

	Term 1 Citizenship	Term 2 Expression	Term 3 Dynasties	Term 4 Universe	Term 5 Life	Term 6 Dynamics	
Foundation Stage 1	<b>Communication and Language</b>	Understand how to listen carefully and why listening is important. Promote and model active listening. Signal when you want children to listen. Link Listening with learning Engage in story times.	Learn new vocabulary as well as use new vocabulary through the day. Identify new vocabulary before planning activities. Use picture cue cards to talk about an object. Engage in story times.	Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-informed sentences. Engage in non-fiction books  Engage in story times.	Connect one idea or action to another to using a range of connectives. Narrate events and actions. Extend their thinking. Describe events in some detail. Use sequencing words with emphasis in own stories. Engage in story times.	Listen to and talk about stories to build familiarity and understanding. Read and re-read selected stories. Use different voices for the narrator and each character. Develop social phrases. Engage in non-fiction books Engage in story times.	Listen to and talk about selected non-fiction to develop a deep familiarity with new vocabulary. Make books available for children to share at school and at home. Learn rhymes, poems and songs. Listen carefully to rhymes and songs, paying attention to how they sound.
	<b>Personal, Social and Emotional Development</b>	See themselves as a valuable individual. Make time to get to know the child and their family. Ask parents about the child's history, likes, dislikes, family members and culture. Build constructive and respectful relationships. Make sure children are encouraged to listen to each other as well as staff.	Express their feelings and consider the feelings of others. Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour. Encourage children to express their feelings if they feel hurt or upset using descriptive vocabulary.	Show resilience and perseverance in the face of challenge. Offer constructive support and recognition of child's personal achievements. Provide opportunities for children to tell each other about their work and play. Help them reflect and self-evaluate their own work.	Think about the perspective of others. Use dialog story times to discuss books that deal with challenges, explaining how the different characters feel about these challenges and overcome them. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.	Know and talk about the different factors that support their overall health and wellbeing – regular physical activity – healthy eating – toothbrushing – sensible amounts of screen time – having a good sleep routine – being a safe pedestrian,	Manage their own needs. – Personal hygiene. Model practices that support good hygiene, such as insisting on washing hands before they eat. Narrating your own decisions about healthy foods, highlighting the importance of eating plenty of fruits and vegetables.
	<b>Physical Development</b>	Be increasingly as they get dressed and undressed, for example, putting coats on and doing zips up. Encourage children by helping them, but leaving them to do the last steps, such as pulling up a zip after you have started it off.	Revise and refine the fundamental movement skills they have already acquired – rolling - crawling -walking – jumping – running – hopping – skipping – Climbing. Develop the foundations of a handwriting style which is fast, accurate and efficient.	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.	Progress towards a more fluent style of moving, developing control and grace. Challenge children with further physical challenges when they are ready, such as climbing higher, running faster and jumping further.	Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.	Further develop the skills they need to manage the school day successfully – lining up – mealtimes. Combine different movements with ease and fluency. Provide opportunities to move that require quick changes of speed and direction.
	<b>Literacy</b>	Read individual letters by saying the sounds for them. Help children read the sounds speedily. Read a few common exception words matched to the school's phonic programme. Form lower case letters correctly.	Blend sounds into words, so that they can read short words made up of known letter-sounds correspondences. Ask children to work out the word you say in sounds: for example, h-a-t, hat: sh – o -p. Read some letter groups that each represent one sound and say sounds for them.	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge.	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot read.	Spell words by identifying the sounds and then writing the sound with letter/s. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell. Form capital letters correctly.	Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Support children to form the complete sentence before writing. Re-read what they have written to check that it makes sense. Model how you read and re-read your own writing to check it makes sense.
