Whole School Curriculum 2018 - 2019

	Year 1			Year 2			Year 3			Year 4			Year 5			Year 6		
	Autumn	**Spring**	**Summer**	**Autumn**	**Spring**	**Summer**	**Autumn**	**Spring**	**Summer**	**Autumn**	**Spring**	**Summer**	**Autumn**	**Spring**	**Summer**	**Autumn**	**Spring**	**Summer**
Topic	**Oh we do like to be beside the Seaside**	**China**	**Florence Nightingale**	**Intrepid Explorers**	**Great Fire of London**	**All Around Us**	**Walk like an Egyptian**	**The Romans are Coming**	**Anglo-Saxons, Picts and Scots**	**Mayans**	**The Viking and Anglo-Saxon Struggle**	**An English Country Garden**	**Prehistoric Britain**	**Early Islamic Civilizations**	**Ancient Greece**	**Crime, Punishment and Justice**	**Crime, Punishment and Justice**	**1950s to 1990s**
English	Read, Write Inc. Hamilton English	Read, Write Inc. Hamilton English	Read, Write Inc. Hamilton English	Read, Write Inc. Hamilton English Prim-Ed Literacy Boxes	Read, Write Inc. Hamilton English Prim-Ed Literacy Boxes	Read, Write Inc. Hamilton English Prim-Ed Literacy Boxes	Read, Write Inc. Hamilton English Prim-Ed Literacy Boxes	Read, Write Inc. Hamilton English Prim-Ed Literacy Boxes	Read, Write Inc. Hamilton English Prim-Ed Literacy Boxes	Read, Write Inc. Hamilton English Prim-Ed Literacy Boxes	Guided Reading Hamilton English Primary Comprehension Boxes	Read, Write Inc. Hamilton English Prim-Ed Literacy Boxes	Read, Write Inc. Hamilton English Prim-Ed Literacy Boxes	Read, Write Inc. Hamilton English Prim-Ed Literacy Boxes	Read, Write Inc. Hamilton English Prim-Ed Literacy Boxes	Read, Write Inc. Hamilton English Prim-Ed Literacy Boxes	Read, Write Inc. Hamilton English Prim-Ed Literacy Boxes	Read, Write Inc. Hamilton English Prim-Ed Literacy Boxes
Maths	Number and Place Value, Calculation, Fractions and Decimals, Measurement, Geometry (Hamilton) Assertive Mentoring Maths Weekly Skills	Number and Place Value, Calculation, Fractions and Decimals, Measurement, Geometry (Hamilton) Assertive Mentoring Maths Weekly Skills	Number and Place Value, Calculation, Fractions and Decimals, Measurement, Geometry (Hamilton) Assertive Mentoring Maths Weekly Skills	Number and Place Value, Calculation, Fractions and Decimals, Measurement, Geometry, Statistics (Hamilton) Assertive Mentoring Maths Weekly Skills	Number and Place Value, Calculation, Fractions and Decimals, Measurement, Geometry, Statistics (Hamilton) Assertive Mentoring Maths Weekly Skills	Number and Place Value, Calculation, Fractions and Decimals, Measurement, Geometry, Statistics (Hamilton) Assertive Mentoring Maths Weekly Skills	Number and Place Value, Calculation, Fractions and Decimals, Measurement, Geometry, Statistics (Hamilton) Assertive Mentoring Maths Weekly Skills	Number and Place Value, Calculation, Fractions and Decimals, Measurement, Geometry, Statistics (Hamilton) Assertive Mentoring Maths Weekly Skills	Number and Place Value, Calculation, Fractions and Decimals, Measurement, Geometry, Statistics (Hamilton) Assertive Mentoring Maths Weekly Skills	Number and Place Value, Calculation, Fractions and Decimals, Measurement, Geometry, Statistics (Hamilton) Assertive Mentoring Maths Weekly Skills	Number and Place Value, Calculation, Fractions and Decimals, Measurement, Geometry, Statistics (Hamilton) Assertive Mentoring Maths Weekly Skills	Number and Place Value, Calculation, Fractions and Decimals, Measurement, Geometry, Statistics (Hamilton) Assertive Mentoring Maths Weekly Skills	Number and Place Value, Calculation, Fractions and Decimals, Measurement, Geometry, Statistics (Hamilton) Assertive Mentoring Maths Weekly Skills	Number and Place Value, Calculation, Fractions and Decimals, Measurement, Geometry, Statistics (Hamilton) Assertive Mentoring Maths Weekly Skills	Number and Place Value, Calculation, Fractions and Decimals, Measurement, Geometry, Statistics (Hamilton) Assertive Mentoring Maths Weekly Skills	Number and Place Value, Calculation, Fractions and Decimals, Measurement, Geometry, Statistics (Hamilton) Assertive Mentoring Maths Weekly Skills	Number and Place Value, Calculation, Fractions and Decimals, Measurement, Geometry, Statistics (Hamilton) Assertive Mentoring Maths Weekly Skills	Number and Place Value, Calculation, Fractions and Decimals, Measurement, Geometry, Statistics (Hamilton) Assertive Mentoring Maths Weekly Skills
