

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 a four year cycle

	Term Topic	Cycle A 2020/21	Term Topic	Cycle B 2021/22
Maths	KS1 Autumn	Y1 Number: Place Value (within 10) Number: Addition and Subtraction (within 10) Geometry: Shape Number: Place Value (within 20) Y2 Number: Place Value Number: Addition and Subtraction Measurement: Money Number: Multiplication and Division	KS1 Autumn	Y1 Number: Place Value (within 10) Number: Addition and Subtraction (within 10) Geometry: Shape Number: Place Value (within 20) Y2 Number: Place Value Number: Addition and Subtraction Measurement: Money Number: Multiplication and Division
	KS1 Spring	Y1 Number: Addition and Subtraction (within 20) Number: Place Value (within 50) multiples of 2, 5, 10 Measurement: Length and Height, Weight and Volume Y2 Number: Multiplication and Division Statistics Geometry: Properties of Shape Number: Fractions Measurement: Length and Height	KS1 Spring	Y1 Number: Addition and Subtraction (within 20) Number: Place Value (within 50) multiples of 2, 5, 10 Measurement: Length and Height, Weight and Volume Y2 Number: Multiplication and Division Statistics Geometry: Properties of Shape Number: Fractions Measurement: Length and Height
	KS1 Summer	Y1 Number: Multiplication and Division Number: Fractions Geometry: Position and Direction Number: Place Value (within 100) Measurement: Money, Time	KS1 Summer	Y1 Number: Multiplication and Division Number: Fractions Geometry: Position and Direction Number: Place Value (within 100) Measurement: Money, Time

	<p>Y2 Geometry: Position and Direction Problem solving and efficient methods Measurement: Time Measurement: Mass, Capacity and Temperature Investigations</p>		<p>Y2 Geometry: Position and Direction Problem solving and efficient methods Measurement: Time Measurement: Mass, Capacity and Temperature Investigations</p>
KS2 Autumn	<p>Y3 Number: Place Value Number: Addition and Subtraction Number: Multiplication and Division</p> <p>Y4 Number: Place Value Number: Addition and Subtraction Measurement: Length and Perimeter Number: Multiplication and Division</p> <p>Y5 Number: Place Value Number: Addition and Subtraction Statistics Number: Multiplication and Division Measurement: Perimeter and Area</p> <p>Y6 Number: Place Value Number: Addition and Subtraction, Multiplication and Division Number: Fractions Geometry: Position and Direction</p>	KS2 Autumn	<p>Y3 Number: Place Value Number: Addition and Subtraction Number: Multiplication and Division</p> <p>Y4 Number: Place Value Number: Addition and Subtraction Measurement: Length and Perimeter Number: Multiplication and Division</p> <p>Y5 Number: Place Value Number: Addition and Subtraction Statistics Number: Multiplication and Division Measurement: Perimeter and Area</p> <p>Y6 Number: Place Value Number: Addition and Subtraction, Multiplication and Division Number: Fractions Geometry: Position and Direction</p>
KS2 Spring	<p>Y3 Number: Multiplication and Division Measurement: Money Statistics Measurement: Length and Perimeter Number: Fractions</p> <p>Y4 Number: Multiplication and Division Measurement: Area</p>	KS2 Spring	<p>Y3 Number: Multiplication and Division Measurement: Money Statistics Measurement: Length and Perimeter Number: Fractions</p> <p>Y4 Number: Multiplication and Division Measurement: Area</p>

	<p>Number: Fractions Number: Decimals</p> <p>Y5 Number: Multiplication and Division Number: Fractions Number: Decimals and Percentages</p> <p>Y6 Number: Decimal Number: Percentages Number: Algebra Measurement: Converting Units Measurement: Perimeter, Area and Volume Number: Ratio</p>	<p>Number: Fractions Number: Decimals</p> <p>Y5 Number: Multiplication and Division Number: Fractions Number: Decimals and Percentages</p> <p>Y6 Number: Decimal Number: Percentages Number: Algebra Measurement: Converting Units Measurement: Perimeter, Area and Volume Number: Ratio</p>
KS2 Summer	<p>Y3 Number: Fractions Measurement: Time Geometry: Properties of Shape Measurement: Mass and Capacity</p> <p>Y4 Number: Decimals Measurement: Money Measurement: Time Statistics Geometry: Properties of Shape Geometry: Position and Direction</p> <p>Y5 Number: Decimals Geometry: Properties of Shape Geometry: Position and Direction Measurement: Converting Units Measurement: Volume</p> <p>Y6 Geometry: Properties of Shape Problem Solving Statistics Investigations</p>	<p>KS2 Summer</p> <p>Y3 Number: Fractions Measurement: Time Geometry: Properties of Shape Measurement: Mass and Capacity</p> <p>Y4 Number: Decimals Measurement: Money Measurement: Time Statistics Geometry: Properties of Shape Geometry: Position and Direction</p> <p>Y5 Number: Decimals Geometry: Properties of Shape Geometry: Position and Direction Measurement: Converting Units Measurement: Volume</p> <p>Y6 Geometry: Properties of Shape Problem Solving Statistics Investigations</p>

