

	Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Reception	<p><u>Ourselves</u> The Colour Monster by Anna Llenas My body by Caryn Jenner Who's In My Family? by Robbie Harris</p> <p>Composition Write some letters accurately Write all of their name.</p> <p>Word reading Identify words that start with the same sound.</p> <p>Comprehension Develop their phonological awareness, so that they can spot and suggest rhymes</p>	<p><u>Fairytales / Christmas</u> Jack and the Beanstalk by Richard Walker Little Red Riding Hood by Mara Alperin Goldilocks Janel Hillman The Nativity</p> <p><u>Poetry</u></p> <p>Composition Spell words by identifying the sounds and then writing the sound with letter/s Write sentences: re-reading what they have written to check that it makes sense</p> <p>Word reading Identify words that start with the same sound. Read individual letters by saying the sounds for them. Blend sounds into words, to that they</p>	<p><u>Castles, Knights and dragons</u> Dinosaurs Love Underpants by Claire Freedman Harry and the Bucketful of Dinosaurs by Ian Whybrow The Dinosaur Who Lost Her Voice by Julie Ballard</p> <p>Composition Spell words by identifying the sounds and then writing the sound with letter/s Write sentences: re-reading what they have written to check that it makes sense</p> <p>Word reading Read some letter groups that each represent one sound and say sounds for them. Phase 2 common exception words</p> <p>Comprehension</p>	<p><u>Under the sea</u> The Rainbowfish by Marcus Pfister Barry the Fish With Fingers by Sue Hendra Somebody Swallowed Stanley by Sarah Roberts</p> <p>Composition Spell words by identifying the sounds and then writing the sound with letter/s Write sentences: re-reading what they have written to check that it makes sense</p> <p>Word reading Spell words by identifying the sounds and then writing the sound with letter/s Phase 3 common exception words. Form lower case and capital letters correctly.</p> <p>Comprehension Re-read what they have written to</p>	<p><u>Minibeasts</u> The Very Hungry Caterpillar by Eric Carle</p> <p>The Bad Tempered Ladybird by Eric Carle</p> <p>Composition Spell words by identifying the sounds and then writing the sound with letter/s Write sentences: re-reading what they have written to check that it makes sense</p> <p>Word reading Write short sentences with known sound-letter correspondences using a capital letter and a full stop.</p> <p>Comprehension Re-read what they have written to check it makes sense. Poetry:</p>	<p>Superheroes Supertato by Sue Hendra Even Superheroes Make Mistakes by Hollie Hughes George Saves the World by Joe Readman</p> <p>Poetry</p> <p>ELG MET ELG Composition Write recognisable letters, most of which are correctly formed; Write simple phrases and sentences that can be read by others. Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>ELG Word reading Say a sound for each letter in the alphabet and at least 10 digraphs Read words consistent with their</p>

			<p>can read short words made up of known letter-sound correspondences.</p> <p>Comprehension Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p>	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>check it makes sense.</p>		<p>phonic knowledge by sound-blending</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>ELG Comprehension Anticipate – where appropriate – key events in stories. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p>
Year 1	<p><u>Genre</u> - Labels and Captions R: To tell children about Colin A:Year 1 Children</p>	<p><u>Genre</u>- Recount R: To tell our parents the story of nibbles the book monster. A: Parents</p>	<p><u>Genre</u>- Story writing R: To tell our Reception our own version of the book. A: Reception</p>	<p><u>Genre</u> Recount R – To inform the reader of a personal experience.</p>	<p><u>Genre</u> - Instructions R: To write instructions for where to find the toys and how to get there. A: Staff of St Philips</p>	<p><u>Genre</u> - Letter R: To send a letter to the author about the story. A: author F: Letter format with descriptive sentences.</p>	

	<p>F: Words and short phrases, words relating to Colin T: Descriptive Text: Somebody crunched Colin GDS Phase 5 spellings</p> <p><u>Genre</u> - Description R: To inform children about Penguins A: To inform their parents about Penguins F: Simple sentences with CVC words T: Informal</p> <p>Text: Lost and found</p>	<p>F: short sentences to make a story. T: Narrative Text: Nibbles the Book monster Grandma Bird</p> <p><u>Genre</u> - Description R: To Inform our school about the greatest footballer ever. A: Year 2 and 3 F: Descriptive poster. T: Informal</p> <p>Text: Pele (Little People, Big Dreams)</p>	<p>F: A sequence of sentences to make a story. T: Narrative Text: Lion inside</p> <p><u>Genre</u>- Recount R: To write a recount for our parents A: Parents F: To short sentences to using past tense. T: Recount</p> <p>Text: Space Tortoise</p>	<p>A – Our friends (including animals from the story). F – Focus on specific events, sequenced in order, time connectives, thoughts and feelings. T – Informal, chatty Text - Leaf</p> <p><u>Genre</u> - Poetry R: To write our own poem for a friend in year 2 A: Year 2 F: Rhyming words T: Poem</p> <p>Text: Room on a Broom</p>	<p>F: Descriptive instructions T: Instruction list Text: Toys in space</p> <p><u>Genre</u> - Recount R: To tell Jodrell bank about stars. A: Staff at Jodrell Bank F: Descriptive sentences. T: Descriptive letter</p> <p>Text: Look up</p>	<p>T: Letter Text: Goldilocks and just one bear</p> <p><u>Genre</u> - Story writing R: To write a story about our own fairy tale pet and tell it to reception. A: Children F: A story with a beginning middle and ending. T: Story</p> <p>Text: Fairy tale pets</p>
Year 2	<p>Genre – Letter to Sarah Roberts</p> <p>R: to ask Sarah Roberts about her job and discuss how we feel about the book. A: Sarah Roberts. F: letter format, use of questions, conjunctions to link ideas, specific choice</p>	<p>Genre – Instructions for how to be a dragon sitter.</p> <p>R: To teach Mr Brown how to look after his dragon. A: Mr Brown F: Imperative verbs, present tense T: friendly</p>	<p>Genre – Character description</p> <p>R: To create a new character for a story. A: Reception pupils. F: Expanded noun phrases, apostrophe’s for possession, present tense, commas in</p>	<p>Genre – Recount – To write a recount of a school trip. R: To inform parents about the school trip. A: Parents F: past tense, first person, time conjunctions, thoughts and feelings</p>	<p>Genre Narrative – To write a story (traditional tale with a twist).</p> <p>R:To write a new troll story to read to younger children. A: Reception pupils</p>	<p>Genre – Letter – To write a letter to the head teacher to ask if we can plant more trees around school.</p> <p>R: To persuade the head teacher to allow us to plant more trees around school. A: Head teacher</p>