Science	**Plants** (Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees.) **Animals including Humans** (Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. **Seasonal Changes** (Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.) **Everyday Materials** (Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties.)			**Animals including humans** (Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. **Plants** (Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.)	**Uses of everyday materials** (Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.) **Scientists and Inventors** (Find out about famous inventors and scientists: Learn about inventions such as the waterproof coat; find out about the work of doctors and Elizabeth Garrett Anderson; create their own greenhouse based on biomes at the Eden project; learn how germs are spread and learn about Louis Pasteur; learn about the effects of water pollution and Rachel Carson)	**Living things and their habitats** (Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including micro-habitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.) **The Environment** (Introduces children to the ecological challenges that face the modern world; challenges pupils to engage with environmental issues and understand simple changes that can be made so that we can live more sustainable lives)	**Light** (Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun, can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by a solid object. Find patterns in the way that the size of shadows change. **Animals including humans** (Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.)	**Rocks** (Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter. **Plants** (Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.)	**Forces and Magnets** (Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.	**Sound** (Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases. **Electricity** (Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors.)	**Animals including humans** (Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey.) **Living things and their habitats** (Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things.)	**States of matter** (Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.) **Scientists and Inventors** (Children will learn about famous scientists and inventors linked to previous science topics: Gerald Durrell and his conservation work in Madagascar; Alexander Graham Bell and his invention of the telephone; Lord Kelvin who determined the temperature of absolute zero and Thomas Edison who discovered electricity)	**Earth and Space** (Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. **Forces** (Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.)	**Properties and changes of materials (including Bunsen burners)** (Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Demonstrate that dissolving, mixing and changes of state are reversible changes.	**Animals including humans** (describe changes as humans develop to old age.) **All living things and their habitats** (Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals.) Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms; plants and animals. Give reasons for classifying plants and animals based on specific characteristics.)	**Light** (Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them). **Animals including humans - The Circulatory System - the role the heart and blood plays in our lives and how to keep out heart healthy** (Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans.)	**Evolution and inheritance** (Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.) **Electricity** (Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram.)	**Revision unit**
	Working Scientifically(Ask simple questions and recognising that they can be answered in different ways. Observe closely, using simple equipment. Perform simple tests. Identify and classify. Use their observations and ideas to suggest answers to questions. Gather and record data to help in answering questions.)						**Working Scientifically** (Ask relevant questions and using different types of scientific enquiries to answer them. Set up simple practical enquiries, comparative and fair tests. Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, use a range of equipment, including thermometers and data loggers. Gather, record, classify and present data in a variety of ways to help in answering questions. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Identify differences, similarities or changes related to simple scientific ideas and processes. Use straightforward scientific evidence to answer questions or to support their findings.)					**Working Scientifically** (Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Use test results to make predictions to set up further comparative and fair tests. Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. Identify scientific evidence that has been used to support or refute ideas or arguments.)		
