
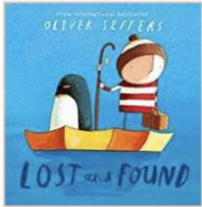
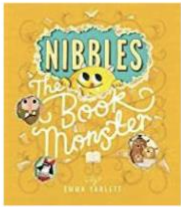
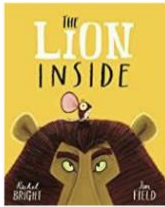


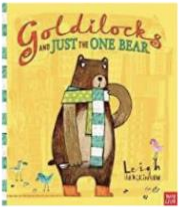


Bunbury Aldersey CE Primary School
Long-term curriculum map:
Year 1 to Year 6
Links to science and foundation subjects in
key stages 1 and 2

Incorporating Pathways to Write



Pathways to Write

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						
	Focus: Fiction, adventure story Geography links	Focus: Recount, diary STEM links	Focus: Fiction, journey story Geography links	Focus: Fiction, adventure story Geography and History Links	Focus: Fiction, fantasy story History Links	Focus: Fiction, traditional story Geography Links

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Texts	Lost and Found by Oliver Jeffers Salina Yoon's Penguin stories Be brave little penguin by Giles Andreae The Emperor's egg by Martin Jenkins The penguin who wanted to find out by Jill Tomlinson	Nibbles by Emma Yarlett Goldilocks and the three bears by Emma Chichester Clark Little Red Riding Hood and Jack and the Beanstalk texts The Gruffalo by Julia Donaldson Where the wild things are by Maurice Sendak	The Lion Inside by Rachel Bright How to be a lion by Ed Vere The tiger who came to tea by Judith Kerr Mog the forgetful cat by Judith Kerr	The Curious Case of the Missing Mammoth by Ellie Hattie Lost in the toy museum by David Lucas Woolly Mammoth by Mick Manning How to wash a woolly mammoth by Michelle Robinson and Kate Hindley	Toys in Space by Mini Grey Space Dog by Mini Grey It was a dark and stormy night by Janet and Allan Ahlberg One true bear by Ted Dewan	Goldilocks and just the one bear by Leigh Hodgkinson Old bear stories by Jane Hissey Dogger by Shirley Hughes Scaredy bear by Steve Smallman
Writing outcome	Outcome Fiction: story based on the structure of <i>Lost and Found</i> Greater Depth Change the setting of the story	Outcome Recount: diary Greater Depth Add in further details about other characters' feelings	Outcome Fiction: story based on the structure of <i>The Lion Inside</i> . Greater Depth Change both animals in the story.	Outcome Fiction: story based on the structure of <i>The Curious Case of the Missing Mammoth</i> . Greater Depth Change the setting of the story.	Outcome Fiction: story based on the structure of <i>Toys in Space</i> . Extension: Instructions Greater Depth Choose their own toy to write about and change the space creature.	Outcome Fiction: story based on the structure of <i>Goldilocks and just the one bear</i> . Extension: Non-chronological report Greater Depth Change the animal and the setting
Topic headings	What can we find in and around our school?		Animals past and present.		Where would you travel to?	
Courageous advocate	Bunbury Village Issues: Lollipop man		Mary Anning		Environmental issues with travel	
Science	Plants identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees. Seasons: Autumn and Winter observe changes across the four seasons and observe and describe weather associated with the seasons and how day length varies		Animals identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense Seasons: Spring observe changes across the four seasons and observe and describe weather associated with the seasons and how day length varies		Materials distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties Seasons: Summer observe changes across the four seasons and observe and describe weather associated with the seasons and how day length varies	






