

PLEASE NOTE THAT THE FOLLOWING CURRICULUM IS AN OUTLINE AND THE SCHOOL RESERVE THE RIGHT TO MAKE CHANGES TO REFLECT TOPICAL ISSUES, OR LOCAL AND NATIONAL EVENTS

Two Year cycle	CYCLE A AUTUMN TERM	CYCLE A SPRING TERM	CYCLE A SUMMER TERM	CYCLE B AUTUMN TERM	CYCLE B SPRING TERM	CYCLE B SUMMER TERM
<p>LITERACY</p> <p>Teachers to ensure that they cover all of the writing genres over the course of the year.</p> <p>Teachers are able to teach these writing genres in an order that enables strong links with other curriculum areas over the course of the year.</p> <p>Teachers must teach FICTION, NON-FICTION and POETRY across each term.</p> <p>Assessed pieces must be adhered to in designated term.</p>	<p>EYFS</p> <p>Children are heard read on a regular basis across the week. Children follow a bespoke phonics curriculum according to the needs and ability of the child. Poetry is taught verbally through repetition and in the form of Nursery Rhymes. Writing genres are covered through a blend of story-telling, weekly guided reading sessions, book discussion and through cross curricular subjects and mediums.</p>					
	<p>Fiction:</p> <ul style="list-style-type: none"> ● Stories with predictable structures. ● Patterned language <p>Poetry:</p> <ul style="list-style-type: none"> ● Traditional nursery and modern rhymes ● Chants & action verses <p>Non-fiction:</p> <ul style="list-style-type: none"> ● Non-fiction texts <p>Text and recounts</p>			<p>Fiction:</p> <ul style="list-style-type: none"> ● Stories with predictable structures. ● Patterned language <p>Poetry:</p> <ul style="list-style-type: none"> ● Traditional nursery and modern rhymes ● Chants & action verses <p>Non-fiction:</p> <ul style="list-style-type: none"> ● Text and recounts <p>Non-fiction texts</p>		

Two Year cycle	CYCLE A AUTUMN TERM	CYCLE A SPRING TERM	CYCLE A SUMMER TERM	CYCLE B AUTUMN TERM	CYCLE B SPRING TERM	CYCLE B SUMMER TERM
<p>LITERACY</p> <p>Teachers to ensure that they cover all of the writing genres over the course of the year.</p> <p>Teachers are able to teach these writing genres in an order that enables strong links with other curriculum areas over the course of the year.</p> <p>Teachers must teach FICTION, NON-FICTION and POETRY across each term.</p> <p>Assessed pieces must be adhered to in designated term.</p>	YEAR 1 Teachers to ensure that at least one writing genre from Fiction, Non-fiction and Poetry is covered each term and that all writing genres are covered over the course of the academic year.					
	<p>Fiction:</p> <ul style="list-style-type: none"> • Stories with familiar settings • Fairy stories • Stories with familiar, predictable and patterned language from a range of cultures • Stories about fantasy worlds <p>Poetry:</p> <ul style="list-style-type: none"> • Rhymes with predictable and repetitive patterns • Including playground chants, action verses and rhymes • A variety of poems on similar themes <p>Non-Fiction:</p> <ul style="list-style-type: none"> • Features - labels, captions, lists • Instructions • Information books • Using simple dictionaries. <p>Information texts - recounts of observations, visits, events</p>			<p>Fiction:</p> <ul style="list-style-type: none"> • Stories with familiar settings • Fairy stories • Stories with familiar, predictable and patterned language from a range of cultures • Stories about fantasy worlds <p>Poetry:</p> <ul style="list-style-type: none"> • Rhymes with predictable and repetitive patterns • Including playground chants, action verses and rhymes • A variety of poems on similar themes <p>Non-Fiction:</p> <ul style="list-style-type: none"> • Features - labels, captions, lists • Instructions • Information books • Using simple dictionaries. <p>Information texts - recounts of observations, visits, events</p>		
	YEAR 1 ASSESSED WRITING					
<p>Term 1 - Fiction Story with Familiar setting</p> <p>Term 2 - Non-Fiction Information Texts</p>		<p>Term 3 - Fiction Fairy Story</p> <p>Term 4 - Non-fiction Instructions</p>		<p>Term 5 - Non-Fiction Recount</p> <p>Term 6 Poetry</p>		

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<p>LITERACY</p> <p>Teachers to ensure that they cover all of the writing genres over the course of the year.</p> <p>Teachers are able to teach these writing genres in an order that enables strong links with other curriculum areas over the course of the year.</p> <p>Teachers must teach FICTION, NON-FICTION and POETRY across each term.</p> <p>Assessed pieces must be adhered to in designated term.</p>	<p>YEAR 2</p> <p>Teachers to ensure that at least one writing genre from Fiction, Non-fiction and Poetry is covered each term and that all writing genres are covered over the course of the academic year.</p>					
	<p>Fiction:</p> <ul style="list-style-type: none"> • Stories with familiar settings based on personal experiences or those of others (Francesca Simon) • Traditional stories • Stories from other cultures • Stories by significant children’s authors • Different stories by the same author (Anthony Browne and David McKee) <p>Poetry:</p> <ul style="list-style-type: none"> • Contemporary and classic poetry • Recite poetry • A variety of poems with predictable language/repetitive patterns based on familiar settings • Traditional poems by significant / classic children’s poets (Christina Rossette) • Texts with language play, e.g. riddles, tongue twisters, humorous verse, nonsense poems <p>Non-Fiction:</p> <ul style="list-style-type: none"> • Information Texts • Explain organisation features of texts including: alphabetical order, layout, diagrams, captions, hyperlinks, bullet points • Using dictionaries, glossaries, indexes and other alphabetically ordered texts • Explanations • Instructions • information books including non-chronological reports 	<p>Fiction:</p> <ul style="list-style-type: none"> • Stories with familiar settings based on personal experiences or those of others (Francesca Simon) • Traditional stories • Stories from other cultures • Stories by significant children’s authors • Different stories by the same author (Anthony Browne and David McKee) <p>Poetry:</p> <ul style="list-style-type: none"> • Contemporary and classic poetry • Recite poetry • A variety of poems with predictable language/repetitive patterns based on familiar settings • Traditional poems by significant / classic children’s poets (Christina Rossette) • Texts with language play, e.g. riddles, tongue twisters, humorous verse, nonsense poems <p>Non-Fiction:</p> <ul style="list-style-type: none"> • Information Texts • Explain organisation features of texts including: alphabetical order, layout, diagrams, captions, hyperlinks, bullet points • Using dictionaries, glossaries, indexes and other alphabetically ordered texts • Explanations. • Instructions • information books including non-chronological reports 				
YEAR 2 ASSESSED WRITING						
<p>Term 1 - Fiction Story with familiar setting</p> <p>Term 2 - Non-Fiction Information Texts</p>	<p>Term 3 - Fiction Traditional Story</p> <p>Term 4 - Non-Fiction Explanation Text</p>	<p>Term 5 - Non-Fiction Non-Chronological report</p> <p>Term 6 Poetry</p>				

