Subject	Year 1	Year 2	Year 3	Year 4/5	Year 6
Science	Plants and trees Animals including humans Everyday materials Seasonal changes	Living things and their habitats Plants Animals including humans Use of everyday materials	Plants Animals including humans Rocks Light Forces and magnets	Living things and their habitats Animals including humans States of matter Sound Electricity Properties and changes of materials Forces	Living things and their habitats Animals including humans Evolution and inheritance Light Electricity Earth and space
Geography	Continents and seas Counties, cities rivers and geographical features of the UK Compasses Ariel photographs and landmarks Use maps to locate countries	Continents and seas Counties, cities rivers and geographical features of the UK 8 points of the compass Ariel photographs and landmarks Use maps to locate countries	Counties, cities rivers and geographical features of the UK Topographical features of the UK – ordinance survey maps Climate zones 8 points of the compass Farming and food production comparison – Italy and UK Use maps to locate countries	Identify human and physical characteristics of North and South America Mountains Counties, cities rivers and geographical features of the UK Land use patterns and changes in the UK – railways Similarities and differences – physical and human geography – North America and UK Use maps to locate countries Grid references Use maps to locate countries	Arctic and Antarctic including location of Russia Identify human and physical characteristics of North and South America – ancient civilisations Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Counties, cities rivers and geographical features of the UK Use maps to locate countries
History	Great Fire of London Significant individuals -Emily Davidson, Mary Seacole Extended chronological study – Great Fire of London Own locality -Paddington Bear	Extended chronological study – First flight Significant individuals - Neil Armstrong, Christopher Columbus History in own locality – Doncaster Rovers	Roman Britain Anglo Saxons and Scots Extended chronological study – Victorians Local history – Cusworth Hall	Anglo Saxons and Vikings Local history – mining Entended chronological study – railways Non-European study - USA	Study beyond 1066 – WW2 and Auschwitz Ancient Civilizations – Aztecs/Mayans Local History – WW2
D and T	Design • design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make			Design • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, crosssectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing],	

	• select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria • Technical knowledge • build structures, exploring how they can be made stronger, stiffer and more stable • explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. • Cooking and nutrition • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from.	• accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world • Technical knowledge • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] • understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] • apply their understanding of computing to program, monitor and control their products. • Cooking and nutrition • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly 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.
Music	**Charanga Scheme of Work** use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music.	**Charanga Scheme of Work** play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music.

MFL		**Use of Spanish-Games.net:** Colours Numbers Animals Body	**Use of Spanish-Games.net:** Activities Family Food School People	**Use of Spanish-Games.net:** Home Places Time World Go

ICT	Pupils should be taught to: • understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • create and debug simple programs • use logical reasoning to predict the behaviour of simple programs	Pupils should be taught to: • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • use sequence, selection, and repetition in programs; work with variables and various forms of input and output • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

	• use technology purposefully to create, organise, store, manipulate and retrieve digital content • recognise common uses of information technology beyond school • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.		• understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.		
Art	Pointillism- George Seurat Pop art Paddington Bear art Sketching focus- Mary Seacole, compasses, weather pictures. Great Fire of London art work.	**Pointillism, patterns, pastel work. (Aut I)** -to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Sculpture (Aut I) design and make new silly sweet from labelled designs and sketches	Improve mastery of art & design techniques with a range of materials –including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).	
SMSC	• British values • Halloween • Harvest festival • Road Safety • Guy Fawkes • Diwali • Remembrance Sunday • Book Week • Thanksgiving • Safe Touch • Chinese New Year • Martin Luther King Day • Oct – Black history month, Valentines • Dental month • Big Talk • St David's Day • St Patrick's Day • Women's History Month • St Georges Day Mental Health Week • Earth Day • Mother's Day • Ramadan and Eid • Mental Health Week ○ NSPCC • Father's day	• British values • Halloween • Harvest festival • Road Safety • Guy Fawkes • Diwali • Remembrance Sunday • Book Week • Thanksgiving • Safe Touch • Chinese New Year • Martin Luther King Day • Oct – Black history month, Valentines • Dental month • Big Talk • St David's Day • St Patrick's Day • Women's History Month • St Georges Day Mental Health Week • Earth Day • Mother's Day • Ramadan and Eid • Mental Health Week ○ NSPCC • Father's day	• British values • Halloween • Harvest festival • Road Safety • Guy Fawkes • Diwali • Remembrance Sunday • Book Week • Thanksgiving • Safe Touch • Chinese New Year • Martin Luther King Day • Oct – Black history month, Valentines • Dental month • Big Talk • St David's Day • St Patrick's Day • Women's History Month • St Georges Day Mental Health Week • Earth Day • Mother's Day • Ramadan and Eid • Mental Health Week ○ NSPCC • Father's day	• British values • Halloween • Harvest festival • Road Safety • Guy Fawkes • Diwali • Remembrance Sunday • Book Week • Thanksgiving • Safe Touch • Chinese New Year • Martin Luther King Day • Oct – Black history month, Valentines • Dental month • Big Talk • St David's Day • St Patrick's Day • Women's History Month • St Georges Day Mental Health Week • Earth Day • Mother's Day • Ramadan and Eid • Mental Health Week ○ NSPCC • Father's day	• British values • Halloween • Harvest festival • Road Safety • Guy Fawkes • Diwali • Remembrance Sunday • Book Week • Thanksgiving • Safe Touch • Chinese New Year • Martin Luther King Day • Oct – Black history month, Valentines • Dental month • Big Talk • St David's Day • St Patrick's Day • Women's History Month • St Georges Day Mental Health Week • Earth Day • Mother's Day • Ramadan and Eid • Mental Health Week ○ NSPCC • Father's day

	• Flag day	• Flag day	• Flag day	• Flag day	• Flag day
R.E	• Hinduism - Main beliefs • Diwali • Christianity - Easter Story, main beliefs • Sikhism - Sharing and community, Prayer and worship		• Hinduism - Main beliefs • Diwali • Christianity - Easter Story, main beliefs • Sikhism - Sharing and community, Prayer and worship	• Hinduism - Main beliefs • Diwali • Christianity - Easter Story, main beliefs • Sikhism - Sharing and community, Prayer and worship	• Hinduism - Main beliefs • Diwali • Christianity - Easter Story, main beliefs • Sikhism - Sharing and community, Prayer and worship