

Year B	Autumn Space				Spring Food				Summer Journeys			
Cycle 2	Class 1	Class 2	Class 3	Class 4	Class 1	Class 2	Class 3	Class 4	Class 1	Class 2	Class 3	Class 4
<b>Science</b>	Rec Communication and Language: Listening, Attention and Understanding Personal, Social and Emotional Development: Managing Self Understanding The World: The Natural World Year 1 <b>Senses, Seasons and Trees</b> <b>Animals, Including Humans</b>	Animals Including Humans Living Things and their Habitats	(Y3) Forces Including Magnets (Y4) Animals inc Humans (Food and Digestion)	(Y5) Earth & Space (Y6) Electricity	Rec Communication and Language: Listening, Attention and Understanding Personal, Social and Emotional Development: Managing Self Understanding The World: The Natural World Year 1 <b>Everyday materials-Let's Build Marvellous Materials</b>	Materials	(Y3) Plants (Y4) Living Things and their Habitats Conservation	(Y6) Living things and their Habitats (Y6)Evolution and Inheritance	Rec Communication and Language: Listening, Attention and Understanding Personal, Social and Emotional Development: Managing Self Understanding The World: The Natural World Year 1 <b>Seasonal Changes Plants</b>	Plants Living Things and their Habitats	(Y4) Sound (Y3) Scientific enquiry	Animals including humans (Y5&6)
<b>RE (Understanding Christianity &amp; Sacre NY)</b>	SACRE F5 Being special: where do we belong?  UC 1.1 What do Christians believe God is like?	1.2 Who is a Muslim and what do they believe?  UC 1.3 Why does Christmas matter to Christians?	UC L2.3 What is the 'Trinity' and why is it important for Christians?  L2.8 What does it mean to be Hindu in Britain today?	UC U2.1 What does it mean if Christians believe God is holy and loving?  UC U2.2 Creation and science: conflicting or complementary?	UC F1 Why is the word God so important to Christians? UC F3 Why is Easter special to Christians?	1.2 Who is a Muslim and what do they believe? part 2  UC 1.5 Why does Easter matter to Christians?	L2.8 What does it mean to be Hindu in Britain today?  UC L2.5 Why do Christians call the day Jesus died 'Good Friday'?	U2.5 Is it better to express your belief in arts and architecture or in charity and generosity?  UC U2.5 What do Christians believe Jesus did to 'save' people?	UC 1.2 Who do Christians say made the world?  SACRE F1 What time/stories are special and why?	UC 1.4 What is the 'good news' Christians believe Jesus brings?  1.5 What makes some places sacred? (C,M)	UC L2.6 For Christians, when Jesus left, what was the impact of Pentecost?  L2.6 Why do some people think that life is a journey and what significant experiences mark this? (C, H, NR)	UC U2.4 Christians and how to live: 'What would Jesus do?'  U2.7 What matters most to Humanists and Christians?
<b>History</b>	<b>K&amp;S 2</b> Events beyond living memory that are significant nationally. <i>The Gunpowder Plot</i> <b>K&amp;S 3</b> Significant individuals <i>Guy Fawkes</i>	<b>K&amp;S 2</b> Events beyond living memory <i>The Great Fire of London</i> <b>K&amp;S 3</b> Significant individuals <i>Samuel Pepys</i>	<b>K&amp;S 1</b> Develop a chronologically secure knowledge and understanding of British local and world history. <b>K&amp;S 3</b> Construct informed responses that involve selection and organisation of relevant information. <i>1066 and all that Halley's Comet - Man on the Moon.</i>	<b>K&amp;S 1a</b> Develop a chronologically secure knowledge and understanding of British local and world history.  <b>K&amp;S 1b</b> Understand and use historical vocabulary. <i>1066 and all that Halley's Comet - Man on the Moon.</i>	<b>K&amp;S 4</b> Significant historical events from own locality. <i>The Marvellous Map of Malton</i>	<b>K&amp;S 1</b> Changes in living memory <i>Developments in food, recreation and transport.</i> <b>K&amp;S 3</b> Significant individuals <i>George Stephenson The Wright Brothers</i>	<b>K&amp;S 2b</b> Describe the changes that have happened in the local area throughout history <b>K&amp;S 2c</b> Describe the characteristic features of the past including beliefs attitudes and experiences. <b>Causes and consequences.</b> <i>Mayan Civilisation.</i>	<b>K&amp;S 2a</b> Devise historical questions about change, cause, similarity/ difference and significance. <b>K&amp;S 3</b> Construct informed responses that involve selection and organisation of relevant information. <i>Mayan Civilisation.</i>	<b>K&amp;S 1</b> Changes within living memory <i>The Seaside Now and Then</i> <b>K&amp;S 3</b> Significant individuals <i>Captain Cook</i>	<b>K&amp;S 3</b> Significant individuals <i>Explorers Ibn Battuta, Matthew Henson, Felicity Aston Neil Armstrong.</i>	<b>K&amp;S 2a</b> Devise historical questions about change, cause, similarity/ difference and significance. <b>K&amp;S 4</b> Understand how our knowledge of the past is constructed from a range of sources. <i>The Roman Empire and its impact on Britain</i>	<b>K&amp;S 4</b> Understand how our knowledge of the past is constructed from a range of sources. <b>K&amp;S 2b</b> Explain how some aspects of history have had an impact elsewhere in the world <i>The Roman Empire and its impact on Britain</i>