		<p>of words. T: friendly Text: Somebody Swallowed Stanley Genre – Non Chronological report - To create fact files for the Blue Planet Aquarium to hand out to children.</p> <p>R: To inform visitors about the animals. A: Visitors who are children F: Title, headings, facts, pictures T: Formal Text: The Big Book of the Blue</p>	<p>Text: The Dragonsitter Genre – Recount – To write a recount of a trip to a museum (reptiles in the vivarium). R: To inform parents about a trip. A: Parents F: First person, past tense T: friendly Text: Real Dragons!</p>	<p>lists T: friendly Text: Leaf Genre – Narrative – To write a story. R: To write a new version of the story with a different main character. A: Reception pupils F: Character description, setting description T: friendly Text: Leaf</p>	<p>T: friendly Text: Diary of a Wimpy Kid Genre – Non-chronological reports – To write a fact file about a woman from the past. R: To create an information book for our school library. A: Primary school pupils. F: Title, headings, facts, pictures T: Formal Text: Great Woman who made History</p>	<p>F: Character description, setting description T: friendly Text: Usborne Illustrated Grimm’s Fairy Tales & Pigs Might Fly Genre – Instructions – To write instructions for how to build a house out of sticks. R: To teach year 1 pupils how to build a house out of sticks. A: Year 1 pupils F: Imperative verbs, present tense T: friendly Text: Pigs Might Fly</p>	<p>F: Present tense, first person T: Formal Text: The Last Wolf Genre – To write an information leaflet about the animals that live above and below our school pond. R: To inform pupils of the wildlife living on school grounds. A: All pupils. F: Facts, pictures, subheadings T: Formal Text: Above and Below</p>
Year 3	<p>Text: Somebody Swallowed Stanley <u>Genre: Non-fiction</u> R: To ask Sarah Roberts about her job and discuss how we feel about the book. A: Sarah Roberts. F: Letter format, use of questions, conjunctions to link ideas, specific choice of words.</p>	<p>Text: Winter’s Child <u>Genre: Fiction</u> R: To write a settings description using a scene from Winter’s Child. A: Other children who read the book. F: Inverted commas, expanded noun phrases, prefixes and suffixes.</p>	<p>Text: The Stone Age <u>Genre: Non-fiction</u> R: To write a non-chronological report about the Stone Age. A: F: Heading, sub-headings, paragraphs, past tense T: Formal</p>	<p>Text: Big Blue Whale <u>Genre: Non-fiction</u> R: To create a persuasive leaflet about the conservation of whales. A: F: Persuasive language, heading, sub-headings, use</p>	<p>Text: Journey <u>Genre: Fiction</u> R: To write a narrative story using the events of Journey. A: F: Prepositions, complex and compound sentences, inverted commas, expanded noun phrases.</p>	<p>Text: The Day the Crayons Quit <u>Genre: Fiction</u> R: To write a letter in role as an inanimate or household object that has a complaint to make to its user. A: The user of the object. F: informal letter, use of different sentence</p>	

		<p>T: Friendly Text: Tuesday <u>Genre - Fiction</u> R – To write a retell to the police about the strange event that happened Tuesday evening. A – The investigating police F – Adverbs of time, expanded noun phrases, inverted commas T – Surprised, curious</p>	<p>T: Magical, descriptive. Text: Polar Express <u>Genre: Fiction</u> R: To write a letter in the role of the young boy about his adventure to the North Pole. A: The boy’s parents. F: letter format, prepositions, conjunctions T: Excited</p>	<p>Text: Stone Age Boy <u>Genre: Fiction</u> R: To write a series of diary entries about the boy’s adventures in the Stone Age. A: F: Diary entry format, conjunctions, first person T: Curious, surprised</p>	<p>of different sentence types. T: Persuasive Text: Leaf <u>Genre: Fiction</u> R: To write a diary entry from the perspective of the polar bear. A: KS2/ Interested in animals/ Polar bear. F: Diary format, varied sentence types, emotive language, expanded noun phrases T: lonely, sense of belonging/ informal</p>	<p>T: Magical, descriptive Text: Little people, Big world David Attenborough <u>Genre: Non-fiction</u> R: To write a biography about David Attenborough. A: F: Third person, passive voice, sub-headings T: Formal</p>	<p>types, comparatives and superlatives. T: Frustrated, complaining Text: Zeraffa Giraffa <u>Genre: Non-fiction</u> R: To create a leaflet promoting the new arrival at Jardin Des Plantes. A: Tourists wanting to visit Paris. F: Persuasive language, heading, sub-headings T: Persuasive</p>
Year 4	<p>1. Somebody Swallowed Stanley 2. Gorilla by Anthony Browne Persuasive Speech Reason – to persuade the government to reduce their use of single use plastic. Audience – Prime Minister. Features – persuasive language; expanded noun phrases to provide clarity;</p>	<p>Fantastically great women who changed the world. Leon and the place between by Graeme Baker Smith BIOGRAPHY R: To tell others the story of the text. A: Children to read the story to younger children in the school.</p>	<p>1. The Boy at the Back of the Class by Onjali Q. Raúf 2. Leaf FORMAL LETTER (PERSUASIVE) R: To persuade Mr Shortall to allow six refugee children into our school A: Mr Shortall F: Letter layout, organised in paragraphs</p>	<p>1.Counting on Katherine by Helaine Becker 2. Ice palace BIOGRAPHY R: To share the lifestyle of Katherine Johnson A: To tell parents F: Third person, chronological order, paragraphs, pictures and captions, past tense T: Formal tone</p>	<p>The Lion, the Witch and the Wardrobe by C.S. Lewis The lost words NON CHRON REPORT R: To inform readers about different types of mythical creatures. A: People who are interested in mythical creatures or ordinary creatures.</p>	<p>The Egyptian Cinderella Wonder NARRATIVE STORY: R: To tell the story of the text A: Children to read to younger children F: Expressing time, place and cause using conjunctions; adverbs and prepositions. Paragraphs T: similar to text</p>	

