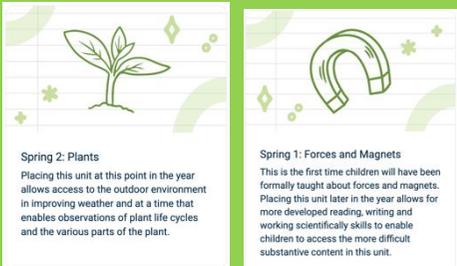
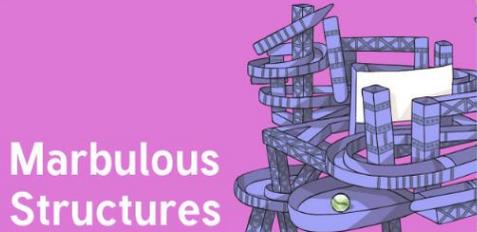
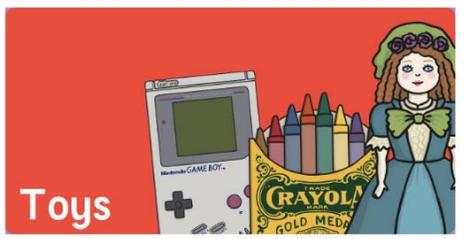
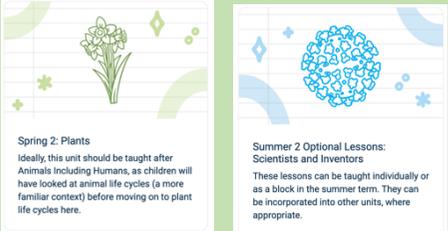
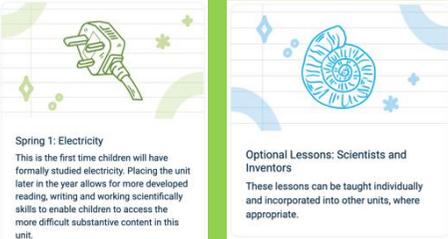
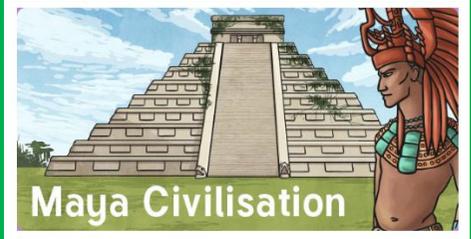
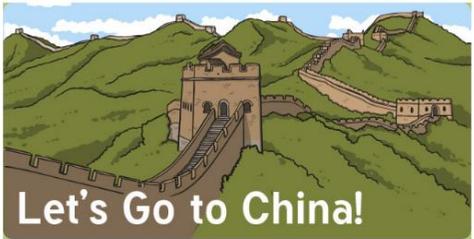
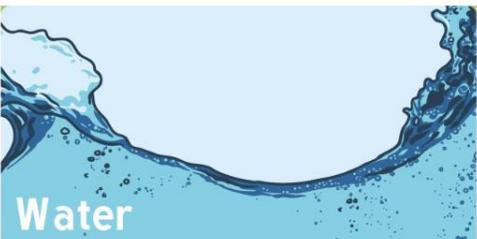


YEAR A - SPRING	Hazel/ Willow	Maple	Oak
Topic	Toys	Crime and Punishment	Earth, space and the Universe
English	<ul style="list-style-type: none"> • Taking flight - 3 weeks • On Sudden Hill - 3 - 4 weeks • The Magic Paintbrush - 3 - 4 weeks 	<ul style="list-style-type: none"> • Holes - 3 weeks • Ruckus - 3 weeks • Framed by Frank Cottrell Boyce - 5 weeks 	<ul style="list-style-type: none"> • Skellig - 3 - 4 weeks • Cosmic by Frank Cottrell Boyce - 3 - 4 weeks • Explanation text - 3 weeks
Science	 <p>Spring 1: Uses of Everyday Materials This unit could be taught at other points in the year but, as much of year 2 requires the outdoor environment, placing the unit here suits the poorer weather conditions generally found in January and February.</p> <p>Summer 1: Biodiversity - Minibeasts This unit should ideally be taught towards the end of the year as it consolidates learning from other units. This is an ideal time of year for minibeasts.</p>	 <p>Spring 2: Plants Placing this unit at this point in the year allows access to the outdoor environment in improving weather and at a time that enables observations of plant life cycles and the various parts of the plant.</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>Spring 1: Earth and Space Shorter days at this point in the year allow for observation of the phases of the Moon and discussions about day and night.</p> <p>Spring 1: Light The positioning of this unit within the year could be flexible; however, controlled light experiments (e.g. using light sources such as torches) may be easier at this point in the year due to darker conditions.</p>
Art	 <p>Colour Chaos</p>	 <p>Insects</p>	 <p>North American</p>
DT	 <p>Fabric Bunting</p>	 <p>Juggling Balls</p>	 <p>Marbulous Structures</p>