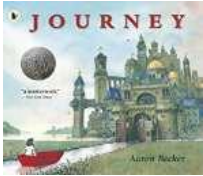

History		To study the locality of Bunbury focusing on past and present farming in the local rural area		To develop knowledge of Mary Anning, study why she was important and understand the legacy she left behind with her fossil findings.	To learn about lives of significant others – compare aspects of lives of Neil Armstrong, Christopher Columbus, Earnest Shackleton. (Explorers – on earth and space)	
Geography	Using fieldwork and observation, to explore the local geography of Bunbury and its surrounding areas To confidently discuss the countries, cities and features that make up the United Kingdom Begin to identify Hot and cold places – North/South Pole (continents)		To identify the seven continents and five oceans of the world, using globes and digital resources to describe our locality in relation to these and our responsibility to sustain them. Hot areas - equator	Begin to identify Hot and cold places – North/South Pole (continents) Sites/locations of fossils		To identify the seven continents and five oceans of the world, using globes and digital resources to describe our locality in relation to these and our responsibility to sustain them. Bears – polar/ brown etc Begin to identify Hot and cold places – North/South Pole (continents)
D&T		Children can discuss the possible products that they might want to design, make and evaluate. Who/what is the product for? What will make our product unique/different? How will we know that we designed and made a successful product? Freestanding Structures: Build a cage for nibbles	Children can discuss the possible products that they might want to design, make and evaluate. Who/what is the product for? What will make our product unique/different? How will we know that we designed and made a successful product? Cutting and joining: Make an animal mask			Children can discuss the possible products that they might want to design, make and evaluate. Who/what is the product for? What will make our product unique/different? How will we know that we designed and made a successful product? Preparing fruit and vegetables: Prepare food for a teddy bears' picnic or a party, fruit kebabs
Art	Pupils will explore the concept of light and dark, and use tones to create a storm scene similar to the one shown in the book. Weaving/collage – natural materials. Plants.		Mixing/identifying primary colours and experimenting with textures to create an animal mask (link with DT) Begin to use simple graphics to create digital effects		Linking with the literacy book Toys in Space by Mini Grey, pupils draw their own toys from observation or imagination, deciding on size, media and colours. Printing with a range of hard materials. Roll printing over objects to create patterns.	
Music (Singup)	Menu Song	Menu Song	Football	Football	Come Dance with me	Come Dance with me
Year 1 Recorders						
Computing Purple Mash	Unit 1.1 Online safety and exploring Purple Mash Unit 1.2 Grouping and Sorting	Unit 1.3 Pictograms – 2 count Unit 1.4 Lego Builders	Unit 1.5 Maze explorers - 2 Go	Unit 1.6 Animated Story books – 2 create a story	Unit 1.7 Coding - 2 code	Unit 1.8 Spreadsheets – 2 calculate Unit 1.9 Technology Outside school

PE Complete PE	Locomotion: running Gymnastics: Wide, Narrow, Curled	Ball Skills hands: 1 Gymnastics: Body Parts	Ball skills: Feet Dance: Growing	Ball skills: Hands 2 Dance: The Zoo	Locomotion: Jumping Games for understanding	Team building Health and well being
---------------------------------	--	--	-------------------------------------	--	--	--

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						
	Focus: Fiction, character focus STEM links	Focus: <u>Non-chronological</u> reports Geography links	Focus: Fiction, adventure focus Geography links	Focus: Recount, diary entry History links	Focus: Letters, writing in role Geography links	Focus: Fiction, moral focus Geography and History links


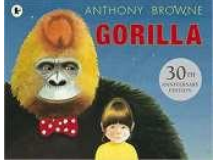
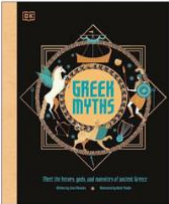
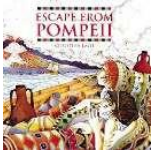

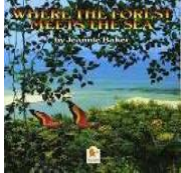

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Texts	Troll Swap by Leigh Hodgkinson Trolls go home by Alan MacDonald	The Owl who was afraid of the dark by Jill Tomlinson (picture book) The Owl who was afraid of the dark by Jill Tomlinson (chapters)	Dragon Machine by Helen Ward The Dragonsitter series by Josh Lacey	Recommended revision unit on Great Fire of London www.literacycompany.co.uk	Major Glad, Major Dizzy by Jan Oke Naughty Amelia Jane by Enid Blyton	The Last Wolf by Mini Grey Fantastic Mr. Fox by Roald Dahl	Grandad's Secret Giant by David Litchfield The BFG by Roald Dahl
Writing outcome	Outcome Fiction: story with focus on characters Greater Depth Story about two independently invented contrasting characters who swap places	Outcome Non-chronological report: report about owls Greater Depth Alter the layout to include own subheadings and extra features	Outcome Fiction: story with adventure focus Extension: Instructions Greater Depth Story written in 1st person	Outcome Recount: diary entry from point of view of a toy Greater Depth Recount: diary entry from point of view of one of the children	Outcome Letter: letter in role as the character persuading to save the trees Greater Depth Real life letter to specific audience e.g. local MP	Outcome Fiction: story with moral focus Greater Depth Story from the point of view of the giant	
Topic headings	Land, Sea and Sky.		What can we learn from events in the past?		How can we look after our environment and community?		
Courageous advocates	RSPB		Barnados		Environmental/Deforestation/ conservation		
Science	Living things and Habitats: explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants.		Materials: identify and compare the suitability of a variety of everyday materials, for particular uses and find out how the shapes of solid objects made from some materials can be changed.		Animals including humans: notice that animals, including humans, have offspring which grow into adults and find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Plants: observe and describe how seeds and bulbs grow into mature plants and find out and describe how plants need water, light and a suitable temperature to grow.		

