

Cygnus class 2023 2024 Autumn Term overview

	Autumn 1	Autumn 1	Autumn 2	Autumn 2
Curriculum Maestro	Me and my community - This project supports children with settling into the new rules and routines of school and encourages them to make new friends and feel confident in their class. It teaches children about being helpful, kind and thoughtful at home and at school. This project also teaches children how they are unique and special, the importance of friendship and how people in their family, school and local community are important and can help them.	Animal Safari - This project teaches children about the animals that live around the world, how to look after animals and the importance of caring for our local and global environments.	Exploring Autumn - This project teaches children about the natural changes that happen during the season of autumn, including how the weather changes, why trees lose their leaves and how wild animals prepare for winter.	
Jane Considine	How to get your Teacher ready for School by Jean Reagan	On Sudden Hill by Linda Sarah	Perfectly Norman by Tom Percival	Penguins by National Geographic
Communication and Language	See Jane Considine units. Also developing vocabulary for classroom activities in areas of the classroom e.g. sand/water/construction areas. Vocabulary cards have been placed in those areas to support staff to use the vocabulary with the children. Children will develop their vocabulary through Grandma Fantastic	Through Curriculum Maestro lessons and daily classroom activities children will be taught to express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	They will be taught to make comments about what they have heard and ask questions to clarify their understanding.	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
	Ruby's Worry by Tom Percival	The Giant Jam Sandwich by John Vernon Lord and Janet Burroway		
White Rose Maths (new planning being released gradually)	Phase 1 – Getting to know you Weeks 1 2 3	Phase 2 - Just like Me Weeks 4 5 6	Phase 3 – It's me 1,2,3 Weeks 7 8 9	Phase 4 – Light and Dark Weeks 10 11 12 Followed by consolidation for weeks 13 and 14
PSED (based on 1 decision)	Early Years Story books: Pink Goes to School inc talking cards Pink misses Mummy inc talking cards Blue learns to share inc sorting cards and follow with Dilemma drops Yellow will not share	Primary 5 – 8 Our World. Growing in our World Early Years – Extra activities: I can Wash my Hands inc Early years dilemma drops Purple's Hand Wash Pink's Pet fish (Dilemma Drops)	Mindfulness videos: Enchanted Forest Butterfly Meadow	

	<p>Blue's Best friend inc sorting cards</p> <p>Blue's Indoor Voice</p> <p>Red's Nut Allergy</p>	<p>Rainbow is Going to the Zoo (Dilemma Drop)</p> <p>Read to me Story book – Purple's Pet Bird</p>		
<p>Understanding the World (People and communities)</p>	<p>Autumn 1 Creation - F1 – Why is the word God so important to Christians? (Bedfordshire agreed syllabus) As above for Understanding Christianity</p> <p>Learning Questions: What does the word 'God' mean? Which people believe in God? (Notice that some people do not.) Which people believe God is the Creator of everything? What is amazing about the world? What do Christians say about God as Creator? What is the story that Christians and Jews use to think about the Creator? What do Christians and other people (including non-religious people) think about the world and how we should treat it?</p>	<p>Learning Outcomes: Chn will be able to:- talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world</p> <p>re-tell stories, talking about what they say about the world, God, human beings</p> <p>think about the wonders of the natural world, expressing ideas and feelings</p> <p>say how and when Christians may like to thank their Creator</p> <p>talk about what people do to mess up the world and what they do to look after it</p>	<p>Autumn 2 Incarnation - F2 – Why is Christmas so special for Christians? (Bedfordshire agreed syllabus)</p> <p>F2 – Why do Christians perform Nativity plays at Christmas? (Understanding Christianity)</p> <p>Learning Questions: What special stories about Jesus are in the Bible? Why do Christians perform Nativity plays at Christmas? Why do Christians celebrate Jesus' birthday? What special things do Christians do at Christmas to share God's love? What makes every single person unique and precious? How does the Christmas story tell Christians they are precious to God?</p>	<p>Learning Outcomes: Chn will be able to:- talk about people who are special to them</p> <p>say what makes their family and friends special to them</p> <p>recall simply what happens at a traditional Christian festival (Christmas)</p> <p>begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus</p> <p>re-tell religious stories, making connections with personal experiences</p>
<p>Phonics</p>	<p>RWI Set 1 sounds</p>			

EAD	Through Curriculum Maestro activities and daily classroom activities the children will be taught to Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	<p>Begin to show accuracy and care when drawing. Different types of line include thick, thin, straight</p> <p>Use recycled materials to make models and evaluate their work and say how they could improve it.</p> <p>Make picture frames</p>	<p>Sing well-known songs and nursery rhymes in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Charanga – Autumn 1 Me – Learning to sing Nursery rhymes and action songs. Learning about pulse, rhythm and pitch.</p> <p>Autumn 2 My Stories – As above –</p> <p>Skills: Listening and responding to different styles of music</p> <p>Embedding foundations of the interrelated dimensions of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs</p> <p>Improvising leading to playing classroom instruments</p> <p>Share and perform the learning that has taken place</p>	<p>Using props and materials for storytelling</p> <p>Make friendship recipes.</p> <p>Make a friendship rainbow.</p>
Physical Development	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Mark making in sand/foam etc to draw lines and shapes using tools /sticks	<p>Use a range of small tools, including scissors, paint brushes and cutlery to make picture frames. Playing in the home corner, eating lunch.</p> <p>Cutting, tearing, folding paper/card to make and decorate the frames.</p>	<p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing, using outdoor area and continuous provision sports equipment daily</p> <p>Learning to pat, throw, kick, pass, aim, bat and catch different sized balls with increasing control.</p>	<p>Demonstrate strength, balance and coordination when playing with the equipment in the outside area.</p> <p>Use fine motor skills to build/join pieces together when using the construction kits.</p>
<p>Handwriting for Autumn term: Chn will be taught letter formation of the RWI set 1 sounds as they are taught m a s d t i n p g o c k u b f e l h sh r j v y w th z ch q u x ng nk</p> <p>They will also be taught how to write their own names with correct letter formation.</p>				

