

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

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