

| Year A | Autumn Love & Serve | | | | Spring Time | | | | Summer Water | | | |
|---|---|---|--|---|--|---|--|---|--|--|--|---|
| | Class 1 | Class 2 | Class 3 | Class 4 | Class 1 | Class 2 | Class 3 | Class 4 | Class 1 | Class 2 | Class 3 | Class 4 |
| Cycle 1 | Class 1 | Class 2 | Class 3 | Class 4 | Class 1 | Class 2 | Class 3 | Class 4 | Class 1 | Class 2 | Class 3 | Class 4 |
| Science | Rec Communication and Language: Listening, Attention and Understanding Personal, Social and Emotional Development: Managing Self Understanding The World: The Natural World Year 1 Senses, Seasons and Trees Animals, Including Humans | Animals Including Humans Living Things and their Habitats | (Y4) Living Things and their Habitats (Y3) Animals inc Humans | (Y5) Living things and their habitats (Y5) Forces | Rec Communication and Language: Listening, Attention and Understanding Personal, Social and Emotional Development: Managing Self Understanding The World: The Natural World Year 1 Everyday materials-Let's Build Marvellous Materials | Materials | (Y4) States of Matter (Y3) Light | (Y6) Light (Y5) Properties of materials | Rec Communication and Language: Listening, Attention and Understanding Personal, Social and Emotional Development: Managing Self Understanding The World: The Natural World Year 1 Seasonal Changes Plants | Plants Living Things and their Habitats | (Y4) Electricity (Y3) Rocks and Soils | (Y5) States of matter |
| RE (Understanding Christianity & Sacre NY) | Sacre: 1.7 What does it mean to belong to a faith community? UCF2 Why is Christmas special for Christians? | 1.2 Who is a Muslim and what do they believe? UC 1.3 Why does Christmas matter to Christians? | U.C.L2.1 What do Christians learn from the Creation Story? UC L2.2 What is it like for someone to follow God? | Why do some people believe in God and some people not? (C,NR) Why do Christian's believe Jesus was the Messiah? UC U2.3 | Who is Jewish and what do they believe? Easter | 1.2 Who is a Muslim and what do they believe? part 2 UC 1.5 Why does Easter matter to Christians? | L2.4 Why do people pray? (M/C) L2.5 Why are festivals important to religious communities? (J/M) | What does it mean to be a Muslim in Britain today? | SACRE F3: What places are special and why? SACRE 1.8 How should we care for the world and for others and why does it matter? | UC 1.4 What is the 'good news' Christians believe Jesus brings? 1.5 What makes some places sacred? (C,M) | L2.4 What kind of world did Jesus want? L2.9 What can we learn from religions about deciding what is right and wrong? (C, M/J, NR) | For Christians what kind of King is Jesus? UC U2.6 U2.3 What do religions say to people when life gets hard? (C, H, MR) U2.3 |
| History | K&S 2 Events beyond living memory that are significant nationally. <i>The Gunpowder Plot</i> K&S 3 Significant individuals <i>Guy Fawkes</i> <i>Florence</i> <i>Nightingale</i> | K&S 2 Events beyond living memory <i>The Great Fire of London</i> K&S 3 Significant individuals <i>Samuel Pepys</i> | K&S 2b Describe the changes that have happened in the local area throughout history. K&S 4 Understand how our knowledge of the past is constructed from a range of sources. <i>Local history study - Malton and the surrounding area.</i> | K&S 1b Understand and use historical vocabulary. K&S 3 Construct informed responses that involve selection and organisation of relevant information. <i>Local history study - York, Malton and Ryedale.</i> | K&S 4 Significant historical events from own locality. <i>The Marvellous Map of Malton</i> | K&S 1 Changes in living memory <i>Developments in food, recreation and transport.</i> K&S 3 Significant individuals <i>George Stephenson</i> <i>The Wright Brothers</i> | K&S 1 Develop a chronologically secure knowledge and understanding of British local and world history. K&S 3 Select, organise and respond to relevant historical information <i>Changes in Britain from Stone Age to Iron Age.</i> | K&S 1a Develop a chronologically secure knowledge and understanding of British local and world history. K&S 2a Devise historical questions about change, cause, similarity/ difference and significance. <i>Changes in Britain from Stone Age to Iron Age.</i> | K&S 1 Changes within living memory <i>The Seaside Now and Then</i> | K&S 3 Significant individuals <i>Explorers</i> <i>Ibn Battuta,</i> <i>Matthew Henson,</i> <i>Felicity Aston</i> <i>Neil Armstrong.</i> | K&S 2a Devise historical questions about change, cause, similarity/ difference and significance. K&S 2c Describe the social, ethnic, cultural or religious diversity of past society. <i>Ancient Greece</i> | K&S 4 Understand how our knowledge of the past is constructed from a range of sources. K&S 2b Explain how some aspects of history have had an impact elsewhere in the world. <i>Ancient Greece.</i> |