Computing	Data and Information. Algorithms and Programming (Scholastic)	How computers work. Algorithms and Programming (Scholastic)	Data and Information. Communication and Safety (Scholastic)	Algorithms and Programming (Scholastic)	How computers work. Communication (Scholastic)	Data and Information. E-Safety (Scholastic)	How computers work. Algorithms and Programming (Scholastic)	Communication. Algorithms and Programming (Scholastic)	Data and Information. E-Safety (Scholastic)	Communication and E-Safety. How computers work (Scholastic)	Algorithms and Programming. Data and Information (Scholastic)	Data and Information. Algorithms and Programming (Scholastic)	Algorithms and Programming. How Computers work (Scholastic)	Communication. Data and Information (Scholastic)	Algorithms and Programming. E-Safety (Scholastic)	How computers work. Algorithms and Programming (Scholastic)	Data and Information. Communication (Scholastic)	Algorithms and Programming. Final Project - Summary of all areas. (Scholastic)
D.T.	Moving pictures - Birds flying across seascape Design, Make (Cutting), Evaluate, Technical Knowledge (Explore and use mechanisms - levers/sliders)	Fruits and Vegetables - Fruit Salad/Stir Fry (Cooking and Nutrition) Chinese Dragon Puppet (Design, Make - select construction materials, Evaluate, Technical Knowledge - make puppet stronger/stiffer/more stable)	Make a box hospital (Design, Make - cutting/joining/finishing, Evaluate, Technical Knowledge - build structures)	Explorer' glove puppets (Design, Make (Select from a wide range of materials including textiles), Evaluate,	Emergency vehicles (Design, Make (Cutting/Joining), Technical Knowledge -Explore and use mechanisms - wheels and axles) Bread (Understand where food comes from)	Kites (Design, Make, Evaluate, Technical Knowledge - build structures)	Board Game - Senet inspiration (Design, Make, Evaluate)	Roman Catapult (Using mechanical systems)	Shields (Research, Design)	Lighting it up - Pictures (Understand and use electrical systems)	Viking longboat (Construction) Flag Design including cross-stitch (Make and select from a wide range of materials including textiles)	Garden Design - Vegetable Growing - Where does food come from? (Local Produce) - Chicken Hatching (Understand how individuals in design and technology have shaped the world - Capability Brown)	Drawstring Bag (Design - Aimed at a particular individual or group)	Clock Making - CAD/CAM	Cooking and Nutrition Basic Food Skills - knives, hob, grill, oven. Soup/smoothies/ fruit salad	Mechanical Toys (Gears and pulleys)	Food - Knife Skills - discussing and creating healthy food options and planting and harvesting food in our garden to use in our cooking	How Clothes are Made - Slippers (Design - Aimed at a particular individual or group)
P.E.	Fundamental Movement skills through Ball Skills, Games, Gym and Dance.	Fundamental Movement skills through Ball Skills, Games, Gym and Dance.	Fundamental Movement skills through Ball Skills, Games, Athletics	Fundamental Movement skills through Ball Skills, Games, Gym and Dance.	Fundamental Movement skills through Ball Skills, Games, Gym and Dance.	Fundamental Movement skills through Ball Skills, Games, Athletics	Multi Skills through Dance, Gym and Games. SWIMMING	Multi Skills through Gym, Games and Indoor Athletics. SWIMMING	Multi Skills through Dance, Games, Athletics. SWIMMING	Multi Skills through Dance, Indoor athletics and Games.	Multi Skills through Gym and Games	Multi Skills through Dance, Games and Athletics.	Multi Skills through Gym, Dance, Games.	Multi Skills through Games, Dance, Gym and Healthy Active Lifestyles.	Multi Skills through Games, OAA and Athletics.	Multi Skills through Gym, Dance, Games.	Multi Skills through Games, Dance, Gym and Healthy Active Lifestyles.	Multi Skills through Games, OAA and Athletics.
