

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics (Cycle 1)	Victorians (Duchy and Norman) World War II (Weeting)		British History Titanic – Weeting Post-war decades – Duchy/Norman)		British History (Weeting) Broader History (Duchy and Norman)	
Topics (Cycle 2)	Broader History – Mayan civilization		British History – Anglo-Saxons & Vikings Links: Beowulf		British History – Shakespeare	
Collective Worship (Cycle 1) Diocese of Ely Acts of Worship	Diocese of Ely Acts of Worship Autumn themes are being updated for 2021.	Diocese of Ely Acts of Worship Autumn themes are being updated for 2021.	Gifts Baptism of Christ Follow the Leader Guiding Light Parties People of Light and Darkness	Don't Do That! Sacrifices Water of Life Mothering Sunday Grain and Wheat Palm Sunday	Doubts Bravery Sheep Friends of Servants Prayer Tree Punished for Doing Good	Happy B'day Church Character building Everybody's Equal Don't Look Back Respect What a year! Mary Jones's Bible
Collective Worship (Cycle 2) Diocese of Ely Acts of Worship	Rules for Living The Royal Law Watch your Mouth! The Secret Servant Lesson from Esther Children are Best Doing Good	Don't Give Up Two Commandments Get Ready Don't Be Frightened Stir Up Sunday The Jesse Tree (x3)	The Time is Right Three Kings Day The Really Wise Men Skills and Talents (x2) The Light of Jesus Difficult Tasks	Don't Bear Grudges What Does your Face Show? What is Faith? Sports and Prizes Rules & 2 nd Chances Amazing Mum!	Shock and Surprise Alphabets Bravery Sheep The Church Grows Up	Doing Good Happy B'day Church Character building Don't Look Back Respect What a year! Mary Jones's Bible
Visits/ Visitors (Cycle 1)	North Norfolk Railway (Norman) TBC Evacuee Experience (Weeting)		Pilgrimage to Walsingham		Y6 transition	
Visits/ Visitors (Cycle 2)			Sutton Hoo (TBC)		Oxburgh Hall (TBC) Y6 transition	
Reading Texts (Cycle 1)	Fiction: Letters from the lighthouse - letters (Weeting) Non-fiction: - Blitz / after effects of the war (Weeting) Fiction: A Christmas Carol (Duchy/Norman) Fiction: Street Child (Duchy/Norman) Links: The Victorians (History) Duchy/ Norman Links: After-effects of WWII (History) Weeting		Fiction: Varjak Paw Non-fiction: Varjak Paw Cats Model Text (NLE)	Fiction: Kensuke's Kingdom Non-fiction: Fantastic Beasts and Where to Find Them.	Fiction: Wolf Brother Non-fiction: Looking After Britain Rivers and Coasts	Fiction: Guardians Non-fiction: Burial Places
Reading Texts (Cycle 2)	Fiction: Mystery of the Maya The Lion the Witch and the Wardrobe Stormbreaker Links: Mayan Civilisation		Fiction: Beowulf Plague Goodnight Mr Tom Non-fiction: A range of explanation texts Links- Anglo Saxons		Fiction: The Giant's Necklace The Hobbit Shakespeare Poetry Links: poetry Y1/2, Y3/4	
English (Cycle 1)	Letters (Weeting / Norman) Discussion texts (Duchy):	Narratives including myths, legends and traditional stories, modern fiction, fiction from our literary	Explanation Texts: identifying the audience for and purpose of the writing,	Recounts: identifying the audience for and purpose of the writing,	Narratives including myths, legends and traditional stories, modern fiction,	Reports: identifying the audience for and purpose of the



	identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Selecting appropriate grammar and vocabulary.	heritage, and books from other cultures and traditions. Describing settings, characters and atmosphere and integrating dialogue. Selecting appropriate grammar and vocabulary.	selecting the appropriate form and using other similar writing as models for their own. Selecting appropriate grammar and vocabulary.	selecting the appropriate form and using other similar writing as models for their own. Selecting appropriate grammar and vocabulary.	fiction from our literary heritage, and books from other cultures and traditions. Describing settings, characters and atmosphere and integrating dialogue. Selecting appropriate grammar and vocabulary.	writing, selecting the appropriate form and using other similar writing as models for their own. Selecting appropriate grammar and vocabulary.
