
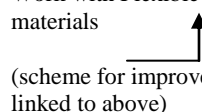


TERM No. Year cycle	1	2	3	4	5	6	
Theme Core Subjects	Light & Sound	Machines	The Natural World	Material	Planet Earth	Ourselves	
English Link with other curriculum areas							
Drama	Role play/drama. Teaching and Learning strategies used to access/develop work in other areas of the curriculum – particularly in Literacy.						
Mathematics Link with other curriculum areas							
Science	AT 4 ** Physical processes (light and sound including electricity)	AT 4 ** Physical Processes (forces)	AT 2 ** Life Processes of Living Things (plants & animals)	AT 3 ** Materials & their Properties	AT 4 * Physical Processes (contrasting world environments)	AT 2 ** Life Processes and <u>Humans</u> (living in and care for local environment)	* less content ** greater content and priority
ICT	<p>K.S.1 Skills developed in using the hardware and software (on –going) development Ideas developed and creative work recorded (cross- curricula)</p> <p>-----</p> <p>K.S.2 Develop research and data access skills (learning to judge the appropriateness and quality of information. Using the skills developed within the context of other subjects and presenting work appropriately.</p>						
PE	<p>There should be a balance of opportunity to develop the three main elements: [Team games & skills] [Gymnastics] [Dance]. (Games may be appropriately focussed each summer term) Children should have a balance of opportunity to develop skills in Gymnastics, Dance & Games, preferably each term, but certainly over the year (2 sessions <u>total</u> each week</p> <p style="text-align: center;">* Athletics (Outdoor & Adventure)</p> <p style="text-align: right;">* Athletics (O & A)</p> <p>Swimming sessions will be once a week for a whole term in each year</p>						KS 1 KS2
PSHE and Citizenship (SEAL)	New Beginnings Getting on and Falling Out. Say No to Bullying	Going for Goals Good to be Me Relationships	Changes	New Beginnings Getting on and Falling Out. Say No to Bullying	Going for Goals Good to be Me Relationships	Changes	Refer to separate planning grid for detailed inform- ation

TERM No. Year cycle	1	2	3	4	5	6	
Theme <i>Humanities</i>	Light & Sound	Machines	The Natural World	Material	Planet Earth	Ourselves	
History	Invaders & Settlers (Romans, Saxons & Vikings) Y3/4 Everyday Life Y5/6 Effects carried through to present life 	Victorian Britain Y3/4 Affect of changes in work & transport on people Y5/6 Individual events & changes	Ancient Greece Y3/4 Life, beliefs & achievements Y5/6 Influence on the world today	Tudors Y3/4 Lives of rich & poor (monarchs) religion Y5/6 Events & individuals esp. Henry VIII & Elizabeth	Ancient Egypt Y3/4 Aspects of daily life & religion Y5/6 Key factors & influences today	Local History Study (& change)Historical/geography element of local study with particular reference to changes post 1930. Y3/4 Change in the locality Y5/6 Environmental issues	
Geography	Settlements Y3/4 Origins & reasons for differences Y5/6 Reasons for change	Contrasting U.K. Location Y3/4 Why places are like they are Y5/6 Recognise patterns & explain in human & physical Influences	Contrasting (underdeveloped) country Y3/4 Factors that created settlement patterns Y5/6 Environmental issues on economy (?)	Map work (with a range of scales) Y3/4 Making maps (symbols) Y5/6 'Reading' & interpreting maps	Water & its effect on the landscape Y3/4 Course of the river Y5/6 Erosion & deposition (coastal area(?))	Local Study (Fieldwork) Y3/4 Change in the local area Y5/6 An environmental issue in the locality	
RE	Hinduism (Divali) Y3/4 (10) Christmas & Divali – celebration Y5/6 Hinduism belief & lifestyle – family life (19)	Y3/4 (9) Symbolism in worship at a cathedral/church Y5/6 (11) Religion in the neighbourhood (related if possible to a study of a mosque)	Y3/4 (8) Beautiful World (?) Wonderful God (?) Y5/6 (6) Buddhist beliefs & lifestyles (related back to unit 8)	Christmas What can we find out about Torah & Bible (&13) Y3/4 Christian Journeys Y5/6 Jewish lifestyles & celebration	Easter Jesus & Christians (8) Belonging to a Jewish Community Y3/4 (18) What do the Easter celebrations mean Y5/6 (12) What made people follow Jesus (16) Where did the bible come from ?	Y3/4 (1) <u>Christian Beliefs & Lifestyles</u> Y5/6 How do Christians try to live out their beliefs about God (17)	
MFL							

TERM No. Year cycle	1	2	3	4	5	6	
Theme <i>Creative Arts and Cultural Experiences</i>	Light & Sound	Machines	The Natural World	Material	Planet Earth	Ourselves	
D & T	Work with an electrical component Stiff and flexible sheet materials (ICT) KS 1 using electrical components & construction kits	Work with a mechanical component Stiff & flexible materials (both linked)	Stiff and flexible materials (ICT)	Mouldable <u>Wood</u> materials (those that can be re-moulded & those that can't) KS 2 Flexible and stiff materials	Textiles (cloth & water Cloth & heat/cold) (ICT) KS 2 Flexible & stiff materials	Work with Flexible & stiff materials  (scheme for improvement linked to above)	
D&T	KS 1 Food Technology experience (& hygiene)		KS 2 Food Technology	KS 1 Food Technology experience (& hygiene)		KS 2 Food Technology	
Art & Design	<p>Drawing as a process, should be undertaken each term using Observation, Experience/Recording or Imagination/Fantasy as a different starting point each term (generally linked to another subjects themed focus)</p> <p>-----</p> <p>Over the year (i.e. generally each term unless D & T is a primary focus in the term) the children should develop skills in each of the other processes: Painting (various media) Collage/Textiles, 3D Modelling (e.g. clay, papier mache, everyday materials). (Option of Print making once in KS 1 & KS 2)</p> <p>-----</p> <p>Focus on a particular artist or art form each term, that will influence children's work in that term</p>						
Music	<p><u>Singing sessions each week</u> with blocked periods for playing tuned and un-tuned instruments</p> <p><u>Composing and Appraising</u> own work and performance in blocked times through the year (may be related to other subject themes) [Personal feelings & mood] [Music to convey time & place] [Historic period music] [Music to convey creatures] [Music to convey machines] [Moods]</p> <p><u>Music Appreciation</u> (developing vocabulary) - blocks of time spread termly as appropriate & linked to other relevant subject themes [Composers] [Personal feelings & moods] [Music about time & place] [Timbre of instruments] [Ethnic music] [Electronic music] [Contrast of tone & pitch & temper]</p>						AT ½ Singing & playing AT 2/3 Composing & appraising AT 4 Music appreciation