<b>Geography</b>	<b>Geographical skills and fieldwork.</b> Simple compass directions. Locational and directional language. Geography of our school, grounds and surrounding environment. <b>Human Geography</b> Weather patterns.	<b>Locational Knowledge</b> Name and locate the world's 7 continents and 5 oceans. <b>Human and Physical Geography</b> Identify hot and cold areas of the world. <b>Geographical skills.</b> Use world maps, atlases and globes.	<b>Locational knowledge</b> Using maps Environmental regions Name and locate countries <b>Place knowledge</b> <b>Human and physical geography</b>	<b>Locational knowledge</b> Using maps Environmental regions Name and locate countries <b>Place knowledge</b> <b>Human and physical geography</b>	<b>Locational knowledge 4</b> countries and capital cities of the UK <b>Human and physical geography</b> Seasons <b>Geographical skills</b> Simple compass directions. Locational and directional language. Geography of school, grounds and surrounding environment.	<b>Geographical skills and fieldwork</b>  <b>Place Knowledge</b> Compare and contrast UK and Non-European location.	<b>Locational knowledge</b> Time zones Position and significance of latitude, longitude, hemispheres, arctic and Antarctic circles etc <i>Link to Mayans South America</i>	<b>Locational knowledge</b> Time zones Position and significance of latitude, longitude, hemispheres, arctic and Antarctic circles etc <i>Link to Mayans South America Amazon</i> <b>Human and physical geography</b> <i>Deforestation</i>	<b>Human and physical geography</b> UK seasons and weather patterns. <b>Geographical skills</b> Simple compass directions. Locational and directional language. Geography of our school, grounds and surrounding environment.	<b>Geographical Skills and fieldwork.</b> Use simple compass directions. Recognise landmarks and other fieldwork skills.	<b>Physical geography</b> climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle.  <i>The Roman Empire Italy to Britain and back.</i>	<b>Physical geography</b> climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle. <b>Human and physical geography</b> <i>The Roman Empire Italy to Britain and back. Transport &amp; trade</i>

<b>Art</b>	Drawing:	Drawing and other media	Printing	Printing	Painting & Mixed Media:	Sculpture and 3D	Painting	Drawing & Painting	Sculpture & 3D:	Painting and Mixed Media	Textiles & Collage	Collage
<b>DT (Kapow scheme)</b>	Structures	Structures-	Textiles	Food & Nutrition	Cooking and nutrition -	Cooking and nutrition	Food & Nutrition	Textiles	Textiles Rec: Structures Year 1: Mechanisms	Mechanisms	Structures	Structures
<b>Music (Sing up scheme)</b>	<u>Reception</u> I've got a Grumpy Face Sorcerer's Apprentice Witch, Witch Row, row, row your boat. Christmas Carols	<u>Year 1&amp;2</u> Tony Chestnut Carnival of the Animals Musical conversations, Christmas songs	This Little Light of Mine My fantasy football team  Christmas production songs and music	Hey Mr Miller Shadows Composing for protest  Christmas production songs and music	<u>Reception</u> Bird spotting: Cuckoo polka Shake my sillies out Up and down Five fine bumble bees  Easter Songs	<u>Year 1&amp;2</u> Grandma Rap Swing-along with Shostakovich  Easter Songs	The doot doot song Fanfare for the Common Man  Christmas production songs and music	Dona nobis pacem Ain't gonna let nobody.  Christmas production songs and music	<u>Reception</u> Down there under the sea It's oh so quiet! Slap clap clap Bow, bow, bow Belinda	<u>Year 1&amp;2</u> The Rockpool Rock Tanczmy labada  Tuned percussion	Global pentatonics Favourite song  Ukeleles	Ame Sau Vala Tara Bal Nobody Knows  Recorders
<b>Computing (Kapow scheme)</b>	Exploring technology	<u>Year 1&amp;2</u> Online Safety Improving mouse skills	Online safety Emailing	Online Safety Email	Exploring technology	<u>Year 1&amp;2</u> Algorithms unplugged What is a computer?	Emailing Scratch Further coding	Mars Rover Bletchley Park	Exploring technology	<u>Year 1&amp;2</u> What is a computer Scratch Junior	Further coding Computational Thinking	Big Data Mars Rover 2
<b>French (Language Angels Scheme)</b>	n/a	<u>Year 1&amp;2</u> Greetings (Early Language Unit)	Phonics lesson 1 & 2 Shapes Musical Instruments (Early Language Unit)	Phonics Lesson 3&4 The Date My Home (Intermediate Language unit)	n/a	<u>Year 1&amp;2</u> Seasons (Early Language Unit)	Vegetables Ancient Britain (Early Language Unit)	Clothes (Intermediate Language unit) Planets (Progressive Language Unit)	n/a	<u>Year 1&amp;2</u> Little Red Riding Hood (Early Language Unit)	In class Habitats Goldilocks (Intermediate Language unit)	Regular Verbs Vikings Me and the world (Progressive Language Unit)
<b>PE</b>	<u>Year 1</u> Forest Schools (balance, agility and co-ordination)	<u>Forest Schools</u> (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	<u>Forest Schools</u> (including some of balance, agility and co-ordination)  Dance	Dance Gymnastics	<u>Forest Schools</u> (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	<u>Forest Schools</u> (Outdoor Adventure) Swimming Running and jumping in isolation and in combination Athletics Rounders	<u>Forest Schools</u> Peat Rigg residential (Outdoor Adventure) Swimming Athletics Rounders Rugby - Visiting teacher
<b>PSHCE (Jigsaw scheme)</b>	<u>Reception</u> Being Me in My World Celebrating Difference	<u>Year 2</u> Being Me in My World Celebrating Difference	<u>Year 4</u> Being Me in My World Celebrating Difference	<u>Year 6</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 4</u> Dreams & Goals Healthy me	<u>Year 6</u> Dreams & Goals Healthy me	<u>Reception</u> Relationships Changing me	<u>Year 2</u> Relationships Changing me	<u>Year 4</u> Relationships Changing me	<u>Year 6</u> Relationships Changing me