		<p>adverbial and prepositional phrases to add detail; specific choice of words for effect. Tone – Formal, persuasive and passionate.</p> <p>STORY R: To tell others the story of the text. A: Children to read the story to younger children in the school. F: Expressing time, place and cause using conjunctions; adverbs and prepositions. Paragraphs T: similar to the text Text: Gorilla GDS: To use more description and expanded sentences</p> <p>Additional text: The Tunnel</p>	<p>F: past tense, repetition, third person pronouns, write key events. T: Formal tone Text: Fantastically Great Women</p> <p>DESCRIPTION (setting) R: To describe the setting of the place between A: Children who have read the text F: Expressing time, place and cause using conjunctions, prepositions, adverbs, descriptive language, expanded noun phrases T: descriptive language Text: Leon and the place between GDS: refining ideas</p> <p>Additional text: The winters child</p>	<p>(introduce, inform, instruct), fronted adverbials, rhetorical questions, emotive language T: Formal Text: The Boy at the Back of the Class GDS: Include evidence using quotation marks</p> <p>Non Chronological Report.</p> <p>R: To give information about polar bears. A: People who like animals. F: headings, subheadings, caption, photo, technical vocabulary, fronted adverbials. T: Formal tone</p> <p>Text: Leaf</p>	<p>Text: Counting on Katherine GDS: More detail, links between paragraphs</p> <p>Additional text: Fantastically Great women who saved the planet.</p> <p>Use the same layout. DESCRIPTION (Character)</p> <p>R: To describe the character A: Children who have read the text. F: Expressing time, place and cause using conjunctions, descriptive language, and expanded noun phrase. T: Descriptive language Text: Ice palace GDS: refining ideas</p>	<p>F: Subheadings, paragraphs, caption, photo, technical vocab, fronted adverbials. Text: The Lion, the Witch and the Wardrobe. GDS: Two mythical creatures in one NC report. NARRATIVE POETRY – CHOCOLATE POEM (Extra add on)</p> <p>R: To entertain and perform a poem about their love for chocolate. A: children interested in chocolate F: Figurative Language, Rhyme and Rhythm T: Text: Chocolate Cake by Michael Rosen</p>	<p>Text: Egyptian Cinderella GDS: To write their own traditional story set in Egypt DIARY ENTRY - LETTER R: To write a letter of Auggie’s first few days at school to his friend. A: year 4 class to read to each other. F: 1st person, feelings and emotions T: Informal Text: GDS: Similes, personification</p>
Year 5	GENRE Persuasive Speech	GENRE Diary Entry	GENRE Letter	GENRE Diary Entry	GENRE Letter writing	GENRE Character description	

		<p>R – To persuade the government to reduce their use of single use plastic.</p> <p>A – The UK Government</p> <p>F – direct address, facts and statistics, emotive language, rhetorical questions</p> <p>T – persuasive and passionate</p> <p>Text: Somebody Swallowed Stanley</p> <p>GENRE Character Description</p> <p>R: To entertain the audience To expand the story of Annie Edson Taylor</p> <p>A: People who know who Annie Edson Taylor is. People who have read this book.</p> <p>F: Direct speech, descriptive language,</p>	<p>R: To continue the Woodcutter's daily diary and to describe the events of the Witch's death.</p> <p>A: We are the only ones who will ever see it – diaries are personal and private.</p> <p>F: Events in chronological order Opinions Informal, descriptive writing style</p> <p>T: Informal First person Past Tense</p> <p>Text: Lost Happy Endings</p> <p>GDS: Use of relative clauses</p> <p>GENRE Presentation (Non-Fiction)</p>	<p>R: To describe the wonders of space from Chris Hadfield's perspective</p> <p>A: Chris Hadfield's wife</p> <p>F: Relative clauses Devices for cohesion across paragraphs Fronted adverbials</p> <p>T: Informal, romantic</p> <p>Text: The Darkest Dark</p> <p>GDS: Write from Chris's wife's perspective instead</p> <p>GENRE Story</p> <p>R: To describe life in England</p> <p>A: Brazilian children</p>	<p>R: To describe a trip to France in your diary</p> <p>A: yourself (owner of the diary)</p> <p>F: Apostrophes for contraction Fronted adverbial</p> <p>T: Informal, chatty</p> <p>Text: France: Travel for Kids</p> <p>GENRE Story</p> <p>R: To entertain an audience</p> <p>Audience: Young children</p> <p>Features: Relative clauses, expanded noun phrases, adverbials</p> <p>Tone: Formal and descriptive</p> <p>Text: Leaf</p>	<p>R: To inform a loved one about life in the war</p> <p>A: loved one</p> <p>F: Modal verbs Adverbs for possibility</p> <p>T: Formal, sad</p> <p>Text: And the Soldiers Sang</p> <p>GDS: write to a government leader about the war</p> <p>Awareness of reader</p> <p>GENRE Presentation</p> <p>R: To inform_</p> <p>A: Younger children in school_____</p> <p>F: non-fiction, interactive style</p> <p>T: Engaging, entertaining and</p>	<p>R: To describe the Tigress as she raises her cubs to adulthood</p> <p>A: Animal lovers</p> <p>F: Integrated dialogue, Select the correct tense Hybrid fiction/non-fiction writing</p> <p>T: Formal, descriptive,</p> <p>Text: Tigress</p> <p>GENRE Story</p> <p>R: To rewrite the ending of the story</p> <p>A: Young readers (9-10+)</p> <p>F: Relative clauses Integrated dialogue Inverted commas for speech</p> <p>T: Formal -> In keeping with the tone of the book (graphic novel)</p>
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	<p>fronted adverbials, noun phrases</p> <p>T: Formal, written tone Similar style to the book itself Descriptive</p> <p>Text: Queen of the Falls</p>	<p>R: To explain an aspect of 30s and 40s life. To entertain our reader with interesting facts</p> <p>A: Young children in our school.</p> <p>F: Non-fiction style engaging for the audience/reader</p> <p>T: Engaging, interesting and explaining</p> <p>Text: 30s and 40s Britain</p> <p>GDS: Present using a variety of mediums</p>	<p>F: Adverbs for possibility Descriptive language Select the correct tense (perfect present)</p> <p>T: Formal, interesting, chatty</p> <p>Text: My Life in Brazil</p> <p>GDS: Compare life in Brazil to pupils' own life</p>	<p>GDS: Use brackets, dashes or commas for parenthesis_____</p>	<p>interactive to the audience</p> <p>Text: The Cats in Krasinski Square</p> <p>GDS: Select the appropriate verb form</p>	<p>Text: The Garden of Inside-Outside</p> <p>GDS: To change the perspective of the book to brother/object/thing and rewrite the ending</p>
Year 6	<p><u>Genre – persuasive speech</u></p> <p>R: to persuade the government to reduce their use of single use plastic A: Prime Minister F: persuasive language; expanded noun phrases to provide clarity;</p>	<p><u>Genre- informal letter</u></p> <p>R: To reflect on the story and process major events. A: Sara's mother. F: Cohesive devices, emotive language, paragraphs, features of a letter, three paragraphs,</p>	<p><u>Genre- diary entry</u></p> <p>R:To reflect on the main events in the advert A: The wolf (GDS each of the three pigs) F: first person, contracted words, emotive language,</p>	<p><u>Genre- non chronological report</u></p> <p>R: to inform readers about the Galapagos Islands A: people who are interested in travelling there F: subheadings,</p>	<p><u>Genre- performance poem</u></p> <p>R: to write and perform a poem A: poetry lovers F: figurative language, personification, rhyming T: informal</p>	<p><u>Genre- biography</u></p> <p>R: to share the life of Jacques Cousteau A: To inform their parents F: third person, chronological order, paragraphs, pictures, captions</p>

