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| **YEAR B****2023-2024** | **HISTORY** | **GEOGRAPHY** | **SCIENCE** | **COMPUTING** | **PSHE** | **MUSIC** | **FRENCH** | **RE** | **ART** | **DESIGN & TECHNOLOGY** |
| **EYFS****Term 1** | **How Have I Changed Since I Was A Baby?****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. | **Houses and Homes –****Where do we live?****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. | **Life Processes and Living Things****EARLY LEARNING GOAL****-Communication and Language** -Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”RECEPTION:Learn new vocabulary. • Ask questions to find out more and to check what has been said to them.• Articulate their ideas and thoughts in well-formed sentences. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Use new vocabulary in different contexts.**-Communication and Language: Listening, Attention and Understanding**- Make comments about what they have heard and ask questions to clarify their understanding.**-Understanding The World**- Talk about what they see, using a wide vocabulary. -Explore how things work. -Plant seeds and care for growing plants.-Understand the key features of the life cycle of a plant and an animal. -Begin to understand the need to respect and care for the natural environment and all living things.**The Seasons****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, Hannukah 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** | **Toys****EARLY LEARNING GOAL – Past and Present**-Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read and experienced in class. - Understand the past through settings, characters and events encountered in books read in class and storytelling. | **It’s A Big Wide World****EARLY LEARNING GOAL****Understanding The World**- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.**Understanding The World**- Draw information from a simple map. - Recognise some similarities and differences between life in this country and life in other countries. - Recognise some environments that are different to the one in which they live.**-People, Culture and Communities**- 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.**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.
 | **Growing Plants****EARLY LEARNING GOAL****-The Natural World**- Explore the natural world around them, making observations and drawing pictures of 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.**Materials****EARLY LEARNING GOAL****-Understanding The World**- Use all their senses in hands-on exploration of natural materials. -Explore collections of materials with similar and/or different properties. -Talk about what they see, using a wide vocabulary.- Talk about the differences between materials and changes they notice.**- Communication and Language**- Use new vocabulary in different contexts |  |  | **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 is Jesus special to God?****Link to Easter story****Why should we forgive each other?**  | **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** | **Knights and Princesses (link to fairy tales)****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. | **On The Farm****EARLY LEARNING GOAL****-Understanding The World**- Begin to understand the need to respect and care for the natural environment and all living things.-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 | **Being a Scientist – Science Experiments****Awe and Wonder****FOR BOTH:****EARLY LEARNING GOAL****-Understanding The World**- Talk about what they see, using a wide vocabulary. - Explore how things work**-Communication and Language: Listening, Attention and Understanding**- Make comments about what they have heard, seen and felt 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. |  | **Explore artefacts related to Hindu worship.****What would you find in a church?** | **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** | **War and Remembrance** | **Our School (linking to our local area)** | **Animals including Humans Year 1****Seasonal Changes Year 1** | **PURPLEMASH****Online Safety**(Digital Literacy)**Maze Explorers**(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*****1 Understanding Christianity:GOSPEL- Digging deeper****What do stories in the bible teach us about Jesus?****2.Understanding Christianity: Incarnation – digging deeper.****Why do Christians give gifts at Christmas?** | **Nature Sculptures** | **Fabric Faces** |
| **Term 2** | **Toys** | **What a Wonderful World****(countries and continents)** | **Plants Year 1****Everyday materials** **Year 1** | **Animated Stories**(Information Technology)**Grouping and Sorting**(Computer Science) | **Dreams and Goals****Healthy Me** | ***Specialist teacher – Alex Clarke*** | **N/A** | **1.****Understanding Christianity: Gospel – digging deeper****Why is baptism important to Christians?****2.****Understanding Christianity: Salvation – digging deeper** **What does the Easter story tell us about God’s love and forgiveness?** | **‘MIRO’ – Spanish Catalan artist – magical realism** | **Dips and Dippers – dips from other countries** |
