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|                    |                                       | Houses and Homes                                                                                                                                                                                                                                                                                            | Light Up!<br>Festivals of Light                                                                                                                                                                                                                                                             | Wonderful World                                                                                                                                                                                                                                                                                             | Journeys and Transport                                                                                                                                                                                                                                                                                                                          | On Safari                                                                                                                                                                                                                                                                                                   | Beside the Seaside                                                                                                                                                                                                                                                                                   |  |
| Y1/2<br>Cycle<br>A | History                               | A study of changes to houses and homes over the years, including a local study of changes over time in our locality.                                                                                                                                                                                        | <b>Bonfire night: Should we still celebrate Bonfire Night?</b><br>Explore the events remembered on Bonfire Night and the role of Guy Fawkes. Explore other important national events commemorated through festivals or anniversaries - Remembrance Day, Diwali, Christmas through the ages. |                                                                                                                                                                                                                                                                                                             | <b>Great Inventions: Transport</b><br>How did the invention of the first locomotive change the way we travel today?<br>A study of local inventor Robert Stephenson and his invention 'The Rocket'.                                                                                                                                              |                                                                                                                                                                                                                                                                                                             | <b>Holidays: How have holidays changed over time?</b><br>Explore changes to family holidays, destinations, transport, activities and clothing over time.<br><br>Seaside's then and now- visit Victorian seaside location Saltburn                                                                    |  |
|                    | Geography                             | <b>Our Local Area: What is it like where we live?</b><br>Use maps to identify the UK, its countries, capital cities and surrounding seas. Use simple fieldwork and observational skills to study the geography of our local area, identifying the key human and physical features of our local environment. |                                                                                                                                                                                                                                                                                             | <b>Our Wonderful World: What are the seven wonders of the world?</b><br>Explore human and physical aspects of the wider world<br>Devise maps and use basic symbols in a key.<br>(Link with Music)<br>Explore South American country Brazil: comparative study of Brazil, its music and culture with the UK. | <b>People &amp; their communities: Where in the world do these people live?</b><br>Understand geographical features by contrasting the UK with a non-European country.<br>Apply geographical skills & fieldwork, using maps/atlas and globes to identify locations and use simple compass directions & language to read maps and plan journeys. | <b>Animals and their habitats: Where do our favourite animals live?</b><br>A study of world habitats. Comparing & contrasting overseas locations, specifically polar regions & African Savanna                                                                                                              |                                                                                                                                                                                                                                                                                                      |  |
|                    | RE                                    | <b>Who is Muslim and how do they live?</b>                                                                                                                                                                                                                                                                  | <b>Why does Christmas matter to Christians?</b><br>(Understanding Christianity -Incarnation)                                                                                                                                                                                                | <b>What do Christians believe God is like?</b><br>(Understanding Christianity -God)                                                                                                                                                                                                                         | <b>Why does Easter matter to Christians?</b><br>(Understanding Christianity -Salvation)                                                                                                                                                                                                                                                         | <b>What is the good news Christians believe Jesus brings?</b><br>(Understanding Christianity -Gospel)                                                                                                                                                                                                       | <b>What does it mean to belong?</b><br>Focus Christian, Muslim, Jewish people.                                                                                                                                                                                                                       |  |
|                    | Science                               | <b>Animals including Humans</b>                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                             | <b>Plants</b>                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                 | <b>Living things and their habitats</b>                                                                                                                                                                                                                                                                     | <b>Materials</b>                                                                                                                                                                                                                                                                                     |  |
|                    | <b>Seasonal Changes (ongoing)</b>     |                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                      |  |