		<p>adverbial and prepositional phrases to add detail; use of cohesive devices; specific choice of words for effect; UKS2 – formal with informal asides. T: Formal, persuasive and passionate Text: Somebody Swallowed Stanley <u>Genre- setting description</u></p> <p>R: To describe a setting of the Great Kapok Tree A: Other children in the school F: Relative clauses, descriptive language, cohesive features, speech, onomatopoeia T- Descriptive and exciting Text: The Great Kapok Tree</p>	<p>first person, subject specific vocabulary. Correct formality/register, use of dash, mature language. T: informal mirroring the events at that point in the text. Text: White Bird <u>Genre – retell of a story</u> R: To entertain and retell the story of the Promise A: Young people inspired by the message of ‘The Promise’ F: Features: the passive voice, range of phrases, hyphens, figurative language. T: informal and inspiring Text: The Promise</p>	<p>the subjunctive form, colon to mark boundaries between clauses T: informal Text: The True Story of the Three Little Pigs Genre- character description R: To describe the character and entertain A: children who have read the text F: punctuation for parenthesis, descriptive language, colon within lists T: descriptive and formal Text: Leaf</p>	<p>paragraphs, captions, photos, semi colons T: formal Text: The Island <u>Genre- flashback story</u> R: To entertain and tell a story A: Young people inspired by the message of the Arrival and with an interest in immigration. F: subordinate clauses, range of phrases, advanced punctuation, figurative language. T: Informal/formal <i>GDS: range of advanced punctuation precisely to enhance meaning.</i> Text: The Arrival by Shaun Tan</p>	<p>Text: Poems Aloud <u>Genre-motivational speech</u> Reason: to motivate others to be awesome! Audience: your peers. Features: positive language; clear points, with personal advice where appropriate; clear paragraphs, modal verbs to express possibility; consistency in tense (likely to be present); appropriate punctuation. Tone: motivational, inspiring and positive. Text: You are awesome!</p>	<p>T: formal <i>GDS: more detail, links between paragraphs (quote from Phillipe and Didi)</i> Text: Manfish</p>
Maths	Reception	<p>Number <i>Say one number for each item in order.</i></p>	<p>Number Count objects, actions and sounds.</p>	<p>Number Subitise.</p>	<p>Number</p>	<p>Number Count beyond 10. Time.</p>	<p>ELG MET ELG Number</p>

		<p><i>Link numerals to amounts.</i> <i>Compare quantities using language: 'more than', 'fewer than'.</i> Count objects, actions and sounds.</p> <p>Numerical Patterns Explore 2D shapes Discuss locations – in front of' and behind.</p>	<p>Link the number symbol with its cardinal number value. <i>Link numerals to amounts.</i> Compare numbers.</p> <p>Numerical Patterns Continue, copy and create repeating patterns. Talk about and identify the patterns around them. Compare length. Combine shapes to make new ones – an arch, a bigger triangle, etc</p>	<p>Understand one more/one less than. Numerical Patterns Compare capacity</p>	<p>Explore the composition of numbers to 10 Recall number bonds for numbers 0-5 and some to 10. Money.</p> <p>Numerical Patterns Compare weight . Select, rotate and manipulate shapes to develop spatial reasoning skills.</p>	<p>Numerical Patterns Explore 2D/3D shape Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can</p> <p>2D/3D shape</p>	<p>Have a deep understanding of number to 10, including the composition of each number. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Subitise (recognise quantities without counting) up to 5.</p> <p>ELG Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. Compare quantities up to 10 in different</p>
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							contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
Year 1	Place Value (within 10) Addition and Subtraction (within 10)	Geometry: Shape Place Value (within 20)	Addition and Subtraction (within 20) Place Value (within 50)	Measurement: Length and Height Measurement: Weight and Volume	Multiplication and Division Fractions Geometry – Position and Direction	Place Value (within 100) Measurement: Money Measurement: Time	
Year 2	Place Value Addition and Subtraction	Measurement: Money Multiplication and Division	Multiplication and Division Fractions	Length and perimeter Mass and capacity	Fractions Money Time	Shape Statistics	
Year 3	Place Value Addition and Subtraction	Multiplication and Division	Measurement: Money Statistics	Measurement: Length and Perimeter Fractions	Fractions Measurement: Time	Geometry: Properties of Shape Measurement: Mass and Capacity	
Year 4	Place Value Addition and Subtraction	Measurement: Length and Perimeter Multiplication and Division	Measurement: Area Fractions	Fractions Decimals	Measurement: Money Measurement: Time	Statistics Geometry: Properties of Shape Geometry: Position and Direction	
Year 5	Place Value Addition and Subtraction	Statistics Multiplication and Division	Fractions	Decimals and Percentages	Decimals Geometry: Properties of Shape	Geometry: Position and Direction Measurements: Converting Units	

			Measurement: Perimeter and Area				
	Year 6	Place Value Addition and Subtraction Multiplication and divisions	Fractions Converting units	Decimals Ratio Algebra	Fractions Measurement: Perimeter, Area and Volume Statistics	Geometry: Properties of Shape Position and direction	Consolidation and themed projects
Science	Reception All year - seasonal change	Seasonal changes will be taught throughout the year Natural World Describe what they see, hear and feel whilst outside.	Seasonal changes will be taught throughout the year Natural World Understand the effect of changing seasons. Explore the natural world around them.	Seasonal changes will be taught throughout the year Natural world	Seasonal changes will be taught throughout the year Natural World People and communities- states of matter through cooking	Seasonal changes will be taught throughout the year Natural World Recognise that some environments are different to the one in which they live.	Seasonal changes will be taught throughout the year ELG: The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around

							them, including the seasons and changing states of matter.
Year 1 Plants - pupils should use the local environment throughout the year to observe how different plants grow	Animals Including Humans Humans have offspring which grow into adults	Everyday Materials What can we use to build our machine? Compare suitability of material	Animals including humans Animals and offspring (birds)	Everyday Materials How can solid objects be changed by squashing, bending, twisting and stretching – link to toys (pipe cleaners/elastic bands)	Plants (trees) How plants need water, light and a suitable temperature to grow and stay healthy		Seasonal changes
Year 2	Animals Including Humans	Animals Including Humans	Use of everyday materials (Changing shapes of materials)	Plants (growing seeds and bulbs outside)	Living things and their habitat		Living things and their habitat Plants (harvesting and cooking)
Year 3	Animals including humans (nutrition, skeletons and muscles)	Animals including humans	Rocks and soil - types of rock (linked to stone age)	Forces and magnets (linked to poles)	Plants		Light
Year 4	States of matter – link to volcano	Electricity	Sound	Living things and their habitats – Environments can change and that this can sometimes pose dangers to living things (volcanoes and tsunamis) (humans and farming)	Animals including humans		Sound (revisit)