English (Cycle 2)	Narratives including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Describing settings, characters and atmosphere and integrating dialogue. Selecting appropriate grammar and vocabulary.	Discussion Texts: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Selecting appropriate grammar and vocabulary.	Explanation Texts: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Selecting appropriate grammar and vocabulary.	Narratives including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Describing settings, characters and atmosphere and integrating dialogue. Selecting appropriate grammar and vocabulary.	Report writing: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Selecting appropriate grammar and vocabulary.	Instructions: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Selecting appropriate grammar and vocabulary.
Mathematics (Cycle 1)	Place value, 4 operations, fractions, position and directions, decimals, percentage.		Percentages, algebra, measurements: converting units, perimeter, area and ratio. Reasoning and problem-solving.		Geometry: properties of shape, problem solving, statistics, investigations.	
Mathematics (Cycle 2)	Place value, 4 operations, fractions, position and directions, decimals, percentage.		Percentages, algebra, measurements: converting units, perimeter, area and ratio. Reasoning and problem-solving.		Geometry: properties of shape, problem solving, statistics, investigations.	
Science (Cycle 1)	Electricity -Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit -Compare and give reasons for variations in how components function (including brightness of bulbs, loudness of buzzers and on/off position of switches) -Use recognised symbols when representing a simple circuit in a diagram	Properties and Changes of Materials -Compare and group together everyday materials on the basis of their properties (including hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets) -Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution -Give reasons based on evidence from comparative and fair tests for particular use of everyday materials (metal, wood and plastic)	Properties and Changes of Materials (Weeting) Links: Titanic science – exploring iceberg density, buoyancy and melting ice -Use knowledge of solids, liquids and gasses to decide how mixtures might be separated (including filtering, sieving and evaporating) -Give reasons based on evidence from comparative and fair tests for particular use of everyday materials (metal, wood and plastic)	Evolution and inheritance. (Weeting) -Recognise that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago -Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents] -Identify how animals and plants are adapted to suit their environment in different ways and that	Living things and their habitats -Describe how living things are classified into broad group according to common, observable characteristics and based on similarities and differences, including micro-organisms, plants and animals -Give reasons for classifying plants and animals based on specific characteristics	Animals including humans - Health and Lifestyles & circulatory system. Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood -Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function -Describe the ways in which nutrients and water are transported within animals, including humans
					Tier 2 words	Tier 3 words