History		Events beyond living memory – Gunpowder plot 1605/ link with Bonfire night		Events beyond living memory Timeline significant events – To detail the Great Fire of London, articulating when it occurred, how it started, how we know about it and how London are different today because of it.	Significant historical events, significant people and places in their own locality – Chester Zoo.	
Geography		To identify the United Kingdom through maps, atlases and globes and to compare a small area of the UK to a contrasting non-European country comparing their land use, communities and connections to describe life on these islands (another location where owls live) World's seven continents and 5 oceans. Which continents have owls on?	Birds eye view – link to maps and globes Four countries and capitals in the UK and surrounding seas Physical features: beach, cliff, coast, forest, hill, sea, ocean, valley		Observe and record seasonal and daily weather patterns using a variety of equipment, understanding and describing weather influences and effects life for people around the world	Human and physical geography of local area Physical features: forest, hill, vegetation, soil, river Human features: city, town, village, factory, farm, house, office, shop Animal habitats
D&T	Children can discuss the possible products that they might want to design, make and evaluate. Who/what is the product for? What will make our product unique/different? How will we know that we designed and made a successful product? Free standing Structures: Bridges	Children can discuss the possible products that they might want to design, make and evaluate. Who/what is the product for? What will make our product unique/different? How will we know that we designed and made a successful product? Food preparation: Prepare a suitable fat ball to feed owls	Children can discuss the possible products that they might want to design, make and evaluate. Who/what is the product for? What will make our product unique/different? How will we know that we designed and made a successful product? Cutting and joining: Dragon Puppets (Link with art textiles)		Children can discuss the possible products that they might want to design, make and evaluate. Who/what is the product for? What will make our product unique/different? How will we know that we designed and made a successful product? Cutting and joining: Planters	
Art	Using Troll Swap Illustrator as inspiration Leigh Hodgkinson https://www.leighodgkinson.co.uk/ Large collaborative collages Colour mixing Line/texture/collage/inks Work with a partner to produce a large collage using a range of media, responding to and taking idea from the Troll Swap illustrations.	Observational drawings of owls. Printing Pen/ink/collage Partner pieces I can develop my own Owl mixed media drawing using direct observation and a range of media. I can improve and develop my own work over time.	Dragon Eyes: experiment with a wider range of media: pencils, pastels, chalk and ballpoints.	Collage/inks/pen/pastel Fire of London – printing. Use a variety of tools including brushstrokes. Experiment with different paint techniques.	Charcoal Wolves April Coppini https://aprilcoppini.com/about/ Drawing techniques. Charcoal/inks Gustav Klimt Landscapes/forests/mixed media My charcoal wolf has been completed using a range of techniques, with care and precision.	Creating a class/school/locality mural – what would we add to our mural? Printing with a range of soft and hard materials. Repeated patterns. Use simple graphics packages to create images and effects. Use a wider variety of tools Use a wider range of tools to set, size, colour and shape.
Music (Singup)	Tony Chestnut	Tony Chestnut	Grandma Rap	Grandma Rap	Tanczymy labada	Tanczymy labada
Computing Purple Mash	Unit 2.1 Coding	Unit 2.2 online safety Unit 2.3 spreadsheets	Unit 2.4 Questioning Recap unit 2.2 online safety	Unit 2.5 Effective Searching	Unit 2.6 Creating Pictures Recap unit 2.2 online safety	Unit 2.7 Making Music Unit 2.8 Presenting Ideas
PE Complete PE	Locomotion: Dodging Gymnastics: Linking	Ball skills: Hands 1 Gymnastics: Pathways	Ball skills: Feet Dance: Water	Ball skills: Hands 2 Dance: Explorers	Locomotion: Jumping Games for understanding	Team Building Health and Well being