	<b>Mathematics</b>	Count objects, actions and sounds. Develop the key skills of counting objects including saying the numbers in order and matching one number name to each item. Say how many there are after counting – example ' 6,7,8,. There are 8 balls. Say how many there might be before you count to give purpose to counting.	Select, rotate and manipulate shapes to develop spatial reasoning skills. Provide high quality pattern and building sets, including pattern blocks, tangrams, building blocks and magnetic construction tiles, as well as found materials. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.	Count beyond 10. Children to become familiar with two digit numbers. Compare numbers. Use vocabulary: more than, less than, fewer, the same as, equal to. Encourage children to use these words as well. Understand the 'one more than/ one less than' relationship between consecutive numbers.	Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0-5 and some to 10. Help children learn number bonds through lots of hands-on experiences of partitioning and combining numbers in different contexts, and seeing subitizing patterns.	Subitize. Show small quantities in familiar patterns and random arrangements. Play games which involve quickly revealing and hiding of objects. Put objects into five frames and then ten frames to begin to familiarise children with the tens structure of the number system. Link the number symbol (numeral) with its cardinal number value.	Continue, copy and create repeating patterns. Make patterns with varying rules and objects and invite children to continue the pattern. Compare length, weight and capacity. Ask children to make and test predications.
	<b>Understanding the World</b>	Talk about members of their family and community. During dedicated talk time, listen to what children say about their family. Using examples from real life and from books, show children how these are many different families. Name and describe people who are familiar to them. Talk about people that the children may have come across within their community, such as delivery and shop staff, the police, the fire service, nurses, doctors, and teachers.	Comment on images of familiar situations in the past. Show images of familiar situations in the past, such as homes, schools, and transport. Compare and contrast characters from stories, including figures from the past. Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes. Understand the effect of changing seasons on the natural world around them.	Explore the natural world around them. Create opportunities to discuss how we care for the natural world around us. Offer opportunities to sing songs and join in with rhymes and poems about the natural world. After close observation, draw pictures of the natural world, including animals and plants. Observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow an object floating on water.	Draw information from a simple map. Look at ariel views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features. Recognise that people have different beliefs and celebrate special times in different ways. Help children to build a rich bank of vocabulary with which to describe their own lives and the lives of others. Recognise some environments that are different to the one in which they live.	Describe what they see, hear and feel whilst outside. Encourage observation of the natural world. Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. Name and describe some plants and animals children are likely to see, encouraging children to recognize familiar plants and animals whilst outside. Create opportunities to discuss how we care for the natural world around us.	Compare and contrast characters from stories, including figures from the past. Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present. Feature fictional and non-fictional characters from a range of cultures and times in storytelling. Listen to what children say about them. Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with them.
	<b>Expressive Arts and Design</b>	Sing in a group or on their own, increasingly matching the pitch and following the melody. Introduce new songs gradually and repeat them regularly. Play pitch-matching games, humming or singing short phrases for children to copy. Watch and talk about dance performance art, expressing their feelings and responses. Provide related costumes and props for children to incorporate into their pretend play.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Teach children to develop their colour mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance. Provide opportunities to work together to develop and realise creative ideas.	Develop storylines in their pretend play. Support children in deciding which role they might want to play and learning how to negotiate, be patient and solve conflicts. Help children who find it difficult to join in pretend play. Stay next to them and comment on the play. Model joining in. Discuss how they might get involved.	Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Provide children with a range of materials and tools and teach children to use them with care and precision. Promote independence, taking care not to introduce too many new things at once.	Explore and engage in music making and dance, performing solo or in groups. Play movement and listening games that use different sounds for different movements. Model how to tap rhythms to accompany words such as tapping, the syllables of names, objects and animals and the lyrics of a song. Encourage children to create their own music and choreograph their own dance moves, using some of the steps and techniques they have learnt.	Sing in a group or on their own, increasingly matching the pitch and following the melody. Play pitch matching games, humming or singing short phrases for children to copy. Use songs with and without words – children may pitch match more easily with sounds like 'ba'. Sing slowly, so children can listen to the words and the melody of the song.