Cygnus class 2023 2024 Spring Term overview
Whole school Topic - Explorers

Curriculum Maestro sub topics	<p>Spring 1 Ready Steady Grow This project teaches children about food and farming and explores themes, including where food comes from, what plants and animals need to grow and survive and what constitutes a healthy lifestyle.</p>	<p>Big Wide World This project teaches children about the global community to which they belong and explores how living things, communities and climates differ around the world.</p>	<p>Spring 2 Let's Explore This project teaches children about the environments that they share with others, including their homes, school and places in the local community</p>	<p>Puddles and Rainbows This mini project teaches children about the weather that happens during spring and allows them to explore natural phenomena, including rainbows. It supports them to explore colour in the natural world.</p>
Jane Considine	<p>Jack and the Jellybean stalk by Rachael Mortimer (Narrative, Growing) Rosie's Walk by Pat Hutchins (Narrative, Town & Country and on the farm) The Giant Jam Sandwich by John Vernon Lord and Janet Burroway (Narrative, Healthy Eating)</p>	<p>Penguins by National Geographic (Non-fiction, report/fact file) Animals Handa's Surprise by Eileen Browne (Narrative, Africa a Hot Country)</p>	<p>All Aboard The London Bus by Patricia Toht (Narrative, City Tour) Where the Wild Things Are by Warner Bros Pictures (Narrative, Into the Woods Adventure) If Sharks Disappeared by Lily Williams (Non Fiction, report, Blue Planet, Our World)</p>	
Communication and Language	<p>See Jane Considine units. Also developing vocabulary for classroom activities in areas of the classroom e.g. sand/water/construction areas. Vocabulary cards have been placed in those areas to support staff to use the vocabulary with the children. Children will develop their vocabulary through Grandma Fantastic</p>	<p>Through Curriculum Maestro lessons and daily classroom activities children will be taught to express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>They will be taught to make comments about what they have heard and ask questions to clarify their understanding.</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p>

White Rose Maths (new planning being released gradually)	Spring 1 Phase 5 – Growing 6,7,8 Phase 6 – Building 9 and 10		Spring 2 Phase 7- To 20 and Beyond Phase 8 – First, Then, Now	
PSED (based on 1 decision)	Orange Brushes her Teeth Red Visits the Dentist Green's Greens Rainbow's Food journey Pink Has a New brother (lots of babies due this term)	Purple's Pet Bird Yellow Goes on Holiday Rainbow Visits the Seaside	Rainbow's Day out Purple Watches the News Purple the Passenger	Red's Hearing aid Green gets Glasses
Understanding the World (People and communities)	Spring 1 - Why is Easter Special for Christians - (Bedfordshire agreed syllabus) Learning Questions: What happens at the end of winter and the beginning of spring? How do 'dead' plants and trees come alive again? What do Christians believe happened to Jesus? Why do Christians think this is such an important story? What do Christians do at Easter? Why do we have Easter eggs?	Outcomes: Children will know that: Christians remember Jesus' last week at Easter. Jesus' name means 'He saves'. Christians believe Jesus came to show God's love. Christians try to show love to others.	Spring 2 F4 – Being Special:- Where do we Belong? (Bedfordshire agreed syllabus) Learning Questions: do we show respect for one another? How do we show love/how do I know I am loved? Who do you care about? How do we show care/how do I know I am cared for? How do you know what people are feeling? How do we show people they are welcome? What things can we do better together rather than on our own? Where do you belong? How do you know you belong? What feels special about being welcomed into a group of people?	Learning Outcomes: (B.A.S) re-tell religious stories making connections with personal experiences share and record occasions when things have happened in their lives that made them feel special recall simply what happens at a traditional Christian infant baptism and dedication

	F3 – Why do Christians put a cross in an Easter Garden? (Salvation) (Understanding Christianity)			
Phonics	RWI Set 2 sounds Set 2 Speed Sounds: ay, ee, igh, ow (as in <i>blow</i>) oo (as in <i>zoo</i>) oo (as in <i>look</i>), ar, or, air, ir, ou (as in <i>out</i>), oy Red ditty/green reading books			
EAD	Through Curriculum Maestro activities and daily classroom activities the children will be taught to Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	<p>Begin to show accuracy and care when drawing. Different types of line include thick, thin, straight</p> <p>Use recycled materials to make models and evaluate their work and say how they could improve it.</p> <p>Make Fruit kebabs</p> <p>Make vehicles</p> <p>Make buildings</p> <p>Make musical instruments</p>	<p>Sing well-known songs and nursery rhymes in a group or on their own, increasingly matching the pitch and following the melody. Activities will include singing songs and rhymes suggested by Curriculum Maestro activities.</p> <p>Charanga – Spring 1 – Everyone Spring 2 – Our World Listening and responding to different styles of music</p> <p>Embedding foundations of the interrelated dimensions of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs</p> <p>Improvising leading to playing classroom instruments</p> <p>Singing and learning to play instruments within a song</p>	<p>Using props and materials for storytelling</p> <p>.</p> <p>.</p>