	(Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities, Participate in team games, developing simple tactics for attacking and defending. Perform dances using simple movement patterns.						(Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Perform dances using a range of movement patterns. Take part in outdoor and adventurous activity challenges both individually and within a team. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Swim competently, confidently and proficiently over a distance of at least 25 metres; use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]; perform safe self-rescue in different water-based situations.)								
SEAL	New Beginnings/ Getting On and Falling Out/Say No to Bullying (Circle Time - ongoing)	Going for Goals/ Good To Be Me (Circle Time - ongoing)	Relationships/ Changes (Circle Time - ongoing)	New Beginnings/ Getting On and Falling Out/Say No to Bullying (Circle Time - ongoing)	Going for Goals/ Good To Be Me (Circle Time - ongoing)	Relationships/ Changes (Circle Time - ongoing)	New Beginnings/ Getting On and Falling Out/Say No to Bullying (Circle Time - ongoing)	Going for Goals/ Good To Be Me (Circle Time - ongoing)	Relationships/ Changes (Circle Time ongoing)	New Beginnings/ Getting On and Falling Out/Say No to Bullying (Circle Time - ongoing)	Going for Goals/ Good To Be Me (Circle Time - ongoing)	Relationships/ Changes (Circle Time - ongoing)	New Beginnings/ Getting On and Falling Out/Say No to Bullying (Circle Time - ongoing)	Going for Goals/ Good To Be Me (Circle Time - ongoing)	Relationships/ Changes (Circle Time - ongoing)	New Beginnings/ Getting On and Falling Out/Say No to Bullying (Circle Time - ongoing)	Going for Goals/ Good To Be Me (Circle Time - ongoing)	Relationships/ Changes (Circle Time - ongoing)
SELF	Self-aware (Know yourself) Self-Esteem (Like yourself)	Self-control (Stop yourself) Self-sufficient (Help yourself)	Self-motivation (Push yourself) Self-reflect (Empower yourself)	Self-aware (Know yourself) Self-Esteem (Like yourself)	Self-control (Stop yourself) Self-sufficient (Help yourself)	Self-motivation (Push yourself) Self-reflect (Empower yourself)	Self-aware (Know yourself) Self-Esteem (Like yourself)	Self-control (Stop yourself) Self-sufficient (Help yourself)	Self-motivation (Push yourself) Self-reflect (Empower yourself)	Self-aware (Know yourself) Self-Esteem (Like yourself)	Self-control (Stop yourself) Self-sufficient (Help yourself)	Self-motivation (Push yourself) Self-reflect (Empower yourself)	Self-aware (Know yourself) Self-Esteem (Like yourself)	Self-control (Stop yourself) Self-sufficient (Help yourself)	Self-motivation (Push yourself) Self-reflect (Empower yourself)	Self-aware (Know yourself) Self-Esteem (Like yourself)	Self-control (Stop yourself) Self-sufficient (Help yourself)	Self-motivation (Push yourself) Self-reflect (Empower yourself)
PSHCE	We're all stars (Community, Rights and responsibilities, Getting to know each other) Working together (Be friendly, be wise; Making and sustaining friendships,, Conflict resolution,; Anti-bullying,; Keeping safe at home and outdoors)	Daring to be different (Identity and self esteem; Difference and diversity; Peer influence and assertiveness)Joining in and joining up (Needs and responsibilities; Participation; Local democracy, Voluntary groups; Fund-raising activities)	Dear Diary (Comfortable and uncomfortable feelings; Problems in relationships; Anti-bullying; Help and support) Living Long, Living Strong (RSE: Growing & caring for ourselves; Valuing difference & keeping safe; Puberty; Healthy eating and exercise; Goal-setting and motivation)	It's our world (The wider community and local democracy; Rights and responsibilities; Environmental awareness and sustainability issues) Say No! (Drugs Education: Medicines and legal drugs, Drugs Education: illegal drugs and risk-taking behaviour; Feeling safe; Anti-bullying)	Money Matters (Understanding finance and money; Shopping and budgeting; Risk and debt; Goal-setting and motivation) Who likes chocolate? (Fair trade; Globalisation; Inequalities; Hunger and poverty; Media and stereotyping)	People around us (Global citizenship; Different identities around the world; Challenging prejudice; Support networks – relationships and families) Growing up (RSE: Differences; Growing up; Puberty & reproduction; Managing change; Preparing for transition)	We're all stars (Community, Rights