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<p>LITERACY</p> <p>Teachers to ensure that they cover all of the writing genres over the course of the year.</p> <p>Teachers are able to teach these writing genres in an order that enables strong links with other curriculum areas over the course of the year.</p> <p>Teachers must teach FICTION, NON-FICTION and POETRY across each term.</p> <p>Assessed pieces must be adhered to in designated term.</p>	<p>YEAR 3</p> <p>Teachers to ensure that at least one writing genre from Fiction, Non-fiction and Poetry is covered each term and that all writing genres are covered over the course of the academic year.</p>					
	<p>Yr 3</p> <p>Fiction:</p> <ul style="list-style-type: none"> • Fables, parables with moral dilemmas • Play scripts – preparing and performing • Myths and legends • Stories with related themes • Adventure and mystery stories <p>Poetry:</p> <ul style="list-style-type: none"> • Poems based on observation and the senses • Shape poems • Recite and perform poems • Oral and performance poetry from different cultures • Humorous poetry - poetry that plays with language, word puzzles, puns, riddles <p>Non-Fiction:</p> <ul style="list-style-type: none"> • Information books on topics of interest • Non-chronological reports • Instructions • Letters written for a range of purposes: letters of thanks, letters to recount, enquire, congratulate, complain, etc. 			<p>Yr 3</p> <p>Fiction:</p> <ul style="list-style-type: none"> • Fables, parables with moral dilemmas • Play scripts – preparing and performing • Myths and legends • Stories with related themes • Adventure and mystery stories <p>Poetry:</p> <ul style="list-style-type: none"> • Poems based on observation and the senses • Shape poems • Recite and perform poems • Oral and performance poetry from different cultures • Humorous poetry - poetry that plays with language, word puzzles, puns, riddles <p>Non-Fiction:</p> <ul style="list-style-type: none"> • Information books on topics of interest • Non-chronological reports • Instructions • Letters written for a range of purposes: letters of thanks, letters to recount, enquire, congratulate, complain, etc. 		
	<p>YEAR 3 ASSESSED WRITING</p>					
	<p>Term 1 – Fiction Historical Stories</p> <p>Term 2 – Non-fiction Instructions</p>		<p>Term 3 – Fiction Adventure Stories</p> <p>Term 4 – Non-fiction Non-chronological reports</p>		<p>Term 5 – Non-fiction Letters for a range of purposes</p> <p>Term 6 Poetry</p>	

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<p>LITERACY</p> <p>Teachers to ensure that they cover all of the writing genres over the course of the year.</p> <p>Teachers are able to teach these writing genres in an order that enables strong links with other curriculum areas over the course of the year.</p> <p>Teachers must teach FICTION, NON-FICTION and POETRY across each term.</p> <p>Assessed pieces must be adhered to in designated term.</p>	<p>YEAR 4</p> <p>Teachers to ensure that at least one writing genre from Fiction, Non-fiction and Poetry is covered each term and that all writing genres are covered over the course of the academic year.</p>						
	<p>Fiction</p> <ul style="list-style-type: none"> Historical stories and short novels Stories/novels about imagined worlds: sci-fi, fantasy adventures Stories/short novels that raise issues e.g. bullying, bereavement, injustice <p>Poetry:</p> <ul style="list-style-type: none"> Recite and perform poems based on common themes - space, school, animals, families, feelings, viewpoints. Recite and perform classic and modern poetry Recite and perform a range of poetry in different forms, e.g. haiku, cinquain, couplets, lists, thin poems, alphabets, conversations, monologues, syllabics, prayers, epitaphs, songs, rhyming forms and free verse <p>Non-Fiction:</p> <ul style="list-style-type: none"> Unbiased newspaper reports Persuasive writing: adverts, circulars, flyers Explanation 			<p>Fiction</p> <ul style="list-style-type: none"> Historical stories and short novels Stories/novels about imagined worlds: sci-fi, fantasy adventures Stories/short novels that raise issues e.g. bullying, bereavement, injustice <p>Poetry:</p> <ul style="list-style-type: none"> Recite and perform poems based on common themes - space, school, animals, families, feelings, viewpoints. Recite and perform classic and modern poetry Recite and perform a range of poetry in different forms, e.g. haiku, cinquain, couplets, lists, thin poems, alphabets, conversations, monologues, syllabics, prayers, epitaphs, songs, rhyming forms and free verse <p>Non-Fiction:</p> <ul style="list-style-type: none"> Unbiased newspaper reports Persuasive writing: adverts, circulars, flyers Explanation 			
	YEAR 4 - ASSESSED WRITING						
<p>Term 1 – Fiction Historical Stories</p> <p>Term 2 – Non-fiction Explanations</p>			<p>Term 3 – Fiction Stories about imagined worlds</p> <p>Term 4 – Non-fiction Newspaper reports</p>			<p>Term 5 – Non-fiction Persuasive letters</p> <p>Term 6 Poetry</p>	