			Share and perform the learning that has taken place	
Physical Development	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Mark making in sand/foam etc to draw lines and shapes using tools /sticks</p> <p>Children who are still struggling with pencil and scissor control will have early morning work to improve fine motor skills e.g letter formation practice with whiteboards, threading, playdough manipulation, peg boards, tracing etc</p>	<p>Use a range of small tools, including scissors, paint brushes. Using knives and other cutlery to peel and chop fruit make fruit kebabs. Playing in the home corner, eating lunch.</p> <p>Cutting, tearing, folding paper/card to make cards and other craft activities.</p>	<p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing, using outdoor area and continuous provision sports equipment daily</p> <p>Learning to pat, throw, kick, pass, aim, bat and catch different sized balls with increasing control.</p> <p>Using Healthy Movers activities</p>	<p>Demonstrate strength, balance and coordination when playing with the equipment in the outside area. Use fine motor skills to build/join pieces together when using the construction kits.</p> <p>Using Healthy Movers activities and outside activity cards.</p>
<p>Handwriting for Spring term: Chn will be taught letter formation of the RWI set 2 sounds as they are taught ay, ee, igh, ow, oo, ar, or, air, ir, ou, oy</p> <p>They will also continue to be taught how to write their own names with correct letter formation for those who cannot yet do this.</p>				

CM - Summer 2024 – Long Ago, Starry Night, Puppets and pop ups J.C. We're going on a bear hunt, Pigs Might Fly, Bear Shaped, Everybody Counts	CM - Autumn 2024 – Sparkle and Shine, Winter Wonderland, Build It up, Marvellous Machines JC – Poppies, What We'll Build, Ruby's Worry, The Proudest Blue
CM - Spring 2025 – Creep / Crawl / Wriggle, Big Wide World, Signs of Spring, Sunshine and Sunflowers J.C. If Sharks disappeared, Handa's Surprise, Katie and the Sunflowers, All Aboard the London Bus	CM - Summer 2025 – Splash, On the Beach, Move it, Moving On JC – Rainbow Fish, The Snail and the Whale, Where the Wild Things Are, Sam and Dave Dig a Hole

Cygnus class 2023 2024 Summer Term overview
Whole school Topic – Through the Ages

<p>Curriculum Maestro sub topics Inc Understanding the World (World)</p>	<p>Summer 1 Long Ago This project teaches children about how they have grown and changed since they were babies and how life in the past was different from today.</p>	<p>Long Ago cont. Dangerous Dinosaurs This exciting project teaches children about the different animals that roamed Earth millions of years ago and how they are related to animals that live on Earth today.</p>	<p>Summer 2 Dangerous Dinosaurs cont Start Starry night for both if time</p>	<p>Starry Night – (Nursery chn) This project explores the differences in the world at night compared to during the day. It teaches children about the importance of a good night’s sleep, and helps them to discover what is happening in the world while they are sleeping, including finding out about nocturnal animals. Moving on (reception chn) This Reception-only project celebrates the children’s successes throughout their Reception year. It explores how they have grown and changed and supports them with the changes to come as they move into Year 1.</p>
<p>Jane Considine – using exciting vocabulary for writing/speaking words and sentences</p>	<p>Summer 1 Katie and the Sunflowers (Narrative) Rainbow Fish (narrative) Pigs might Fly (Narrative) I want a pet dog (Persuasive letter) How to Count to One (Instructions) Space Tortoise (Narrative)</p>		<p>Summer 2 Everybody Counts (fact file - Info to pass on to next teacher) Perfectly Norman (Narrative) The Tiny Seed (Explanation) The Snail and The Whale (Postcard) Bear Shaped (Moral story) Bugs (Non – Fiction fact file) Meet the Weather (Non fiction)</p>	

<p>Communication and Language</p>	<p>See Jane Considine units. Also developing vocabulary for classroom activities in areas of the classroom e.g. sand/water/construction areas. Vocabulary cards have been placed in those areas to support staff to use the vocabulary with the children. Children will develop their vocabulary through Grandma Fantastic</p>	<p>Through Curriculum Maestro lessons and daily classroom activities children will be taught to express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. Children will learn topic related vocabulary.</p>	<p>They will be taught to make comments about what they have heard and ask questions to clarify their understanding.</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p>
<p>White Rose Maths (new planning being released gradually)</p>	<p>Summer 1 Phase 7 – To 20 and Beyond Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning Phase 8– First, Then, Now Consolidating key skills Adding more Taking Away Spatial reasoning</p>		<p>Summer 2 Phase 9 – Find my Pattern Consolidating key skills Doubling Sharing and Grouping Even and Odd Spatial reasoning Phase 10 – On the Move Consolidating key skills Deepening Understanding Patterns and Relationships Spatial reasoning Consolidation</p>	