3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 Year 3						
Texts	Seal Surfer by Michael Foreman Dancing Bear by Michael Morpurgo	Winter's Child by Angela McAllister Ice Palace by Robert Swindells	Stone Age Boy by Satoshi Kitamura The Iron Man by Ted Hughes	Big Blue Whale by Nicola Davies This morning I met a whale by Michael Morpurgo	Journey by Aaron Becker Tilly Mint Tales by Berlie Doherty	Zeraffa Giraffa by Dianne Hofmeyr White giraffe by Lauren St John
Writing Outcome	Outcome Recount: letter in role Greater Depth Write a letter from Grandad in response to one of his grandson's letters	Outcome Fiction: fantasy story based on a fable Greater Depth Narrative from a different point of view	Outcome Fiction: write a story set in the Stone Age Greater Depth: Write from the POV of a person from the Stone Age	Outcome Persuasion: leaflet persuading for the protection of the blue whale Greater Depth Include a fact file about endangered sea creatures	Outcome Fiction: adventure story based on Journey using the language of Berlie Doherty Greater Depth Include a new setting route to lead from one place into another	Outcome Persuasion: tourism leaflet for Paris/Egypt Greater Depth Include a section of a researched Paris landmark
Topic Headings	One little drop		Nature – What's below the surface?		Journeys	
Courageous Advocate	Save our seas – letters to MPs, water pollution, river trust		Consrvation: Animals Sir David Attenburgh Hamza Yassim – studied zoology with conversation		Isabella Bird	
Science	Plants: identify and describe the functions of different parts of flowering plant and explore the requirements of plants for life and growth and how they vary from plant to plant. Investigate the way in which water is transported within plants and explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	Rocks and Fossils: compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock and recognise that soils are made from rocks and organic matter.	Animals including humans: identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food. identify that humans and some other animals have skeletons and muscles for support, protection and movement.	Forces and magnets: Compare how things move on different surfaces and notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials. Describe magnets as having two poles and predict whether two magnets will attract or repel each	Light: recognise that they need light to see things and that dark is the absence of Light. Notice that light is reflected from surfaces and recognise that light from the sun can be dangerous. Recognise that shadows are formed when the light from a light source is blocked by an opaque object and find patterns in the way that the size of shadows change	

					other, depending on which poles are facing.	
History	Describe the achievements of the Ancient Egyptians.	Ancient Egypt – focus on the River Nile and how/why it is important in supporting life. Compare life on the Nile with the river of a colder country	To develop a knowledge of how Britain changed between the Bronze, Stone and Iron Ages.			To understand the significance and history of the Shropshire Union Canal to Bunbury. It's significance on life, trade and local society over time.
Geography	To understand the features of the water cycle, including precipitation, evaporation and condensation and describing the journey the River ? using maps, atlases and digital resources to support this	To develop a deeper knowledge of the UK and its geographical features, describing land use and change over time and developing this through map and fieldwork.		To develop knowledge of the world's seven continents focusing on their surrounding seas and oceans to determine the impact life today is having on the species living in those habitats.		To further develop an understanding of the continents and oceans of the world, naming countries of the world and comparing physical and human features to the UK
D&T		Children can discuss the possible products that they might want to design, make and evaluate and who the products will be for. They can agree on design criteria that can be used to guide the development and evaluation of the products e.g. Who/what is the product for? What will make our product unique/different? How will we know that we designed and made a successful product? Shell Structures Possible ideas Snow scene in a box - cutting, shaping, joining, finishing		Children can discuss the possible products that they might want to design, make and evaluate and who the products will be for. They can agree on design criteria that can be used to guide the development and evaluation of the products e.g. Who/what is the product for? What will make our product unique/different? How will we know that we designed and made a successful product? 2-D shape to 3-D product Possible ideas Sew a felt whale to sell to raise money for WWF?		Children can discuss the possible products that they might want to design, make and evaluate and who the products will be for. They can agree on design criteria that can be used to guide the development and evaluation of the products e.g. Who/what is the product for? What will make our product unique/different? How will we know that we designed and made a successful product? Cutting and joining :Possible ideas – vehicle mini challenge
Art	Artist study Hokusai - The Great Wave off Kanagawa. Painting, water colour mixing. I can work to produce a piece of artwork on the style of Hokusai.	Develop skills in using clay to join pieces together – eg. Slabs, coils	Cave Painting/Charcoal/Surfaces Using charcoal and tools that stone age people would have utilized, I can recreate cave paintings on a range of surfaces. Fossil prints	Art of Henri Matisse 'cut outs' I can work with a partner to produce a piece of art in the style of Henri Matisse.	Escher/ buildings, continuous drawing I can develop a continuous line drawing based on the art of Escher. I can research and find out facts about the artists studies, how they work and materials they use. Use simple graphics package with increased confidence.	Steven Brown – Giraffe Drawings I can contribute towards a whole class mural using a range of art resources
Music (Singup)	I've been to Harlem	I've been to Harlem	Latin Dance	Latin Dance	Fly with the Stars	Fly with the Stars
MFL	French Getting to know you	French All About Me	French Food Glorious Food	French Family and Friends	French Our School	French Time
Computing Purple Mash	Unit 3.1 Coding Unit 3.2 Online Safety	Unit 3.3 Spreadsheets Unit 3.4 Touch Typing	Recap Unit 3.2 Online Safety Unit 3.5 Email (including email safety)	Unit 3.6 Branching Database	Recap Unit 3.2 Online Safety Unit 3.7 Simulations Unit 3.8 Graphing	Unit 3.9 Presenting