and responsibilities; Getting to know each other) Working together (Be friendly, be wise; Making and sustaining friendships; Conflict resolution; Anti-bullying; Keeping safe at home and outdoors)	Daring to be different (Identity and selfesteem; Difference and diversity; Peer influence and assertiveness) Joining in and joining up (Needs and responsibilities; Participation; Local democracy; Voluntary groups; Fund-raising activities)	Dear Diary (Comfortable and uncomfortable feelings; Problems in relationships; Anti-bullying; Help and support) Living Long, Living Strong (RSE: Growing & caring for ourselves; Valuing difference & keeping safe; Puberty; Healthy eating and exercise; Goal-setting and motivation)	It's our world (The wider community and local democracy; Rights and responsibilities; Environmental awareness and sustainability issues) Say No! (Drugs Education: Medicines and legal drugs; Drugs Education: illegal drugs and risk-taking behaviour; Feeling safe; Anti-bullying)	Money Matters (Understanding finance and money; Shopping and budgeting; Risk and debt; Goal-setting and motivation) Who likes chocolate? (Fair trade; Globalisation; Inequalities; Hunger and poverty; Media and stereotyping)	People around us (Global citizenship; Different identities around the world; Challenging prejudice; Support networks – relationships and families) Growing up (RSE: Differences; Growing up; Puberty & reproduction; Managing change; Preparing for transition)	We're all stars (Community, Rights and responsibilities; Getting to know each other) Working together (Be friendly, be wise; Making and sustaining friendships; Conflict resolution; Anti-bullying; Keeping safe at home and outdoors)	Daring to be different (Identity and selfesteem; Difference and diversity; Peer influence and assertiveness) Joining in and joining up (Needs and responsibilities; Participation; Local democracy; Voluntary groups; Fund-raising activities)	Dear Diary (Comfortable and uncomfortable feelings; Problems in relationships; Anti-bullying; Help and support) Living Long, Living Strong (RSE: Growing & caring for ourselves; Valuing difference & keeping safe; Puberty; Healthy eating and exercise; Goal-setting and motivation)	It's our world (The wider community and local democracy; Rights and responsibilities; Environmental awareness and sustainability issues) Say No! (Drugs Education: Medicines and legal drugs; Drugs Education: illegal drugs and risk-taking behaviour; Feeling safe; Anti-bullying)	Money Matters (Understanding finance and money; Shopping and budgeting; Risk and debt; Goal-setting and motivation) Who likes chocolate? (Fair trade; Globalisation; Inequalities; Hunger and poverty; Media and stereotyping)	People around us (Global citizenship; Different identities around the world; Challenging prejudice; Support networks – relationships and families) Growing up (RSE: Differences; Growing up; Puberty & reproduction; Managing change; Preparing for transition)
History	The Seaside (Changes within living memory - reveal aspects of change in national life e.g. holiday locations, beach wear, travel)	Chinese New Year (Global event beyond living memory/festival)	Florence Nightingale (Lives of Significant individuals - National)	Christopher Columbus, Neil Armstrong (The lives of significant individuals - International)	Great Fire of London (Events beyond living memory)	Dunstable (Significant historical places in your locality - Churches)	Egypt (The achievements of the earliest civilisations)	Romans (The Roman Empire and its impact on Britain)	Responsibilities; Participation; Local democracy; Voluntary groups; Fund-raising activities)	Mayans (A non-European society that provides contrast with British History - Mayan civilization)	Anglo Saxons and Vikings (Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor)	A Local History Study (A study of a site dating from a period beyond 1066 that is significant in the locality.) (A study over time tracing how national history is reflected in the locality.)	Prehistoric Britain (Changes in Britain from Stone Age to Iron Age)	Early Islamic Civilizations - (A non-European Society)	Ancient Greece (Ancient Greece - a study of Greek life and achievements , their influence on the western world) and legacy)	History of Crime and Punishment (A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066)	1950s to 1990s (Leisure and entertainment in the 20th century)