<p>PSED (based on 1 decision)</p>	<p>Green's greens Green's daddy moves out Green stays in hospital Orange moves house Purple's pet bird Purple watches the news</p>		<p>Yellow's bedtime Blue explores Road safety Blue gets lost Rainbow visits the Seaside Red visits the Dentist Yellow goes on holiday Green moves up a year</p>	
<p>Understanding the World (People and communities)</p>	<p>Summer 1 (carried over from Spring 2) F4 – Being Special:- Where do we Belong? (Bedfordshire agreed syllabus)</p> <p>Learning Questions: do we show respect for one another? How do we show love/how do I know I am loved?</p> <p>Who do you care about? How do we show care/how do I know I am cared for? How do you know what people are feeling?</p> <p>How do we show people they are welcome? What things can we do better together rather than on our own? Where do you belong? How do you know you belong?</p>	<p>Learning Outcomes: (B.A.S) re-tell religious stories making connections with personal experiences</p> <p>share and record occasions when things have happened in their lives that made them feel special</p>	<p>Summer 2 – F5 - Which places are specially valued and why? (Bedfordshire Agreed Syllabus)</p> <p>Learning Questions: Where do you feel safe? Why? Where do you feel happy? Why?</p> <p>Where is special to me? Where is a special place for believers to go?</p> <p>What makes this place special?</p> <p>What do we want to know about both religious and non-religious 'special places'?</p>	<p>Learning Outcomes: (B.A.S) talk about somewhere that is special to themselves, saying why</p> <p>recognise that some religious people have places which have special meaning for them</p> <p>talk about the things that are special and valued in a place of worship</p> <p>begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God</p>

	<p>What feels special about being welcomed into a group of people?</p>	<p>recall simply what happens at a traditional Christian infant baptism and dedication</p>	<p>Unit F6: Which stories are specially valued and why? (B.A.S) Learning Questions: your favourite story? What do you like about it, and why? What stories do you know about Jesus? What do you think Jesus was (or is) like? Do you know any Bible stories? What stories do you know that are special to Christians (or other faiths)? Who are the stories about? What happens in the story? Does the story tell you about God? What do you learn? What stories do you know that tell you how you should behave towards other people? What are the similarities and differences between different people's special stories?</p>	<p>get to know and use appropriate words to talk about their thoughts and feelings when visiting a church</p> <p>express a personal response to the natural world</p> <p>Learning Outcomes:</p> <p>talk about some religious stories</p> <p>recognise some religious words, e.g. about God</p> <p>identify some of their own feelings in the stories they hear</p> <p>identify a sacred text e.g. the Bible or the Torah</p> <p>talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the Ten</p>
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				Lepers teaches about saying 'thank you' and why it is good to thank and be thanked; what the Hanukkah story teaches Jews about standing up for what is right, etc.)
Phonics/Writing	Revisit RWI Set 2 sounds Set 2 Speed Sounds: ay, ee, igh, ow (as in <i>blow</i>) oo (as in <i>zoo</i>) oo (as in <i>look</i>), ar, or, air, ir, ou (as in <i>out</i>), oy Continue green reading books	Continue to use phonic skills for segmenting and blending words for reading and writing.		
EAD	Through Curriculum Maestro activities and daily classroom activities the children will be taught to Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Begin to show accuracy and care when drawing. Different types of line include thick, thin, straight Use recycled materials to make models and evaluate their work and say how they could improve it. Make cakes for Grandparents afternoon Make cards for someone we love	Sing well-known songs and nursery rhymes in a group or on their own, increasingly matching the pitch and following the melody. Activities will include singing songs and rhymes suggested by Curriculum Maestro activities. Charanga – Summer 1 – Big Bear Funk Big Bear Funk is a transition unit that prepares children for their musical learning in Year 1/ages 5-6. Musical learning focus:	Using props and materials for storytelling Summer 2 – Reflect, Rewind and Replay This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting chosen nursery rhymes and/or

		<p>Taking photographs and editing them</p> <p>Painting black and white portraits</p>	<p>Listening and appraising Funk music</p> <p>Embedding foundations of the interrelated dimensions of music using voices and instruments</p> <p>Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs</p> <p>Playing instruments within the song</p> <p>Improvisation using voices and instruments</p> <p>Riff-based composition</p> <p>Share and perform the learning that has taken place</p>	<p>songs, a context for the History of Music and the very beginnings of the Language of Music.</p> <p>Musical learning focus:</p> <p>Listen and Appraise</p> <p>Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</p> <p>Sing and revisit nursery rhymes and action songs</p> <p>Play instruments within the song</p> <p>Improvisation using voices and instruments</p> <p>Riff-based composition</p> <p>Share and perform the learning that has taken place</p>
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<p>Physical Development</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Mark making in sand/foam etc to draw lines and shapes using tools /sticks</p> <p>Children who are still struggling with pencil and scissor control will have early morning work to improve fine motor skills e.g letter formation practice with whiteboards, threading, playdough manipulation, peg boards, tracing etc</p>	<p>Use a range of small tools, including scissors, paint brushes. Using knives and other cutlery to peel and chop fruit make fruit kebabs. Playing in the home corner, eating lunch.</p> <p>Cutting, tearing, folding paper/card to make cards and other craft activities.</p>	<p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing, using outdoor area and continuous provision sports equipment daily</p> <p>Learning to pat, throw, kick, pass, aim, bat and catch different sized balls with increasing control.</p> <p>Using Healthy Movers activities</p>	<p>Demonstrate strength, balance and coordination when playing with the equipment in the outside area.</p> <p>Use fine motor skills to build/join pieces together when using the construction kits.</p> <p>Using Healthy Movers activities and outside activity cards.</p>
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Handwriting for Summer term:

Children will continue to be taught letter formation of the RWI set 2 sounds that are not being correctly formed.

ay, ee, igh, ow, oo, ar, or, air, ir, ou, oy

They will also continue to be taught how to write their own names with correct letter formation for those who cannot yet do this.