	Year 5	Animals including humans (humans development to old age)	Animals including humans (humans development to old age)	Forces	Earth and Space	Living things and their habitats – life cycles	Properties and changes of materials
	Year 6	Electricity	Living things and their habitats - classification	Animals including humans – digestive system and bodies	Evolution and inheritance Charles Darwin	Light (travels in straight lines, light sources – links with WW2 searchlights)	
PE	Reception	<p>Gross Motor Skills <i>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</i> Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Fine Motor <i>Use a comfortable grip with good control when holding a pencil.</i></p>	<p>Fine Motor Skills Develop their small motor skills so that they can use a range of tools competently, safely, and confidently – pencil, scissors, knives, forks and spoons.</p> <p>Gross Motor Skills Revise and refine the fundamental movement skills they have already acquired – walking, running. Progress towards a more fluent style of moving, with developing control and grace. <i>Be increasingly independent as they get dressed and undressed, for example, putting</i></p>	<p>Fine Motor Skills Develop their small motor skills so that they can use a range of tools competently, safely, and confidently – pencil, scissors, knives, forks and spoons.</p> <p>Gross Motor Skills Revise and refine the fundamental movement skills they have already acquired – rolling, crawling, jumping, skipping Combine different movements with ease and fluency.</p>	<p>Gross Motor Skills Develop overall body-strength, balance, coordination and agility. Develop and refine ball skills – throwing and catching. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p>	<p>Fine Motor Skills Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Gross Motor Skills Revise and refine the fundamental movement skills they have already acquired – climbing, hopping Develop overall body strength, co-ordination, balance, and agility to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p>	<p>ELG MET</p> <p>ELG Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show</p>

			<i>coats on and doing up zips.</i>				accuracy and care when drawing.
Year 1	Groovy Gymnastics (inside) Throwing and catching (outside)	Bootcamp (inside) Active Athletics (outside)	Storytime dance (inside) Brilliant Ball skills (Outside)	Gymfit circuits (inside) Fitness frenzy (outside)	Multiskills (inside) Mighty Movers (running)	Skip to the beat (inside) Sport of your choice! (Outside)	
Year 2	Groovy Gymnastics (inside) Throwing and catching (outside)	Bootcamp (inside) Active Athletics (outside)	Ugly bug ball dance (inside) Brilliant Ball skills (Outside)	Gymfit circuits (inside) Fitness frenzy (outside)	Multiskills (inside) Mighty Movers (running)	Skip to the beat (inside) Sport of your choice! (Outside)	
Year 3	Groovy Gymnastics (inside) Active athletics (Sports coach)	Bootcamp (inside) Defending principles (sports coach)	African (inside) Attacking principles (sports coach)	Gymfit circuits (inside) Skills Game (sports coach)	Multiskills (inside) Nimble nets (sports coach)	Skip to the beat (inside) Striking and Fielding (sports coach)	
Year 4	Swimming Gym Sequences	Swimming Dynamic Dance	Swimming Step to the beat	Swimming Dynamic Dance	Swimming Mighty Movers (Boxercise)	Swimming Cool Core (Pilates)	
Year 5	Gym Sequences (inside) Young Olympians (sports coach)	Boot camp (Inside) Defending principles (sports coach)	Dynamic dance (inside) Attacking principles (sports coach)	Gymfit circuits (inside) Skills Game (sports coach)	Cool core- pilates (inside) Nimble nets (sports coach)	Step to the beat (inside) Striking and Fielding (sports coach)	
Year 6	Gym sequences (inside) Young Olympians (sports coach)	Boot camp (Inside) Defending principles (sports coach)	Dynamic dance (inside) Attacking principles (sports coach)	Gymfit circuits (inside) Skills Game (sports coach)	Cool core- pilates (inside) Nimble nets (sports coach)	Step to the beat (inside) Striking and Fielding (sports coach)	

History	Reception		Past and present Comment on images of familiar situations in the past.	Past and present Compare and contrast characters from stories, including figures from the past.			ELG Met ELG: Past and present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.
	Year 1		My Family History <u>Enquiry Question</u> What was life like when our grandparents were children?		The Greatest Explorers <u>Enquiry Question</u> Who were the greatest explorers?		Great Inventions:Transport <u>Enquiry Question</u> How did the first flight change the world?
	Year 2		Bonfire night and the Great Fire of London <u>Enquiry question</u> Should we still celebrate Bonfire Night?/Did the Great Fire make London a better or a worse place?		Our Local Heroes <u>Enquiry question</u> Who are our local heroes?	Holidays <u>Enquiry question</u> How have holidays changed over time?	

	Year 3	Local history <u>Enquiry question</u> Why should we preserve our locality?		The Stone Age <u>Enquiry question</u> What was new about the New Stone Age?		The Bronze Age and the Iron Age <u>Enquiry question</u> What was more impressive the Bronze Age or the Iron Age?	
	Year 4		The Ancient Egyptians <u>Enquiry question</u> How much did the Ancient Egyptians achieve?		Roman Britain <u>Enquiry question</u> What happened when the Romans came to Britain?		Crime and punishment <u>Enquiry question</u> How has crime and punishment changed over time?
	Year 5	The Anglo-Saxons <u>Enquiry question</u> Was the Anglo-Saxon period really a Dark Age?		The Vikings <u>Enquiry question</u> Would the Vikings do anything for money?		Journeys <u>Enquiry question</u> What makes people go on a journey?	
	Year 6		The Maya civilisation <u>Enquiry question</u> Why should we remember the Maya?		The Ancient Greeks <u>Enquiry question</u> What did the Greeks really do for us?		The Impact of War <u>Enquiry question</u> Did WW1 or WW2 have the biggest impact on our locality?
Geography	Reception	People, culture and communities Talk about members of their immediate family and community. Name and describe people who are familiar to them.	People, culture and communities Describe people who are familiar to them. Recognise that people have different beliefs and celebrate special times in		People, culture and communities Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate	People, culture and communities Recognise similarities and differences between life in this country and life in other countries.	ELG: People, culture and communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

			different ways (Christmas)		special times in different ways (Easter).		Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
Year 1	Our Local Area <u>Enquiry Question</u> What's it like where we live?			People and their communities <u>Enquiry Question</u> Where in the world do these people live?		Animals and their Habitats <u>Enquiry Question</u> Where do our favourite animals live?	
Year 2	Seasons <u>Enquiry question</u> What are seasons?			Journeys <u>Enquiry question</u> Where does our food come from?			Our Wonderful World <u>Enquiry question</u> What are the seven wonders of our world?
Year 3			Climate and Weather <u>Enquiry question</u>		Our World <u>Enquiry question</u> Where on Earth are we?		Coasts <u>Enquiry question</u> Do we like to be beside the seaside?