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Y1/2 Cycle A	<b>Main project</b>	<b>Memory Box</b> Curriculum Driver - History	<b>Muck, Mess and Mixtures</b> Curriculum Driver - Art	<b>Magnificent Monarchs</b> Curriculum Driver - History	<b>Splendid Skies</b> Curriculum Driver – Science	<b>Beachcombers</b> Curriculum Driver – Science	<b>Humans</b> Curriculum Driver - Science	
	<b>English genres</b>	Narrative	Poetry Postcards	Diary Poetry	Persuasive letter Information Text Writing	Non-chronological report Biography	Non-fiction Adventure Narrative	
	<b>Text study</b>	Last Stop on Market Street The Queen's Hat	Firework Poetry Meercat Christmas Mail	The Great Fire of London Non-Fiction Text: If I were in charge of the world	Ice Planet Information texts – plants	Pirates Grace Darling information text	In My Heart When I Grow Up	
	<b>Science</b>	Who am I? Our body and Senses	Celebrations Light and Dark	Polar Places Animals including Humans	Plants, animals and where we live	On Safari Minibeasts Ourselves and invertebrates	Squash, bend and twist	
	<b>Art</b>	Art technology Family portraits	Painting techniques Colour Mixing	Print making Model making – Kings and Queens	Drawing Weather/seasons themed art	3D Beachcomber Art	Responding to Art	
	<b>D&amp;T</b>	Plan, design and evaluate a healthy picnic	Taste Testing Sorting and grouping foods	Design, make and evaluate Construct castles and palaces	Design, make and evaluate sun catchers	Finger Puppets Build a home for a hermit crab	Pushes and pulls	
	<b>Geography</b>	Map work and directional language UK and capital cities Local Area – Banbury	Food from around the world	Royal residences	Weather Aerial Views The equator	Coastline features		
	<b>Maths</b>	Hamilton Maths						
	<b>History</b>	Toys, objects, events and people – past and present	Famous artists	Timeline of English and British Monarchs	To learn about significant people in the past		To learn about significant people in the past	
	<b>Computing</b>	Online Safety	Animated Stories	Grouping and Sorting	Coding	Grouping and Sorting	Lego Builders	
	<b>Music</b>	Hey You!	Rhythm - Banana rap.	In the Groove	Round and Round	Your imagination	Reflect, rewind and replay	
	<b>Personal Development</b>	Rights and Responsibilities Y1 SCARF	Being my Best Y1 SCARF	Me and my relationships Y1 SCARF	Valuing difference Y1 SCARF	Growing and Changing Y1 SCARF	Keeping myself SAFE Y1 SCARF	
	<b>R.E</b>	Christianity – Creation Story	Christianity – Christmas	Christianity – Jesus as a friend	Christianity – Easter Palm Sunday	Judaism – Shabbat	Judaism – Rosh Hashanah and Yom Kuppur	
<b>P.E</b>	Yr 1 Running / Fitness Circuits Yr 2 Dodging / Fitness Circuits	Hands 1 Wide, narrow, curled	Feet 1 Linking	Hands 2 Seasons / weather	Jumping 1 Team Building	Games for understanding House Competitions / Sports Day		
Y1/2 Cycle B	<b>Main project</b>	<b>Childhood</b> Curriculum Driver - History	<b>Beat, Band and Boogie</b> Curriculum Driver - Music	<b>Dinosaur Planet</b> Curriculum Driver - History	<b>Moon Zoom</b> Curriculum Driver – Science/DT	<b>Wriggle and Crawl</b> Curriculum Driver – Science	<b>Bounce</b> Curriculum Driver – PE	
	<b>English genres</b>	Recount Poetry	Narrative Instruction writing	Persuasive letter Narrative	Narrative Biography	Non-chronological report Narrative	Narrative Poetry	
	<b>Text study</b>	Our Trip to the Woods When I am by myself	My Christmas Star How to make a...	Ice planet adventure park George and the dragon - legend	Stardust Biography of Neil Armstrong	The Crow's Tale Hibernation texts	Little Red Riding Hood – twisted tale When I am by Myself poem	
	<b>Science</b>	Animals including humans Materials	Materials Monster Uses of everyday materials	Little Masterchefs Animals including humans	Young Gardeners Plants and animals	Our local environment Living things and their habitats	Healthy me Animals including humans	