|                    | Art and design                        | <b>Sculpture &amp; 3D: Clay Houses</b><br>Explore the way clay can be shaped and joined, learn a range of essential skills for working with clay. Learn about the sculpture of Rachel Whiteread and create own clay house tile in response.                                                                 | <b>Formal elements of art 2: Christmas Lights</b><br>Pattern, texture and tone: create printed patterns using everyday objects, take rubbings using different media and create 3D drawings.                                                                                                 | <b>Formal elements of art1:Zaria Forman</b><br>Explore three of the formal elements of art: shape, line and colour, mix and paint with secondary colours; use circles to create abstract compositions and work collaboratively to create a class piece of art inspired by water.                            | <b>Art &amp; Design skills 1: Louis Wain</b><br>Learn and develop skills in art appreciation; undertake two different printing techniques, using 2D shapes to explore a variety of media, mixing different shades of one colour and discussing the work of artist Louis Wain                                                                    | <b>Craft and Design: Embellishment</b><br>Develop skills in measuring, cutting and adding patterns and decoration to create a range of decorative items such as jewellery and headpieces inspired by different cultures. Select materials to make things from imaginations as well as recreate things seen. | <b>Painting &amp; mixed media: Beside the seaside</b><br>Explore seaside paintings and impressionist painters. Investigate how mixing a wide range of colours contributes to different effects and explore surface texture when selecting and combining materials to make a mixed-media final piece. |  |
|                    | Design Technology                     | <b>Structures: Construct a windmill (adapt to house)</b><br>Design and construct a windmill. Explore various types of windmill, how they work and their key features.                                                                                                                                       |                                                                                                                                                                                                                                                                                             | <b>Food: Fruit and Vegetables</b><br>Learn to distinguish between fruit and vegetables and where they grow. Design a fruit and vegetable smoothie and accompanying packaging.                                                                                                                               | <b>Mechanisms: Wheels and axles</b><br>Learn about the key parts of a wheeled vehicle, to develop an understanding of how wheels, axles and axle holders work. Design and make a moving vehicle.                                                                                                                                                |                                                                                                                                                                                                                                                                                                             | <b>Textiles: Puppets</b><br>Explore methods of joining fabric. Design and make a character-based hand puppet using a preferred joining technique, before decorating.                                                                                                                                 |  |
|                    | Music                                 | <b>On this Island: British songs and sounds</b><br>Create sounds to represent three contrasting landscapes: seaside, countryside and city.                                                                                                                                                                  | Learn and perform songs for Christmas nativity.                                                                                                                                                                                                                                             | Music from around the world (link with Geography)                                                                                                                                                                                                                                                           | Listen with concentration and understanding to a range of high-quality live and recorded music.                                                                                                                                                                                                                                                 | <b>African Call and Response Songs (link animals):</b> Dynamics and Tempo<br>Learn a traditional call and response song, recognise simple notation and compose animal-based call and response rhythms.                                                                                                      | <b>Vocal and body sounds (By the Sea)</b><br>Make links between music, sounds and environments and use percussion, vocal and body sounds to represent calm or stormy seas.                                                                                                                           |  |
|                    | PE                                    | <b>Games:</b> basic movements -running, jumping, throwing and catching. (Parachute Games)                                                                                                                                                                                                                   | <b>Games:</b> Participate in team games, developing simple tactics for attacking and defending (football)                                                                                                                                                                                   | <b>Gymnastics:</b> balance, agility, co-ordination. Dance: perform dances using simple movement patterns.                                                                                                                                                                                                   | <b>Gymnastics :</b> balance agility, co-ordination Dance: perform dances using simple movement patterns.                                                                                                                                                                                                                                        | <b>Games:</b> Participate in team games, develop simple tactics for striking & fielding. (Rounders)                                                                                                                                                                                                         | <b>Games:</b> basic movements -running, jumping, throwing and catching. (Athletics)                                                                                                                                                                                                                  |  |
| PSHE inc RSE       | Me & my relationships                 | Valuing Difference                                                                                                                                                                                                                                                                                          | Keeping myself safe                                                                                                                                                                                                                                                                         | Rights and Responsibilities                                                                                                                                                                                                                                                                                 | Being my best                                                                                                                                                                                                                                                                                                                                   | Growing and changing                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                      |  |
| Computing          | Programming: Understanding algorithms | Digital literacy: E-safety                                                                                                                                                                                                                                                                                  | Data: Collecting & organising information                                                                                                                                                                                                                                                   | Media skills: Using an i-pad and computer                                                                                                                                                                                                                                                                   | Impact of technology: Recognising use of technology beyond school                                                                                                                                                                                                                                                                               | Programming: Creating & de-bugging algorithms                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                      |  |

