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|  | **HISTORY** | **GEOGRAPHY** | **SCIENCE** | **COMPUTING** | **PSHE** | **MUSIC** | **FRENCH** | **RE** | **ART** | **DESIGN & TECHNOLOGY** |
| **EYFS**  **Term 1** | **All About Me**  **EARLY LEARNING GOAL – Past and Present**  -Talk about the lives of the people around them and their roles in society;  - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;  - Understand the past through settings, characters and events encountered in books read in class and storytelling. | **Where We Live – Our School**  **EARLY LEARNING GOAL**  **-People, Culture and Communities**  - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;  - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;  - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. | **Different Relationships -personal safety**  **EARLY LEARNING GOAL**  **-Communication and Language: Listening, Attention and Understanding**  - Make comments about what they have heard and ask questions to clarify their understanding.  **Weather Around Us**  **Hot and Cold Places**  **EARLY LEARNING GOAL**  **-The Natural World**  - Explore the natural world around them, making observations and drawing pictures of animals and plants;  - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;  - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.  **EARLY LEARNING GOAL**  **-Communication and Language: Listening, Attention and Understanding**  - Make comments about what they have heard and ask questions to clarify their understanding. |  |  | **EARLY LEARNING GOAL**  **- Being Imaginative and Expressive**  - Sing a range of well-known nursery rhymes and songs;  - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. |  | ***Enquiry based RE activities based on a range of world religions.***  **Celebrating Differences Stories**  **Celebrations - Harvest, Diwali, Christmas.** | **EARLY LEARNING GOAL - Creating with Materials**  - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;  - Share their creations, explaining the process they have used.  **EARLY LEARNING GOAL - Fine Motor Skills**  - Use a range of small tools, including scissors, paint brushes and cutlery;  - Begin to show accuracy and care when drawing | **EARLY LEARNING GOAL -**  **Physical Development- Fine Motor skills**  - Use a range of small tools, including scissors, paintbrushes, and cutlery.  **EARLY LEARNING GOAL -**  **Expressive Arts and Design: Creating with Materials**  - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  - Share their creations, explaining the process they have used |
| **Term 2** | **People Who Help Us**  **EARLY LEARNING GOAL – Past and Present**  -Talk about the lives of the people around them and their roles in society;  - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;  - Understand the past through settings, characters and events encountered in books read in class and storytelling. | **Travel and Transport**  **EARLY LEARNING GOAL**  **-People, Culture and Communities**  - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;  - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;  - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. | **Growth and Life Cycles – plants and people**  **Caring for the environment – the school grounds**  **FOR BOTH:**  **EARLY LEARNING GOAL**  **-The Natural World**  - Explore the natural world around them, making observations and drawing pictures of animals and plants;  - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;  - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.  **EARLY LEARNING GOAL**  **-Communication and Language: Listening, Attention and Understanding**  - Make comments about what they have heard and ask questions to clarify their understanding. |  |  | **EARLY LEARNING GOAL**  **- Being Imaginative and Expressive**  - Sing a range of well-known nursery rhymes and songs;  - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. |  | **Why am I special to God?**  **Easter story -**  **sad news and happy news** | **EARLY LEARNING GOAL - Creating with Materials**  - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;  - Share their creations, explaining the process they have used.  **EARLY LEARNING GOAL - Fine Motor Skills**  - Use a range of small tools, including scissors, paint brushes and cutlery;  N/A- Begin to show accuracy and care when drawing | **EARLY LEARNING GOAL -**  **Physical Development- Fine Motor skills**  - Use a range of small tools, including scissors, paintbrushes, and cutlery.  **EARLY LEARNING GOAL -**  **Expressive Arts and Design: Creating with Materials**  - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  - Share their creations, explaining the process they have used |