Reading /Writing	KS1Autumn Knights and Castles	Rapunzel The Princess and the White Bear The puffin book of fantastic first poems How to find Gold	KS1 Autumn Fire and Water!	Lila and the secret of Rain Winter Sleep Out and about a first book of poems Pattan’s Pumpkin
	KS1 Spring Childhood through Time	Halibut Jackson If the World Were One Day on Our Blue Planet	KS1 Spring NHS	Claude in the city The Dark The Robot and the Bluebird by David Lucas
	KS1 Summer Our Planet	Grace and Family Humming Bird The Snail and the whale	KS1 Summer Toys and Games	Leaf Olga Da Polga The adventures of egg box dragon
	KS2 Autumn Rainforest	LKS2 The Great Kapok Tree by Lynne Cherry The Bluest of the Blue by Fiona Robinson Gorilla by Anthony Browne UKS2 Journey to the River Sea by Eva Ibbotson Sensational! Poems inspired by the five senses by Roger McGough Shackleton’s Journey by William Grill	KS2 Autumn Under Attack!	LKS2 Escape from Pompeii by Christina Balit Romans on the Rampage by Jeremy Strong The Tin Forest by Helen Ward – continue into Spring UKS2 Warrior Heroes: The Gladiator’s Victory by Ben Hulme-Cross King of the Sky by Nicola Davies
	KS2 Spring Caveman to Celts	LKS2 Into the Forest by Anthony Browne Ug: Boy Genius of the Stone Age by Raymond Briggs Pebble in My Pocket by Meredith Hooper UKS2 The Viewer by Gary Crew The London Eye Mystery by Sioban Dowd Cosmic by Frank Cottrell Boyce	KS2 Spring Bright lights, super sounds	LKS2 The King Who Banned the Dark by Emily Haworth-Booth Leon and the Place Between by Angela McAllister UKS2 The Song from Somewhere Else by A. F. Harrold Tuesday by David Wiesner Alma short video clip by Pixar
	KS2 Summer Evacuees	LKS2 The Green Ship by Quentin Blake The Miraculous Journey of Edward Tulane by Kate DiCamillo I am a Rat by Philip Pullman UKS2 Goodnight Mr Tom by Michelle Magorian Pax by sara Penny packer	KS2 Summer Walk like an Egyptian!	LKS2 The Egyptians Cinderella by Shirley Climo The Firework Maker’s Daughter by Philip Pullman Varjak Paw by S.F Said UKS2 Secrets of a Sun King by Emma Carroll Dark Sky Park by Philip Gross

		Beyond the Lines – Short video clip – Literacy Shed		Fox by Margaret Wild
Science	KS1 Autumn Knights and Castles	<p>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</p> <p>Plant 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 of common flowering plants, including trees 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</p>	KS1 Autumn Fire and Water	<p>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) identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <p>Seasonal Change observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies</p>
	KS1 Spring Childhood through Time	<p>Animals, including humans Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 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) identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <p>Animals, including humans (continued) identify and name a variety of common animals including 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)</p> <p>Seasonal Change</p>	KS1 Spring NHS	<p>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</p> <p>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 of common flowering plants, including trees</p> <p>Animals and Plants 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.</p>

	<p>observe changes across the 4 seasons</p> <p>observe and describe weather associated with the seasons and how day length varies</p>		<p>Identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different food sources.</p>
<p>KS1 Summer Our Planet</p>	<p>Living Things and Their Habitats</p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>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</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>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</p>	<p>KS1 Autumn Toys and Games</p>	<p>Materials:</p> <p>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for uses</p> <p>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p> <p>Living Things and Their Habitats</p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>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</p>
Lower Key Stage 2			
<p>KS2 Autumn Rainforests</p>	<p>Plants</p> <p>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>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</p> <p>investigate the way in which water is transported within plants</p> <p>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p>	<p>KS2 Autumn Under Attack!</p>	<p>Materials/States of Matter</p> <p>compare and group materials together, according to whether they are solids, liquids or gases</p> <p>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)</p> <p>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>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</p>