PE Complete PE	Invasion: Netball Gymnastics: Symmetry and Asymmetry	Invasion: Handball OAA: Communication	Invasion: Basketball Dance: Wild Animals	Invasion: Tag Rugby Dance: Weather	Net/wall tennis OAA: Problem Solving	Striking and Fielding: Rounders Athletics
---------------------------------	---	--	---	---------------------------------------	---	--


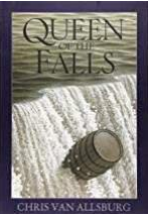
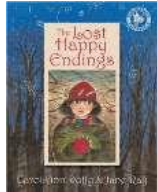

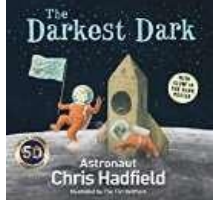

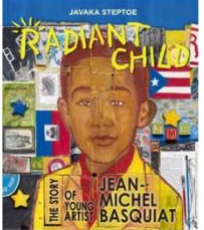
4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 Year 4						
Texts	Gorilla by Anthony Browne The One and Only Ivan by Katherine Applegate	Greek Myths by Jean Menzies	Escape From Pompeii by Christina Balit Pompeii: A Roman Girl's Diary by Sue Reid	When the Giant stirred by Celia Godkin Journey to the Centre of the Earth Usborne Young Reader	Where the Forest Meets the Sea by Jeannie Baker & Rainforests in 30 Seconds by Jen Green Journey to the River Sea by Eva Ibbotson	Blue John by Berlie Doherty Clockwork by Phillip Pullman or alternative Berlie Doherty novel
Writing outcomes	Outcome Fiction: fantasy story Greater Depth Re-tell the story from dad's viewpoint or include speech	Outcome Recount /diary Greater Depth Recount /diary from a different POV	Outcome Fiction: historical narrative from character's point of view Greater Depth Write from the POV of the captain	Outcome Fiction: adventure story from POV of the boy Greater Depth Write from the POV of the God	Outcome Information board for a rainforest exhibition Greater Depth Include an interactive element	Outcome Letters Explanation – about cave formation for 2/3 days Greater Depth Use explanation with an element of persuasion
Topic headings	Fantastic Beasts		Romans Roaming Britain		Rainforests and rocks	
Courageous advocate	Jane Goodall		Local road maintenance/ Speed		Peaks conservations National Parks	
Science	Living things: Recognise that living things can be grouped in a variety of ways and explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.	Human Body: describe the simple functions of the basic parts of the digestive system in humans and identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey.	Sound: identify how sounds are made, associating some of them with something vibrating and recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it and find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases.	States of matter: compare and group materials together, according to whether they are solids, liquids or gases and observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	Habitats: Recognise that environments can change and that this can sometimes pose dangers to living things.	Electricity: Identify common appliances that run on electricity and construct a simple series electrical circuit, identifying and naming its basic parts. Identify whether a lamp will light in a simple series circuit, based on whether the lamp is part of a complete loop with a battery and recognise that a switch opens and closes a circuit and associate this with whether a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors.