	<b>Art</b>	Art technology Sketching	Painting techniques Explore colour, pattern, texture, line, shape, form and space	Print making – dinosaur prints Explore materials through making dinosaur eggs	Drawing Space inspired artwork	3D Observational drawings of minibeasts and habitats	Responding to Art Explore materials and techniques Golf ball and throw ball painting	
	<b>D&amp;T</b>	Face sculptures	Designing and making musical instruments	Design, make and evaluate junk dinosaurs and sock puppet dinosaurs	Design, make and evaluate a rocket or a space buggy	Design, make a evaluate a minibeast home	Design make and evaluate bouncy balls and balloon-powered cars	
	<b>Geography</b>	Local area and community – Banbury.		Animals at risk of extinction	Earth from space	Map work – linking to minibeasts Explore aerial photographs		
	<b>Maths</b>	Hamilton Maths						
	<b>History</b>	Changes in childhood over time Childhood – past and present	To learn about significant people in the past – famous musicians	Explore the lives of Significant people from the past – Mary Anning What happened to dinosaurs?	Lives and events of significant people from the past: astronauts/space travel		Explore the lives and events of significant people from the past	
	<b>Computing</b>	Online safety	Creating pictures	Questioning	Coding	Presenting ideas	Making music	
	<b>Music</b>	Hands, feet and heart	Ho, Ho, Ho	I 'wanna' play in a band	Zoo time	Friendship song	Reflect, rewind and replay	
	<b>Personal Development</b>	Rights and Responsibilities Y4 SCARF	Being my Best Y4 SCARF	Me and my relationships Y4 SCARF	Valuing difference Y4 SCARF	Growing and Changing Y4 SCARF	Keeping myself SAFE Y4 SCARF	
	<b>R.E</b>	Christianity - What did Jesus teach?	Christianity Christmas - Jesus as a gift from God	Judaism - Passover Islam – Prayer at home	Christianity – Easter Resurrection	Judaism – The Covenant Islam – Community and Belonging	Judaism – Rites of Passage and good works Islam - Hajj	
<b>P.E</b>	Yr1 Running/ Fitness Circuits Yr2 Dodging / Fitness circuits	Yr1 Hands / Body Parts Yr2 Hands / Body Parts	Yr 1 Feet / Pathways Yr2 Feet / Pathways	Yr1 Hands 2 / Starry Night Yr2 Hands 2 Starry Night	Yr 1 Jumping 1 / Team building Yr 2 Jumping 1 / Team building	Games for understanding House Comp/ Sports Day		

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<b>Y3/4 Cycle A</b>	<b>Main project</b>	<b>Urban Pioneers</b> Curriculum Driver – Art	<b>Playlist</b> Curriculum Driver – Music	<b>Through the Ages</b> Curriculum Driver - History	<b>Misty Mountain Sierra</b> Curriculum Driver – Geography	<b>Blue Abyss</b> Curriculum Driver - Science	<b>Sprint</b> Curriculum Driver –PE
	<b>English genres</b>	Narrative – Love Story	Poetry Narrative – Traditional Tale	Narrative – Story Non-Fiction – Holiday Brochure	Narrative – Tragedy Non-fiction – Script for a factual tour	Narrative – Mystery Non-Fiction – Non-chronological report	Narrative – Myth Poetry
	<b>Text study</b>	The Blue Umbrella	I Asked the Boy Who Cannot See The Magic Paintbrush	Stone Age Boy Skara Brae	Flood Once upon a Raindrop	The Whale Skeletons and Muscles	Theseus and the Minotaur Still I Rise
	<b>Science</b>	Food and Our Bodies	What's that Sound?	The Big Build	How Does your Garden Grow?	Living Things	Forces and Magnets
	<b>Art</b>	Graffiti Digital alterations (Banksy)	Expressionism: Painting Techniques	Printing	Techniques - landscape images,	3D art that uses the human form	Explore artwork linked to the Olympics and sport
	<b>D&amp;T</b>		Making guitars Designing and evaluating earmuffs	Cook Well, Eat Well - Methods of cooking	3D modelling of a mountain range	Submarine	Olympic medal for the next Olympic games
	<b>Geography</b>	Our local environment		Significant places in the UK	Rivers and mountain ranges around the world.	Seas and oceans	Locating countries.
