

Year: 2022 2023

Foundation Stage

Term	Autumn		Spring		Summer	
Topic	This is Me	Celebrations??				
Focus subjects and objectives	Exploring and Using Media and Materials <ul style="list-style-type: none">• Explore a variety of materials and tools to experiment with colour and form• Share their creations explaining the process they have used					
Understanding the World						
Literacy Texts	The Colour Monster The Big Book of Families					

Year: 2022 2023

Year 1 and 2

Term	Autumn	Spring		Summer
Topic	What do you see beneath the sea?	The Fire of London	Let it grow.	Eco warriors
Focus subjects and objectives	<p style="text-align: center;">Science</p> <ul style="list-style-type: none"> *Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. *Identify and name a variety of common animals that are carnivores, herbivores and omnivores. *Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). *Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. *Identify and name a variety of plants and animals in their habitats, including micro-habitats. *Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. <p style="text-align: center;">Geography</p> <ul style="list-style-type: none"> *Name and locate the world's seven continents and five oceans. 	<p>History, DT, Science (plants)</p>		<p>Science (materials), Geography</p>

	<p>*Use basic geographical vocabulary to refer to: Oceans. *Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p style="text-align: center;">Art</p> <p>*to use a range of materials creatively to design and make products. *to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. *about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>					
Science Units						
Literacy Texts	Dear Mother Goose Hidden World: Oceans	A Mouse Called Julian How to Catch Santa.				

Year: 2022 2023

Year 3 and 4

Term	Autumn		Spring		Summer	
Topic	Prehistory: continuity and change	Anglo-Saxons & Vikings: continuity and change				
Focus subjects and objectives	History and Design Technology		Geography and Art		Science	
	History: <i>changes in Britain from the Stone Age to the Iron Age</i>	History <i>Britain's settlement by Anglo-Saxons and Scots Viking raids and invasion</i>				
	<ul style="list-style-type: none"> Describe and make links between main events, situations and changes within and across different societies / periods. Appreciate that early Brits would not have communicated or eaten as we do. Recognise that Britain has been invaded by several different groups over time Understand that invaders used hand to hand combat 					

	<ul style="list-style-type: none"> ● Begin to picture what life would be like for early settlers. ● Suggest why certain events happened and certain people acted as they did ● Explain how events from the past shape our lives. ● Recognise differences in cooking, travel and weapons in the past to now. ● Recognise that lives of wealthy were very different to the poor. ● Appreciate how items found from the past help to build an accurate picture of how people lived. ● Chronological Understanding ● 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 ● Place periods of history on a timeline showing periods of time. ● Historical Enquiry ● Recognise the role of archaeologists in helping us understand the past. ● Through research identify similarities and differences between given periods of history ● Offer a point of view based on their research, communicating knowledge orally and in writing. 				
	<p><u>Design Technology:</u> Cooking and nutrition</p> <ul style="list-style-type: none"> ● Understand that food is grown, reared and caught in the UK, Europe and the wider world. ● <i>Understand that seasons may affect the food available.</i> 				

	<ul style="list-style-type: none"> • Know that a healthy diet is made up from a variety and balance of different food and drink • Know that to be active and healthy, food and drink are needed to provide energy for the body. <p>Concepts:</p> <ul style="list-style-type: none"> • Selects tools, components, materials and techniques confidently. <p>Developing and communicating ideas</p> <ul style="list-style-type: none"> • Start to generate ideas, considering the purposes for which they are designing- link with Mathematics and Science. <p>Working with tools, equipment, materials and components</p> <ul style="list-style-type: none"> • Select a wide range of tools and techniques for making their product i.e. food ingredients. • Explain their choice of tools and equipment in relation to the skills and techniques they will be using. • Start to work safely and accurately with a range of simple tools. • Start to think about their ideas as they make progress and be willing to change things if this helps them to improve their work. 					
<p>Science Units</p>	<p>Sound</p> <ul style="list-style-type: none"> • identify how sounds are made, associating some of them with something vibrating • recognise that vibrations from sounds travel through a medium to the ear • find patterns between the pitch 	<p>Working Scientifically</p> <ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making 				