			Why is climate important?				
	Year 4	The Americas <u>Enquiry question</u> Can you come on a Great American Road Trip?		Rivers and the Water Cycle <u>Enquiry question</u> How does the water go round and round?		Volcanoes and Earthquakes <u>Enquiry question</u> How does the Earth shake, rattle and roll?	
	Year 5		Changes in our Local Environment <u>Enquiry question</u> How is our country changing?		Europe – A study of the Alpine Region <u>Enquiry question</u> Where should we go on holiday?		Journeys <u>Enquiry question</u> Where does all our stuff come from?
	Year 6	South America – The Amazon <u>Enquiry question</u> What is life like in the Amazon?		Global warming and climate change <u>Enquiry question</u> Are we damaging our world?		Our World in the future <u>Enquiry question</u> How will our world look in the future?	
PSHE	Reception	Managing self See themselves as a valuable individual. Relationships Build constructive and respectful relationships.	Relationships Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Managing self Think about the perspective of others. Manage their own needs (personal hygiene).	Self-regulation Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.	Managing self Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> regular physical activity tooth brushing 	Managing self <ul style="list-style-type: none"> sensible amounts of screen time having a good sleep routine being a safe pedestrian healthy eating 	ELG MET ELG Self-regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

							<p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG Managing self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG Relationships Work and play cooperatively and take turns with others.</p>
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							Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.
	Year 1	Healthy Lifestyles	Keeping Safe	Living in The Wider World	Mental and Emotional Health	RSE	
	Year 2	Healthy Lifestyles	Keeping Safe	Living In The Wider World	Mental and Emotional Health	RSE	
	Year 3	Healthy Lifestyles	Keeping Safe	Living In The Wider World	Mental and Emotional Health		RSE
	Year 4	Healthy Lifestyles	Keeping Safe	Living in the wider world	Mental and emotional health	RSE	
	Year 5	Healthy Lifestyles	Keeping Safe	Living in the wider world	Mental and emotional health		RSE
	Year 6	Healthy Lifestyle	Keeping Safe	Living In The Wider World	Mental and Emotional Health	RSE	
Art / DT	Reception	Creating with materials Link to Van Gough Creating our own colour monsters – showing different emotions through our drawings Explore colour and colour mixing	Creating with materials Christmas crafts.	Creating with materials Create dinosaur fossils using clay.	Creating with materials Ambulance junk modelling. Use wheels to print. Paint maps 3D junk model ambulance Painting Use drawing, painting, and sculpture	Creating with materials Andy Goldsworthy – natural art Create collaboratively, sharing ideas, resources, and skills.	ELG MET ELG Creating with materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing

							characters in narratives and stories.
	Year 1	Art -Drawing: Make your mark	DT -Structures: Constructing a windmill	DT-Textiles: Puppets	Art-Painting and mixed media: Colour splash	Art -Sculpture and 3D: Paper Play	DT -Mechanisms: Wheels and axles
	Year 2	Art - Drawing: tell a story	DT- Mechanisms: Fairground wheel	DT - Food: A balanced diet	Art- Sculpture and 3D: Clayhouses	Art - Painting and mixed media: Beside the seaside	DT- Structures: Baby Bear's chair
	Year 3	Art - Drawing: Growing artists	DT - Food: Eating seasonally	Art- Painting and mixed media: Prehistoric painting	DT- Mechanical systems : Pneumatic toys	Art- Sculpture and 3D: Abstract shape and space	DT- Textiles: cushions
	Year 4	Art-Painting and mixed media: Light and dark	DT- Electrical systems: Torches	Art-Craft and design: Fabric of nature	DT- Structure: Pavilions	Art-Drawing: Power prints	DT- Textiles: Egyptian collars
	Year 5	Art-Painting and mixed media: Portraits	DT- Mechanical systems: Pop-up book	DT- Digital world: Monitoring devices	Art-Sculpture and 3D: Interactive installation	Art-Craft and design: Architecture	DT- Structures: Bridges
	Year 6	Art-Painting and mixed media: Artist study	DT- Digital world: Navigating the world	Art-Drawing: Make my voice heard	DT- Mechanical systems: Automata toys	Art-Craft and design: Photo opportunity	DT- Come Dine with me
Computing	Reception	'Busy bodies Look How we Grow' – Barefoot planning	Bee Bots – navigating autumn maps and avoiding obstacles. 'Awesome Autumn Pumpkin Soup' – Barefoot planning	'Winter Warmers – Feed the Birds'	'Boats ahoy' – Barefoot Planning	Coding Caterpillars – algorithms	SU2 'Summer Fun Journeys' – Barefoot Planning + Activities to support 'ELG met targets' to address gaps in children's learning: - PSED – Managing Self: be confident to try new activities and show independence and

							<p>perseverance in the face of challenge</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>- Expressive Arts and Design – Creating with Materials: Safely us and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>
Year 1	Computing systems and networks	Creating media - Digital painting	Digital writing	Data and information	Moving a robot	Programming animations	
Year 2	Computing systems and networks	Creating media - Digital photography	Creating media – making music	Data and information - Pictograms	Robot algorithms	Programming quizzes	
Year 3	Computing systems and networks	Creating Media – Animation	Sequencing Sounds	Events and actions in programs	Creating media – Desktop publishing	Data and publishing – Branching databases	
Year 4	Computing systems and networks – The internet	Creating media – Audio editing	Creating media – Photo editing	Data and information – Data logging	Repetition in shapes	Repetition in games	
Year 5	Computer systems and networks – sharing information	Creating media – Vector drawing	Data and information – flat file databases	Selection in physical computing	Selection in quizzes	Creating media – video editing	
Year 6	Computing systems and networks - communication	Creating media – 3D modelling	Creating media – webpage creation	Data and information - spreadsheets	Variables in games	Sensing	