<p>Computing</p>	 <p>Programming Toys</p>  <p>Online Safety</p>	 <p>Online Safety</p>  <p>Coding with Scratch: Questions and Quizzes</p>	 <p>Radio Station</p>  <p>Spreadsheets</p>
<p>MFL</p>	<p>N/A</p>	 <p>Food Glorious Food</p>  <p>On the Move</p>	 <p>Time Travelling</p>  <p>Let's Visit a French Town</p>
<p>History</p>	 <p>Toys</p>	 <p>Crime and Punishment</p>	 <p>Early Islamic Civilisation</p>
<p>Geography</p>	 <p>What a Wonderful World</p>	 <p>Extreme Earth</p>	<p>Updated Content!</p>  <p>The Amazing Americas</p>
<p>Music</p>	 <p>Fairy Tales and Traditional Songs Combine literature and music by composing tunes to well-known tales. Tell familiar tales through playing with pitch.</p>  <p>Machines and Robots Explore how technology can capture, use and combine sounds. Match movement to the beat of the 'Do the Robot Dance' song.</p>	 <p>It's a Rag! Discover inspirational rhythms and rhymes that pass a musical punch. Understand the genre in historical context through activities and composing new music.</p>  <p>A Decade of Disco! Explore the origins of disco in funk and soul music. Discover classic disco hits of the 70s and perform the catchy 'Decade of Disco' song.</p>	<p><u>Ukelele, song and body percussion</u> Learn strumming, finger picking, percussive rhythms, improving dexterity. Learning to sing and use body percussion to accompany the ukelele.</p>
<p>RE</p>	<p>What do Jewish people remember on Shabbat? Judaism How do Jewish people celebrate Passover (Pesach?) Judaism</p>	<p>What is philosophy? How do people make moral decisions? Christian/Humanist What do Muslims believe about God? Islam</p>	<p>What does it mean to be human? Is being happy the greatest purpose in life? Humanist/Christian What difference does the resurrection make to Christians? Christianity</p>

YEAR B - SPRING	Hazel/ Willow	Maple	Oak
Topic	Explorers	Vikings and Anglo-Saxons	Ancient Mayans
English	<ul style="list-style-type: none"> • The way back home (film) - 2 weeks • The boy who Sailed the World - 3 weeks • Amelia Earhart - 3 weeks • Samsons Titanic Journey - 3 weeks 	<ul style="list-style-type: none"> • How to be a Viking - Cressida Cowell - 5 weeks • Viking Village film unit - 3 weeks • Beowulf - 3 - 4 weeks 	<ul style="list-style-type: none"> • The House with Chicken Legs - 3 weeks • Macbeth - 3 - 4 weeks • Alma - 2 - 3 weeks
Science	 <p>Spring 2: Plants Ideally, this unit should be taught after Animals including Humans, as children will have looked at animal life cycles (a more familiar context) before moving on to plant life cycles here.</p> <p>Summer 2 Optional Lessons: Scientists and Inventors These lessons can be taught individually or as a block in the summer term. They can be incorporated into other units, where appropriate.</p>	 <p>Spring 1: Electricity This is the first time children will have formally studied electricity. Placing the 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>Optional Lessons: Scientists and Inventors These lessons can be taught individually and incorporated into other units, where appropriate.</p>	 <p>Autumn 1: Properties and Changes of Materials This unit leads on well from year 4 States of Matter. It is a good unit to begin UKS2 with.</p> <p>Spring 2: Electricity This unit can be taught at any point in the year but the use of bulbs could be used as an opportunity to retrieve prior knowledge from the Light unit.</p>
Art	 <p>Fabricate</p>	 <p>Fruit and Vegetables</p>	 <p>South and Central American</p>
DT	 <p>Sensational Salads</p>	 <p>Mechanical Posters</p>	 <p>Automata Animals</p>

<p>Computing</p>	 <p>Technology Around Us</p>  <p>Digital Artists</p>	 <p>Using and Applying Skills</p>  <p>Word Processing</p>	 <p>Strategic Searching Online</p>  <p>Film-Making</p>
<p>MFL</p>	<p>N/A</p>	 <p>Time</p>  <p>All Around Town</p>	 <p>School Life</p>  <p>Let's Go Shopping</p>
<p>History</p>	<p>Updated Content!</p>  <p>Significant Explorers</p>	 <p>Vikings and Anglo-Saxons</p>	 <p>Maya Civilisation</p>
<p>Geography</p>	 <p>Let's Go to China!</p>	 <p>Water</p>	 <p>Our Changing World</p>
<p>Music</p>	 <p>Sea Shanties</p> <p>Explore the tradition of sea shanties by focusing on rhythm and beats. Discover songs of the past and learn new favourites.</p>  <p>Out of this World</p> <p>Go on an adventure to outer space with Holst's Planet Suite. Learn the tools to create exciting new compositions.</p>	 <p>A Song for All Seasons</p> <p>Compose and perform new music inspired by Vivaldi's 'The Four Seasons' and the sounds of nature.</p>  <p>Roll up, Roll up!</p> <p>Explore music of the circus and its evolution.</p> <p>Examine the use of the calliope, screamers and rhythm through chair and bucket drumming.</p>	<p><u>Ukelele, song and body percussion</u> Learn strumming, finger picking, percussive rhythms, improving dexterity. Learning to sing and use body percussion to accompany the ukelele.</p>
<p>RE</p>	<p>How do Christians belong to their faith family? Christianity What does the cross mean to Christians? Christianity</p>	<p>How do/have religious groups contribute to society and culture? Hindu/Christian Why is there so much diversity of belief within? Christianity</p>	<p>What can we learn about the world from the great philosophers? Buddhist/Christianity Creation or science: conflicting or complementary? Christian/Humanist</p>