| Geography | Geographical skills and fieldwork. Simple compass directions. Locational and directional language. Geography of our school, grounds and surrounding environment. Human Geography Weather patterns. | Locational Knowledge Name and locate the world's 7 continents and 5 oceans. Human and Physical Geography Identify hot and cold areas of the world. Geographical skills. Use world maps, atlases and globes. | Locational knowledge Using maps Environmental regions Name and locate countries Place knowledge Human and physical geography <i>Malton and the surrounding area.</i> | Locational knowledge Using maps Environmental regions Name and locate countries Place knowledge Human and physical geography York, Malton and Ryedale | Locational knowledge 4 countries and capital cities of the UK Human and physical geography Seasons Geographical skills Compass directions. Locational &directional language. Geography of school, & surrounding environment. | Geographical skills and fieldwork Place Knowledge Compare and contrast UK and Non-European location. | Locational knowledge Time zones Link to focus countries from Autumn term. Position and significance of latitude, longitude, hemispheres, arctic and Antarctic circles etc | Locational knowledge Time zones Link to focus countries from Autumn term. Position and significance of latitude, longitude, hemispheres, arctic and Antarctic circles etc | Human and physical geography UK seasons and weather patterns. Geographical skills Simple compass directions. Locational and directional language. Geography of our school, grounds and surrounding environment. | Geographical Skills and fieldwork. Use simple compass directions. Recognise landmarks and other fieldwork skills. | Physical geography climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle. <i>Greek Archipelago.</i> | Physical geography climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle. <i>Greek Archipelago. Rivers</i> |

| Art | Drawing: | Drawing and other media | Sculpture | Textiles | Painting & Mixed Media: | Sculpture and 3D | Painting | Sculpture | Sculpture & 3D: | Painting and Mixed Media | Drawing & Painting | Drawing & Painting |
|--|---|--|---|---|---|--|--|--|---|--|---|---|
| DT <i>(Kapow scheme)</i> | Structures | Structures- | Digital Systems | Electrical Systems | Cooking and nutrition - | Cooking and nutrition | Electrical Systems | Mechanical systems | Textiles Rec: Structures Year 1: Mechanisms | Mechanisms | Mechanisms | Digital systems |
| Music <i>(Sing up scheme)</i> | <u>Reception</u> I've got a Grumpy Face Sorcerer's Apprentice Witch, Witch Row, row, row your boat. <i>Christmas Carols</i> | <u>Year 1&2</u> Menu song Colonel Hathi's march Magical musical aquarium <i>Christmas Carols</i> | I've been to Harlem hilledout clap rap <i>Christmas Carols</i> | What shall we do with the drunken sailor? Why we sing Introduction to song writing <i>Christmas Carols</i> | <u>Reception</u> Bird spotting: Cuckoo polka Shake my sillies out Up and down Five fine bumble bees <i>Easter Songs</i> | <u>Year 1&2</u> Football Who stole my chickens and my hens? <i>Easter Songs</i> | Latin dance 'March' from The nutcracker From a railway carriage <i>Easter Songs</i> | Madina tun nabi Building a groove Época <i>Easter Songs</i> | <u>Reception</u> Down there under the sea It's oh so quiet! Slap clap clap Bow, bow, bow Belinda | <u>Year 1&2</u> Dancing and drawing to Nautilus Cat and mouse Come dance with me <i>Tuned percussion</i> | Just 3 notes Samba with Sérgio Fly with the stars <i>Ukelele</i> | Baloo baleerie Kis nay banaayaa <i>Recorder</i> |
| Computing <i>(Kapow scheme)</i> | Exploring technology | <u>Year 1&2</u> Online Safety Bee-bots | Online safety Networks & the Internet | Online safety Email | Exploring technology | <u>Year 1&2</u> Bee-bots Digital imagery Algorithms and debugging | Networks & the Internet Journey inside a computer | Search engines Big Data 1 | Exploring technology | <u>Year 1&2</u> Algorithms and debugging International Space Station | Journey inside a computer Collaborative learning (office) Data handling | Big Data 1 Introduction to python |
| French <i>(Language Angels Scheme)</i> | n/a | Colours & numbers (Early Language Unit) | Phonics lesson 1 & 2 I'm Learning French Animals (Early Language Unit) | Phonics lesson 1 & 2 The Weather Family (Intermediate language unit) | n/a | Nursery rhymes (Early Language Unit) | I can Fruits (Early Language Unit) | Pets Olympics (Intermediate language unit) | n/a | Ice cream (Early Language Unit) | Presenting myself At the café (Intermediate language unit) | At School At the weekend (Progressive language unit) |
| PE | <u>Year 1</u> Forest Schools (balance, agility and co-ordination) | Forest Schools (balance, agility and co-ordination) Team games: running, jumping, throwing and catching | Throwing and catching in isolation and in combination Competitive games - football | Competitive games netball and hockey | <u>Year 1</u> Dance | Forest Schools (including some of balance, agility and co-ordination) Dance | Dance Gymnastics | Forest Schools (Outdoor Adventure) Dance Gymnastics | <u>Year 1</u> Swimming Team games including running, jumping, throwing and catching | Swimming Athletics: running, jumping, throwing and catching Introduction to racket/bat skills | Forest Schools (Outdoor Adventure) Swimming Running and jumping in isolation and in combination Athletics Rounders | Forest Schools Peat Rigg residential (Outdoor Adventure) Swimming Athletics Rounders Rugby - Visiting teacher |
| PSHCE <i>(Jigsaw scheme)</i> | <u>Reception</u> Being Me in My World Celebrating Difference | <u>Year 2</u> Being Me in My World Celebrating Difference | <u>Year 3</u> Being Me in My World Celebrating Difference | <u>Year 5</u> Being Me in My World Celebrating Difference | <u>Reception</u> Dreams & Goals Healthy me | <u>Year 2</u> Dreams & Goals Healthy me | <u>Year 3</u> Dreams & Goals Healthy me | <u>Year 5</u> Dreams & Goals Healthy me | <u>Reception</u> Relationships Changing me | <u>Year 2</u> Relationships Changing me | <u>Year 3</u> Relationships Changing me | <u>Year 5</u> Relationships Changing me |