History		Ancient Greece study of Greek life and achievements and their influence on the western world – compare some of the times studied with those of other areas of interest.	To develop knowledge of the Roman Empire and its impact on Britain, including significant events and people	To study Dewa Chester and explain how the architecture played, and continues to play an integral part in the history of present day Chester through its legacy.		To explore the history of Mam Tor and Iron Age Hill Forts.
Geography	To develop knowledge of the countries of Europe and their geographical features, using maps and sources to focus on land use, migration and the reasons people move between countries. Link with Where do gorillas live and why.	To develop knowledge of the countries of Europe and their geographical features, using maps and sources to focus on land use, migration and the reasons people move between countries. Study of city/cities within Nowhere Emporium.	Use map work and digital resources to identify the properties of volcanoes and earthquakes, including how they are formed, where they are present and the effect they have upon communities and land use around them.	Explore and describe how the city of Chester has changed over time, examining land-use patterns, human and physical geography and comparing mapwork and geographical data using atlases and digital resources.	To use geographical language, maps and atlases to describe and understand the location and key geographical features of the amazon Rainforest	To study the UK physical features of the Peak District (Mam Tor)– understanding the physical and topographical characterises of its hills and mountains
D&T			Children can discuss the possible products that they might want to design, make and evaluate and who the products will be for. They can agree on design criteria that can be used to guide the development and evaluation of the products e.g. Who/what is the product for? What will make our product unique/different? How will we know that we designed and made a successful product? Gears, pulleys, levers and linkages Possible ideas: catapults.		Children can discuss the possible products that they might want to design, make and evaluate and who the products will be for. They can agree on design criteria that can be used to guide the development and evaluation of the products e.g. Who/what is the product for? What will make our product unique/different? How will we know that we designed and made a successful product? Cutting and joining Possible ideas: Rainforest Diorama	Children can discuss the possible products that they might want to design, make and evaluate and who the products will be for. They can agree on design criteria that can be used to guide the development and evaluation of the products e.g. Who/what is the product for? What will make our product unique/different? How will we know that we designed and made a successful product? Electrical Systems – simple circuits and systems Possible ideas Make a head torch to see in a cave
Art	Gorillas – Painting I can deisgn a monochrome acrylic painting using the artwork of Anthony Browne as a starting point.	Manipulate malleable materials for a purpose. Mosaic.	Volcano Sculpture – Nick Rowland I can create a 3D volcano sculpture using card, paper, glue and paint. I can develop my sculpture to refelct the nature of the volcano study linking to the artist.	Collesum line drawings. Make marks and lines. Plan a photostory of trip to DEVA.	Rainforest colour mixing and amrk making based on the work of artist John Dyer. I can design an acrylic painting using the artwork of John Dyer	Drawing hills and mountains at Mam Tor lead into material canvas of hills and mountains.
Music Sing Up	This Little Light of Mine	This Little Light of Mine	The Doot Doot song (classroom percussion)	The Doot Doot song (classroom percussion)	Favourite Song	Favourite Song

Year 4 Brass sessions with Love Music Trust – all year




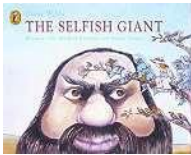
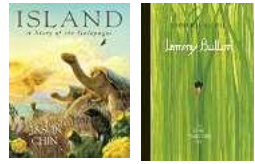

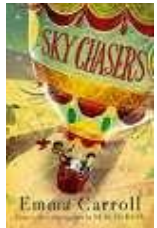
MFL	All around Town	On the move	Going Shopping	Where in the World?	What’s the time?	Holidays and Hobbies
Computing Purple Mash	Unit 4.1 Coding Unit 4.2 Online Safety	Unit 4.3 Spreadsheets	Recap Unit 4.2 Online Safety Unit 4.4 Writing for Different Audiences	Unit 4.5 Logo Unit 4.6 Animation	Recap Unit 4.2 Online Safety Unit 4.7 Effective Searching Unit 4.8 Hardware Investigators	Unit 4.9 Making Music

PE Complete PE	Invasion: Netball Gymnastics: Bridges	Invasion: Handball OAA: Communication	Invasion: Basketball Dance: Cats	Invasion: Tag Rugby Dance: Space	Net/wall Tennis OAA: Problem Solving	Striking and Fielding Rounders: Athletics
---------------------------------	--	--	-------------------------------------	-------------------------------------	---	--

5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 Year 5						
Texts	Queen of the falls by Chris Van Allsburg <i>Goodnight Stories for Rebel Girls by Elena Favilli</i>	The Lost Happy Endings by Carol Ann Duffy <i>Hansel and Gretel by Neil Gaiman</i>	Arthur and the Golden Rope by Joe Todd-Stanton <i>Myths of the Norsemen by Roger Lancelyn Green</i>	The Darkest Dark Cosmic by Frank Cottrell Boyce or The boy who climbed into the moon by David Almond	The Paperbag Prince by Colin Thompson <i>The Last Wild by Piers Torday</i>	Radiant Child by Javaka Steptoe <i>Life doesn't frighten me - Poem by Maya Angelou</i>
Writing outcomes	Outcome Recount: series of diaries Greater Depth Series of diaries with viewpoint of other characters	Outcome Fiction: traditional tale Greater Depth Traditional tale from another character's POV	Outcome Fiction: myth Create heroes, villains and monsters Greater Depth Vary the viewpoint from which the myth is told	Outcome Recount: biography Greater Depth A first-person recount with an experience from the person's life within the biography	Outcome Persuasion/information: Hybrid leaflet Greater Depth Write an oral presentation for a TV or online broadcast as expert	Outcome Information: text suitable for an art gallery Greater Depth Plan structure and layout of information text
Topic headings	Tales from around the world		Exploration and Discovery		One World	
Courageous advocates	Rigoberta Menchú Inclusivity from language		Stephen Hawkins Inclusivity through disability		Greta Thunberg	Maya Angelou
Science	Living Things and Their Habitat: Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird and describe the life process of reproduction in some plants and animals		Forces: Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction, that act between moving surface and recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.		Space: describe the movement of the Earth, and other planets, relative to the Sun in the solar system and describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies and use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	
					Properties and Changes of Materials: compare and group together everyday materials based on their properties, including their 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 and use knowledge of solids, liquids, and gases to decide how mixtures might be separated. Give reasons, based on evidence from comparative and fair tests, for the uses of everyday materials. Demonstrate that dissolving, mixing and changes of state are reversible changes and explain that some changes result in the formation of new materials, and	
					Animals including Humans: Describe the changes as humans develop to old age	