Geography	England, Scotland, Ireland and Wales (Characteristics, capital cities, location . Use maps, atlases and globes)	China (Comparison of human and physical features of a small area in the UK with a small area in a contrasting non-European country)	Make a map - Florence's journey, Hospital plan (Devise a simple map and construct basic symbols for a key. Compass Directions and locational and directional language)	Around the World - (Name and locate the world's seven continents and five oceans. Use maps atlases and globes. Use basic geographical vocabulary.)	Life in the city - (Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features. Using basic geographical vocabulary)	The four seasons - (Seasonal and weather patterns in the UK and location of hot and cold areas of the world (North and South Pole, Equator). Use simple fieldwork and observational skills)	Countries of the world - (Locate World countries and capitals- using maps. Describing and understanding key aspects of physical geography. 4 square Grid references and how to use a map)	Volcanoes and earthquakes (Describe and understand physical geography including volcanoes and earthquakes)	Earning a living (Human geography including economic activities, trade links and distribution of natural resources)	South America (Understand geographical similarities and differences of South America and the UK)	Rivers (Half Term 1) and Coasts (Half Term 2) - (Key topographical features including coasts)	Fieldwork (Use fieldwork to observe features in the local area.)	The UK: Who are we? (Name and locate counties and cities of the United Kingdom, geographical regions. Use maps, atlases, globes and computers.)	Map skills (Identify the position and significance of latitude, longditude, equator, Northern hemisphere, Southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic circle, the Prime Grenwich meridian and time zones.	Looking at Europe (Understand geographical similarities and differences of a region of a European country)	Regional study- London (Understand geographical similarities and differences of a region of the United Kingdom)	Mountains (Locational knowledge. Key topographical knowledge - mountains.)	Food for thought (Locational knowledge of land-use patterns and understand how land use has changed over time.)
R.E.	Bedfordshire Scheme Why should we care for the Earth? How and why do we celebrate special times?	Bedfordshire Scheme What makes some places special?	Bedfordshire Scheme Why should we care for others? What does it mean to belong?	Bedfordshire Scheme Who is a Christian and what do they believe?	Bedfordshire Scheme What can we learn from sacred books and stories?	Bedfordshire Scheme Who is Jewish and what do they believe? Who is an inspiring person?	Bedfordshire Scheme What are the deeper meanings of festivals?	Bedfordshire Scheme How and why does a Christian follow Jesus?	Bedfordshire Scheme How should we live and who can inspire us? What does it mean to be a Jew?	Bedfordshire Scheme Where, how and why do people worship? What do religions teach us about the natural world and why we should care for it?	Bedfordshire Scheme How and why do believers show their commitments during the journey of life?	Bedfordshire Scheme What does it mean to be a Sikh?	Bedfordshire Scheme How and why do some people inspire others? What will make our town a more respectful place?	Bedfordshire Scheme What does it mean to be a Muslim?	Bedfordshire Scheme What doe s it mean to be a Hindu? Why is pilgrimage important to some believers?	Bedfordshire Scheme Justice and poverty: can religions help to build a fair world and make poverty history?	Bedfordshire Scheme Values . What matters most to Humanists and to Christians?	Bedfordshire Scheme How do people live through good times and hard times?
Music	Jack and the Beanstalk - listening and responding	Charanga - listening and responding to music	Ocarina lessons	Carnival of the animals - listening to music, combining sounds	Composing - using symbols and scores	Ukele lessons	The orchestra	Samba lessons	Composers - history of music	Pbone lessons	The orchestra	Composers - history of music	Ostinato and body percussion	Composers - history of music	Garage Band lessons	Ostinato and body percussion	Composers - history of music	Garage Band 2 lessons
	(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.)						(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.)								