KS1	Autumn 2023	Spring 2024	Summer 2024	Autumn 2024	Spring 2025	Summer 2025
Theme	Humans and other animals	Explorers	Through the Ages	Inventions	Our Blue Planet	Coasts
English (Jane Considine)	The way back home (Science Fiction) Christmas star (story) Firework night (poetry) How to make a bird feeder (instructions)	Ice Planet (non fiction) Storm Whale (fiction) If I were in Charge of the World (poetry) Neil Armstrong (Recount) A Lion in Paris (fiction)	English Toys from the Past (Report) Seasons (Information) The Great Fire of Londong (Diary)	Singapore (non chronological report) If I were in Charge of the World (poetry) Train Ride – non fiction	Granddad’s Island (adventure) Big Cats Plants by DK (Information)	Song of the Sea (Irish Myth) The Storm Whale (Story) Little Red Riding Hood (Twist traditional tale) The Day the Crayons Quit
Phonics (RWI)	Groups teach by stage	Groups teach by stage	Groups teach by stage	Groups teach by stage	Groups teach by stage	Groups teach by stage
Maths Essential Maths	See maths plan	See maths plan	See maths plan	See maths plan	See maths plan	See maths plan
Science (Cornerstones)	Animal plants Animal survival	Are all leaves the same? How do leaves change? What’s in a bud? Plant parts	Science Seasonal changes Summer 1 Splendid skies summer 2	Everyday materials Uses of materials What keeps us dry Will it degrade	Habitats Plant survival Whats on your wellies	The scented garden
Computing (Purple Mash)	Online safety (1.1) Effective searching (2.5) Lego Builders (1.4)	Technology Outside School (1.9) Grouping and Sorting (1.2) Creating Pictures (2.6)	Computing Spreadsheets (1.8) Summer 1 Coding (1.7) Summer 2 Coding (2.1) Summer 2	Online Safety (1.1) Maze Explorers (1.5) Questioning (2.4)	Online Safety (2.2) Animated story books (2.6) Making Music (2.7)	Spreadsheets (2.3) Pictograms (1.3) Presenting Ideas (2.8)
RE (Agreed Syllabus)	How should we care for the earth (1.10) Unit 1.7: How and why do we celebrate significant times?	<i>Unit 1.8: What can we learn from sacred books and stories?</i> Unit 1.12: What is the ‘good news’ Christians believe Jesus to bring?	RE - HT <i>Unit 1.9: How do we show we care for others? Why does it matter?</i> Unit 1.11 Who is an inspiring person? What stories inspire Christians, Muslims and Jewish people?	<i>Unit 1.1: What do Christians believe God is like?</i> Unit 1.2: Why does Christmas matter to Christians? How and why do we celebrate special times?	<i>Unit 1.3: Who is Jewish? What do they believe in and how do they live?</i> Unit 1.5: Why does Easter matter to Christians?	<i>Unit 1.4: Who is a Muslim? What do they believe in and how do they live?</i> Unit 1.6: What makes some places significant? What makes some places sacred to believers?
History ½ term per term (Cornerstones)	Dinosaur Planet	Street Detectives	History - SC School Days SUMMER 2	Movers and Shakers	Magnificent Monarchs	Seaside Holidays
Geography ½ term per term (Cornerstones)	Land Ahoy	Our Wonderful World	Geography - SC Bright lights, big city SUMMER 1	Compare and contrast a place – link with English Text	Let’s Explore the World	Coastline
Art ½ term per term (Cornerstones)	Funny Faces – fabulous features	Street View	Art Mix it 1 Mix it 2 SUMMER 1	Rain and sunrays (printing)	Portraits and poses	Flower Head
DT ½ term per term (Cornerstones)	Remarkable Recipes	Push and Pull	DT Cut stitch and join SUMMER 2	Moon zoom	Towers tunnels and turrets	Beach Hut
PE Cycle A year 1 units Cycle B year 2 units	(1) Hit, Catch, Run (1) Gymnastic unit 1 (2) Dance unit 1 (2) Attack, Defend, Shoot	(1) Gymnastics unit 2 (1) Attack, shoot, defend unit 2 (2) Dance unit 2 (2) Hit, catch, run unit 2	(1) Run, jump, throw unit 1 y1 (1) Send and return (2) Outdoor adventure (2) Run, jump, throw unit 2	(1) Hit, Catch, Run (1) Gymnastic unit 1 (2) Dance unit 1 (2) Attack, Defend, Shoot	(1) Gymnastics unit 2 (1) Attack, shoot, defend unit 2 (2) Dance unit 2 (2) Hit, catch, run unit 2	(1) Run, jump, throw unit 1 (1) Send and return (2) Outdoor adventure (2) Run, jump, throw unit 2