Music	Reception	<p>Being imaginative and expressive Making family trees move to and talk about music, expressing their feelings and responses.</p>	<p>Being imaginative and expressive Develop storylines in their pretend play. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>Being imaginative and expressive Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Being imaginative and expressive Watch and talk about dance and performing art, expressing their feelings and responses. Create our own performance art.</p>	<p>Being imaginative and expressive Acting out life in the oceans.</p>	<p>ELG Being imaginative and expressive Invent, adapt, and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>
	Year 1	<p>Ourselves The children explore ways of using their voices expressively. They develop skills of singing while performing actions, and create an expressive story. Glad To Be Me – a happy song Using parts of the body to make sounds Our School The children explore sounds found in their school environment. They investigate ways</p>	<p>Animals The children develop an understanding of pitch through using movement, voices and instruments. They identify contrasts of high and low pitches, and create animal chant sounds and sequences. Storytime The children learn how music can be used to tell a story. They identify</p>	<p>Weather The children use voices, movement and instruments to explore different ways that music can be used to describe the weather. Pattern The children develop an understanding of metre – groups of steady beat – through counting, body percussion and reading scores.</p>	<p>Machines The children explore beat through movement, body percussion and instruments. They combine steady beat with word rhythms and explore changes in tempo. Our Bodies The children respond with their bodies to steady beat and rhythm in music. They experience</p>	<p>Number The children develop a sense of steady beat through using movement, body percussion and instruments. Travel The children develop their performance skills and learn songs about travel and transport from around the world.</p>	<p>Seasons The children develop further their vocabulary and understanding of pitch movements, exploring pitch through singing, tuned percussion and listening games. Water The children use voices, movement and instruments to explore changes of pitch. They develop a performance with different vocal pitch</p>

		to produce and record sounds, using IT to stimulate musical ideas related to geography.	contrasts of fast and slow, loud and quiet, leading to a performance.		combining rhythm patterns with steady beat, using body percussion.		shapes and tuned percussion.
Year 2	<p>Ourselves The children discover ways to use their voices to describe feelings and moods. They create and notate vocal sounds, building to a performance.</p> <p>Animals The children link animal movement with pitch movement to help develop understanding and recognition of changing pitch. They interpret pitch line notation using voices and tuned instruments.</p>	<p>Water The children sing and play a variety of pitch shapes, using movement and ready from scores. They create a class composition which describes the sounds and creatures of a pond.</p> <p>Weather The children have opportunities to create descriptive sounds and word rhythms with raps and songs about weather. They create a descriptive class composition using voices and instruments.</p>	<p>Our Bodies The children develop a sense of steady beat through using their own bodies. They respond to music and play rhythm patterns on body percussion and instruments.</p> <p>Travel The children learn a Tanzanian game song and accompany a travelling song using voices and instruments. They listen to an orchestral piece and improvise their own descriptive 'theme park' music.</p>	<p>Toys The children move and play to a steady beat and to sound sequences. They learn to control changing tempo as they take a scooter ride.</p> <p>Storytime The children are introduced to famous pieces to stimulate composition. The children interpret a storyboard with sound effects, and develop their own ideas using voices and percussion.</p>	<p>Patterns Using simple notations, the children play, create and combine mini-beast rhythms using body percussion and instruments.</p> <p>Number The children explore steady beat and rhythm patterns. They play beats and patterns from Renaissance Italy to West Africa and create their own body percussion, voices and instruments.</p>	<p>Seasons The children develop understanding of pitch through movement, songs and listening games. They become familiar with pitch shapes and perform them in a variety of musical arrangements.</p> <p>Our Land The children explore timbre and texture as they explore descriptive sounds. They listen to, and perform, music inspired by myths.</p>	
Year 3	<p>Human Body Skeleton dances and songs teach the children about the human body. Percussion instruments are used</p>	<p>Communication The children learn to make music inspired by technology and computing. They explore and</p>	<p>Building The sights and sounds of a building site provide the inspiration for exploring and</p>	<p>Time The children develop their understanding of beat, metre and rhythm. They combine melodic</p>	<p>Food and Drink A feast of chants, songs and performances. Composing word rhythms, singing a round, and creating</p>	<p>China The children explore the pentatonic scale and ways of notating pitch. They listen to traditional Chinese music, sing, read and</p>	

		<p>to improvise, create word rhythms, and build a final skeleton dance.</p> <p>Environment The children explore songs and poems about places. They create accompaniments and sound pictures to reflect sounds in their local environment.</p>	<p>compose sounds for earcons, emoticons, mobile phone ringtones, computer games and apps.</p> <p>Singing French Un, deux, trois and away we go to e enhance language learning through songs. Children are introduced to French greetings, vocabulary and numbers as they play lively singing games.</p>	<p>creating rhythms. The children play games, sing and compose music to build into a performance.</p> <p>Sounds How are sounds produced and classified? The children explore timbre and structure through musical conversations in music from around the world.</p>	<p>and rhythmic patterns, and use staff notation as part of a final performance.</p> <p>In The Past The origins of pitch notations are introduced as the children make hand signals and compose three-note melodies. They learn basic dance steps and prepare a performance.</p>	<p>musical recipes will develop the children's skills from breakfast through to dinner time!</p> <p>Poetry Three contrasting poems are explored and developed. The children use voices, body percussion, instruments and movement to create their own expressive performances.</p>	<p>compose music, ending in a musical celebration of Chinese New Year.</p> <p>Ancient Worlds Explore ancient Greece with music inspired by Orpheus, Echo and Theseus. The children perform a song cycle and a round, and compose their own ostinato.</p>
Year 4	<p>Communication Children create a news programme, complete with theme music and school news headlines. Using songs and raps, this musical news bulletin will alert the school to the burning issues of the day!</p> <p>Environment Seasons and the environment provide the stimuli for compositions. The children make descriptive accompaniments and</p>	<p>Sounds After exploring how sounds are produced and classified, the children use their voices to make beatbox sounds, sing four-part songs and perform a jazzy round.</p> <p>Building Building-themed songs allow the children to explore how music can be structured to provide different</p>	<p>Time Music featuring bells and clocks helps the children to understand rhythm and syncopation. They learn to sing and play bell pattern, listen to an orchestral clock piece, and create their own descriptive music.</p> <p>Poetry The children develop performances of</p>	<p>In the Past The children use a variety of notations to build performances from different periods and styles. They learn a Renaissance dance, walk down the aisle to Wagner's Bridal march and dance the mashed potato!</p> <p>Ancient Worlds The children celebrate achievements of the 'Amazing</p>	<p>Food and Drink The children cook up a musical feast. They enjoy a varied diet of healthy beans, exotic Tudor banquets and DIY pizza before celebrating in a song performance.</p> <p>Singing Spanish A sample of the sights and sounds of the Spanish-speaking world, including greetings, counting to twelve and playing a</p>	<p>Recycling The children make their own instruments from junk and use them to improve, compose and play junk jazz music in a variety of different musical styles.</p> <p>Around the World The children explore pentatonic melodies and syncopated rhythms, learning that the fundamental dimensions of music are the same all over the world.</p>	