|                    |                                       | AUTUMN                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                | SPRING                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                              | SUMMER                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                        |
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|                    |                                       | Childhood in the Past                                                                                                                                                                                                                                         | Weather Watchers                                                                                                                                                                                                                                               | All Things London                                                                                                                                                                                                                                                                                                                                                      | Food Glorious Food                                                                                                                                                                                                                                                                           | Great Explorers                                                                                                                                                                                                                                                     | Creepy Crawlies                                                                                                                                                                                                        |
| Y1/2<br>Cycle<br>B | History                               | <b>My family History: What was life like when our Grandparents were children?</b><br>Explore our individual history & family history including our life timeline & family tree.<br>Explore our school's history and study of children's toys/games over time. |                                                                                                                                                                                                                                                                | <b>The Great Fire of London: Did the Great Fire make London a better or a worse place?</b><br>Explore the events of the Great Fire, begin to place events on a historical timeline.<br><br>Study our Royal Family, exploring events such as the coronation. Compare the lives of Queen Elizabeth 11 & Queen Victoria considering aspects of life in different periods. |                                                                                                                                                                                                                                                                                              | <b>The Greatest Explorers: Who were the greatest explorers?</b><br>Identify and explore the lives and achievements of several famous explorers.<br><b>Our Local Hero</b><br>Study & compare the life of local explorer James Cook to those from a different period. |                                                                                                                                                                                                                        |
|                    | Geography                             | Identify & compare changes to the human & physical features of our school and its surroundings over time.                                                                                                                                                     | <b>Seasons: What are seasons?</b><br>Identify seasonal and daily weather patterns in the UK.                                                                                                                                                                   | Study of London & a contrasting capital city in the commonwealth.                                                                                                                                                                                                                                                                                                      | <b>Journeys: Food – Where does our food come from?</b><br>Describe and understand key aspects of human geography including trade links.                                                                                                                                                      | Track explorers' journeys on world map.                                                                                                                                                                                                                             |                                                                                                                                                                                                                        |
|                    | RE                                    | <b>Who do Christians say God made the world?</b><br>(Understanding Christianity -Creation)                                                                                                                                                                    | <b>Why does Christmas matter to Christians?</b><br>(UC -Incarnation Y2 Digging Deeper)                                                                                                                                                                         | <b>Who is Jewish and how do they live?</b>                                                                                                                                                                                                                                                                                                                             | <b>Why does Easter matter to Christians?</b><br>(UC-Salvation Y2 Digging deeper)                                                                                                                                                                                                             | <b>How should we care for the world and for others, and why does it matter?</b>                                                                                                                                                                                     | <b>What makes some places sacred for believers?</b><br>Focus Christian, Jewish people & Muslims                                                                                                                        |
|                    | Science                               | <b>Animals including Humans</b>                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                | <b>Materials</b>                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                              | <b>Plants</b>                                                                                                                                                                                                                                                       | <b>Living things and their habitats</b>                                                                                                                                                                                |
|                    |                                       | <b>Seasonal Changes (ongoing)</b>                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                        |