	<b>Maths</b>	Hamilton Trust					
	<b>History</b>	Local history – Banbury	History of art/artists	Stone Age to the Iron Age,	Significant people from the past	HMS Challenger	Greeks – Olympic Games
	<b>Computing</b>	Online Safety	Simulations	Graphing	Coding	Presenting	Touch Typing
	<b>Music</b>	Local nursery rhymes Developing notation skills	Mamma Mia! Christmas Carols	What stories does music tell us about the past?	How does music improve our world?	Lean on me	Let your spirit fly
	<b>Personal Development</b>	Rights and Responsibilities Y3 SCARF	Being my Best Y3 SCARF	Me and my relationships Y3 SCARF	Valuing difference Y3 SCARF	Growing and Changing Y3 SCARF	Keeping myself SAFE Y3 SCARF
	<b>R.E</b>	Sikhism: Vaisakhi	Judaism: Shavrot (Yr4)	Islam: Eid (Yr4)	Christianity: Holy Week (Yr4)	Judasim:Shabbat (Yr4)	Hinduism:Janmashtami (Yr4)
	<b>P.E</b>	Health Related Fitness Netball	Gymnastics – Symmetry/ Asymmetry Football	Tag Rugby Problem solving / Commination	House Competitions Water & Carnival of the Animals	Cricket Competitions	Rounders Tennis
<b>MFL</b>	I am learning Spanish	Musical Instruments	Fruit	Goldilocks	Presenting myself	Family	
<b>Main project</b>	<b>Scrumdiddlyumptious</b> Curriculum Driver – DT	<b>Heroes and Villains</b> Curriculum Driver – Music	<b>Traders and Raiders</b> Curriculum Driver – Art	<b>Tremors</b> Curriculum Driver – Geography	<b>Predators</b> Curriculum Driver – Science	<b>Burps, Bottoms and Bile</b> Curriculum Driver – Science	
<b>English genres</b>	Narrative – Story Narrative – Adventure	Narrative – Tradition Tale with a twist Non-Fiction - Newspaper Report	Narrative – Science Fiction Non-fiction – Persuasive advert	Non-fiction – Diary Non-fiction – Non-chronological report	Narrative – Suspense Non-fiction – Balanced Argument	Narrative – Comedy Non-fiction - Explanation	

<b>Y3/4 Cycle B</b>	<b>Text study</b>	Feast Charlie and the Chocolate Factory	The True Story of Three Little Pigs Wizards Of Once	The Iron Man An alternative to plastic straws	The Journal of Iliona - A Young Slave Earthquakes	Wolves in the Walls Should we feed animals at National Parks?	The Incredible Book Eating Boy Digestion Explanation: Gut Garden - A Journey into the Wonderful World of your Microbiome
	<b>Science</b>	Teeth and eating	Power it up	Light and Shadows	Rocks, soils, and fossils	The Nappy Challenge	Looking at States
	<b>Art</b>	Fruit and vegetables	Bust of a hero or heroine.	Deities Anglo-Saxon pattern work.	Sketching, printmaking, and sculpture to recreate ammonites	Sketching & Collage	Explore the work of a range of artists
	<b>D&amp;T</b>	Soup	Sock puppets	Viking Shields Anglo-Saxon charms	3-D model volcano	Predator habitat	Healthy Snacks Digestive System
	<b>Geography</b>	Journey of a tropical fruit	World map, continents, time zones, hemispheres.	Saxons Viking raiders	Ring of fire - Mapping Vesuvius Natural disasters	Locate countries and describe features.	