Music Sparkyard	Move to the beat Exploring pulse through songs and movement Controlling pulse using voices and instruments Exploring the difference between pulse and rhythm Copying and creating rhythmic patterns	Exploring sounds Exploring how sounds can be changed Exploring the timbre of instruments and voices Sequencing sound to tell stories and create effects Using graphic notation to represent sounds	High and low – exploring pitch Recognising changes in pitch and copying simple pitch patterns Performing simple melodic patterns using voices and pitched instruments Representing pitch Creating music for a performance	My Musical Classroom Hear my voice What’s the music saying Instruments everywhere Playing with songs	Musical Patterns and Performing What’s the pattern Playing musical patterns and accompaniments Exploring descriptive sounds Let’s perform Sound Stories Pitch playing and changing sounds	Patterns and sequences Meet the characters Perform a story
PSHCE (1 Decision)	computer safety <ul style="list-style-type: none"> Baseline topic (1) online bullying (1) keeping safe and healthy <ul style="list-style-type: none"> Baseline topic (1) healthy eating (2) washing hands (1) brushing teeth(2) 	Relationships <ul style="list-style-type: none"> Baseline topic (1) Friendship (1) Bullying (1) Body language (1) Computer safety <ul style="list-style-type: none"> Image sharing (2) 	Keeping / staying safe <ul style="list-style-type: none"> Baseline topic (1) road safety (1) tying shoelaces (2) Fire safety special <ul style="list-style-type: none"> hoax calling arson Texting whilst driving 	Computer safety <ul style="list-style-type: none"> Image sharing (2) Computer safety documentary (2) our world <ul style="list-style-type: none"> Baseline topic (1) growing in our world (1) living in our world (2) Working in our world (2) 	Hazard Watch <ul style="list-style-type: none"> Baseline assessment is it safe to eat or drink? (1 / 2) Is it safe to play with?(1 / 2) Summative assessment 	Being Responsible <ul style="list-style-type: none"> Baseline topic Water spillage Practice makes perfect Helping someone in need Feelings and emotions <ul style="list-style-type: none"> Baseline topic (1) Jealousy (1) Worry (2) Anger (2)
LKS2	Autumn 2023	Spring 2024	Summer 2024	Autumn 2024	Spring 2025	Summer 2025
Theme	Humans and other animals	Explorers	Through the Ages	Inventions	Our Blue Planet	Coasts
English (Jane Considine)	The Truth About The 3 Little Pigs (Fiction) Skeletons and Muscles by Ben Hoare (Non-fiction) Star In The Jar by Sam Hay (Fiction) Autumn Is Here (Poetry)	Skara Brae (Explanation) Bike Boy (Adventure) Journey (Adventure) Should we feed animals at National Parks (argument)	English Earthquakes (Non chron) The Journey of Iliona (diary) Still I Rise (Poetry) Farther (Legacy Story)	Nikola Tesla (biography) Wizards of Once (Newspaper) Ban on Social Media (Website article) The Iron Man (science Fiction)	Stone Age Boy (story) The Street beneath My Feet (explanation) Climate Action (magazine) Wolves in the Wall (suspense)	Flood (Tragedy) The Secret of Black Rock (adventure) The Last Bear (Adventure – climate) The Colour Collector (Poetry)
Maths Essential Maths	Place Value Addition and Subtraction Multiplication and division	See maths plan	See maths plan	See maths plan	See maths plan	See maths plan
Science (Cornerstones)	Is It Safe To Eat? (Class Investigation) What Is Spit Used for? Where DO Smells Come From? Burps, Bottoms and Bile.	Forces and magnets Plants (3)	Science States of matter SUMMER 1 Light SUMMER 2	Electricity Sound	Rocks and soils Living things and their habitats	Blue Abyss Animal structures and skeletons
Computing (Purple Mash)	Online Safety (3.2) Coding Spreadsheets (3.3)	Touch Typing (3.4) Email (3.5) Branching Databases (3.6)	Computing Simulations (3.7) SUMMER 1 Graphing (3.8) SUMMER 2	Online Safety (4.2) Coding Spreadsheets (4.3)	Writing for different audiences (4.4) Logo (4.5) Animation (4.6)	Effective search (4.7) Hardware Investigators (4.8)
RE (Agreed Syllabus)	Unit L2.1 Where, how and why do people worship? Unit L2.11 What are the deeper meanings of religious festivals?	Unit L2.2 Why do some people think life is like a journey? How and why do people mark the significant events of life?	Unit L2.6 How do festivals and family life show what matters to Jewish people?	Unit L2. 12 How and why do people try to make the world a better place?	Unit L2.4 What kind of world did Jesus want? (Gospel) Unit L2.10 For Christians, what was the impact of Pentecost?	Unit L2.9 How do festivals and worship show what matters to Muslims?