| **Term 3** | **Kings and Queens** | **Our Country – the UK** | **Revision of year 2 objectives**  | **Pictograms**(Information Technology)**Technology Outside of School**(Digital Literacy) | **Relationships****Changing Me** | ***Specialist teacher – Alex Clarke*** | **N/A** | **1.****How do Hindu’s express their faith?****2. What does it mean to belong to a church for Christians?****What will you find inside a church?** | **Landscapes and Cityscapes**  | **Moving Pictures – Mechanisms** |
| **YEAR 3/4****Term 1** | **Railways** | **Contrasting Locality:****‘What’s it like in…?’****(UK LOCATION – CITY)** | **Animals including humans** **Year 4****States of matter** **Year 4** | **Online Safety**(Digital Literacy)**Coding**(Computer Science) | **JIGSAW****(7-8 years)****Being Me In My World****Celebrating Difference** | ***Specialist teacher – Alex Clarke*** | **Getting To Know You****All About Me** | ***Knowledge of Hinduism + one more major world religion******ISLAM plus knowledge of other world religions and world views. Sikhism, Buddhism, Judaism, Islam, Hinduism*****1.****Understanding Christianity: GOSPEL** **Digging deeper.****2.****Understanding Christianity: INCARNATION – digging deeper****Why does Christmas matter to Christians?** | **AUTUMN**Reinforcement of all skills- pencil, colour, paint, print, collage. | **Mechanical Posters – levers and linkages** |
| **Term 2** | **Ancient Greece** | **Water** | **Plants** **Year 3****Living things and their habitats****Year 4** | **Spreadsheets**(Information Technology)**Logo**(Computer Science) | **Dreams and Goals****Healthy Me** | ***Specialist teacher – Alex Clarke*** | **Food****Family and Friends** | **1.****Understanding Christianity: CREATION** **What do Christians understand about the creation of the world from bible stories?****2.****Understanding Christianity:****SALVATION -digging deeper****What does the Easter story tell us about hope and despair.** | **BRITISH ART**(using a range of media for making portraits: how to make ‘sensory’ boxes, createabstract ‘cut ups’, tell stories in pictures and write memory postcards.Exploring the work of British artists Thomas Gainsborough, Lucian Freud, Howard Hodgkin, AnishKapoor, Paula Rego and Sonia Boyce.) | **Making a kite** |
| **Term 3** | **Crime and Punishment** | **Contrasting Locality:****‘What’s it like in…’****(INTERNATIONAL)** | **Rocks and fossils** **Year 3** | **Effective Searching**(Digital Literacy)**Branching Databases**(Information Technology) | **Relationships****Changing Me** | ***Specialist teacher – Alex Clarke*** | **Our School****Time** | **1.****Understanding Christianity:** **PEOPLE OF GOD – digging deeper****2.**What do stories from Muslims tell them about how to live their lives? | **INSECTS** Mosaic, puppet making, sculpture. | **Create an edible garden** |
| **YEAR 5/6****Term 1** | **World War II** | **Maps and Mapping Skills** | **Earth and space** **Year 5****Light** **Year 6** | **Online Safety**(Digital Literacy)**Game Creator**(Computer Science) | **JIGSAW****(10-11 years)****Being Me In My World****Celebrating Difference** | ***Specialist teacher – Alex Clarke*** | **Visiting a French Town****Shopping** | ***Knowledge of Hinduism + one more major world religion******ISLAM plus knowledge of other world religions and world views. Sikhism, Buddhism, Judaism, Islam, Hinduism*****1.** What are the main beliefs of Buddhism? How do their beliefs impact the lives of believers?**2.****Understanding Christianity:**INCARNATION – digging deeperWhat do Christians perceive about the birth of Jesus. | **Wildlife Birds**(using pencil, white pencil, print, make clay tiles) | **Automata Animals**(mechanical systems) |
| **Term 2** | **Early Islamic Civilisation** | **Amazing Americas** | **Properties and changes of materials** **Year 5****Living things and their habitats** **Year 6** | **3-D Modelling**(Information Technology)**Concept Maps**(Computer Science) | **Dreams and Goals** **Healthy Me** | ***Specialist teacher – Alex Clarke*** | **France** | **1.****Understanding Christianity:** **GOD** **Why is the Holy Spirit important to Christians?****2.****Understanding Christianity:**SALVATION – digging deeperWas the crucifixion a sacrifice and what does it mean to Christians today? | **Ancient Civilisations** Exploring the artwork of Leger, Hockney and a photograph taken by Man Ray. | **Seasonal Cooking** |
| **Term 3** | **Stone Age to Iron Age** | **Our Changing World** | **Animals including humans** **Year5/ 6****Puberty and Reproduction Year 6** | **Databases**(Information Technology)**Networks**(Computer Science) | **Relationships****Changing Me** | ***Specialist teacher – Alex Clarke*** | **All In A Day****(timetables etc)** | **1.****Understanding Christianity:** **CREATION****What are some of the different ways that religion and science look at God’s creation?****2.****What does it mean to be a Muslim in British society today?** | **The Seaside**(print, weave and make lanterns.) | **Programming Adventures**(floor robots; scale adventure maps) |