|                    | Art and design                        | <b>Human Form: self-portraits</b><br>Explore how bodies and faces are portrayed in art: look at works of art, create collages, draw portraits, create a peg figure and collage.                                                                               | <b>Make your mark: observational art</b><br>Explore mark-making and line; work and experiment with different materials through observational and collaborative pieces.<br><br>Create drawings and paintings inspired by seasonal changes (link with Geography) | <b>Collage using different materials:</b><br>(adapt theme castles to Great Fire of London)<br>Learn about composition and work with different art materials to create texture.                                                                                                                                                                                         | <b>Art &amp; Design skills 2: Clarice Cliff pottery</b><br>Design, drawing, craft, painting and art appreciation: replicating the recognisable crockery of Clarice Cliff, exploring tone through shading, developing weaving skills, working with clay and experimenting with brush strokes. | Aboriginal Art linked with James Cook exploration of Australia                                                                                                                                                                                                      | <b>Sculpture and Collage: Living Things</b><br>Make sculptures, collages, 3D models of creatures and a class spider sculpture, inspired by Louise Bourgeois.                                                           |
|                    | Design Technology                     |                                                                                                                                                                                                                                                               | <b>Mechanisms: Making a moving book (about seasons/weather)</b><br>Explore slider mechanisms and the movement they output, to design, make and evaluate a moving storybook from a range of templates.                                                          | <b>Structures: Baby Bear's chair (adapt to a throne)</b><br>Explore stability and methods to strengthen structures, to understand Baby Bear's chair weaknesses and develop an improved solution for him to use.                                                                                                                                                        | <b>Food: A balanced diet</b><br>Learn about the food groups (carbohydrates, proteins, fruits and vegetables, dairy, oils and spreads) to understand a balanced diet to develop a healthy wrap.                                                                                               |                                                                                                                                                                                                                                                                     | <b>Mechanisms: Making a moving monster (adapt to a mini-beast)</b><br>Explore levers, linkages and pivots through existing products and experimentation, use this research to construct and assemble a moving monster. |
|                    | Music                                 | <b>Musical Me:</b> pulse, tempo, pitch, rhythm, <b>Pulse and rhythm: All about me</b><br>Identify the difference between the pulse and rhythm of a song and consolidate understanding of these concepts through listening and performing activities.          | Learn and perform songs for Christmas nativity.                                                                                                                                                                                                                | <b>Orchestral Instruments</b><br>Introduction to the instruments of the orchestra and practice identifying these within a piece of music.                                                                                                                                                                                                                              | Listen with concentration and understanding to a range of high-quality live and recorded music.                                                                                                                                                                                              | <b>Musical Vocabulary (Under the Sea)</b><br>Explore under the sea through music, movement, chanting and the playing of tuned percussion instruments.                                                                                                               | <b>Classical Music:</b> dynamics and tempo-animal theme<br>Use bodies and instruments to listen and respond to pieces of classical music that represent animals.                                                       |
|                    | PE                                    | <b>Games:</b> basic movements -running, jumping, throwing and catching. (Parachute Games)                                                                                                                                                                     | <b>Games:</b> Participate in team games, developing simple tactics for attacking and defending (tag rugby)                                                                                                                                                     | <b>Gymnastics:</b> balance, agility, co-ordination.<br><b>Dance:</b> perform dances using simple movement patterns.                                                                                                                                                                                                                                                    | <b>Gymnastics:</b> balance, agility, co-ordination.<br><b>Dance:</b> perform dances using simple movement patterns.                                                                                                                                                                          | <b>Games:</b> Participate in team games, developing simple tactics for striking & fielding. (cricket)                                                                                                                                                               | <b>Games:</b> basic movements -running, jumping, throwing and catching. (Athletics)                                                                                                                                    |
|                    | PSHE inc SRE                          | Me & my relationships                                                                                                                                                                                                                                         | Keeping myself safe                                                                                                                                                                                                                                            | My healthy lifestyle                                                                                                                                                                                                                                                                                                                                                   | My healthy lifestyle                                                                                                                                                                                                                                                                         | Me & my future                                                                                                                                                                                                                                                      | Becoming an active citizen                                                                                                                                                                                             |
| Computing          | Programming: Understanding algorithms | Digital literacy: E-safety                                                                                                                                                                                                                                    | Data: Collecting & organising information                                                                                                                                                                                                                      | Media skills: Using an i-pad and computer                                                                                                                                                                                                                                                                                                                              | Impact of technology: Recognising use of technology beyond school                                                                                                                                                                                                                            | Programming: Creating & de-bugging algorithms                                                                                                                                                                                                                       |                                                                                                                                                                                                                        |