	<b>Maths</b>	Hamilton Trust					
	<b>History</b>	James Lind	Heroes and villains from the past	Saxons Viking raiders	The Roman Empire	Did early humans have predators?	History of medicine and the NHS including dentistry
	<b>Computing</b>	Online Safety	Animation	Effective Searching	Coding	Logo	Making Music
	<b>Music</b>	How does music bring us together?	Music appreciation Graphic score; Composition	When Good King Arthur Ruled This Land.	Volcanic soundscapes Pompeii soundscapes	The Dragon Song	Composing, writing, and making music.
	<b>Personal Dev</b>	Rights and Responsibilities Y4 SCARF	Being my Best Y4 SCARF	Me and my relationships Y4 SCARF	Valuing difference Y4 SCARF	Growing and Changing Y4 SCARF	Keeping myself SAFE Y4 SCARF
	<b>R.E</b>	Islam Hajj (Yr3)	Buddhism Kathina (Yr4)	Sikhism Guru Nanek (Yr3)	Christianity Lent (Yr3)	Hinduism Ganesh (Yr3)	Buddhism Vesak (Yr3)
	<b>P.E</b>	Basketball Health Related Fitness	Hockey Bridges	Handball, Dodgeball Orienteering	House Competitions Extreme Earth	Cricket Competitions	Rounders Tennis
<b>MFL</b>	Core Phonics	Los Animales	Little Red Riding Hood	I can	My Class	At the cafe	

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Y5/6 Cycle A	<b>Main project</b>	ID Curriculum Driver - Science	Alchemy Island Curriculum Driver - Music	Dynamic Dynasties Curriculum Driver - History	Star Gazers Curriculum Driver - Science	Beast Creators Curriculum Driver - Science	Champion Curriculum Driver - PE
	<b>English pack genres</b>	Bill's New Frock - Letters The Present - Narrative	Poetry inc Performance Emperor Penguin - Non Chronological report	Firework Makers aughter - Narrative Anglo Saxon speech: Persuasive	Mars Transmission – Journal One Small Step - Narrative	Varmints – Narrative Moth – Narrative Poem	Timeline – Ancient Greeks Kick – Persuasive Letter
	<b>Novel study</b>	Bill's New Frock/Fingerprint Facts	A Wizard of Earthsea	Bronze and Sunflower	Northern Lights <i>Alone on a Wide, Wide Sea</i> <i>Cosmic</i> – Frank Cottrell Boyce	Charlotte's Web	The Story of the Olympics
	<b>Science</b>	Growing up and Growing Old	Material World	Titanic	Out of the World	Circle of Life	Healthy Bodies
	<b>A&amp;D</b>	Study of birds – sketching	Painting techniques Artists Study – Portrait Painting	Colour Wheel	Art and design techniques,	Darwin	
	<b>D&amp;T</b>	Another place – Clay modelling			Build a space vehicle.	School's minibeast hotel.	The food diaries of athletes
	<b>Geography</b>	Continents/Oceans Seas UK, counties local Geography	A study of Antarctica		Finding detailed information about a place, or places.	Minibeasts	Research the journey of the Olympics
	<b>Maths</b>	Hamilton Maths					
	<b>History</b>	Local, regional, national and international history.	History of art. Key artists during the Expressionist period	Ancient China-Shang Dynasty	Astronomy and space travel		Olympic games
	<b>Computing</b>	5.2 Online Safety	5.5 Game Creator	5.4 Databases	5.1 Coding	5.6 3D Modelling	5.1 Concept Maps
	<b>Music</b>	Listen with attention	Playing instruments, improvising, perform and share.	Three Note Bossa and Five Note Swing	Make You Feel My Love.	The Fresh Prince Of Bel-Air.	History of Music and the beginnings of the Language of Music.
