

Year: 2021 2022

Year 1 and 2

Term	Autumn		Spring		Summer	
Topic	Who lives where and why?	Why do animals look like this?	Design Technology - food and nutrition	Planting	Summer 1: The Platinum Jubilee Celebration	Summer 2: Seaside holidays through time
Focus subjects and objectives	<p>Geography</p> <p>Y1</p> <ul style="list-style-type: none"> ● Use a globe to locate hot and cold areas of the world in relation to the Equator and the North and South Poles ● Use world maps and atlases to identify continents and oceans ● Devise a simple map of the school and its grounds, using symbols <p>Y2</p> <ul style="list-style-type: none"> ● Use basic geographical vocabulary to refer to key physical features ● Devise a simple map using symbols (and a key) of the local area showing physical and human features ● Undertake fieldwork, observing the local environment ● Use aerial photographs and plan perspectives to recognise landmarks and basic human/physical features <p>Art</p>		<p>Design Technology</p> <ul style="list-style-type: none"> ● Design purposeful, functional, appealing products for themselves and other users based on design criteria ● Use the basic principles of a healthy and varied diet to prepare dishes ● Understand where food comes from. ● Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ● Explore and evaluate a range of existing products evaluate their ideas and products against design criteria <p>Science</p> <ul style="list-style-type: none"> ● Describe the importance for humans of eating the right amounts of different types of food, and hygiene 		History: Britain's Ruling Women	

	<p>Y1</p> <ul style="list-style-type: none"> ● Design their own printing block ● Create a repeating pattern ● Use the primary and secondary colours and comment on colour choices ● Cut and tear paper and card for their collages ● Gather and sort materials they will need <p>Use of IT</p> <ul style="list-style-type: none"> ● Use a simple painting program to create a picture ● Use tools such as: fill and brushes in the package ● Change their picture <p>Y2</p> <ul style="list-style-type: none"> ● Create a print using pressing, rolling or stamping ● Create a print in similar style to a designer eg William Morris ● Create individual and group collages ● Use different kinds of materials on their collage and explain why they have used them ● Use repeated patterns <p>Use of IT</p> <ul style="list-style-type: none"> ● Create picture independently ● Use simple IT mark making tools eg brush and pen tools ● Edit own work ● Take different photos of themselves displaying different moods ● Change their photographic images on a computer 	<ul style="list-style-type: none"> ● Asking simple questions and recognising that they can be answered in different ways ● Observing closely, using simple equipment ● Performing simple tests ● Using their observations and ideas to suggest answers to questions 		
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Science Units	Animals and living things Habitats and food chains	Animals and living things Classifying animals	Keeping healthy Human body	Plants and living things	Materials and properties	Materials and properties
Literacy Texts	<p>Year 1: I love bugs Year 2 - Augustus and his smile</p> <p>Year 1: The Gruffalo Year 2: What do you do with a tail like this?</p>	<p>Year 1 and 2: Fatou fetch the water - links to topic work.</p> <p>Year 1: Letter Year 2: Letter</p>	<p>Year 1: Could a penguin ride a bike? Year 2: Poetry - snow in the garden</p> <p>Year 1: How to wash a woolly mammoth. Year 2: How to wash a woolly mammoth</p>	<p>Year 1: Little red riding hood Fiction(defeating the monster) Year 2: Little red riding hood (defeating the monster)</p> <p>Year 1: What do you do with a tail like this? Year 2: Could a penguin ride a bike?</p>	<p>Year 1: The boy who cried ninja Year 2: The boy who cried ninja</p> <p>Year 1: Recount linked to jubilee celebrations Year 2: Recount linked to jubilee celebrations</p>	<p>Year 1: Traction man Year 2: Traction man - links to science</p> <p>Year 1 and 2: Persuasion linked to seaside holidays</p>