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	<p>Fiction:</p> <ul style="list-style-type: none"> • Novels or stories by significant children’s writers • Myth & Legends from a range of cultures • Novels/stories from a variety of cultures and traditions <p>Poetry:</p> <ul style="list-style-type: none"> • Learn by heart, recite and perform poetry • Concrete poetry. • Longer classic poetry, including narrative poetry • Choral and performance poetry <p>Non-Fiction:</p> <ul style="list-style-type: none"> • Recounts of events, activities, visits • Observational records, news reports etc. • Non-chronological reports (i.e. to describe and classify) • Explanations (processes, systems, operations, etc.) - use content from other subjects, e.g. how the digestive system works, how to find a percentage, the rain cycle. • Persuasive writing to put or argue a point of view: letters, commentaries, leaflets to persuade, criticise, protest, support, object, complain. • Use of dictionaries, thesauruses, including ICT sources. • Discussion texts: debates, editorials • <i>Information books linked to other curricular areas</i> • <i>Biographies linked to other curricular areas</i> 			<p>Fiction:</p> <ul style="list-style-type: none"> • Novels or stories by significant children’s writers • Myth & Legends from a range of cultures • Novels/stories from a variety of cultures and traditions <p>Poetry:</p> <ul style="list-style-type: none"> • Learn by heart, recite and perform poetry • Concrete poetry. • Longer classic poetry, including narrative poetry • Choral and performance poetry <p>Non-Fiction:</p> <ul style="list-style-type: none"> • Recounts of events, activities, visits • Observational records, news reports etc. • Non-chronological reports (i.e. to describe and classify) • Explanations (processes, systems, operations, etc.) - use content from other subjects, e.g. how the digestive system works, how to find a percentage, the rain cycle. • Persuasive writing to put or argue a point of view: letters, commentaries, leaflets to persuade, criticise, protest, support, object, complain. • Use of dictionaries, thesauruses, including ICT sources. • Discussion texts: debates, editorials • <i>Information books linked to other curricular areas</i> • <i>Biographies linked to other curricular areas</i> 		
	YEAR 5 ASSESSED WRITING					
<p>Term 1 – Non-fiction Biography</p> <p>Term 2 – Non-fiction Non-chronological report</p>			<p>Term 3 – Fiction</p> <p>Term 4 – Non-fiction Persuasive writing</p>			<p>Term 5 – Non-fiction Discussion</p> <p>Term 6 - Poetry</p>

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	<p>Fiction:</p> <ul style="list-style-type: none"> • Classic fiction, by long standing authors (adaptations of classics on film/TV) • Longer established stories and novels selected from more than one genre; e.g. mystery, humour, sci-fi., historical, fantasy worlds, etc • Different authors. treatment of same theme(s) <p>Poetry:</p> <ul style="list-style-type: none"> • Learn by heart, recite and perform poetry. • Classic poetry, by long standing poets • To study and compare; range of poetic forms e.g. kennings, limericks, riddles, cinquain, tanka, poems written in other forms (as adverts, letter, diary entries, conversations), free verse, nonsense verse. • Different poet’s treatment of same theme(s) <p>Non-Fiction:</p> <ul style="list-style-type: none"> • Autobiography and biography • Recounts - diaries, journals, letters • Journalistic writing; • Non-chronological reports linked to work from other subjects • Instructions linked to work from other subjects • Persuasion • Discussion texts: texts which set out, balance and evaluate different points of view, e.g. pros and cons of a course of action, moral issue, policy • <i>Non-chronological reports linked to work from other subjects</i> • <i>Explanations linked to work from other subjects</i> • Use reference texts, range of dictionaries, thesauruses, including ICT sources 	<p>Fiction:</p> <ul style="list-style-type: none"> • Classic fiction, by long standing authors (adaptations of classics on film/TV) • Longer established stories and novels selected from more than one genre; e.g. mystery, humour, sci-fi., historical, fantasy worlds, etc • Different authors. treatment of same theme(s) <p>Poetry:</p> <ul style="list-style-type: none"> • Learn by heart, recite and perform poetry. • Classic poetry, by long standing poets • To study and compare; range of poetic forms e.g. kennings, limericks, riddles, cinquain, tanka, poems written in other forms (as adverts, letter, diary entries, conversations), free verse, nonsense verse. • Different poet’s treatment of same theme(s) <p>Non-Fiction:</p> <ul style="list-style-type: none"> • Autobiography and biography • Recounts - diaries, journals, letters • Journalistic writing; • Non-chronological reports linked to work from other subjects • Instructions linked to work from other subjects • Persuasion • Discussion texts: texts which set out, balance and evaluate different points of view, e.g. pros and cons of a course of action, moral issue, policy • <i>Non-chronological reports linked to work from other subjects</i> • <i>Explanations linked to work from other subjects</i> • Use reference texts, range of dictionaries, thesauruses, including ICT sources 				
	YEAR 6 ASSESSED WRITING					
<p>Term 1 - Non-Fiction Biography</p> <p>Term 2 - Non-Fiction Non-chronological report</p>	<p>Term 3 – Fiction</p> <p>Term 4 – Non-fiction Persuasion</p>	<p>Term 5 – Non-fiction Discussion</p> <p>Term 6 - Poetry</p>				
Drama	Role play/drama. Teaching and Learning strategies used to access/develop work in other areas of the curriculum – particularly in Literacy					