	<p>of a sound and features of the object that produced it</p> <ul style="list-style-type: none"> • find patterns between the volume of a sound and the strength of the vibrations that produced it • recognise that sounds get fainter as the distance from the sound source increases 	<p>systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <ul style="list-style-type: none"> • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using 				
--	--	--	--	--	--	--

		straightforward scientific evidence to answer questions or to support their findings.				
Literacy Texts	Letter writing The Book of Bones	Arthur and the Golden Rope Christmas Poetry				

Year: 2021 2022						
Year 5 and 6						
Term	Autumn		Spring		Summer	
Topic	Scientists and Inventors	Egyptians	Egyptians	Rainforests	Art	Growing Up and Moving On
Focus subjects and objectives	Science Design and Technology	History Chronological understanding: Continue to develop	History	Geography	Art History	Science PSHE

	<p><u>Design</u> Generate, develop, model and communicate their ideas through discussion, annotated sketches</p> <p><u>Make</u> Select from and use a wider range of materials and components</p> <p><u>Technical knowledge</u> Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p><u>Evaluate</u> Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>.</p>	<p>a chronologically secure knowledge of history. Establish clear narratives within and across periods studied</p> <p>Cultural, ethnic and religious diversity Make simple observations about different types of people, events, beliefs within a society. Describe social, religious and ethnic diversity in Britain and the wider world.</p> <p>Change and Continuity Describe / make links between main events, situations and changes within and across different societies / periods</p> <p>Cause and Consequence (reason and result) Identify and give reasons for, and results of, historical events, situations and changes</p> <p>Historical Significance Identify historically significant people and events in</p>				
--	---	---	--	--	--	--

		<p>situations, and justify their reasons</p> <p>Historical Interpretation Understand that different versions of the past may exist, giving some reasons for this.</p> <p>Chronological Understanding Use dates and historical language in their work</p> <p>Draw a timeline with different time period outlined to show different information e.g. when famous people lived</p> <p>Use mathematical skills to work exact time scales and differences.</p> <p>Place a specific event on a timeline by decade.</p> <p>Historical Enquiry Place features of historical events and people from past societies in a chronological framework.</p> <p>Test out a hypothesis in order to answer a question</p> <p>Appreciate how historical artefacts have helped us</p>				
--	--	---	--	--	--	--

		understand more about British lives in the past				
Science Units	<p>Scientists and Inventors Electricity</p> <p>Describe their observations from an enquiry into black holes;</p> <ul style="list-style-type: none"> • classify invertebrates using prompts; • explain how cholesterol affects the body; • answer questions about the effects of penicillin using a scatter graph; • explain the importance of the fossils found by Mary Leakey; • explain the basic function of the heart; • use recognised symbols to represent computer components. 	<p>Properties and changes of Materials</p> <p>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</p> <ul style="list-style-type: none"> • Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. 	Evolution and inheritance	Living things and their habitats	Living things and their habitats	Animals, including humans

		<ul style="list-style-type: none"> • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. • Demonstrate that dissolving, mixing and changes of state are reversible changes. • Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. 				
Literacy Texts	<p>The Day the Crayons Quit (Fiction)</p> <p>Wallace and Gromit (Non fiction)</p>	<p>Charles Dickens (Non fiction)</p> <p>Kensuke's Kingdom (Fiction)</p>	<p>Dragonology (Non fiction)</p> <p>Earth Verse (Poetry)</p>	<p>Animalium (Non fiction)</p> <p>Blackberry Blue (Fiction)</p>	<p>Shadow Cage (Fiction)</p> <p>Everest (Non fiction)</p>	<p>I am Cat (Poetry)</p> <p>Volcanos (Non-fiction)</p>