	<p>Tier 2 words</p> <p>Explore Evaluate Explain Detail Reflect Adapt</p>	<p>Tier 3 words</p> <p>opaque translucent transparent shadow pupil iris lens eyelid reflection refraction convex concave kaleidoscope Periscope Rainbow Prism Source cell battery switch bulb motor buzzer series parallel circuit crocodile clips wire complete circuit symbol circuit diagram fuse wire bright dim filament electromagnet conductor insulator</p>	<p>-Demonstrate that dissolving, missing and changes of state are reversible changes</p> <p>-Explain that some changes result in the formation of new materials and that this kind of change is not usually reversible (including change associated with burning and acid on bicarbonate of soda)</p> <table border="1" data-bbox="629 437 943 995"> <thead> <tr> <th>Tier 2 words</th> <th>Tier 3 words</th> </tr> </thead> <tbody> <tr> <td>Observe Analyse Explore Evaluate Explain Detail Reflect Adapt</td> <td>Chemistry Physics Specimen Substance Solubility Insoluble Transparents Hardness Thermal conductor Electrical conductor Solify Hardness Filtering Sieving Reversible/irreversible changes Saturation point</td> </tr> </tbody> </table>	Tier 2 words	Tier 3 words	Observe Analyse Explore Evaluate Explain Detail Reflect Adapt	Chemistry Physics Specimen Substance Solubility Insoluble Transparents Hardness Thermal conductor Electrical conductor Solify Hardness Filtering Sieving Reversible/irreversible changes Saturation point	<p>-Demonstrate that dissolving, missing and changes of state are reversible changes</p> <p>-Explain that some changes result in the formation of new materials and that this kind of change is not usually reversible (including change associated with burning and acid on bicarbonate of soda)</p> <p>Mixed with previous term</p>	<p>adaptation may lead to evolution</p> <table border="1" data-bbox="1249 304 1503 890"> <thead> <tr> <th>Tier 2 words</th> <th>Tier 3 words</th> </tr> </thead> <tbody> <tr> <td>Explore Evaluate Explain Detail Reflect Adapt Observe retell</td> <td>adapted characteristic common ancestor diverge evolutionary tree extinction fossils generation habitat mutations natural selection offspring palaeontologist population penta-dactyl limb variation</td> </tr> </tbody> </table>	Tier 2 words	Tier 3 words	Explore Evaluate Explain Detail Reflect Adapt Observe retell	adapted characteristic common ancestor diverge evolutionary tree extinction fossils generation habitat mutations natural selection offspring palaeontologist population penta-dactyl limb variation	<p>Explore Evaluate Explain Detail Reflect Adapt Observe retell</p> <p>organism micro-organism fungus mushrooms classification keys environment fish amphibians reptiles birds mammals vertebrates invertebrates</p>	<table border="1" data-bbox="1803 225 2027 1098"> <thead> <tr> <th>Tier 2 words</th> <th>Tier 3 words</th> </tr> </thead> <tbody> <tr> <td>Explore Evaluate Explain Detail Reflect Adapt Observe Estimate</td> <td>double circulation circulatory System blood vessel heart pump vein capillary artery lungs oxygen carbon dioxide gaseous exchange respiration exercise pulse rate heart chambers heart valves stethoscope blood group muscle skeleton smoking</td> </tr> </tbody> </table>	Tier 2 words	Tier 3 words	Explore Evaluate Explain Detail Reflect Adapt Observe Estimate	double circulation circulatory System blood vessel heart pump vein capillary artery lungs oxygen carbon dioxide gaseous exchange respiration exercise pulse rate heart chambers heart valves stethoscope blood group muscle skeleton smoking
Tier 2 words	Tier 3 words																		
Observe Analyse Explore Evaluate Explain Detail Reflect Adapt	Chemistry Physics Specimen Substance Solubility Insoluble Transparents Hardness Thermal conductor Electrical conductor Solify Hardness Filtering Sieving Reversible/irreversible changes Saturation point																		
Tier 2 words	Tier 3 words																		
Explore Evaluate Explain Detail Reflect Adapt Observe retell	adapted characteristic common ancestor diverge evolutionary tree extinction fossils generation habitat mutations natural selection offspring palaeontologist population penta-dactyl limb variation																		
Tier 2 words	Tier 3 words																		
Explore Evaluate Explain Detail Reflect Adapt Observe Estimate	double circulation circulatory System blood vessel heart pump vein capillary artery lungs oxygen carbon dioxide gaseous exchange respiration exercise pulse rate heart chambers heart valves stethoscope blood group muscle skeleton smoking																		