Numeracy

	Number and place value	Addition and subtraction	Multiplication and division	fractions	Measurement	Geometry - shape	Geometry – position and direction	Statistics
Yr 1	<ul style="list-style-type: none"> Count to and across 100, forwards and back from any number. Count, read, write numbers to 100, count in multiples of 2,5,10. Identify one more and one less of a number. Identify and represent numbers using objects and pictorial representations including a number line. Use language of : = < > most and least. 	<ul style="list-style-type: none"> Mathematical statements involving + - = signs. Number bonds and subtraction facts to 20. Add & subtract one-digit & two-digit numbers to 20. One step problems involving addition and subtraction. 	<ul style="list-style-type: none"> One step problems involving multiplication and division, by using concrete objects and pictorial representations. 	<ul style="list-style-type: none"> Recognise a half and a quarter of an object, shape or a number. 	<ul style="list-style-type: none"> Compare, describe and solve practical problems. Measure and begin to record length/height, mass/weight, capacity/volume, time. Recognise & know value of coins/notes. Sequence events in chronological order. Recognise language of dates. Tell the time to the hour and half past the hour. 	<ul style="list-style-type: none"> Recognise and name common 2D and 3D shapes. 	<ul style="list-style-type: none"> Describe position, direction and movement including whole, half, quarter and three quarter turns 	
Yr 2	<ul style="list-style-type: none"> From 0 count in steps of 2,3, and 5 Recognise place value in two-digit numbers. Identify, represent and estimate numbers using different representations. Compare and order numbers from 0-100, use <=> signs. Read/write numbers to 100 in numerals and words. Use place value and number facts to solve problems. 	<ul style="list-style-type: none"> Solve problems with addition and subtraction. Recall and use addition & subtraction facts to 20, derive & use related facts up to 100. Add & subtract numbers using concrete objects, pictorial representations & mentally. Understand commutative law of addition but not subtraction. Recognise and use inverse operation and use this to check calculations and solve missing number problems. 	<ul style="list-style-type: none"> Use multiplication & division facts for the x2,x5 & x10 tables. Recognise odd/even numbers. Calculate mathematical statements using multiplication, division and equals signs. Understand commutative law of multiplication but not division. Solve problems. 	<ul style="list-style-type: none"> Recognise, find, name and write fractions for 1/3, 1/4,2/4, and 3/4 of a length, shape, set of objects or quantity. Write simple fractions, recognise equivalence of 2/4 and 1/2. 	<ul style="list-style-type: none"> Choose appropriate standards units to estimate & measure to the nearest unit using rulers, scales, thermometers and measuring vessels. Compare and order lengths, mass, capacity, and record results using < > =. Use symbols for pounds and pence. Find different combinations of coins to equal the same amount of money. Solve problems involving money and change. Compare and sequence intervals of time. Tell/write time to five minutes. Know minutes in an hr, and hrs in a day. 	<ul style="list-style-type: none"> Identify & describe properties of 2D and 3D. Identify 2D shapes on the surface of 3D shapes. Compare and sort common 2D & 3D shapes and everyday objects. 	<ul style="list-style-type: none"> Order and arrange mathematical objects in patterns and sequences. Use mathematical vocabulary to describe position, direction, and movement. 	<ul style="list-style-type: none"> Pictograms, tally charts, block diagrams, and simple tables. Ask/answer simple questions by counting objects in a category & sorting categories. Ask/answer questions about totalling and comparing categorical data.

	Number and place value	Addition and subtraction	Multiplication and division	fractions	Measurement	Geometry - shape	Geometry – position and direction	Statistics
Yr 3	<ul style="list-style-type: none"> Count in multiples of 4, 8, 50, & 100. Find 10 or 100 more or less than a given number. Recognise place value in three digit numbers. Compare /order numbers to 1000. Estimate numbers. Read/write numbers to 1000 in numerals and words. Solve number problems. 	<ul style="list-style-type: none"> Add/subtract numbers mentally. Add/subtract numbers with up to three digits, using formal written methods of column addition and subtraction. Estimate answers and use inverse operation to check answers. Solve problems. 	<ul style="list-style-type: none"> Recall and use multiplication and division facts for the x3, x4, x8 tables. Write/calculate statements for multiplication and division mentally and using formal written methods. Solve problems. 	<ul style="list-style-type: none"> Count up and down in tenths. Recognise, find & write fractions of a discrete set of objects. Recognise and use fractions as numbers, equivalent fractions with small denominators, add and subtract fractions with the same denominator within a whole, order fractions with the same denominator. Solve problems 	<ul style="list-style-type: none"> Measure, compare, add and subtract. Measure perimeter of simple 2D shapes. Add/subtract money to give change. Tell/write the time from an analogue clock – using Roman numerals, 12hr & 24hr clocks. Read time to the nearest minute. Compare time in seconds, minutes & hrs. Know number of seconds in a minute, days in a month, year & leap year. Compare durations of events. 	<ul style="list-style-type: none"> Draw 2D shapes. Make 3D shapes, recognise shapes in different orientations. Recognise angles. Identify right angles, know 2 right angles make a half turn etc. Identify horizontal and vertical lines. Perpendicular and parallel lines. 	N/A	<ul style="list-style-type: none"> Interpret and present data using bar charts, pictograms and tables. Solve one step and two step questions using information in scaled bar charts, pictograms and tables.
Yr 4	<ul style="list-style-type: none"> Count in multiples of 6, 7, 9, 25, 1000. Find 1000 more and less of a number. Count backwards to include negative numbers. Recognise place value in four digit numbers, order & compare numbers beyond 1000. Estimate numbers, round to nearest 10, 100, 1000. Solve number and practical problems. Read Roman numerals to 100 and know changes in the numeral system 	<ul style="list-style-type: none"> Add & subtract numbers up to 4 digits using formal written methods. Estimate and use inverse operation to check answers. Solve addition and subtraction two-step problems in contexts. 	<ul style="list-style-type: none"> Recall multiplication and division facts to 12x12. Use place value to multiply and divide mentally. Recognise and use factor pairs. Multiply 2&3 digit numbers by one digit using formal written layout. Solve problems. 	<ul style="list-style-type: none"> Common equivalent fractions. Count up and down in hundredths. Solve problems involving harder fractions. Add & subtract fraction with the same denominator. Recognise & write decimal equivalents. Divide by 10 and 100, round decimals, compare numbers with the same number of decimal places, Solve simple measure and money problems involving fractions & decimal places to two places. 	<ul style="list-style-type: none"> Convert between units of measure. Measure and calculate the perimeter of a rectilinear figure in cm & m. Find area of rectilinear shapes by counting squares. Estimate, compare and calculate different measures, including money to pounds and pence. 	<ul style="list-style-type: none"> Compare & classify geometric shapes. Identify acute & obtuse angles, compare & border angles. Identify lines of symmetry in 2D shapes. Complete simple symmetric figures. 	<ul style="list-style-type: none"> Describe positions on a 2D grid as co-ordinates in the first quadrant. Describe translations to the left/right & up/down. Plot points and draw sides to complete a given polygon. 	<ul style="list-style-type: none"> Interpret and describe discrete and continuous data using graphical methods including bar charts & time charts. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs

	Number and place value	Addition and subtraction	Multiplication and division	fractions	Measurement	Geometry - shape	Geometry – position and direction	Statistics
Yr 5	<ul style="list-style-type: none"> Read, write order & compare numbers to 1, 000, 000. Count forward and back in steps of 10 to 1,000,000. Interpret negative numbers in context. Round numbers to nearest 10, 100, 1000, 10,000 & 100,000. Solve number problems. Read Roman numerals to 1000 and recognise years written in Roman numerals. 	<ul style="list-style-type: none"> Add/subtract whole numbers with more than 4 digits using formal written methods. Add/subtract large numbers mentally. Use rounding to check answers to calculations. Solve addition and subtraction multi-step problems in contexts. 	<ul style="list-style-type: none"> Identify multiples and factors. Know prime numbers, prime factors & composite numbers. Multiply numbers up to 4 digits using formal methods. Multiply & divide numbers mentally. Divide numbers up to 4 digits by a one digit number using written methods and interpreting remainders. Multiply and divide whole numbers/decimals by 10, 100 & 1000. Recognise and use squared and cubed numbers. Solve problems 	<ul style="list-style-type: none"> Compare and order fractions, identify equivalent fractions, recognise mixed numbers and improper fractions & convert. Add/subtract fractions with same denominator and denominators that are multiples of the same number. Multiply fractions by whole numbers. Read/write decimal numbers as fractions. Recognise thousandths. Round decimals with 2 decimal places to whole number. Read,write ,order numbers to 3 decimal places. Solve problems. Recognise % & write as a fraction. Solve problems. 	<ul style="list-style-type: none"> Convert between different units of metric measurements. Understand & use equivalences between metric and imperial measurements. Measure and calculate perimeter of rectilinear shapes in cm & m. Calculate and compare area of rectangles and irregular shapes. Estimate volume using cm blocks. Solve problems by converting between units of time. Use all four operations to solve problems 	<ul style="list-style-type: none"> Identify 3D from 2D representations. Know angles are measured in degrees, draw & measure them. Estimate and compare acute, obtuse and reflex angles. Identify angles at a point on a straight line and one whole turn. Deduce related facts about rectangles – find missing lengths and angles. Distinguish between regular & irregular polygons. 	<ul style="list-style-type: none"> Identify ,describe & represent the position of a shape following a reflection or translation, using appropriate language, and know that the shape has not changed. 	<ul style="list-style-type: none"> Solve comparison, sum and difference problems using information presented in a line graph. Complete, read and interpret information in tables including timetables.
Yr 6	<ul style="list-style-type: none"> Read, write, order & compare numbers up to 10 000 000 and determine value of each unit. Round whole numbers, use negative numbers in context, calculate intervals across zero. Solve number and practical problems that involve the above. 	<ul style="list-style-type: none"> Multiply multi-digit numbers up to 4 digits by a two-digit whole number using formal written methods of long multiplication. Divide numbers up to 4 digits by a two digit whole number using long and short division. Perforom mental calculations, identify common factors, common multiples and prime numbers. Carry out calculations involving the four number operations. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. Use estimation to check answers. 	<ul style="list-style-type: none"> Use common fractions to simplify fractions. Compare & order fractions. Add & subtract fractions. Multiply simple pairs of proper fractions. Divide proper fractions by whole numbers. Associate a fraction with division and calculate decimal fraction equivalents. Multiply & divide up to 3 decimal places 	<ul style="list-style-type: none"> Solve problems involving calculation & conversion of units of measure using decimal notation up to three places. Use, read & write and convert between standard units. Convert between miles & km. Recognise that shapes with same area can have different perimeters. Use formulae for area & volume. Calculate area of parallelograms & triangles. Calculate volume of cubes & cuboids using standard units. 	<ul style="list-style-type: none"> Draw 2D & build 3D shapes. Compare & classify geometric shapes. Illustrate & name parts of a circle. Recognise angles where they meet & find missing angles. 	<ul style="list-style-type: none"> Describe positions on the full coordinate grid. Draw and translate simple shapes on the coordinate plane, and reflect them in the axes. 	<ul style="list-style-type: none"> Interpret and construct pie charts and line graphs and use these to solve problems. Calculate and interpret the mean as an average. 	

Yr6			<ul style="list-style-type: none"> • Multiply one-digit numbers with up to two decimal places by whole numbers. • Use written division methods, • Solve problems which require answers to be rounded. • Recall and use equivalences between simple fractions, decimals and percentages, including different contexts. 				
Yr6				Ratio and proportion	Algebra		
				<ul style="list-style-type: none"> • Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. • Solve problems involving the calculation of percentages. • Solve problems involving similar shapes where the scale factor is known or can be found. • Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples, 	<ul style="list-style-type: none"> • Use simple formulae • Generate and describe linear number sequences. • Express missing number problems algebraically. • Find pairs of numbers that satisfy an equation with two unknowns. • Enumerate possibilities of combinations of two variables. 		