					that this kind of change is not usually reversible.	
History	A non-European society that provides contrasts with British history –Mayan civilization.		Children can articulate the Anglo-Saxon invasion and settlement of Britain, including how they lived, key events, places & people and the legacy they left. Children can share knowledge of the invasion and settlement of the Vikings in England.			
Geography	Children can locate places and map features for the Americas and describe changes in biomes, climate and human/physical features across the continent. Central and southern America Children can identify latitude, longitude, equator, northern and southern hemisphere.		Locate key features and places in Northern Europe, explaining the impact of climate and location on people movement of the past.	Children can describe the local area in detail via maps and human use surveys, making comparisons to geographical features of the area in the past. Satellite images over time	Children can identify use of land/energy/resources across the UK and in the local area linking these to climate change and recycling initiatives.	Children can describe and understand key aspects of climate zones and biomes. North America
D&T		Children can discuss the possible products that they might want to design, make and evaluate and who the products will be for. They can agree on design criteria that can be used to guide the development and evaluation of the products e.g. Who/what is the product for? What will make our product unique/different? How will we know that we designed and made a successful product? Preparing food:Adapting using a variety of ingredients a nutritional ginger bread.		Children can discuss the possible products that they might want to design, make and evaluate and who the products will be for. They can agree on design criteria that can be used to guide the development and evaluation of the products e.g. Who/what is the product for? What will make our product unique/different? How will we know that we designed and made a successful product? Pulleys and Gears Possible Ideas Moon buggy	Children can discuss the possible products that they might want to design, make and evaluate and who the products will be for. They can agree on design criteria that can be used to guide the development and evaluation of the products e.g. Who/what is the product for? What will make our product unique/different? How will we know that we designed and made a successful product? Combining Different Recycled Fabric Shapes: Possible Ideas: Sustainable fashion Link with art	
Art	Mayan mask self portraits - paint, surface, texture.	Topography and maps linked to Hansel and Gretel- shading, hatching, different pencils	Sculptures inspired by Anglo saxon houses Working in 3D	Planets – mixed collage I can use collage and a range of materials to produce space themed artwork. Peter Thorpe	Print, colour, collage. Printing linked to the environment	Drawing, sketchin collaging – artist study Jean Michel Basquiat I can develop a piece of work using ideas from a studied artist. Visual poetry Zine. Use of digital imagery.

Music Sing Up	What shall we do with a drunken sailor?	What shall we do with a drunken sailor?	Madina tun Nabi	Madina tun Nabi	Kisne banaaya	Kisne Banaaya
MFL	Meet and greet	My Body	Time to Eat	The People Around me	All about School	Tell me When
Computing Purple Mash	Unit 5.1 Coding Unit 5.2 Online Safety	Unit 5.3 Spreadsheets Unit 5.4 Databases	Recap Unit 5.2 Online Safety Unit 5.5 Game Creator	Unit 5.6 3D Modelling Unit 5.7 Concept Maps	Recap Unit 5.2 Online Safety Unit 5.8 Word Processing	Unit 5.9 External Devices
PE Complete PE	Invasion: Netball Gymnastics counter balance and counter tensions	Invasion: Football Health related Exercise	Invasion: Targe Rugby Dance: The Circus	Invasion: Hockey OAA: Communication	Striking and Fielding Net and Wall Tennis	Striking and Fielding Cricket Athletics