| **Term 3** | **Castles**  **EARLY LEARNING GOAL – Past and Present**  -Talk about the lives of the people around them and their roles in society;  - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;  - Understand the past through settings, characters and events encountered in books read in class and storytelling. | **Seaside**  **EARLY LEARNING GOAL**  **-The Natural World**  -Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class | **Floating and Sinking**  **EARLY LEARNING GOAL**  **-Communication and Language: Listening, Attention and Understanding**  - Make comments about what they have heard and ask questions to clarify their understanding.  **Den-Building/Forest School**  **EARLY LEARNING GOAL**  **-The Natural World**  - Explore the natural world around them, making observations and drawing pictures of animals and plants;  - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;  - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. |  |  | **EARLY LEARNING GOAL**  **- Being Imaginative and Expressive**  - Sing a range of well-known nursery rhymes and songs;  - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. |  | **Appreciating our wonderful world**  **Story of Rama and Sita**  **Dressing up, masks.** | **EARLY LEARNING GOAL - Creating with Materials**  - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;  - Share their creations, explaining the process they have used.  **EARLY LEARNING GOAL - Fine Motor Skills**  - Use a range of small tools, including scissors, paint brushes and cutlery;  - Begin to show accuracy and care when drawing | **EARLY LEARNING GOAL -**  **Physical Development- Fine Motor skills**  - Use a range of small tools, including scissors, paintbrushes, and cutlery.  **EARLY LEARNING GOAL -**  **Expressive Arts and Design: Creating with Materials**  - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  - Share their creations, explaining the process they have used |
| **YEAR 1/2**  **Term 1** | **The Gunpowder Plot** | **Mapping Skills (linking to our local area)** | **Living Things and their habitats Year 2**  **Plants Year Year 2** | **PURPLEMASH**  **Online Safety**  (Digital Literacy)  **Coding**  (Computer Science) | **JIGSAW**  **(5-6 years)**  **Being Me In My World**  **Celebrating Difference** | ***Specialist teacher – Alex Clarke*** | **N/A** | ***One other world religion and knowledge of aspects of other world religions and world views. HINDUISM***  **What is the good news Jesus brings ?**  **Understanding Christianity:**  **GOSPEL (Link to celebrating differences)**  **What is a celebration?**  **Harvest, Diwali, Christmas Hannukah.**  **Understanding Christianity: INCARNATION**  **How and why do Christians celebrate Christmas?** | **Colour mixing:**  **Kandinsky study** | **Design and make clothes for a hot/cold holiday** |
| **Term 2** | **Travel and Transport** | **China**  **(link to Chinese New Year)** | **Animals including humans Year 2**  **Everyday Materials Year 2.** | **Creating Pictures**  (Information Technology)  **Effective Searching**  (Digital Literacy) | **Dreams and Goals**  **Healthy Me** | ***Specialist teacher – Alex Clarke*** | **N/A** | **What do sacred writings teach us about leaders?**  **Understanding Christianity: PEOPLE OF GOD**  **Resurrection**  **Understanding Christianity: SALVATION** | **Sketching and book illustrations** | **Moving Pictures – Imaginary Worlds**  **(Design and make a finger puppet)** |
| **Term 3** | **Explorers Past and Present** | **UK Coast and Seaside Places** | **Seasons**  **Weather** | **Spreadsheets**  (Information Technology)  **Questioning**  (Information Technology) | **Relationships**  **Changing Me** | ***Specialist teacher – Alex Clarke*** | **N/A** | **How do we look after our world?**  **Understanding Christianity: CREATION**  **What does it mean to belong to a Hindu temple?** | **Exploring colour and patterns** | **Design and make a packed lunch for an explorer** |