	<p>KS2 Spring Caveman to Celts</p> <p>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</p> <p>Magnets compare how things move on different surfaces notice that some forces need contact between 2 objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others, predict whether 2 magnets will attract or repel each other, depending on which poles are facing 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</p> <p>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.</p>	<p>KS2 Spring Bright lights, super sounds</p> <p>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</p> <p>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.</p> <p>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.</p>
	<p>KS2 Summer Evacuees</p> <p>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 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. Construct and interpret a variety of food chains, identifying producers, predators and prey</p>	<p>KS2 Summer Walk like an Egyptian!</p> <p>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 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 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 recognise that soils are made from rocks and organic matter.</p>

Upper Key Stage 2

	<p>KS2 Autumn Rainforests</p>	<p>Properties and Changes of Materials Compare and group together everyday materials on the basis of their properties, including their hardness, transparency, and conductivity (electrical and thermal). Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p>	<p>KS2 Autumn Under Attack!</p>	<p>Living Things and Their Habitats Classification based on describing 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 characteristics.</p>
	<p>KS2 Spring Caveman to Celts</p>	<p>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.</p> <p>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.</p>	<p>KS2 Spring Bright lights, super sounds</p>	<p>Light To recognise that light appears to travel 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 a light source 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.</p> <p>Electricity To associate the brightness of a lamp or the volume of the 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 bulb, the loudness of buzzers and the on/off position of switches; use recognised symbols when representing a simple circuit.</p>

	<p>KS2 Summer Evacuees</p>	<p>Living Things and Their Habitats Describe the differences in the life cycle of a mammal, an amphibian, an insect and a bird; describe the process of reproduction in some plants and animals.</p> <p>Evolution and Inheritance To 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.</p>	<p>KS2 Summer Walk like an Egyptian!</p>	<p>Animals including Humans Describe the changes as humans develop to old age. 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</p>
History units	<p>KS1 Autumn Knights and Castles</p>	<p>Significant historical events, people and places in their own locality</p>	<p>KS1 Autumn Fire and Water!</p>	<p>Events beyond living memory that are significant nationally or globally (the Great Fire of London)</p>
	<p>KS1 Spring Childhood through Time</p>	<p>Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life</p>	<p>KS1 Spring NHS</p>	<p>Events beyond living memory that are significant nationally or globally (Florence Nightingale)</p>
	<p>KS1 Summer Our Planet</p>	<p>Geography Based</p>	<p>KS1 Summer Toys and Games</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements (Queen Victoria)</p>
	<p>KS2 Autumn Rainforest</p>	<p>Geography Based</p>	<p>KS2 Autumn Under Attack!</p>	<p>The Roman Empire and its impact on Britain</p>
	<p>KS2 Spring Caveman to Celts</p>	<p>Early Civilisations Changes in Britain from the Stone Age to the Iron Age</p>	<p>KS2 Spring Bright lights, super sounds</p>	<p>Science Based</p>

	KS2 Summer Evacuees	A 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)	KS2 Summer Walk like an Egyptian!	Achievements of the earliest civilizations – an overview of where and when the first civilizations appeared (Study of Ancient Egypt)
Geography	KS1 Autumn Knights and Castles	Geography of their school and its grounds and the key human and physical features of its surrounding environment	KS1 Autumn Fire and Water!	Mapwork - Continents and 5 oceans name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas
	KS1 Spring Childhood through the years	Human and physical geography use basic geographical vocabulary to refer to: <i>key human features</i> , including: city, town, village, factory, farm, house, office, port, harbour and shop	KS1 Spring NHS	Place knowledge understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (<i>Italy and Florence Nightingale</i>)
	KS1 Summer Our Planet	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 key physical features , including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	KS1 Summer Toys and Games	Human and physical geography 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
	KS2 Autumn Rainforest	Latitude and Longitude World Maps (Physical)	KS2 Autumn Under Attack!	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 European country Mountainous Regions: Italy
	KS2 Spring Caveman to Celts	Use basic geographical vocabulary to refer to: key physical features, key human features (Settlements) Rivers: The Teme	KS2 Spring Bright lights, super sounds	Science based