	TERM	CYCLE A			CYCLE B		
Computing		AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
	Year 1&2	E-Safety <ul style="list-style-type: none"> Going places safely Keeping ourselves safe 	E-Safety <ul style="list-style-type: none"> Letting grown-ups know Protecting our personal information Security of personal information 	E-Safety <ul style="list-style-type: none"> Keeping things private Email safety 	E-Safety <ul style="list-style-type: none"> Going places safely Keeping ourselves safe 	E-Safety <ul style="list-style-type: none"> Letting grown-ups know Protecting our personal information Security of personal information 	E-Safety <ul style="list-style-type: none"> Keeping things private Email safety
		<ul style="list-style-type: none"> Operating a computer Using basic word processors Creating and managing content (Yr 2 only) 	<ul style="list-style-type: none"> Using search engines Creating with ICT Understanding data 	<ul style="list-style-type: none"> Accepting emails Algorithms 	<ul style="list-style-type: none"> Operating a computer Using basic word processors Creating and managing content (Yr 2 only) 	<ul style="list-style-type: none"> Using search engines Creating with ICT Understanding data 	<ul style="list-style-type: none"> Accepting emails Using LOGO
	Year 3&4	E-Safety <ul style="list-style-type: none"> Information sharing Online community 	E-Safety <ul style="list-style-type: none"> My digital footprint Don't believe everything you see 	E-Safety <ul style="list-style-type: none"> What is appropriate Sharing responsibly 	E-Safety <ul style="list-style-type: none"> Information sharing Online community 	E-Safety <ul style="list-style-type: none"> My digital footprint Don't believe everything you see 	E-Safety <ul style="list-style-type: none"> What is appropriate Sharing responsibly
		<ul style="list-style-type: none"> Operating a computer Using basic word processors Emails Accepting emails 	<ul style="list-style-type: none"> Using search engines Using LOGO 	<ul style="list-style-type: none"> Using ICT for documentation and presentation of information (PPT) Using Excel 	<ul style="list-style-type: none"> Operating a computer Using basic word processors Emails Accepting emails 	<ul style="list-style-type: none"> Using search engines Databases 	<ul style="list-style-type: none"> Using ICT for documentation and presentation of information (PPT) Using Excel
	Year 5&6	E-Safety <ul style="list-style-type: none"> Passwords Technology Search the web safely Looking after each other My digital footprint Understanding cyberbullying Visit from Alan Mackenzie – E-safety advisor			E-Safety <ul style="list-style-type: none"> Passwords Technology Search the web safely Looking after each other My digital footprint Understanding cyberbullying Visit from Alan Mackenzie – E-safety advisor		
<ul style="list-style-type: none"> Keeping safe on the computer interacting with ICT Using basic word processors Using search engines Creating and managing content Using databases 		<ul style="list-style-type: none"> Webpage design Using excel Reaching out and bridging divides – web based networks for cooperative and collaborative learning 	<ul style="list-style-type: none"> Using ICT for documentation and presentation of information (PPT) Connecting with the world Accepting emails Using Excel (making an app) 	<ul style="list-style-type: none"> Keeping safe on the computer interacting with ICT Using basic word processors Using search engines Creating and managing content Using databases 	<ul style="list-style-type: none"> Webpage design Using excel Reaching out and bridging divides – web based networks for cooperative and collaborative learning 	<ul style="list-style-type: none"> Using ICT for documentation and presentation of information (PPT) Connecting with the world Accepting emails Using Excel (making an app) 	
PE	KS1	Master basic movements including: running, jumping, throwing and catching. There should be a balance of opportunity to develop the three main elements: team games (developing tactics for attack and defence), dance (movement patterns) and gymnastics (co-ordination and agility). They should engage in competitive and co-operative physical activities and lead healthy, active lifestyles.					
	KS2	Children should have a balance of opportunity to develop skills in: gymnastics, dance, competitive games, athletics and outdoor and adventurous activities - preferably each term, but certainly over the year and 2 x 1 hour long sessions each week. Swimming sessions will be once a week for a whole term each academic year. They should enjoy communicating, collaborating and competing with each other and lead healthy, active lives.					

	TERM	CYCLE A			CYCLE B		
		AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
PSHE	Overview	Core Theme 1 Health & well being	Core Theme 2 Relationships	Core Theme 3 Living in the Wider World	Core Theme 1 Health & well being	Core Theme 2 Relationships	Core Theme 3 Living in the Wider World
		These 3 Core themes should be taught across the academic year and embedded across all aspects of the curriculum; complemented by the whole school events embedded in the school calendar.			These 3 Core themes should be taught across the academic year and embedded across all aspects of the curriculum; complemented by the whole school events embedded in the school calendar.		
		Whole School Safety Day Christmas Fair OAP singing Theatre Trip Anti -Bullying week	Comic relief/Sport Relief Healthy Breakfast Whole School Sport Afternoon Healthy Eating Day	Grandparents Day, Whole School Picnic, Cranwell Voice Fun Afternoon. MacMillan Mile Cranwell Flower Festival/ Village Fete. School BBQ. Experiences Day. Cycling Proficiency Sports Day	Whole School Safety Day Christmas Fair OAP singing Theatre Trip Anti-bullying week	Comic relief/Sport Relief Healthy Breakfast Whole School Sport Afternoon Healthy Eating Day	Grandparents Day, Whole School Picnic, Cranwell Voice Fun Afternoon. MacMillan Mile Cranwell Flower Festival/ Village Fete. School BBQ. Experiences Day. Cycling Proficiency Sports Day
	SMSC	SMSC must not be treated in isolation; instead it must be embedded across all aspects of the curriculum. Spiritual – explore beliefs & experiences; respect values; discover oneself & the surrounding world; use imagination & creativity; reflect. Moral – recognise right & wrong; understand consequences; investigate moral & ethical issues; offer reasoned views. Social – use social skills in different contexts; work well with others; resolve conflicts; understand how community works. Cultural – appreciate cultural influences; participate in cultural opportunities; understand, accept, respect & celebrate diversity.					

	TERM	CYCLE A			CYCLE B		
HISTORY	Year 1&2	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
		Significant Events beyond living memory – the Great Fire of London	Significant Events (Transport – eg cars, bikes, tank, hot air balloons, Wright brothers 1903)	Significant places in the locality Features of castles/stately homes (Lincoln)	The lives of Significant Individuals (Florence Nightingale and nursing)	The lives of Significant Individuals from the Victorian period (Eg Queen Victoria, Stevenson)	Changes within living memory - Technology & appliances in the home
	Year 3&4	Changes in Britain from the Stone Age to the Iron Age	The Roman empire and its impact on Britain (Roman Lincoln)	Ancient Greeks and their achievements and influences on the modern world	Britain's settlement by Anglo Saxons and Scots The Viking and Anglo Saxon struggle for the Kingdom of England	Looking at the British monarchy over time	Local history study RAF Cranwell – the beginnings of the RAF looking at Airships (Air Ship Road & Lighter Than Air Road)
Year 5&6	A significant turning point in British history looking at the Victorian era	An aspect of history which is significant in the locality focussing on WWII, Bomber Command, the Battle of Britain and local influences (Bomber Command; Frank Whittle's jet engine)	A non-European society – the Mayans	Ancient Egyptians – achievements of the early civilisations	The changing power of monarchs focussing on Queen Elizabeth II and her reign including the commonwealth (post war) and changes within it	A changing aspect of history beyond 1066 - Inventions, innovations and the future! Eg Internet, Space, Solar Power	

