - growth and development of humans PLUS exercise and the circulatory system                          |
|                            | <b>History</b><br>Britain's settlement by Anglo-Saxons and Scots (including place names)   | <b>Science</b><br>Materials - reversible and irreversible changes  | <b>Art and Design</b><br>Drawing and painting developed into abstract textured paintings   | <b>Science</b><br>Forces and falling objects   | <b>Design and Technology</b><br>3D Textiles - using gussets, using patterns, joining with seam allowance, combining fabrics | <b>Art and Design</b><br>Figure drawing developed into 3D sculpture   |
|                            | <b>Physical Education</b><br>Dance - perform a traditional dance from the UK or beyond   |  |  |  | <b>Art and Design</b><br>Painting developed into printmaking/collage and digital art  | <b>Music</b><br>Creating - improvise, develop and perform rhythmic compositions using graphic notation  |
|                            |  |  |  |  |   |   |
|                            |  |  |  |  |   |   |
| <b>Additional Subjects</b> | <b>PSHE</b>  | <b>Art and Design</b>  |  | <b>Music</b>   | <i>tbc February 2015</i>  | <i>tbc April 2015</i>   |
|                            | <b>Computing - Information Technology (IT), Computer Science (CS), Digital Literacy (DL)</b>   |  |  |  |   |   |
|                            | IT - data handling   | DL / CS - collaboration / networking   | IT - modelling   | CS - programming / computational thinking  | IT - multimedia   | CS - programming  |
|                            | <b>Mathematics</b><br>Additional opportunities for contextual learning and using and applying mathematics linked to the themes. Lancashire Mathematics Planning should be used for discrete mathematics lessons. |  |  |  |   |   |
| <b>English</b>             | <b>English</b>   |  |  |  |   |   |
|                            | Legends<br>Persuasion  | Stories with historical settings<br>Film and play scripts<br>Classic narrative poetry  | Science fiction stories<br>Information booklets<br>Poems with a structure  | Novel as a theme<br>Magazine: information text hybrid  | Stories from other cultures<br>Debate   | Myths<br>Reports<br>Poems with figurative language  |
| <b>Ongoing</b>             | <b>Science</b><br>Standalone unit on material properties - comparative / fair tests of everyday materials. This could be a theme for a science week over four or five afternoons.                                | <b>Physical Education</b><br>Pupils should continue to apply and develop a broader range of skills and use them in a range of activities. These must include modified team games, dance, gymnastic, athletic and outdoor and adventurous activities. Lancashire KS2 PE scheme would support children's learning in PE. |  | <b>eSafety</b><br>Whenever children are engaged in electronic communication, establish and reinforce messages about using technology safely, respectfully and responsibly. |   | <b>English</b><br>Spelling and handwriting should be taught discretely. Refer to the key learning in writing document for progression guidance. |

# Overview

| Year 6   | Autumn 1   | Autumn 2   | Spring 1  | Spring 2   | Summer 1  | Summer 2  |  |
|--|--|--|---|--|---|---|--|
|  | Survival!  | Britten's Got Talent?  | Heroes and Villains   | Super Sleuth   | Oh! I Do Like To Be Beside The Seaside  |   |  |
| <b>Lead Subjects</b>   | <b>Science</b><br>Evolution and inheritance - adaptation, survival of the fittest, reproduction and passing on traits  | <b>Music</b><br>Understanding of the history of music, including Britten; performing - A New Year Carol by Britten | <b>Science</b><br>Famous scientists and their contributions to the world                          | <b>Science</b><br>Classification including subdivisions for vertebrates and invertebrates  | <b>Design and Technology</b><br>Combining learning from across design and technology skills bases - structures, mechanical systems, electrical systems, ICT programming and control |   |  |
|  | <b>Physical Education</b><br>Evolution of dance - create and perform dance pieces from a range of dance crazes   | <b>Physical Education</b><br>Dance - create and perform a collaborative or individual dance piece                  | <b>Design and Technology</b><br>Food - chefs, food heroes, designing a healthy menu/eatwell plate | <b>History</b><br>Viking and Anglo-Saxon struggle for the Kingdom of England   | <b>History</b><br>Aspect of British history beyond 1066 - leisure and entertainment   |   |  |
|  | <b>Art and Design</b><br>Drawing and painting developed into digital art; developing sketchbook ideas  | <b>Science</b><br>Light - exploring the way light behaves including light sources, reflection, shadows             |   |  |   | <b>Art and Design</b><br>Drawing and painting developed into collage / batik / felt making  |  |
|  | <b>Geography</b><br>World's countries and key features - research  | <b>Art and Design</b><br>Painting inspired by music  |   |  |   | <b>Music</b><br>Creating - explore, choose and organise musical structures, e.g. composing a rap  |  |
|  |  |  |   |  |   | <b>Geography</b><br>Human geography, land use, economic activity, OS mapwork  |  |
|  |  |  |   |  |   | <b>Science</b><br>Electricity   |  |
| <b>Additional Subjects</b>   | <b>PSHE</b>  |  | <b>Art and Design</b>   | <b>Music</b>   | <i>tbc February 2015</i>  |   |  |
|  | <b>Computing - Information Technology (IT), Computer Science (CS), Digital Literacy (DL)</b>   |  |   |  |   |   |  |
|  | IT / DL - digital research   | IT - multimedia  | CS - computational thinking   | IT / CS / DL - digital research, communication and collaboration / networking  | CS - programming / computational thinking / hardware  |   |  |
| <b>Mathematics</b><br>Additional opportunities for contextual learning and using and applying mathematics linked to the themes. Lancashire Mathematics Planning should be used for discrete mathematics lessons. |  |  |   |  |   |   |  |
| <b>English</b>   | <b>English</b>   |  |   |  |   |   |  |
|  | Novel as a theme<br>Biography  | Classic fiction<br>Poetry – Songs and Lyrics<br>Persuasion: A Formal Review  | Older literature<br>Information text hybrid<br>Poems with imagery                                 | Detective / crime fiction<br>Explanations  | Short stories with flashbacks<br>Novel as a theme<br>Classic narrative poetry   | Recount: autobiography<br>Debates / discussion<br>Poems on a theme  |  |
| <b>Ongoing</b>   | <b>Physical Education</b><br>Pupils should continue to apply and develop a broader range of skills and use them in a range of activities. These must include modified team games, dance, gymnastic, athletic and outdoor and adventurous activities. Lancashire KS2 PE scheme would support children's learning in PE. |  |   | <b>eSafety</b><br>Whenever children are engaged in electronic communication, establish and reinforce messages about using technology safely, respectfully and responsibly. |   | <b>English</b><br>Spelling and handwriting should be taught discretely. Refer to the key learning in writing document for progression guidance. |  |