	KS2 Summer Evacuees	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	KS2 Summer Walk like an Egyptian!	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 Nile) Physical geography: (The water cycle and Rivers)
RE(Herefordshire Syllabus	KS1 Autumn Knights and Castles	1.1 Who is a Christian and what do they believe? 1.6 How and why do we celebrate special and sacred times (Christmas story)	KS1 Autumn Fire and Water!	1.6 How and why do we celebrate special and sacred times (Christmas story)
	KS1 Spring Childhood through Time	1.7 What does it mean to belong to a faith community (cover a variety of faiths incl birth and marriage) 1.6 How and why do we celebrate special and sacred times (Easter story)	KS1 Spring NHS	1.8 Why do we care for others, and the world and why does it matter? 1.2 Who is a Muslim and what do they believe 1.6 Why do we celebrate special times? (inc Eid – il – Fitr)
	KS1 Summer Our Planet	1.5 What makes some places sacred?	KS1 Summer Toys and Games	1.4 What can we learn from sacred books
	KS2 Autumn Rainforest	L2.7 What does it mean to be a Christian in Britain today? L2,.2 Why is the bible important for Christians today?	KS2 Autumn Under Attack!	L2.1 What do different people believe about God (focus on Hinduism and Judaism) 12.5 Why are festivals important (Diwali)
	KS2 Spring Caveman to Celts	L2.8 What does it mean to be a Hindu in Britain today? L2.4 Why do people pray?	KS2 Spring Bright Lights and Super Sounds	L2.5 Why are festival important to religious communities? (Holi, Passach)
	KS2 Summer Evacuees	L2.3 Why is Jesus inspiring to some people?	KS2 Summer Walk like an Egyptian!	L2.9 What can we learn from religions when deciding about right and wrong? L2.96 Why do some people think that life is like a journey and what significant experiences mark this? UKS2 extend to (consider death and the afterlife)
RSE (PSHE) E Safety Day Feb. Antibullying	KS1 Autumn Knights and Castles	(Y1) Staying safe (drug education) Road safety (RS Day) Feelings and Special People	KS1 Autumn Fire and Water!	(Y2) Different types of families. Healthy bodies linked to science

	KS1 Spring Childhood through time	(Y1) Feelings and special people (NSPCC Assembly)	KS1 Spring NHS	(Y2) Feelings Money Matters
	KS1 Summer Our Planet	(Y1) What is fair? Teasing and bullying / What's the difference?	KS1 Summer Toy and Games	(Y2) What is poverty? Life cycles- link to science
	KS2 Autumn Rainforest	(Y3) E Safety Good to be Me	KS2 Autumn Under Attack!	(Y4) Emergency situations/ Red Cross Working Collaboratively
	KS2 Spring Caveman to Celts	(Y3) Moral Decisions and Dares Conflict resolution	KS2 Spring Bright lights, super sounds	(Y4) Global Goals and Enterprise
	KS2 Summer Evacuees	(Y3) Stereotypes Risks and Dangers	KS2 Summer Walk like an Egyptian!	(Y4) Link to Science Personal Hygiene Nutrition
	KS1 Autumn Knights and Castles	Painting (buildings/backgrounds/shields) Use pencils, pastels, chalk and crayon. Develop techniques of line, shape and form. Learn about Paul Klee, L.S. Lowery and make comparisons.	KS1 Autumn Fire and Water!	Printing Use objects and found materials pads/block/paint Develop techniques of pattern and shape
	KS1 Spring Childhood through time	Drawing (including observational/portraits) Use a variety of paints, brushes, sponges. Develop techniques of colour mixing and space. Learn about work of famous portrait artists and compare.	KS1 Spring NHS	Sculpture (wire plant/flowers and/or clay/salt dough foods) Use card, paper, wire, basic tools, clay/salt dough. Develop techniques of shape of form. Learn about Andy Goldsworthy and Giuseppe Archimboldo.
	ART and Design			

