

Subject	Robins and Puffins	Kingfishers and Woodpeckers	Swallows and Eagles
Autumn Term			
English	Lists Labels Nursery Rhymes Letters to Santa	Narrative – description Narrative – familiar setting Information Texts Instruction	Narrative – Adventure flashback Recount - diary Biography – Charles Dickens, Darwin or Isambard Kingdom Brunel Explanation
History	Famous People: Edith Cavell and Mary Seacole	Victorians: Schools and Inventions	Victorians: The Industrial Revolution and Social History (local study)
Geography	Compare and contrast a small area of the UK with Jamaica	Rivers (How are rivers formed? Water treatment and water conservation)	Fieldwork Local Study
Art	Poppies Primary colours – Georgia O' Keefe Painting – primary colours	Degas & Manet – Racing scenes tertiary colours powder paint	Turner The Fighting Temeraire Rain, Steam and Speed – The great Western Railway colour for emotion and motion – why are the colours used? watercolours
D/T	Poppies Design 3D Poppies based on work in art. Cutting Joining	Frames – Light up frames	Bridges /Railways – Isambard Kingdom Brunel

<p>Computing Kapow</p>	<p>Computing systems & Networks Using a computer EYFS Unit (All 5 lessons) Improving mouse skills Year 1 Unit(3 lessons: 1-3 only)</p>	<p>Computing systems & Networks Year 3 Unit Option 1: Google (Option 2: Microsoft Office 365) (3 lessons: 1, 3 and 5 only) Computing systems & Networks Journey inside a computer (3 lessons: 1, 2 and 5 only) Y3 Unit</p>	<p>Computing Systems & Networks Collaborative learning (Y4 unit) (Option 1: Google) (Option 2: Microsoft Office 365) (4 lessons: 1, 3, 4 and 5)</p>
<p>Science</p>	<p>Year 1 Animals Including Humans (Seasonal Changes)</p>	<p>Year 3 Light</p>	<p>Year 6 – Evolution and Inheritance Year 5 – Properties of Materials</p>
<p>RE</p>	<p>LAS Additional Places of worship [Choose three key objects, features or symbols and look at: - what they tell us about beliefs about God/humans/the world around them - how they are used in practice – i.e. what impact they have on the community Must include at least one religion/worldview other than Christianity and Islam]</p>	<p>LAS Compulsory Community – Hinduism [How is Hindu belief expressed personally and collectively? How does Hindu worship and celebration build a sense of community? Worship and celebration. Ways in which worship and celebration engage with/affect LAS Compulsory Community – Islam [How is Muslim worship expressed collectively? How does Muslim worship and celebration build a sense of community? Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world]</p>	<p>LAS Additional Unit Designed by the School (including Christianity): Do you have to believe in God to be good? [Opportunity to study Humanism/atheism and explore e.g. issues of social justice; opportunity to explore how valid various religious truth claims are, e.g. that you have to be good because God exists and he wants you to be good] have on people’s claims are true or not – this unit considers whether their truth or otherwise actually matters – what impact does religion have on people’s lives, regardless of whether they can prove their beliefs to be true or not] lives, regardless of whether they</p>

Music	Pulse & Rythm Classical music, dynamics and tempo (Theme: Animals)	Animals: Orchestral instruments (Theme: Traditional Western stories) Ballads Creating Composition in response to animation	Composition to represent the festival of colour (Theme: Holi festival) Composition notation (Theme: Ancient Egypt) Blues
PSHE	Be Yourself Aiming High	Year 3 resources Respect Your Rights Safety First	Year 6 resources (be mindful of the need to adapt for mixed aged class and some lessons will need to split) Respect Your rights Safety First
RSE / Circle Time	<i>One each week, each on a fortnightly timetable - RSE and Circle Time</i>		

Working Scientifically Methods: Remember, when planning your science use the Federation Scheme of Work as this ensures coverage of Working Scientifically. It is not just knowledge that needs to be taught.

Using different types of **scientific enquiry** to answer their own questions, including:

- observing changes over time,
- noticing patterns,
- grouping and classifying things,
- carrying out simple comparative and fair tests
- finding things out using secondary source

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Spring Term			
English	Narrative – Character description Narrative – Traditional Tales Shape Poetry Instructions	Narrative – Character descriptions comparing good and evil Narrative - Myths Recount – diary Non-chronological report	Narrative – Author study (Michael Morpurgo) Letters – informal Persuasive text Balanced Argument / Discussion