<p>Science (Cycle 2)</p>	<p>Forces</p> <p>-Explain that unsupported objects fall towards the earth because of the force of gravity acting between the earth and the falling object</p> <p>-Identify the effects of air resistance, water resistance and friction that act between moving surfaces</p>	<p>Earth and Space</p> <p>-Describe the movement of the earth and other planets, relative to the sun in the solar system</p> <p>-Describe the movement of the moon relative to the earth</p> <p>-Describe the sun, earth and moon as approximately spherical bodies</p> <p>-Use the idea of the earth's rotation to explain day and night and the</p>	<p>Living things and Habitats and life cycles</p> <p>-Describe how living things are classified into broad group according to common, observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p>	<p>Light</p> <p>-Recognise that light appears to travel in straight lines</p> <p>-Use the idea that light travels in straight lines to explain that objects are seen because they give our or reflect light to the eye</p> <p>-Explain that we see things because light travels from a light source to our eyes or</p>	<p>Animals including humans (from birth to old age)</p> <p>-Describe the changes as humans develop to old age</p> <table border="1" data-bbox="1534 1230 1771 1396"> <thead> <tr> <th>Tier 2 words</th> <th>Tier 3 words</th> </tr> </thead> <tbody> <tr> <td>Animals Humans</td> <td>circulatory system</td> </tr> </tbody> </table>	Tier 2 words	Tier 3 words	Animals Humans	circulatory system	<p>Animals including humans (from birth to old age)</p> <p>-Describe the changes as humans develop to old age</p> <p>Same as previous term</p>									
Tier 2 words	Tier 3 words																		
Animals Humans	circulatory system																		



	<p>-Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</p> <table border="1"> <thead> <tr> <th>Tier 2 words</th> <th>Tier 3 words</th> </tr> </thead> <tbody> <tr> <td>Analyse compare</td> <td>fall gravity force air resistance water resistance friction moving surfaces mechanisms levers pulleys gears magnetic force magnet attract</td> </tr> </tbody> </table>	Tier 2 words	Tier 3 words	Analyse compare	fall gravity force air resistance water resistance friction moving surfaces mechanisms levers pulleys gears magnetic force magnet attract	<p>apparent movement of the sun across the sky</p> <table border="1"> <thead> <tr> <th>Tier 2 words</th> <th>Tier 3 words</th> </tr> </thead> <tbody> <tr> <td>Analyse Estimate Compare identify</td> <td>Earth planets Sun solar system Moon celestial body sphere/ spherical rotate/ rotation spin night and day Mercury Venus Mars Jupiter Saturn Uranus Neptune Pluto 'dwarf' planet orbit revolve geocentric model heliocentric model shadow clocks sundials astronomical clocks</td> </tr> </tbody> </table>	Tier 2 words	Tier 3 words	Analyse Estimate Compare identify	Earth planets Sun solar system Moon celestial body sphere/ spherical rotate/ rotation spin night and day Mercury Venus Mars Jupiter Saturn Uranus Neptune Pluto 'dwarf' planet orbit revolve geocentric model heliocentric model shadow clocks sundials astronomical clocks	<p>-Give reasons for classifying plants and animals based on specific characteristics -Describe the difference in the life cycles of mammals, amphibians, an insect and a bird -Describe the life process of reproduction in some plants and animals</p> <table border="1"> <thead> <tr> <th>Tier 2 words</th> <th>Tier 3 words</th> </tr> </thead> <tbody> <tr> <td>Living Animal Mamma l Compar e Contrast apply</td> <td>organism micro- organism fungus mushrooms classification keys environment fish amphibians reptiles birds mammals vertebrates invertebrate s</td> </tr> </tbody> </table>	Tier 2 words	Tier 3 words	Living Animal Mamma l Compar e Contrast apply	organism micro- organism fungus mushrooms classification keys environment fish amphibians reptiles birds mammals vertebrates invertebrate s	<p>from light sources to objects