		Unit L2.5 Why do Christians Call the day Jesus died “Good Friday”?	Unit L2.8 How is faith expressed in Sikh communities and traditions?	Unit L2.3 What is the Trinity and why is it important to Christians? (God / Incarnation)		Unit L2.7 How is faith expressed in Hindu communities and traditions? (Dharma)
History ½ term per term (Cornerstones)	Tribal Tales – developing an understanding of prehistoric times from stone age to Iron Age Stig of The Dump	Ancient Civilisations	History Stone age to the end of the iron age – advances in their periods Traders and Raiders	LOCAL HISTORY – SHUTTLEWORTH AND WW2 NOT ON MAESTRO	Romans – Emperors and Empires I am a Warrior Invasion SUMMER 1	1066
Geography ½ term per term (Cornerstones)	Interconnected World Compass points; Four and six-figure grid references; Tropics of Cancer and Capricorn; Countries, climate and culture of North and South America; Significant physical features of the UK; Renewable and non-renewable energy; National Rail network; UK canal network;	Road Trip USA	Geography Tremors SUMMER 2	Local study	Rocks, relics and rumbles	Misty Mountain – winding river
Art ½ term per term (Cornerstones)	Animals Sketching, print making and clay modelling.	Prehistoric pots	ART Mosaic masters SUMMER 1	Contrast and colours (3 and 4)	Beautiful Botanicals	Vista
DT ½ term per term (Cornerstones)	Design and make a smoothie	Greenhouse	DT Functional and Fancy Fabrics (William Morris)	Block Printing Fabrics	Tomb Builders	Making it Move
PE	(1) Gymnastics unit 1 (1) Tag Rugby (2) Dance Unit 1 (2) Football	(1) Gymnastics unit 2 (1) Hockey (2) Handball (2) Basketball	(1) Netball (1) Tennis (2) Athletics (2) Cricket	(1) Gymnastics unit 1 (1) Tag Rugby (2) Dance Unit 1 (2) Football	(1) Gymnastics unit 2 (1) Hockey (2) Handball (2) Cricket	(1) Netball (1) Tennis (2) Athletics (2) Basketball
Music Sparkyard	Hear it, play it – exploring rhythmic patterns Feeling the pulse and copying rhythmic patterns Exploring call and response Performing a simple rhythmic ostinato Composing and notating rhythmic patterns	Painting pictures with sound Identifying the inter-related dimensions of music Accompanying songs with suitable timbre and expression Creating sounds in response to a stimulus To compose music to communicate stories and settings	Sing, play, notate Describing and experimenting with pitch Representing pitch Exploring the pentatonic scale Performing songs with tuned accompaniments	Hear it, play it – exploring rhythmic patterns Feeling the pulse and copying rhythmic patterns Exploring call and response Performing a simple rhythmic ostinato Composing and notating rhythmic patterns	Painting pictures with sound Identifying the inter-related dimensions of music Accompanying songs with suitable timbre and expression Creating sounds in response to a stimulus To compose music to communicate stories and settings	Sing, play, notate Describing and experimenting with pitch Representing pitch Exploring the pentatonic scale Performing songs with tuned accompaniments
PSHCE (1 Decision)	Computer Safety • Making friends online (3) • Summative topic (3) Relationships • Touch (3) • Summative topic (3) Growing and changing • Baseline topic (4)	Being responsible • Stealing (3) • Summative topic (3) • Baseline topic (4) • coming home on time (4) The Working World • Baseline topic (4) Chores at home (4)	A World Without Judgement • Baseline topic (4) • Breaking Down Barriers (4) Our World • Looking after our world (3) • Summative topic (3)	Computer Safety • Baseline Topic (4) • Online Bullying (4) Keeping / Staying Healthy • Baseline (4) Healthy Living (4)	First Aid • Baseline Topic (4) • First Aid (4) (Supplemented by Red Cross materials and Mr Blunt) Keeping / Staying Healthy • Medicine (3) • Summative Topic (3)	Feelings and Emotions • Grief (3) • Summative topic (3) • Baseline topic (4) • Jealousy (4) Keeping / Staying Safe • Baseline topic (4) • Cycle Safety (4)

	<ul style="list-style-type: none"> Appropriate Touch (4) Fire Safety <ul style="list-style-type: none"> Enya and Deedee visit the Fire Station (3) Summative topic (3)				Keeping / Staying Safe <ul style="list-style-type: none"> Staying Safe (3) Leaning out of windows (3) Summative topic (3)	
French	Autumn 1 'Greetings' Ch will locate countries where French is spoken. Ch will have an overview of France geographically. Ch will use simple greetings and conversational words. O 4.4 / IU 3.2 Autumn 2 'All About Me' Ch will respond to the register using a word or phrase. Ch will ask and answer simple questions. O 3.3 / O 4.4	Colours L 3.2 O 4.3 Food L 3.3 IU 4.2	French Sing, Sing, Sing. O 3.2 L 4.3 IU Project: Our Community IU 3.1 IU 3.4	My Family O 3.3 O 4.1 L 4.4 Animals Cher Zoo L 3.1 L 4.2	IU Project: Storytelling L 4.1 IU 4.3 Transport L 3.2 IU 4.4	Festivals IU 4.1 School life O 3.4 IU 3.3

UKS2	Autumn 2023	Spring 2024	Summer 2024	Autumn 2024	Spring 2025	Summer 2025
Theme	Humans and other animals	Explorers	Through the Ages	Inventions	Our Blue Planet	Coasts
English (Jane Considine)	Plastic Pollution Zoo by Anthony Browne Window Greta by Greta Thunberg - Speech	Scott of the Antarctic Emperor Penguins Lights on Cotton Rock One Small Step	Moth by Isobel Thomas Detailed Timeline on Ancient Greece	Cosmic Most Dangerous Animals Screen Use Rose Blanche	Varmints The Depths of the Lake David Attenborough	Rosa Parks Lizzy and the Cloud
Maths Essential Maths						
Science (Cornerstones)	Circulation Blood Heart	Stargazers	Evolution Darwin	Electricity Electrical circuits	Beast Creator – Minibeasts Forces and mechanisms	Light Properties of materials
Computing (Purple Mash)	Online safety 6.2 Coding 6.1	Using external devices 5.9 Using the internet to research	Networks 6.6 Quizzing 6.7	Coding 5.1 Online Safety 5.2 3d Modelling 5.6	Spreadsheets 5.3 Game creator 5.5 Using the internet to research	Databases 5.4 Concept maps 5.7