6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6 						
Texts	Star of Hope, Star of Fear by Jo Hoestlandt <i>An Eagle in the snow by Michael Morpurgo</i>	Can we save the tiger? by Martin Jenkins <i>Jungle Book by Rudyard Kipling</i>	Selfish Giant by Oscar Wilde <i>Gulliver's Travels retold by Martin Jenkins, illustrated by Chris Riddell</i>	Jemmy Button by Alix Barzelay The Island by Jason Chin <i>The Explorer by Katherine Rundell</i>	Manfish by Jennifer Berne <i>Dolphin Song by Lauren St John</i>	Transition Unit <i>Sky Chasers by Emma Carroll</i>
Writing outcome	Outcome Flashback story Information text Greater Depth To write a narrative with a flashback	Outcome Hybrid text - information and explanation Greater Depth Write a Newsround TV style story	Outcome Classic fiction Explanation Greater Depth Write the narrative from a different viewpoint	Outcome Journalistic Discussion Greater Depth Write a magazine article/hybrid text	Outcome Biography /hybrid text Greater Depth Add in a script commentary about role in conservation debate	Outcome Narrative Fiction Autobiography Greater Depth Write the narrative from a different viewpoint Include section from an alternative viewpoint in the autobiography
Topic headings	Is it ever right to fight?		Evolution and inheritance		Can we change the world?	
Courageous advocate	Anne Frank Martin Luther King Jnr – religious discrimination			Animal rights	Environment and plastic life underwater	
Science	Electricity: Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit and compare and give reasons for variations in how components function. Use recognized symbols when representing a simple circuit in a diagram.	Living things and habitats: Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals and give reasons for classifying plants and animals based on specific characteristics.	Animals including humans: 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 and describe the ways in which nutrients and water are transported within animals, including humans.	Evolution: 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 adaptation may lead to evolution.	Light: recognise that light appears to travel in straight lines and use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or 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	

History	Articulate the key events and people involved in the start of WW2 and the significance of The Battle of Britain. Develop a secure understanding of what life was like in the local area and the UK during WW2.				Develop knowledge of the history of undersea exploration; describing significant individuals and development in the knowledge of the sea flora and of the Earth beneath	
Geography	To develop a secure knowledge of European countries are located; using map work and geographical language to describe their locality in the world and the political impact and changes that have occurred.	To name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, climate zones, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Link to Tiger Habitat	To develop understanding of 6 figure grid references.	To develop a secure knowledge of some areas within the Southern Hemisphere including their landscapes, habitat, and residents; using map work and geographical language to describe their locality in the world and the impact climate change is having on them and places faraway. Galapagos Islands	To develop a secure knowledge of the water-cycle and how the weather affects the physical changes to the coastlines; How humans use and affect the environment through economics.	To have an awareness of coastal erosion and strategies to slow it down.
D&T	Children can discuss the possible products that they might want to design, make and evaluate and who the products will be for. They can agree on design criteria that can be used to guide the development and evaluation of the products e.g. Who/what is the product for? What will make our product unique/different? How will we know that we designed and made a successful product? Use electrical systems and test materials Possible ideas Design a light/lamp				Children can discuss the possible products that they might want to design, make and evaluate and who the products will be for. They can agree on design criteria that can be used to guide the development and evaluation of the products e.g. Who/what is the product for? What will make our product unique/different? How will we know that we designed and made a successful product? Cutting, selecting materials Possible ideas Shadow puppets	Children can discuss the possible products that they might want to design, make and evaluate and who the products will be for. They can agree on design criteria that can be used to guide the development and evaluation of the products e.g. Who/what is the product for? What will make our product unique/different? How will we know that we designed and made a successful product? Textiles Possible ideas Design own t-shirts which show your identity. (batik, patchwork, tie dye)
Art	Shelter drawings – Henry Moore Using a range of art materials, etching and different techniques I can depict aspects of WW2.	Tigers – Henry Rouseau I can work with a partner to produce a mixed media piece based on the work of the artists studied.	Still life observational sketches - Paul Cezane I can use Lines, Marks, Tone, Form and Texture to produce a still life sketch.	Animal theme observational sketches – Darwin sketches. Through close observation, I can sketch the main features of an animal I have chosen to study.	Keith Siddle – Fish pattern I can create contrasting colour paintings with repeating patterns of fish using mixed media.	Textiles – use fabrics to create 3D structure – hot air balloons Use digital device to record video and present audio - link to t-shirt work and themselves.
Music Sing up	Hey Mr Miller	Hey Mr Miller	Dona Nobis pacern	Dona Nobis Pacern	Ame Sau vala tara bal	Ame Sau vala tara bal
MFL	My Town	Let's Go	Shopping	The Wider World	My Routine	Free Time
Computing Purple Mash	Unit 6.1 Coding Unit 6.2 Online Safety	Unit 6.3 Spreadsheets Unit 6.4 Blogging	Recap Unit 6.2 Online Safety Unit 6.5 Text Adventures	Unit 6.6 Networks Unit 6.7 Quizzing	Recap Unit 6.2 Online Safety Unit 6.8 Understanding Binary	Unit 6.9 Spreadsheets

PE Complete PE	Invasion: Netball Health related exercise	Invasion: Football Gymnastics: Matching and Mirroring	Invasion: Basketball Dance: Carnival	Invasion: Hockey OAA: Orienteering	Striking and Fielding Rounders Net and Wall: Tennis	Striking and Fielding: Cricket Athletics
---------------------------------	--	---	---	---------------------------------------	--	---