GEOGRAPHY

	TERM	CYCLE A			CYCLE B		
		AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
GEOGRAPHY	Year 1&2	Our World, My Home <ul style="list-style-type: none"> Exploring the UK and the 4 countries Beyond the UK – the world and 7 continents 	Home and Away: Cranwell, Lincoln Vs London <ul style="list-style-type: none"> Developing out local knowledge Compare and contrast with our capital city, London 	The Wider World We Live in <ul style="list-style-type: none"> Exploring Asia, a comparative study of a different culture with the UK 	Exploring the UK and key landmarks <ul style="list-style-type: none"> 7 continents 7 seas North and South poles 	Home and Away: village Vs Coastal Areas of Highlands <ul style="list-style-type: none"> A closer study of Cranwell, Lincoln Comparative study of landscapes with Wales, Scotland and N Ireland 	Contrasting Continents <ul style="list-style-type: none"> Looking at Africa Vs Europe
	Year 3&4	Location, Location, Location: Settlements <ul style="list-style-type: none"> Water cycle Land Use 	Western Europe Link to Roman history topic	North America <ul style="list-style-type: none"> Canada, the USA and Mexico Greenland and the Caribbean nations 	Eastern Europe: Russia and the Baltic Countries <ul style="list-style-type: none"> Location EU Physical features 	A Tale of 2 Hemispheres Comparing Australia or New Zealand with the UK Linking to the commonwealth	UK and the British Isles <ul style="list-style-type: none"> Counties and cities Geographical regions and their characteristics Land use
	Year 5&6	Hills Mountains & Landscapes <ul style="list-style-type: none"> Mountainous regions and landscapes Snowdon, Scafell Pike, Ben Nevis Link to Thurston 	I Feel the Earth Move <ul style="list-style-type: none"> Volcanoes and earthquakes - activity around the World Formation of mountains 	Saving Planet Earth <ul style="list-style-type: none"> The Amazon Rainforest (South America) Biomes & Climate zones Pollution and impact on environment <i>Visit to Thurston Residential (Yr 5)</i>	Let the River Run <ul style="list-style-type: none"> Formation of rivers Rivers Slea, Witham and Trent Link to history topic and River Nile Flooding 	Our Interconnected World <ul style="list-style-type: none"> Trade links Fairtrade Economies Comparing a different region to the UK (eg St Lucia) 	Surplus or Shortage? <ul style="list-style-type: none"> Distribution of natural resources Consumption and use of water Distribution of food Comparing to the UK <i>Visit to Thurston Residential (Yr 5)</i>

	TERM	CYCLE A			CYCLE B		
SCIENCE	Year 1&2	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
		Uses of everyday materials Seasonal Changes	Uses of everyday materials Seasonal Changes	Plants Seasonal Changes	Animals Including Humans Living things and their habitats	Animals including Humans Living things and their habitats	Plants Living things and their habitats
	Year 3&4	Rocks States of matter	Light Sound	Animals including humans	Electricity	Living things and their habitats Animals including humans	Plants Forces and magnets
	Year 5&6	Properties and changes of materials	Animals including humans Forces	Living things and their habitats Living things and their habitats	Electricity Evolution & inheritance	Light	Earth and space Animals including humans
MFL	KS2	Introduction to a Modern Foreign Language – French/Spanish/German depending upon class teacher’s strengths and preferenc			Introduction to a Modern Foreign Language – French/Spanish/German depending upon class teacher’s strengths and preference.		

	TERM	CYCLE A			CYCLE B		
		AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
FOOD TECHNOLOGY	Year 1&2	Use the basic principles of a healthy and varied diet. Understand where food comes from.					
		<p>Teach the following skills:</p> <p>Knife Skills Bridge knife technique (soft foods such as strawberries/cherry tomatoes & hard foods such as apples); claw knife technique (soft foods such as cucumber & in year 2 hard foods such as carrot); snipping herbs in a jug using scissors; <i>Year 2 only</i> - hedgehog a mango cheek with a round bladed knife; grating soft foods (such as courgette and cheese)</p> <p>Weighing & Measuring Using measuring spoons and cups; using balance scales; <i>Year 2 only</i> - using a jug to measure liquids</p> <p>Baking Skills Sieving (flour); all in one cake mixing; scraping out a bowl with a spatula; dividing mixture into tins (muffins); kneading; shaping (bread rolls); handling and folding filo pastry; cutting out rolled pastry; glazing using egg; <i>Year 2 only</i> - cutting fat into flour; cracking an egg; beating an egg; rubbing fat into flour; mixing to make a bread dough; handling and rolling puff pastry</p> <p>Other Skills Tearing (herbs); crumbling (feta cheese); arranging ingredients/toppings; spreading with the back of a spoon; scooping (potato from the jacket); mashing; using a lemon squeezer; beating ingredients together (salad dressing); garnishing/decorating; <i>Year 2 only</i> - spreading with a table knife; crushing garlic; shaping (fishburgers)</p>					
	Year 3&4	Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominately savoury dishes using a range of cooking techniques. Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.					
		<p>Teach the skills.as above for KS1 including the following:</p> <p>Knife Skills <i>Year 4 only</i> - grating harder foods (apple & carrot)</p> <p>Weighing & Measuring Using digital or spring balanced scales</p> <p>Baking Skills Adding liquid to flour <i>Year 4 only</i> - separating an egg; creaming fat and sugar; folding flour into creamed mixture; handling and rolling shortcrust pastry</p> <p>Other Skills Coating (with egg/breadcrumbs); shelling a hard-boiled egg; seasoning to taste; draining using a colander/sieve</p>					
	Year 5&6	Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominately savoury dishes using a range of cooking techniques. Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.					
		<p>Teach the skills.as above for LKS2 including the following:</p> <p>Knife Skills Simple combination of bridge and claw (onions); coring an apple; finer grating (parmesan/zest of a lemon); <i>Year 6 only</i> - fine chopping of herbs; peeling (carrot)</p> <p>Other Skills Using the hob (<i>only with adult supervision</i>); whisking (egg whites/cream)</p>					