RE (Agreed Syllabus)	Unit U2.7: What helps Hindu people as they try to be good? (Hinduism) Unit U2.8: How is faith expressed in Islam? (Islam)	Unit U2.9: Justice and poverty: does faith make a difference? Unit U2.10: What will make our community a more respectful place? (Religious and non-religious)	Unit U2.11: Why do some people believe in God and some people not? Unit U2.12: How does faith enable resilience?	Unit U2.1: What does it mean if Christians believe God is holy and loving? (Christianity) Unit U2.2: Creation and science: conflicting or complementary? (Christianity, non-religious, other religious)	Unit U2.3: Values: what matters most to Humanists and Christians? (Christianity and non-religious) Unit U2.4: How and why do some people inspire others? (Examples from religions)	Unit U2.5: How do Christians decide how to live? 'What would Jesus do?' (Christianity) Unit U2.6: What do Christians believe Jesus did to 'save' people? (Christianity)
History ½ term per term (Cornerstones)	Shang Dynasty	Maafa	Ancient Greeks	Britain at War A Child's War	Traders and Raiders	Off with her Head
Geography ½ term per term (Cornerstones)	Protecting our planet – eco awareness (Own unit)	Frozen Kingdoms	Our Changing World	Misty Mountain Sierra	Investigating our World	Sow, Grow and Farm
Art ½ term per term (Cornerstones)	Colour and Style	Inuit	Mixed Media	Tints, tones and shades	Bees, beetles and butterflies	Trailblazers
DT ½ term per term (Cornerstones)	Scream Machine	Stargazers (DT unit only)	Engineer	Make do and Mend	Moving Mechanisms	Allotments and Eat the Seasons
PE	(1) Gymnastics unit 1 (1) Tag Rugby (2) Dance Unit 1 (2) Football	(1) Gymnastics unit 2 (1) Hockey (2) Handball (2) Basketball	(1) Netball (1) Tennis (2) Athletics (2) Cricket	(1) Gymnastics unit 1 (1) Tag Rugby (2) Dance Unit 1 (2) Football	(1) Gymnastics unit 2 (1) Hockey (2) Handball (2) Cricket	(1) Netball (1) Tennis (2) Athletics (2) Basketball
Music Sparkyard	Rhythm builders – exploring rhythmic layers Exploring time signatures and performing together Performing rhythms expressively Exploring rhythmic texture Creating and notating musical texture	Music and words Developing and understanding of the inter-related dimensions and musical vocabulary Improvising musical patterns Exploring jazz Composing and notating music inspired by lyrics and poetry	Song ingredients – exploring melody, harmony and lyrics Exploring melodic layers Exploring scales, intervals and chords Creating and playing harmonic accompaniments (drones, chords, basslines) Combing lyrics, melody and harmony	Hear it, play it – exploring rhythmic patterns Feeling the pulse and copying rhythmic patterns Exploring call and response Performing a simple rhythmic ostinato Composing and notating rhythmic patterns	Painting pictures with sound Identifying the inter-related dimensions of music Accompanying songs with suitable timbre and expression Creating sounds in response to a stimulus To compose music to communicate stories and settings	Sing, play, notate Describing and experimenting with pitch Representing pitch Exploring the pentatonic scale Performing songs with tuned accompaniments
PSHCE (1 Decision)	Computer safety <ul style="list-style-type: none"> Image Sharing (5) Adults' and children's views (5) Making Friends online (6) Summative topic (6) Keeping / Staying Healthy <ul style="list-style-type: none"> Smoking (5) Adults' and children's views (5) Alcohol (6) Summative topic (6) 	Keeping / Staying Safe <ul style="list-style-type: none"> Peer Pressure (5) Adults' and children's views (5) Water Safety (6) Summative topic (6) Being Responsible <ul style="list-style-type: none"> Looking out for others (5) Adults' and children's views (5) Stealing (6) Summative topic (6) 	Growing and Changing <ul style="list-style-type: none"> Puberty (5) Adults and Children's views (5) Conception (6) Summative topic (6) Transition unit for y6	The Working World <ul style="list-style-type: none"> Enterprise (5) Adults' and children's views (5) In App Purchases (6) Summative Topic (6) A world without judgement <ul style="list-style-type: none"> Inclusion and acceptance (5) Adults' and children's views (5) British Values (6) Summative topic (6) 	First Aid <ul style="list-style-type: none"> First Aid y6 part 1 (6) First Aid y6 part 2 (6) Summative topic (6) 	Feelings and Emotions <ul style="list-style-type: none"> Anger (5) Adults' and children's views (5) Worry (6) Summative topic (6) Transition unit for y6
French	Autumn 1	Colours	French	My Family	IU Project:	Festivals

	<p><u>'Greetings'</u></p> <p>Ch will locate countries where French is spoken. Ch will have an overview of France geographically. Ch will use simple greetings and conversational words. O 4.4 / IU 3.2</p> <p>Autumn 2 <u>'All About Me'</u></p> <p>Ch will respond to the register using a word or phrase. Ch will ask and answer simple questions. O 3.3 / O 4.4</p>	<p>L 3.2 O 4.3</p> <p>Food</p> <p>L 3.3 IU 4.2</p>	<p>Sing, Sing, Sing.</p> <p>O 3.2 L 4.3</p> <p>IU Project: Our Community</p> <p>IU 3.1 IU 3.4</p>	<p>O 3.3 O 4.1 L 4.4</p> <p>Animals Cher Zoo</p> <p>L 3.1 L 4.2</p>	<p>Storytelling</p> <p>L 4.1 IU 4.3</p> <p>Transport</p> <p>L 3.2 IU 4.4</p>	<p>IU 4.1</p> <p>School life</p> <p>O 3.4 IU 3.3</p>
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