and then to our eyes -Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p> <table border="1"> <thead> <tr> <th>Tier 2 words</th> <th>Tier 3 words</th> </tr> </thead> <tbody> <tr> <td>Travel light</td> <td>straight reflect reflection light source object shadows mirrors periscope rainbow filters</td> </tr> </tbody> </table>	Tier 2 words	Tier 3 words	Travel light	straight reflect reflection light source object shadows mirrors periscope rainbow filters	<table border="1"> <tr> <td>heart blood vessels pumps oxygen carbon dioxide lungs nutrients water diet exercise drugs lifestyle</td> </tr> </table>	heart blood vessels pumps oxygen carbon dioxide lungs nutrients water diet exercise drugs lifestyle	
Tier 2 words	Tier 3 words																						
Analyse compare	fall gravity force air resistance water resistance friction moving surfaces mechanisms levers pulleys gears magnetic force magnet attract																						
Tier 2 words	Tier 3 words																						
Analyse Estimate Compare identify	Earth planets Sun solar system Moon celestial body sphere/ spherical rotate/ rotation spin night and day Mercury Venus Mars Jupiter Saturn Uranus Neptune Pluto 'dwarf' planet orbit revolve geocentric model heliocentric model shadow clocks sundials astronomical clocks																						
Tier 2 words	Tier 3 words																						
Living Animal Mamma l Compar e Contrast apply	organism micro- organism fungus mushrooms classification keys environment fish amphibians reptiles birds mammals vertebrates invertebrate s																						
Tier 2 words	Tier 3 words																						
Travel light	straight reflect reflection light source object shadows mirrors periscope rainbow filters																						
heart blood vessels pumps oxygen carbon dioxide lungs nutrients water diet exercise drugs lifestyle																							
<p>RE (Cycle 1)</p>	<p><u>Understanding Christianity</u></p> <p>God What does it mean if God is Holy and loving? Core</p>	<p><u>Understanding Christianity</u></p> <p>Incarnation Was Jesus the Messiah? Core</p>	<p><u>Interfaith Unit</u></p> <p>Life after death across different religions. L1. Christian L2. Jewish L3. Muslim L4. Humanist L5. Buddhist L6. Sikh</p>	<p><u>Understanding Christianity</u></p> <p>Salvation What did Jesus do to save human beings? (year 5 Booklet) Core</p> <p>Visit: Pilgrimage to Walsingham</p>	<p><u>Understanding Christianity</u></p> <p>People of God How can following God bring Freedom and Justice? Core</p>	<p><u>Focus on other Faiths</u></p> <p>Being a Muslim. Does belief in Akirah (life after death) help Muslims lead good lives?</p> <p>Does completing the Hajj make a person a better Muslim?</p>																	
<p>RE (Cycle 2)</p>	<p><u>Understanding Christianity</u></p> <p>God</p>	<p><u>Understanding Christianity</u></p> <p>Creation/Fall</p>	<p><u>Interfaith Unit</u></p>	<p><u>Understanding Christianity</u></p> <p>Kingdom of God</p>	<p><u>Understanding Christianity</u></p> <p>Gospel</p>	<p><u>Focus on Other Faiths</u></p> <p>Being Muslim.</p>																	



	<p>What does it mean if God is Holy and loving? Digging Deeper</p>	<p>Creation and Science: Conflicting or complimentary? Core</p>	<p>Who is my God? L1. Christian L2. Jewish L3. Muslim L4. Humanist L5. Buddhist L6. Sikh</p>	<p>What kind of king is Jesus? Core</p>	<p>What would Jesus do? Core</p>	<p>What is the best way for a Muslim to show commitment to God?</p> <p>Does going to a mosque give Muslims a sense of belonging?</p>												