| **YEAR 3/4**  **Term 1** | **The British Monarchy from 1066 – Present Day** | **All Around The World** | **Light**  **Year 3**  **Animals including Humans**  **Year 3** | **Online Safety**  (Digital Literacy)  **Coding**  (Computer Science) | **JIGSAW**  **(7-8 years)**  **Being Me In My World**  **Celebrating Difference** | ***Specialist teacher – Alex Clarke*** | **All Around Town**  **On The Move** | ***Knowledge of Hinduism + one more major world religion***  ***ISLAM plus knowledge of other world religions and world views. Sikhism, Buddhism, Judaism***  **What kind of world did Jesus want? Understanding Christianity: GOSPEL (Link to forgiveness)**  **Why is light an important feature in the Christmas story?**  **Understanding Christianity: INCARNATION** | **AUTUMN**  Reinforcement of all skills- pencil, colour, paint, print, collage. | **Bread Making** |
| **Term 2** | **Ancient Egypt** | **Mapping – Land Use** | **Forces and magnets Year 3**  **Electricity Year 4** | **Spreadsheets**  (Information Technology)  **Logo**  (Computer Science) | **Dreams and Goals**  **Healthy Me** | ***Specialist teacher – Alex Clarke*** | **Going Shopping**  **Where in the world?** | **Why and how do different faiths use prayer?**  **ISLAM,HINDUISM.**  **Understanding Christianity: SALVATION**  **How do Christians prepare for Easter?**  **Lent** | **BRITISH ART**  (using a range of media for making portraits: how to make ‘sensory’ boxes, create  abstract ‘cut ups’, tell stories in pictures and write memory postcards.  Exploring the work of British artists Thomas Gainsborough, Lucian Freud, Howard Hodgkin, Anish  Kapoor, Paula Rego and Sonia Boyce.) | **Making a battery-operated light** |
| **Term 3** | **Anglo-Saxons and Scots** | **Settlements** | **Sound**  **Year 4**  **Environment – Climate change,energy consumption, rainforests** | **Effective Searching**  (Digital Literacy)  **Branching Databases**  (Information Technology) | **Relationships**  **Changing Me** | ***Specialist teacher – Alex Clarke*** | **What’s the time?**  **Holidays and Hobbies** | **What do old Testament stories teach us about God?**  **Understanding Christianity: PEOPLE OF GOD**  **How do Christians love their neighbours?**  **How do Muslims, Hindu’s and Sikh’s love their neighbours?** | **INSECTS**  Mosaic, puppet making, sculpture. | **Design and make juggling balls, including using a range of decoration techniques (tie dye)** |
| **YEAR 5/6**  **Term 1** | **Settlements: The Romans** | **Exploring Eastern Europe** | **Sound**  **Electricity year 4/6** | **Online Safety**  (Digital Literacy)  **Coding**  (Computer Science) | **JIGSAW**  **(10-11 years)**  **Being Me In My World**  **Celebrating Difference** | ***Specialist teacher – Alex Clarke*** | **Getting to know you**  **All about ourselves** | **What do Christians, Muslims and Hindu’s believe about thankfulness?**  **Understanding Christianity: INCARNATION**  **What do Christians believe about the Prince of Peace?**  **Understanding Christianity: PEOPLE OF GOD**  What would Jesus do?  What do different faiths teach us about care and respect for others.  Islam ,Hinduism,Sikhism.  What do Christians and others believe about wealth and poverty?  Islam,Hinduism,Sikhism. | **LOCAL WILDLIFE**  (using pencil, white pencil, print, make clay tiles) | **Design and make a more complex freestanding structure**  (Marble Run) |
| **Term 2** | **Ancient Greece** | **Enough for Everyone- sustainability and renewable sources** | **Forces Year 5**  **Living things and their habitats Year 4/5** | **Spreadsheets**  (Information Technology)  **Understanding Binary**  (Computer Science) | **Dreams and Goals**  **Healthy Me** | ***Specialist teacher – Alex Clarke*** | **That’s tasty!**  **Family and Friends** | **How can God bring freedom and justice?**  **Understanding Christianity: PEOPLE OF GOD**  **How is the resurrection portrayed as central to Christian beliefs?**  **Understanding Christianity: GOSPEL** | **Sculpture**  Design and make a Greek pot | **Design and make a healthy salad** |
| **Term 3** | **Changes In Society Since The War** | **Raging Rivers** | **Evolution and inheritance Year 6**  **Puberty and Reproduction Year 6** | **Quizzing**  (Information Technology)  **Text Adventures**  (Computer Science) | **Relationships**  **Changing Me** | ***Specialist teacher – Alex Clarke*** | **School Life**  **Time Travelling** | **What would Jesus do?**  **What do different faiths teach us about care and respect for others?**  **Islam, Hinduism, Sikhism.**  **What do Christians and others believe about wealth and poverty?**  **Islam, Hinduism, Sikhism.** | **NORTH AMERICAN ART**  (including exploring the work of American artists John Singer Sargent,  Helen Frankenthaler, Jean-Michel Basquiat, Mary Cassatt, architect Frank Lloyd Wright and photographer Ansel Adams.) | **Design and make a mobile phone case** |