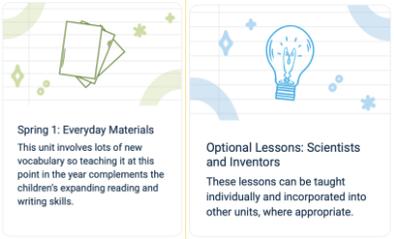
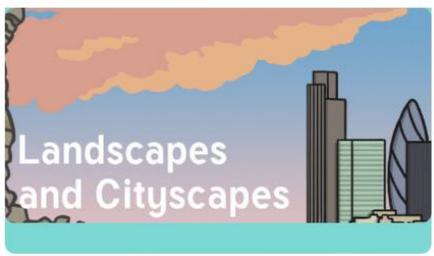
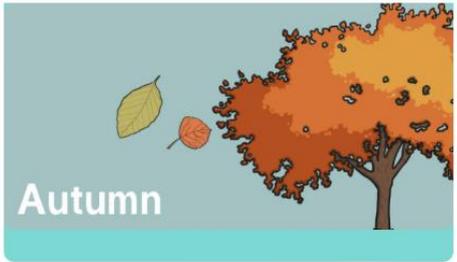
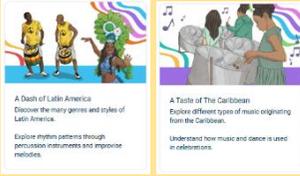


YEAR A - AUTUMN	Hazel/ Willow	Maple	Oak
Topic	Guy Fawkes	WWII	WWII
English	<ul style="list-style-type: none"> • Postcards writing from Guy Fawkes (non-fiction) • Hibernation Hotel (narrative) • Gunpowder Plot (poetry) • Elf Christmas advert (persuasion) • Nativity writing (retelling) 	<ul style="list-style-type: none"> • Kaspar Prince of Cats (narrative) • Newspaper Report Writing (non-fiction) • The Iron Man (narrative, poetry and monologues) • Persuasive letters and adverts (non-fiction, persuasion) 	<ul style="list-style-type: none"> • When Hitler Stole Pink Rabbit (narratives, monologues) • Darwin's Dragons - (diary, biographies, non-fiction) • Beyond the lines (narratives and poetry)
Science	 <p>Autumn 2: Seasonal Changes (Autumn and Winter) This unit fits well with the time of year so children can observe the features of both autumn and winter.</p> <p>Spring 2: Seasonal Changes (Spring and Summer) This is the correct time of year for observing spring and summer.</p>	 <p>Summer 1: Light This time of year allows coverage of the 'dangers of light from the Sun' aim. Conditions at this time of year also enable practical work to investigate shadows outside (in addition to more controlled enquiries in the classroom).</p> <p>Summer 2: Reduce, Reuse, Recycle This unit should ideally be taught towards the end of the year as it consolidates learning from other units.</p>	 <p>Summer 1: Evolution and Inheritance It is suggested this unit is taught after the classification content of Living Things and Their Habitats. This is the first time children will have formally studied evolution and inheritance so may be better suited to later in year 6.</p> <p>Autumn 1: Living Things and Their Habitats Children will have a good understanding of the substantive knowledge needed in this unit from their previous learning. This time of year lends itself to any classification work in the local environment.</p>
Art	 <p>LS Lowry</p>	 <p>British Art</p>	 <p>The Seaside</p>
DT	 <p>Our Fabric Faces</p>	 <p>Battery Operated Lights</p>	 <p>Felt Phone Cases</p>

<p>Computing</p>	 <p>Year 1</p>  <p>Year 1</p>	 <p>Year 3</p>  <p>Year 4</p>	 <p>Year 6</p>  <p>Year 6</p>
<p>MFL</p>	<p>N/A</p>	 	 
<p>History</p>			
<p>Geography</p>			
<p>Music</p>	 	<p><u>Recorders - Mr Hall</u> Breath control, articulation of the tongue, finger dexterity, note reading and playing for rhythm and tone. Playing expressively, singing and body percussion</p>	 
<p>RE</p>	<p>What do my senses tell me about the world of religion and belief? Christian What does the nativity story teach Christians about Jesus? Christian</p>	<p>How do people express commitment to a religion/ worldview in different ways? Christian What do we mean by truth? Is seeing believing? Multi, including Sikh views on God as truth</p>	<p>Is believing in God reasonable? Christian/Humanist How do Buddhists explain the suffering in the world? Buddhist</p>