<p>History (Cycle 1)</p>	<p>An extended period study: World War II The after-effects of the war in London (Weeting) Links Y3/4- First World War An extended period study: the Victorians Life for rich and poor families in Victorian Britain (Duchy/ Norman) Links: Geography economic activity and trade</p> <table border="1"> <thead> <tr> <th>Tier 2 words</th> <th>Tier 3 words</th> </tr> </thead> <tbody> <tr> <td>Compare Analyse</td> <td>Dame school Thomas Edison Dr barnardo</td> </tr> </tbody> </table>		Tier 2 words	Tier 3 words	Compare Analyse	Dame school Thomas Edison Dr barnardo	<p>British History (Titanic – Weeting) Links: reading and geography Post War decades (Duchy/Norman) Links Y3/4- First World War</p> <table border="1"> <thead> <tr> <th>Tier 2 words</th> <th>Tier 3 words</th> </tr> </thead> <tbody> <tr> <td>Compare Analyse enemy</td> <td>Flanders fields Assassinate Battlefield Artillery Armistice</td> </tr> </tbody> </table>		Tier 2 words	Tier 3 words	Compare Analyse enemy	Flanders fields Assassinate Battlefield Artillery Armistice	<p>British History – an extended period study Links: Tudors Links: DT Adornment</p>					
Tier 2 words	Tier 3 words																	
Compare Analyse	Dame school Thomas Edison Dr barnardo																	
Tier 2 words	Tier 3 words																	
Compare Analyse enemy	Flanders fields Assassinate Battlefield Artillery Armistice																	
<p>History (Cycle 2)</p>	<p>Non-European Society – Mayan Civilisation</p> <table border="1"> <thead> <tr> <th>Tier 2 words</th> <th>Tier 3 words</th> </tr> </thead> <tbody> <tr> <td>Compare Europe society</td> <td>Chac mool Chichten itza Codex Glyph Batab Cenote Cacao Kin Haab Nacaom Obsidian</td> </tr> </tbody> </table>		Tier 2 words	Tier 3 words	Compare Europe society	Chac mool Chichten itza Codex Glyph Batab Cenote Cacao Kin Haab Nacaom Obsidian	<p>Anglo Saxons and Vikings</p> <table border="1"> <thead> <tr> <th>Tier 2 words</th> <th>Tier 3 words</th> </tr> </thead> <tbody> <tr> <td>Primary evidence Secondary Invade Compare Contrast Analyse</td> <td>Invaders Raiders Paganism Christianity Conversion Monastery society</td> </tr> </tbody> </table>		Tier 2 words	Tier 3 words	Primary evidence Secondary Invade Compare Contrast Analyse	Invaders Raiders Paganism Christianity Conversion Monastery society	<p>British History – Tudors Links: British History Links: Shakespeare</p> <table border="1"> <thead> <tr> <th>Tier 2 words</th> <th>Tier 3 words</th> </tr> </thead> <tbody> <tr> <td>Compare Evaluate Time Historical period</td> <td>Annulment Armada Baron Banquet Execution Galleon protestant</td> </tr> </tbody> </table>		Tier 2 words	Tier 3 words	Compare Evaluate Time Historical period	Annulment Armada Baron Banquet Execution Galleon protestant
Tier 2 words	Tier 3 words																	
Compare Europe society	Chac mool Chichten itza Codex Glyph Batab Cenote Cacao Kin Haab Nacaom Obsidian																	
Tier 2 words	Tier 3 words																	
Primary evidence Secondary Invade Compare Contrast Analyse	Invaders Raiders Paganism Christianity Conversion Monastery society																	
Tier 2 words	Tier 3 words																	
Compare Evaluate Time Historical period	Annulment Armada Baron Banquet Execution Galleon protestant																	
<p>Geography (Cycle 1)</p>	<p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources in Victorian Britain (Duchy/ Norman, post- war Britain (Weeting).</p>		<p>Use maps, atlases and globes and digital/computer mapping to identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and</p>		<p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>													



	<p>Links: The Victorians (History) Duchy/ Norman Links: After-effects of WWII (History) Weeting</p>		<p>Antarctic Circle, the Prime/Greenwich Meridian and time zones Links: Titanic (Weeting)</p>			
<p>Geography (Cycle 2)</p>	<p>Use maps and atlases, globes and digital/computer mapping to the Americas. Study of physical and human geography within the Americas. Links: World map work Links: Native American Art</p>		<p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world Links: World map work</p>		<p>Locate the world's countries, using maps to focus on Europe, North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Links: UK map work Links: Y3/4 Countries of Europe</p>	
<p>DT (Cycle 1)</p>	<p>Gas masks (Weeting) Links: WW II Weeting</p>				<p>Kinetic Art</p>	
<p>DT (Cycle 2)</p>					<p>Adornment (design and make Tudor pouches) Links: Tudors</p>	