	<p>KS1 Summer Our Planet</p>	<p>Collage (sea)</p> <p>Use card, clay, basic tools, adhesives.</p> <p>Develop techniques of texture, pattern, cutting, tearing.</p>	<p>KS1 Summer Toy and Games</p>	<p>Textiles (weaving using materials/colours from local environment)</p> <p>Use threads, cotton, wool, raffia, beads, buttons, natural fibres and adhesives.</p> <p>Develop techniques of colours, pattern, texture, cutting, stitching and decorating.</p>
	<p>KS2 Autumn Rainforest</p>	<p>Sculpture – Mayan pots</p> <p>Use: clay</p> <p>Develop techniques of: creating textured surfaces</p> <p>Learn about surviving Mayan pots and compare with that of modern ceramic artists (e.g. Elizabeth Fritsch or Mary Rose Young) and compare/make links to their own work</p>	<p>KS2 Autumn Under Attack!</p>	<p>Collage – Roman Mosaics</p> <p>Use: carefully selected mixed media, variety of papers and adhesives</p> <p>Develop techniques of: cutting, use of adhesives; colour contrasts</p> <p>Learn about Roman mosaics and compare/make links to their own work</p> <p>Music</p>
	<p>KS2 Spring Caveman to Celts</p>	<p>Drawing - Cave Art (linked to Stone Age)</p> <p>Use: variety of drawing tools: pencil, charcoal, coloured media</p> <p>Develop techniques of: shading, line, tone, shape</p> <p>Learn about surviving cave art and compare with modern graffiti artists (e.g. Banksy) and compare/make links to their own work</p>	<p>KS2 Spring Bright lights, super sounds</p>	<p>Textiles – Fairground Bunting (whole class project)</p> <p>Use: a variety of carefully selected textiles</p> <p>Develop techniques of: attaching different elements using stitching, straight stitch, running stitch or cross-stitch</p> <p>Learn about fairground art/design and compare/make links to their own work</p> <p>Study the ‘jazz’ work of Henri Matisse</p>
	<p>KS2 Summer Evacuees</p>	<p>Textiles (tie-dying and stitching)</p> <p>Use: contrasting colours in textiles, fabric dye</p> <p>Develop techniques of: tie-dying; decorating through e.g., plaiting, pinning, stapling, stitching, sewing – produce a rag rug</p> <p>Learn about the work of: Lowry and compare/make links to their own work.</p>	<p>KS2 Summer Walk like an Egyptian!</p>	<p>Printing (string printing) – Hieroglyphs</p> <p>Use: string and a variety of papers</p> <p>Develop techniques of: colour-mixing using two coloured inks; cutting a simple stencil and using this for printing</p> <p>Learn about Egyptian hieroglyphs and compare/make links to their own work</p>
<p>Computing</p>	<p>KS1 Autumn Knights and Castles</p>	<p>Y1 understand algorithms as sequences of instructions in everyday contexts; begin to program simple floor robots</p> <p>Y2 understand algorithms as sequences of instructions or sets of rules in everyday contexts; program simple onscreen ‘robots’</p>	<p>KS1 Autumn Fire and Water!</p>	<p>Ongoing: Y1 keep themselves safe while using digital technology; Y2 keep safe and show respect to others while using digital technology (Linked to Contact, Conduct, Content and Commerce)</p> <p>E-safety</p> <p>Computer Skills</p>

	<p>KS1 Spring Childhood through time</p>	<p>Y1 use digital technology to store and retrieve content e.g. an audio recording device, a camera or a tablet PC;</p> <p>Y2 store, organise and retrieve content on digital devices for a given purpose e.g. the school network or e-learning resource to show another person or to insert into a document or presentation</p>	<p>KS1 Spring NHS</p>	<p>Painting</p> <p>Word Processing skills</p>
	<p>KS1 Summer Our Planet</p>	<p>Y1 use technology to be creative e.g. making art, music or story-writing;</p> <p>Y2 use technology to communicate information e.g. a poster, a graph</p>	<p>KS1 Summer Toy and Games</p>	<p>Programmable Toys</p> <p>Scratch Jr</p>
	<p>KS2 Autumn Rainforest</p>	<p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Basic skills - To use a variety of software on a range of programmes (word, powerpoint)</p>	<p>KS2 Autumn Under Attack!</p>	<p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>
	<p>KS2 Spring Caveman to Celts</p>	<p>Design and write a program (e.g. using a block-based language such as Scratch), without user interaction e.g. creating short animations;</p> <p>Design and write a program using a block-based language to a given brief, including simple interaction e.g. creating simple quizzes</p>	<p>KS2 Spring Bright lights, super sounds</p>	<p>Microsoft PowerPoint</p> <p>Movie Maker</p>
	<p>KS2 Summer Evacuees</p>	<p>Continue to develop basic skills - To use a variety of software on a range of programmes (publisher, word)</p>	<p>KS2 Summer Walk like an Egyptian!</p>	<p>Design a web page with hyper links</p>
PE	<p>KS1 Autumn Knights and Castles</p>	<p>Gymnastics</p> <p>Multi-skills</p> <p>Introduction to OAA</p>	<p>KS1 Autumn Fire and Water!</p>	<p>Gymnastics</p> <p>Multi-skills</p> <p>Introduction to OAA</p>