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Year 3 and 4

Term	Autumn	Spring	Summer	
Topic	The Romans: Invaders or Adventurers?	Heroes and Trailblazers for the 21st Century	Summer 1: The Platinum Jubilee Celebration	Summer 2: Our Active World: Italy Vs Britain
Focus subjects and objectives	<p style="text-align: center;">History and DT:</p> <p>HISTORY: Year 3</p> <p style="text-align: center;">Chronological Understanding</p> <ul style="list-style-type: none"> Describe events using: BC, AD, decade, ancient, century Use dates to describe events Use a timeline within a specific time to order events Use mathematical knowledge to work out how long ago events happened <p style="text-align: center;">Historical Enquiry</p> <ul style="list-style-type: none"> Recognise the role of archaeologists in helping us understand the past. Research an event using a variety of sources. <p>Year 4</p> <p style="text-align: center;">Chronological Understanding</p> <ul style="list-style-type: none"> Plot recent history on a timeline using centuries. 	<p style="text-align: center;">Art and DT:</p> <p>ART:</p> <ul style="list-style-type: none"> produce creative work, exploring their ideas and recording their experiences become proficient in (drawing, painting, sculpture and other) art, craft and design techniques evaluate and analyse creative works using the language of art, craft and design know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms to create sketch books to record their observations and use them to review and understand <p>DESIGN TECHNOLOGY: Build on previous learning in these areas:</p> <ul style="list-style-type: none"> Design Evaluation 	<p style="text-align: center;">History: Britain's Ruling Women</p> <ul style="list-style-type: none"> Through research identify similarities and differences between given periods of history Research what it was like for a children in a given period and use photographs and illustrations to present their findings 	<p style="text-align: center;">Geography:</p> <ul style="list-style-type: none"> Use contents and indexes to find information in an atlas Name and locate world volcanoes. Describe how volcanoes and earthquakes are created and the impact they have on people's lives Confidently describe physical and human features of our locality using a map Locate the Mediterranean and describe its weather and climate.

	<ul style="list-style-type: none"> Place periods of history on a timeline showing periods of time. Use mathematical skills to round up differences into decades and centuries. <p>Historical Enquiry</p> <ul style="list-style-type: none"> Research two versions of an event and say how they differ. Give more than one reason to support an argument Offer a point of view based on their research, communicating knowledge orally and in writing. <p>Design Technology:</p> <ul style="list-style-type: none"> Design innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams Accurately select from and use a wider range of materials, equipment and components Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world-linked to history <ul style="list-style-type: none"> Understand and use mechanical systems in their 	<p>New Learning:</p> <ul style="list-style-type: none"> Use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] revisit ideas 		<ul style="list-style-type: none"> Compare our locality to life in the Mediterranean. Use 8 points of the compass, basic OS map symbols, 4 figure grid references and make accurate measurement of distances within 100km Name 5 -10 countries in the Northern Hemisphere, including well-known European countries Name and locate capital cities of neighbouring European countries
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	products [for example, gears, pulleys, cams, levers and linkages]			
Science Units	Forces	Electricity Light	Animals inc. Humans	Living things and their habitats
Literacy Texts	I don't believe it Archie! Fiction Poetry: Wings by Pie Corbett Until I met Dudley – Explanation text The Colours of History	The Greatest Hero- Persuasive text Letter and Invitation- linked to topic outcome Paperbag Prince- Fiction I am Not a Label- biographical recount	Interview with a Tiger and Other Clawed Beasts- Non-fiction Fantastically Great Women Who changed the World -- biographical recount	Jack and the Dreamsack- Fiction Everest- Information text

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Year 5 and 6

Term	Autumn	Spring	Summer	
Topic	<p>The Tudors Were the tudors really that terrible?</p>	<p>Topsham's Place in the World How does Topsham compare to other places in the world? Why is Topsham's location significant to its history?</p>	<p>The Platinum Jubilee Celebration Why is the Queen's Platinum Jubilee so significant?</p>	<p>Growing Up and Moving On What have we got to look forward to?</p>
Focus subjects and objectives	<p>History:</p> <ul style="list-style-type: none"> ● Uses dates and historical language in their work ● Draw a timeline with different time periods outlined to show different information. Place features of historical events and people from past societies in a chronological framework. ● Appreciate how historical artefacts have helped us understand more about British lives in the past-buildings ● Describe historical events from periods they have studied/are studying ● Make comparisons between periods – things that have changed/things that have stayed the same ● Look at two different versions and say how an author may 	<p>Geography:</p> <ul style="list-style-type: none"> ● Interpret a range of sources of geographical information ● Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. ● Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region elsewhere in the world ● Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ● Use maps, atlases, globes and digital/computer mapping to locate countries 	<p>History: Britain's Ruling Women</p>	

	<p>be attempting to persuade or give a specific viewpoint.</p> <ul style="list-style-type: none"> • Know and understand how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. • Address and devise historically valid questions about change, cause, similarity and difference, and significance. 	<p>and describe features studied</p> <ul style="list-style-type: none"> • Use the eight points of a compass, four and six-figure grid references, symbols and key • use fieldwork to observe, measure, record and present the human and physical features in the local area 		
Science Units	Electricity	Earth and Space Forces	Light	Animals, including Humans
Literacy Texts	<p>The Tear Thief - Fiction</p> <p>Women in Science - Non - fiction</p> <p>Chitty Chitty Bang Bang and the Race Against Time - Fiction</p> <p>Shakleton's Journey - Non-fiction</p>	<p>Varjak Paw - Fiction</p> <p>Paint me a Poem- Poetry</p> <p>Archipelago: An Atlas of Imagined Islands - Non-fiction</p>	<p>Beowulf - Fiction</p> <p>The Lost Words - Poetry</p>	Animalium - Non-fiction