History	Alfred The Great	The Ancient Greeks - Legacy	The Romans - Legacy
Geography	United Kingdom; Locate the four countries, capital cities and seas	Coastlines	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country - Italy
Art	Drawing – Boat design	Drawing – Column design	Collage – Mosaic design
D/T	Boat design	Greek Architecture – columns	Resistant materials - Mosaics
Science	Year 1 – Plants (Seasonal Changes)	Year 2 and 3 - Plants	Year 4 and 6 – Electricity
RE	LAS Compulsory Being Human – Islam [What does the Qur'an say about how Muslims should treat others and live their lives? How can Muslim faith and beliefs be LAS Compulsory Life Journey – Islam [What do Muslims do to celebrate birth? What does it mean and why does it matter to belong?]	LAS Compulsory God – Hinduism [How are deities and key figures described in Hindu sacred texts and stories? What might Hindus understand about the Divine through these stories? What is the purpose of visual symbol LAS Compulsory God – Islam [What do the main concepts in Islam reveal about the nature of Allah? What is the purpose of visual symbols in a mosque?]	LAS Compulsory Being Human – Hinduism [How do Hindus reflect their faith in the way they live? What is karma and how does it drive the cycle of samsara? How might a Hindu seek to achieve moksha? The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals] LAS Compulsory Being Human – Islam [What does the Qur'an teach Muslims about how they should treat others? How do Muslim teachings guide the way Muslims act in the world? How are Muslim beliefs expressed in practice? The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals]
Music	Musical vocabulary (Under the sea) Timbre and rhythmic patterns (Theme: Fairytales)	Pentatonic melodies and composition (Theme: Chinese New Year) African call and response song	Samba and carnival sounds and instruments (Theme: South America) Adapting and transposing motifs (Theme: Romans)
COMPUTING	Programming All about Instructions (EYFS) Exploring hardware EYFS	Programming ScratchJr (Y2) (4 lessons: 1, 2, 4 and 5 only)	Creating Media Stop motion animation (Option 1: Stop Motion)

	(4 lessons: 1-4 only)	Programming: Scratch (4 lessons: 1, 2, 3 and 5 only)	Studio) (Option 2: with cameras) (4 lessons: 1-4) (Y5)
PSHE	TEAM Britain	Year 3 VIPS One World	Year 6 resources (be mindful of the need to adapt for mixed aged class and some lessons will need to split) VIPS One World
RSE / Circle Time	One each week, each on a fortnightly timetable - RSE and Circle Time		

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Summer Term			
English	Postcards Narrative – familiar setting Recount – Diary Information text	Narrative – Fantasy Play scripts and dialogue Persuasive texts Poetry Haiku & Tanka	Narrative – stories from around the world Play scripts and dialogue Poetry – narrative Instructions
History	The Great Fire of London	The Stone Age to the Celts The Iron Age to the Bronze Age	Ancient Egyptians
Geography	Mapping skills	Mountains - Describe and understand key aspects of physical geography	Rivers – The Nile Human and Economic use of rivers Impact of rivers on society and The Water Cycle
Art	Collage	Cave Paintings - Lascaux	Printing – Art Deco influenced by Egyptians

	Matisse- The Snail		
D/T	Cutting and joining techniques: Houses	Sewing	Irrigation build challenge (irrigation from the River Nile – link to science)
Science	Year 1 Everyday Materials (Seasonal Changes)	Year 3 – Rocks and Fossils	Year 5 and 6 Living things and Their Habitats
RE	LAS Compulsory God – Islam [How is Allah described in the Qur’an? What do Muslims learn about Allah and their faith through the Qur’an?] LAS Compulsory Community – Islam [What do Muslims do to express their beliefs? Which celebrations are important to Muslims?]	LAS Compulsory God - Christianity [How relate to God? What do symbols in the story of Jesus’ baptism reveal about the nature of God? What visual symbols and symbolic acts can be seen in a Christian church? How might language within do symbols in the Bible help Christians worship express Christian beliefs?]	LAS Additional Expressing Beliefs through the Arts (including Christianity) [How do religious and non-religious people understand the value of creativity? How do religious and non-religious people understand the connection between beliefs about human beings and human creativity? How do religious and non-religious people express their beliefs creatively? Why might some religious people not use pictorial representation to express belief, e.g. Muslims? Spirited Arts competition run by NATRE]
Music	Pitch and tempo (Theme: Superheroes) Vocal and body sounds (Theme: By the sea)	Traditional instruments and improvisation (Theme: India) Jazz	Theme and variations (Theme: Pop Art) Composing and performing a Leavers' song
COMPUTING Kapow	Programming Algorithms unplugged (Y1 – unit – lesson 1,2,4 & 5 only) Data Handling Introduction to data (4 lessons: 1-4 only)	Online Safety Online safety Y2 (4 lessons: Teach all five by combining lessons 3 and 4) Online safety Y3 (All 4 lessons)	Online Safety Programming music (Option 1: Sonic Pi) (Option 2: Scratch) (4 lessons: 1-4)

PSHE	Money Matters It's My Body	Year 3 Resources Think Positive It's My Body	Year 6 resources (be mindful of the need to adapt for mixed aged class and some lessons will need to split) Think Positive It's My Body
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- finding things out using secondary sources