		discover how the environment has inspired composers throughout history	textures. The use layers and rondo structure to combine ostinato played on body percussion and tuned instruments.	continuing poems. They use their voices to speak expressively and rhythmically and discover ways to create ostinato accompaniments to enhance their performance.	Egyptians' and explore 20 th century minimalist music inspired by the age of Akhenaten. They arrange and perform a layered pyramid structure.	singing game. The children explore part-singing and accompaniments in four contrasting songs.	
Year 5	Keeping Healthy From body-popping and gospel-singing to swimming and cycling, the children are taken through their paces, and they put together an invigorating performance using new musical techniques.	Celebration A lively celebration in song for the children to perform at a class assembly, a school concert or fete. The celebratory, upbeat mood will soon have the audience joining in.	Our Community The song Jerusalem provides the basis for looking at changes through time. The children are given opportunities to compose and perform music inspired by their local community, both past and present	Solar System Embark on a musical journey through the solar system, exploring how our universe inspired composers including Claude Debussy, Gustav Holst and George Crumb. The children learn a song, and compose pieces linked to space. 2023 Peripetetic ukelele instructor	Life Cycles Explore the human life cycle with music by Johannes Brahms, Luciano Berio, Franz Liszt and Claudio Monteverdi. The wide variety of musical moods, styles and genres inspires singing, performing and composing using new techniques and structures. 2023 Peripetetic ukelele instructor	At The Movies Explore music from 1920s animated films to present day movies. The children learn techniques for creating soundtracks and film scores, and they compose their own movie music. 2023 Peripetetic ukelele instructor	
Year 6	World Unite Get into the groove by exploring rhythm and melody in singing, movement and dance. The children learn	Roots Complete musical performance about the effects of the slave trade on a	Growth 'The street' is the setting for this unit of buskers and flash mobs. The children	Journeys The theme of challenging journeys in life resonates through this selection of	Class Awards An ideal opportunity to celebrate the children's achievements at	Moving On Two songs, one looking back, one looking forward, and a musical device for linking them provide	

		about beat, syncopation, pitch and harmony, and take a trip around the world to celebrate the universal language of music.	West African village. The integrated music features traditional Ghanaian songs and percussion rhythms, and the infamous spiderman Anansi, who saves the day.	explore Ravel's Bolero through rhythmical mine, learn songs with instrumental accompaniments, and create a dance to build into a thrilling street performance.	songs with thoughts of change and transition, and binds them in an optimistic and uplifting song cycle performance.	the end of primary school with a musical awards show customised for your class. Individual awards are presented along with fanfare, rap, song and famous music in a final grand ceremony.	a moving celebration of the children's happy memories and their hopes for the future.
RE	Reception	Which stories are special and why?	Which people are special and why?	Which places are special and why?	Which times are special and why?	Where do we belong?	What is special about our world and why?
	Year 1	1.1 Who is a Christian and what do they believe?	1.1 Who is a Christian and what do they believe?	1.5 What makes some places sacred?	1.6 How do we celebrate special and sacred times? <i>Christians & Muslims</i>	1.7 What does it mean to belong to a faith community?	1.7 What does it mean to belong to a faith community?
	Year 2	1.2 Who is a Muslim and what do they believe?	1.3 Who is Jewish and what do they believe?	1.4 What can we learn from sacred books? Christians & Muslims	1.6 How do we celebrate special and sacred times?	1.2 Who is a Muslim and what do they believe?	1.3 Who is Jewish and what do they believe?
	Year 3	L2.1 What do different people believe about God? Christians, Hindus and or Muslims.	L2.2 Why is the Bible so important to Christians today?	L2.4 Why do people pray?	L2.1 What do different people believe about God? Christians, Hindus and or Muslims.	L2.2 Why is the Bible so important to Christians today?	L2.4 Why do people pray?
	Year 4	L2.3 Why is Jesus inspiring to some people?	L2.3 Why is Jesus inspiring to some people?	L2.5 Why are festivals important to religious communities? <i>Christians, Hindus and/or Muslims and/or Jewish people</i>	L2.6 Why do some people think that life is like a journey and what significant experiences mark this? <i>Christians, Hindus and/or Jewish people and non-religious</i>	L2.8 What does it mean to be a Hindu in Britain today?	L2.9 What can we learn from religions about deciding what is right and wrong? <i>Christians, Jewish people, and non-religious responses (e.g., Humanist)</i>

					<i>responses (e.g., Humanist)</i>		
	Year 5	U2.1 Why do some people think God exists? <i>Christians and non-religious (e.g., Humanists)</i>	U2.2 What would Jesus so? (Can we live by the values of Jesus is the twenty-first century?)	U2.4 If God is everywhere, why go to a place of worship? <i>Christian, Hindu and/or Jewish people</i>		U2.6 What does it mean to be Muslim in Britain today?	U2.10 Green Religion? How and why should religious communities do more to care for the earth? <i>Christians, Hindus, Jewish and non-religious people.</i>
	Year 6	U2.3 What do religions say to us when life gets hard? <i>Christians, Hindus, non-religious (e.g., Humanists)</i>	U2.3 What do religions say to us when life gets hard? <i>Christians, Hindus, non-religious (e.g., Humanists)</i>	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? <i>Christians, Muslims and non-religious (e.g., Humanists)</i>	U2.9 What can be done to reduce racism? Can religion help? <i>Christians, Muslims, non-religious.</i>	U2.7 What matters most to Christians and Humanists?	U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/or umrah (community)? <i>Christians, Hindus and/or Muslims.</i>
MFL	Year 3	Phonetics 1& 2 (c) I'm learning Fr/Sp/it (E)	Animals (E)	Musical Instruments (E)	Fruits (E)	Ancient Britain (E)	I Can... €
	Year 4	Phonetics 1& 2 (C) Fruits (E)	Vegetables (E)	.Ancient Britain (E)	Presenting Myself (I)	Classroom (I)	.House (I)
	Year 5	Phonetics 1 to 3 (C)	Vegetables (E)	Presenting myself (I)	Family (I)	Romans (I)	Clothes (I)
	Year 6	Phonetics (1 to 4) (C)	Presenting myself (I)	Do you have a pet (I)	What is the date? Or weather? (I)	My house (I)	School (P)