	<b>Personal Development</b>	Rights and Responsibilities Y5 SCARF	Being my Best Y5 SCARF	Me and my relationships Y5 SCARF	Valuing difference Y5 SCARF	Growing and Changing Y5 SCARF	Keeping myself SAFE Y5 SCARF
	<b>R.E</b>	Buddhism Dharma (Yr5)	Sikhism Holi (Yr5)	Sikhism / Hinduism Sikh stories/ Brahman (Yr5)	Christianity Easter (Yr5)	Hinduism /Sikhism Commitment (Yr5)	Christianity Commitment (Yr5)
<b>P.E</b>	Netball Health Related Exercise	Football Counter & tension balance	Tag Rugby Orienteering / Dance	House Competitions Problem Solving / Communication	Cricket Athletics	Tennis Rounders	
<b>Spanish</b>	Do you have a pet?	What is the date?	Clothes	The planets	Habitats	Al colegio	

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<b>Main project</b>	<b>Time Traveller</b> Curriculum Driver - Science	<b>Gallery Rebels</b> Curriculum Driver - Music	<b>Off with Her Head</b> Curriculum Driver - History	<b>Frozen Kingdom</b> Curriculum Driver - Science	Darwin's Delights Curriculum Driver - Science	<b>Blood Heart</b> Curriculum Driver - Science	
Y5/6 Cycle B	<b>English pack genres</b>	Rose Blanche – Narrative Hope-to-Docus - Poetry	The Highwayman - Poetry The Fantastic Flying Books of Mr Morris Lessmore - Narrative	Hatshepsut – Biography Screen time - Balanced argument	Scott of the Antarctic – Diary Greta – Persuasive Letter	Kensuke's Kingdom – Narrative The Origin of Species – Non Chronological Report	Paperman - Narrative Refugees - Speech
	<b>Novel study</b>	Tom's Midnight Garden	Framed Frank Cottrell Boyce	Treason – Berlie Doherty	The Call of the Wild – Jack London	Sky Hawk – Gill Lewis	Pig Heart Boy – Malorie Blackman
	<b>Science</b>	Amazing Changes	Light	Electricity	Evolution and Inheritance	Classifying Living Things	Let's Get Moving
	<b>A&amp;D</b>	Photography	Sketchbook making	Portraits of key Tudor character.	Photography	Printing	Make a Human Heart
	<b>D&amp;T</b>	Build a time machine		White Ruff	Making an igloo		Making a stethoscope
	<b>Geography</b>	Community over Time	Paris	Tudor London and Life	Polar Regions	Darwin & HMS Beagle.	
	<b>Maths</b>	Hamilton Maths					
	<b>History</b>	Past 200 years - Britain	Art History	Tudor timeline	Titanic	Darwin	William Harvey
	<b>Computing</b>	6.2 Online Safety	6.5 Text Adventures	6.6 Networks	6.1 Coding	6.4 Blogging	6.8 Binary
	<b>Music</b>	Happy by Pharrell Williams	Bacharach Anorak and Meet The Blues.	Benjamin Britten's Friday Afternoons: A New Year Carol.	You've Got A Friend by Carole King	Music and Me	History of Music and the beginnings of the Language of Music.
	<b>Personal Development</b>	Rights and Responsibilities Y6 SCARF	Being my Best Y6 SCARF	Me and my relationships Y6 SCARF	Valuing difference Y6 SCARF	Growing and Changing Y6 SCARF	Keeping myself SAFE Y6 SCARF
	<b>R.E</b>	Islam Commitment (yr6)	Christianity Christmas - incarnation (yr6)	Christianity Salvation (Yr6)	Christianity Easter - Gospel (Yr6)	Islam Akhiraah ((Yr6)	Islam Akhiraah ((Yr6)
	<b>P.E</b>	Netball Health Related Exercise	Football /Hockey Match and mirroring	Dodgeball, Handball Tudor Dance (BBC Teach)	House Competitions Orienteering	Cricket Athletics	Rounders Tennis
<b>Spanish</b>	My family	At school	Tudors	Weather	The Weekend	Sports	