	KS1 Spring Childhood through time	Dance Playground games Team Sports (attacking skills) Multi-skills	KS1 Spring NHS	Dance Playground games Team Sports (attacking skills) Multi-skills
	KS1 Summer Our Planet	Striking and fielding Multi-skills Athletics Multi-sports (recap and consolidation)	KS1 Summer Toy and Games	Striking and fielding Multi-skills Athletics Multi-sports (recap and consolidation)
	KS2 Autumn Rainforest	Gymnastics Invasion sports (general) Invasion sports (netball) Outdoor adventure activities	KS2 Autumn Under Attack!	Gymnastics Invasion sports (general) Invasion sports (netball) Outdoor adventure activities
	KS2 Spring Caveman to Celts	Dance Team Sports Striking and Fielding (kwik cricket)	KS2 Spring Bright lights, super sounds	Dance Team Sports Striking and Fielding (kwik cricket)
	KS2 Summer Evacuees	Athletics Nets Games Athletics Striking and fielding (rounders)	KS2 Summer Walk like an Egyptian!	Athletics Nets Games Athletics Striking and fielding (rounders)
Music	KS1	<p>Pupils should be taught to:</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	KS1	<p>Teaching of music will enable children to:</p> <p>Use their voices expressively and creatively by singing songs and speaking</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music - pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations</p>

KS2

Through the use of a range of pieces the pupils will be taught to:

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

listen with attention to detail and recall sounds with increasing aural memory

use and understand staff and other musical notations

appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

develop an understanding of the history of music.

Example pieces:

Livin' On A Prayer

The planets - Holst

Reflect, Rewind and Replay

KS2

Through the use of a range of pieces the pupils will be taught to:

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

listen with attention to detail and recall sounds with increasing aural memory

use and understand staff and other musical notations

appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

develop an understanding of the history of music.

Example pieces:

Benjamin Britten – A New Year Carol

Classroom Jazz 2

Make You Feel My Love

<p style="text-align: center;">Languages</p>	<p style="text-align: center;">KS2</p> <p>Pupils will be be taught to:</p> <p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>present ideas and information orally to a range of audiences*</p> <p>read carefully and show understanding of words, phrases and simple writing</p> <p>appreciate stories, songs, poems and rhymes in the language</p> <p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>describe people, places, things and actions orally* and in writing</p> <p>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p> <p>German will be the main language taught.</p>	<p>Pupils will be be taught to:</p> <p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>present ideas and information orally to a range of audiences*</p> <p>read carefully and show understanding of words, phrases and simple writing</p> <p>appreciate stories, songs, poems and rhymes in the language</p> <p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>describe people, places, things and actions orally* and in writing</p> <p>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p> <p>German will be the main language taught.</p>
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DT	<p>KS1 Spring Houses</p> <p>Design purposeful, functional, appealing products for themselves and other user based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Make Select from and use a range of tools and equipment to perform practical tasks. Select form and use a wide range of materials and components including construction materials, textiles, according to their characteristics.</p> <p>Evaluate Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria.</p> <p>Technical Knowledge Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms</p> <p>KS2 Summer: Make do and Mend (Cross Stitch/wall hanging/ flag/rug)</p> <p>Design</p> <ul style="list-style-type: none"> • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 	<p>KS1 Spring Houses</p> <p>Design purposeful, functional, appealing products for themselves and other user based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Make Select from and use a range of tools and equipment to perform practical tasks. Select form and use a wide range of materials and components including construction materials, textiles, according to their characteristics.</p> <p>KS2 Aut: Cartoon Contraption</p> <p>Design</p> <ul style="list-style-type: none"> • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design DT – Make (Cartoon Contraption) • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities DT – Evaluate (Cartoon Contraption) • Investigate and analyse a range of existing products • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • Understand how key events and individuals in design and technology have helped shape the world <p>DT - Technical knowledge</p> <ul style="list-style-type: none"> • Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] • Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] • Apply their understanding of computing to program, monitor and control their products.
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		<ul style="list-style-type: none">• Understand how key events and individuals in design and technology have helped shape the world		
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