YEAR B - AUTUMN	Hazel/ Willow	Maple	Oak
Topic	The Great Fire of London	Stone Age to Iron Age	Ancient Sumer
English	<ul style="list-style-type: none"> • What feelings do when no-ones looking (character description and postcards) • Pudding Lane video unit (diaries from perspectives) • Toby and the Great Fire of London (narratives, recount) • Nativity writing (retelling) 	<ul style="list-style-type: none"> • Stone Age Tales; The Great Cave (narrative and drama) • Stone Age Boy (character profiles and diaries) • Non-Chronological reports about Hillforts in Iron Age (non-fiction) • Dragon Slayer video unit (narrative) 	<ul style="list-style-type: none"> • The Shark Caller (narratives, persuasion and diaries) • The Night Bus Hero (letter writing, writing in role) • Rooftoppers (Newspaper writing, settings and narrative)
Science	 <p>Spring 1: Everyday Materials This unit involves lots of new vocabulary so teaching it at this point in the year complements the children's expanding reading and writing skills.</p> <p>Optional Lessons: Scientists and Inventors These lessons can be taught individually and incorporated into other units, where appropriate.</p>	 <p>Autumn 1: Rocks This unit can be taught at any time but is a suitable one to begin lower key stage 2 with, as children will have reference points for the content to be taught (materials, soil and fossils, such as those from dinosaurs).</p> <p>Spring 1: Forces and Magnets This is the first time children will have been formally taught about forces and magnets. Placing this unit later in the year allows for more developed reading, writing and working scientifically skills to enable children to access the more difficult substantive content in this unit.</p>	 <p>Autumn 2: Forces It is recommended this unit is taught before Earth and Space so that children have an understanding of gravity before that unit is taught.</p> <p>Summer 1: Living Things and Their Habitats It may be more appropriate to teach this unit after Animals including Humans, as children will have an understanding of the human life cycle before going on to study wider mammalian life cycles (and those from other groups) and reproduction in animals and plants.</p>
Art	 <p>Landscapes and Cityscapes</p>	 <p>Autumn</p>	 <p>Plants and Flowers</p>
DT	 <p>Moving Pictures Traditional Tales</p>	 <p>Let's Go Fly a Kite</p>	 <p>Programming Adventures</p>

<p>Computing</p>	 <p>Year 2</p>  <p>Year 1</p>	 <p>Year 4</p>  <p>Year 4</p>	 <p>Year 5</p>  <p>Year 6</p>
<p>MFL</p>	<p>N/A</p>	 <p>Family and Friends</p> <p>Our School</p>	 <p>All About Ourselves</p> <p>Family and Friends</p>
<p>History</p>	 <p>Updated Content!</p> <p>The Great Fire of London</p>	 <p>New Unit!</p> <p>Stone Age to Iron Age</p>	 <p>Ancient Sumer</p>
<p>Geography</p>	 <p>Magical Mapping</p>	 <p>Land Use</p>	 <p>Exploring Eastern Europe</p>
<p>Music</p>	 <p>Yummy, Yummy in my Tummy!</p> <p>London's Burning</p>	<p>Recorders - Mr Hall</p> <p>Breath control, articulation of the tongue, finger dexterity, note reading and playing for rhythm and tone. Playing expressively, singing and body percussion</p>	 <p>A Dash of Latin America</p> <p>A Taste of The Caribbean</p>
<p>RE</p>	<p>Why is light an important symbol for Christians Jews and Hindus? Christian, Jewish, Hindu</p> <p>How does a celebration bring a community together? Muslim, Christian</p>	<p>Where do religious beliefs come from? Christian</p> <p>What is the Trinity? Christian</p>	<p>How and why does religion bring peace and conflict? Christian</p> <p>How has belief in Christianity/ Islam impacted on music and art through history? Christian/Muslim</p>