<p>Computing (Cycle 1)</p>	<p>Online safety / E safety</p>	<p>Using Microsoft word (insight to hardware and software (Weeting))</p>	<p>Microsoft Publisher – designing layouts</p>	<p>Internet Research</p>	<p>Microsoft PowerPoint</p>	<p>Microsoft Excel – Harry Plotter</p>
<p>Computing (Cycle 2)</p>	<p>Online safety / E safety Cyberbullying</p>		<p>Spreadsheets</p>		<p>Scratch</p>	
<p>Art and Design (Cycle 1)</p>	<p>Perspective (drawing) M. C. Escher Renaissance art Vincent Van Gogh</p>	<p>Learning to look (drawing or mixed media) Leonardo da Vinci Mary Fedden Edgar Degas</p>	<p>Colour theory (painting) Vincent Van Gogh Claude Monet Paul Gauguin Edvard Munch 20th century art movement</p>	<p>Comic books Andy Warhol – Pop Art Roy Lichtenstein – Pop Art Quentin Blake</p>	<p>Close Up (painting or mixed media) Georgia O'Keeffe Sarah Graham Victorian Art (Weeting) Links: Victorians</p>	<p>Adornment: Mask making, millinery, jewellery, fashion, design.</p>
<p>Art and Design (Cycle 2)</p>	<p>Optical Illusions: Victor Vasarely M. C. Escher Bridget Riley Salvador Dali Surrealism Native American Art Links: geography: The Americas</p>	<p>Reflections (drawing, painting or print) M. C. Escher Claude Monet – Impressionism Barbara Scheider</p>	<p>Painting- Harmonious colours: Paul Klee Fantastical Beasts (illustration and print-making)</p>	<p>Lettering: Graffiti, text art or illuminated letters Jasper Johns Street art Medieval manuscripts</p>	<p>Street Art (painting or murals): Banksy Neuzz Kurt Wenner – 3D street artist</p>	<p>Kinetic Art: animation (stop/go, flick books, zoetrope), mobiles or sculpture (water or wind powered) Alexander Calder Theo Jansen Aardman animation</p>
<p>Music (Cycle 1)</p>	<p>Notation Use and understand staff and other musical notation. Improve and compare music for a range of purposes using interrelated dimensions of music.</p>	<p>Christmas Productions and Carol services. Use their voices expressively and creatively by singing songs and speaking in chants and rhymes.</p>	<p>Musical Genres develop an understanding of the history of music. listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Musical stars through the 20th Century A teaching idea? To listen to a range of musicians and create music in their style Week 1: The Beatles Week 2: Michael Jackson</p>	<p>End of year performance. Sing and play music with increasing confidence and control. Play and perform in solo and ensemble contexts, using voices and playing</p>	



			<p>listen to, review and evaluate music across a range of historical periods, genres, styles and traditions,</p> <p>use and understand staff and other musical notations</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Week 3: Elton John Week 4: Beyonce Week 5: Ed Sheeran Week 6: Madonna</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>use and understand staff and other musical notations</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>develop an understanding of the history of music.</p>		<p>musical instruments with increasing accuracy, fluency, control and expression.</p>
<p>Music (Cycle 2)</p>		<p><u>Christmas Productions and Carol services.</u> Use their voices expressively and creatively by singing songs and speaking in chants and rhymes.</p>	<p><u>Instruments (Audit to take place)</u> Learning a recorder.</p> <p>Play tuned instruments musically.</p> <p>Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy,</p>	<p><u>Composer/Musicians</u> <u>A teaching idea?</u> To listen to a range of composers and musicians and create music in their style Week 1: Beethoven Week 2: Mozart Week 3: Puccini Week 4: Queen Week 5: Frank Sinatra Week 6: Pharell Williams</p>		<p><u>End of year performance.</u> Sing and play music with increasing confidence and control.</p> <p>Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy,</p>



			fluency, control and expression	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>		fluency, control and expression.