	TERM	CYCLE A			CYCLE B		
		AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
D & T	Year 1&2	DESIGN, MAKE, EVALUATE			DESIGN, MAKE, EVALUATE		
		STRUCTURES: Strengthen, stiffen, stabilise; join, mark and stick For example: 3D Wooden Structures (link to the Great Fire of London)			STRUCTURES Strengthen, stiffen, stabilise; join, mark and stick For example: Making lanterns (link to Florence Nightingale)		
		MECHANISMS Different materials; axles; rolling, attaching, cutting; levers and sliders For example: Moving Pictures (Easter Cards)			MECHANISMS Different materials; axles; rolling, attaching, cutting; levers and sliders For example: Moving Pictures (link to Science)		
		TEXTURES Templates on fabric; joining, decorating, colouring fabrics For example: Making Masks (link to Geog)			TEXTURES Templates on fabric; joining, decorating, colouring fabrics For example: Weaving (link to Geog)		
	Year 3&4	DESIGN, MAKE, EVALUATE			DESIGN, MAKE, EVALUATE		
		STRUCTURES: Create frames; strengthen using struts; stability; measuring for example: Photoframes – Mother’s Day, Stone Age tools			MECHANICAL, ELECTRICAL SYSTEMS AND ICT Gears, pulleys, levers and linkages; using a circuit; using switches, bulbs and buzzers; use of ICT to control for example: Christmas Card – using a circuit containing a bulb		
		TEXTILES: Seam allowances; joining fabrics; prototypes; stiffening fabric; fastenings; decorating For example: Puppets – textiles			STRUCTURES: Create frames; strengthen using struts; stability; measuring For example: Make a flag/kite – strengthening frames, Make airships – link to the designer		
		MECHANICAL, ELECTRICAL SYSTEMS AND ICT Gears, pulleys, levers and linkages; using a circuit; using switches, bulbs and buzzers; use of ICT to control For example: Making a moving model of an arm			TEXTILES: Seam allowances; joining fabrics; prototypes; stiffening fabric; fastenings; decorating For example: Anglo-Saxon Brooch		
	Year 5&6	DESIGN, MAKE, EVALUATE			DESIGN, MAKE, EVALUATE		
		STRUCTURES: Use bradawl to mark hole positions; use a hand drill to drill tight and loose holes; join materials using appropriate methods; build frameworks to support mechanisms; stiffen and reinforce complex structures For examples: building a model of a volcano; create a Bug Hotel/Bird House/Bee Hive			STRUCTURES: Use bradawl to mark hole positions; use a hand drill to drill tight and loose holes; join materials using appropriate methods; build frameworks to support mechanisms; stiffen and reinforce complex structures For example: design a cake box for Grandparents’ Day; make a periscope/torch		
		MECHANICAL, ELECTRICAL SYSTEMS AND ICT Cams, pulleys, gears; use electrical systems such as motors; program, monitor and control using ICT For example: toys with a cam (Victorians)			MECHANICAL, ELECTRICAL SYSTEMS AND ICT Cams, pulleys, gears; use electrical systems such as motors; program, monitor and control using ICT For example: make rockets;		
		TEXTILES: Create 3D products using patterns pieces and seam allowances; decorate textiles appropriately; pin and tack pieces together; join using over-sewing, back stitch, blanket stitch; make quality products For example: Christmas sewing			TEXTILES: Create 3D products using patterns pieces and seam allowances; decorate textiles appropriately; pin and tack pieces together; join using over-sewing, back stitch, blanket stitch; make quality products For example: Christmas sewing; tie dye; Star pictures		

	TERM	CYCLE A			CYCLE B		
		AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
ART & DESIGN	OVERVIEW	<p>Year 1&2 To use a range of materials creatively to design and make products. Through drawing, painting and sculpture develop and share their ideas experiences and imagination. Develop a wide range of art and design techniques using colour, line, shape, form and space. (generally linked to another subjects themed focus). Use a variety of media such as: pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints and chalk.</p> <p>Learn 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> <p>Choose from a maximum of three media over the course of a year: <i>digital media, printing, textiles, 3D and collage.</i></p>					
		<p>Year 3&4 Children should be taught how to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should create sketch books to record their observations and use them to review and revisit ideas. Children should be taught to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials, eg, pencil, charcoal, paint, clay.</p> <p>Focus on the great artists, architects and designers in history.</p> <p>Choose from a maximum of three media over the course of a year: <i>digital media, printing, textiles, 3D and collage</i></p>					
		<p>Year 5&6 Children should be taught how to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should create sketch books to record their observations and use them to review and revisit ideas. Children should be taught to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials, eg, pencil, charcoal, paint, clay.</p> <p>Focus on the great artists, architects and designers in history.</p> <p>Choose from a maximum of three media over the course of a year: <i>digital media, printing, textiles, 3D and collage</i></p>					

	TERM	CYCLE A			CYCLE B		
		AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
RE	Year 1&2	Different beliefs about God. Sukkot, Harvest and Christmas.	Stories of Jesus. Lent/Easter Ramadan and Eid	Old Testament stories including Creation of our wonderful world.	Hanukkah and Christmas	Passover, Easter. mosque, synagogue and church. <i>Visit to St Andrew's church</i>	Main beliefs and practices of Jews, Muslims and Christians
	Year 3&4	Divali and Christmas Hindu texts - the Ramayana and Mahabharata	Stories of Jesus. Lent/Easter holidays	Hindu and Christian beliefs and lifestyles	Christian and Hindu pilgrimages and spiritual journeys.	Signs and symbols in a Christian church and Hindu mandir <i>Visit a mandir</i>	Beautiful World, Wonderful God. Hindu and Christian stories of Creation.
	Year 5&6	Muslim beliefs and lifestyle. <i>Visit to mosque</i>	What made people follow Jesus? Where did the Bible come from?	Famous Hindu, Christian and Islamic people	How do Christians try to live out their beliefs?	Buddhist beliefs and lifestyle.	Key philosophical questions that religions try to answer
MUSIC	Year 1&2	<ul style="list-style-type: none"> • Singing sessions each week - singing songs, chants and rhymes • Playing tuned and un-tuned instruments • Composing – experiment with, create, select and combine sounds using the inter-related dimensions of music • Appreciation - listen to and understand a range of high quality live and recorded music 					
	Year 3/4/5/6	<p>KS2</p> <ul style="list-style-type: none"> • Singing sessions each week • Blocked periods for playing tuned and un-tuned instruments • Composing and appraising own work and be able to use and understand the staff and treble clef notation • Music Appreciation – know the work of the great composers, develop an understanding of the history of music <p>All children are to follow the 7 musical elements (pitch, timbre, dynamics, tempo, structure, duration)</p>					