Art and Design	Seaside - Colour/Texture/Form, Painting/Collage/Sculpture i.e. Texture Tiles. Pointillism Painters - Cross/Signac/Seurat. (Plus a range of independent activities to explore the elements of Art and a variety of materials and techniques.)	Chinese Art - Line/Colour/Pattern. Drawing /Blow Straw Art/Painting i.e. Observational drawings of trees, Plate Decorating. Willow Pattern Porcelain - Minton (Plus a range of independent activities to explore the elements of Art and a variety of materials and techniques.)	Portraits - Line/Space/Shape/Colour. Drawing/Painting/Scissor Art. Painters - Van Gogh/Modigliani/Da Vinci. Silhouettes and Scissor Artists - Harwood Rose/Burns/Johnson (Plus a range of independent activities to explore the elements of Art and a variety of materials and techniques.)	Art Explorers - Texture/Form/Pattern. Sculpture i.e. Creating art work from natural materials, Clay Relief Tiles of Leaves. Andy Goldsworthy	Fire of London - Colour/Tone. Painting/Collage/Drawing i.e. Pastels. The Great Fire Paintings - Artists Unknown	Townscapes and Landscapes-Shape/Colour/Space/Line. Drawing/Watercolour Painting/Stamp Printing. Mondrian/Klee/Constable/Lowry	Egyptian Masks - Form/Colour/Line. Drawing/Sculpture i.e. Paste Paper Masks. Tutankhamun's Death Mask	Roman Mosaics - Pattern/Space/Shape. Sculpture i.e. Roman Mosaics. Verulamium St. Albans Museum	Anglo Saxon Jewellery - Pattern/Colour/Texture. Sculpture i.e. Paper Bead Craft. Anglo Saxon Jewellery	Weaving - Texture/Colour/Pattern. Sculpture i.e. Weaving from Paper and Wool. Mayan Weaving	Manuscript Art - Line/Shape/Space/Pattern/Colour. Drawing/Printing/Wax Resist. The Book of Kells	Fruit, Vegetables and Flowers - Colour/Texture/Form/Space. Drawing/Painting i.e. Sunflowers/ Collage i.e. Fruit and vegetables. Impressionism and Expressionism i.e. Monet, Nolde, Van Gogh. Arcimboldo	Wall painting (Stone Age to Modern Graffiti Art) - Colour/Line/Shape. Drawing/Painting on a Wall. Cave Painting to Banksy	Modern Architecture - Form/Shape/Line. Drawing/Sculpture i.e. Modroc. Architect Zaha Hadid	Ancient Greek Friezes - Line/Form/Shape/Space. Drawing i.e. Pencil and Charcoal/Relief Art (Clay)	Emotion in Art - Colour/Line/Shape. Painting i.e. on large paper on the floor, painting to music etc, Pollock/Kandinsky/Munch/Picasso	Gargoyles and Grotesques - Form - Sculpture i.e. Clay. Ancient Greek Gargoyles i.e. Temple of Zeus/Cartoon Artists e.g. Disney, Steranko, Schultz (Exaggeration of human features)	Decade diorama - Pattern/Colour/Form/Texture. Multi-media/techniques. Pop Art - Lichtenstein, Rauschenburg, Hamilton. Op Art - Riley. Graphic Art - Escher. Chair/Wallpaper/Fashion designers 1950s to 1990s
	(To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texure, line, shape, form and space. 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.)						(To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. To learn about great artists, architects and designers in history.)											
M.F.L	_	_	_	_	_	_	Greetings, Ma famille	Les nombres, Mon anniversaire	Les couleurs	Mon corps	Les pays, quel temps-fait-il?	Qu'est-ce que j'aime?	Chez moi	Félicitations! La norriture	Les planètes, les saisons	À l'école.	En ville.	Au café.