PE (Cycles 1 & 2)	Tag Rugby Football	Gymnastics (apparatus)	Gymnastics (apparatus)	High 5 and ball skills	Kwik and Diamond Cricket Athletics	Athletics Rounders Sports Day
School Sports Competitions	Girls' football Cross Country	Indoor Athletics Tag Rugby	Key Steps Gym Swimming	Tri Golf High 5 and Tennis	Kwik Cricket Quad kids athletics	Kwik Cricket Rounders Area sports
Languages French (Cycle 1)	Getting to Know You: - Present ideas and information orally (Look what I can do) - Understand basic grammar rules (When I grow up; How are you feeling? What are you going to do?)	Family and Friends: - Explore patterns and sounds through songs and rhymes (family) - Understand basic grammar rules - Speak in sentences, using familiar vocab (At the farm) - Present ideas and information orally - Broaden vocabulary (My house)	All About Ourselves: - Listen to spoken language and show understanding (Body) - Describe people, places things and actions (What do I look like?) - Explore patterns and sounds through songs and	Let's Go Shopping: - Engage in conversations (shopping; money) - Understand basic grammar rules (At the shops, clothes) - Read and understand words and phrases (shopping list)	Time Travelling: - Broaden vocabulary - Speak in sentences (counting) - Understand basic grammar (age; years; famous lives)	School Life: - Understand basic grammar (Where are they in the classroom) - Read and understand words and phrases (Where are they?) Speak in sentences (school subjects)



	<ul style="list-style-type: none"> - Develop accurate pronunciation and intonation (spelling) - Write and adapt phrases from memory (Je me présente) 	<ul style="list-style-type: none"> - Describe people, places things and actions (animals) - Engage in conversations 	<ul style="list-style-type: none"> rhymes (what are you doing?) - Write and adapt phrases (Fashion) - Understand key features and patterns of French - Develop accurate pronunciation and intonation (Feelings) - Appreciate stories, songs and rhymes (What's the matter?) 		<ul style="list-style-type: none"> - Listen to spoken language and show understanding (French history; years) 	<ul style="list-style-type: none"> - Engage in conversations (Maths; Asking questions) - Present ideas and information orally (Asking questions)
Languages French (Cycle 2)	All in a Day: <ul style="list-style-type: none"> - Speak in sentences, using familiar vocab (o'clock, half past, quarter past/ to, intervals, 24 hr clock) - Describe people, places things and actions (AM, PM) - Read and understand words and phrases (airport, school week) 	That's Tasty: <ul style="list-style-type: none"> - Engage in conversations (thirsty) - Read and understand words and phrases (open and closed) - Write and adapt sentences (breakfast; sandwiches) - Understand basic grammar rules (I like to eat; pizza toppings) 	Let's Visit a French Town: <ul style="list-style-type: none"> - Understand basic grammar rules (Who lives where) - Present ideas and information orally (I go to school to learn..) - Broaden vocabulary (Library) - Speak in sentences, using familiar vocab (maths) - Listen to spoken language and show understanding (home) - Explore patterns and sounds through songs and rhymes (ordinal numbers) 	This is France: <ul style="list-style-type: none"> - Write and adapt phrases (Neighbours) - Engage in conversations (distances) - Broaden vocabulary (Directions) - describe people, places and things (Paris) - Understand grammar rules (famous French people; nationalities) 	Extended Write: <ul style="list-style-type: none"> - Understand basic grammar rules - Write and adapt phrases from memory 	Stories and Recap: <ul style="list-style-type: none"> - Appreciate stories, songs and rhymes - Engage in conversations
PSHE (Cycles 1 & 2)	New beginnings & British Values Links: Transition Changes (SEAL)	Managing conflict and Anti-bullying. It's Good to be Me (SEAL)	Health and wellbeing Links: Science Relationships (SEAL) Getting on and falling out (SEAL)	Living in the wider world Links: Transition Going for Goals (SEAL) New beginnings (SEAL)		