Topic YEAR 1	Carnival of Animals (Geography/Art Focus)	
Subject	**Learning Objectives**	**Key Learning Opportunities**
English	Novel: The Gruffalo – Julia Donaldson Narrative- Stories by the same author Non-fiction- Non-chronological reports Poetry- poetry on a theme	**See Lancashire booklets**
Maths	Place value within ten Addition and subtraction (within ten)	**See WRM Scheme**
Science	Parts of the body and senses Common animals Features of animals Grouping animals Needs of animals Identify a variety of common animals including fish, amphibians, reptiles, birds and mammals Identifying, describing and classifying Compare the structure of common animals	
RE	1.2 God and Creation 1.1 Harvest	
Geography (more focus)	Name and locate the world's 7 continents and 5 oceans Locate hot and cold areas of the world in relation to the equator and the north and south poles Use basic geographic vocabulary to refer to key physical features – vegetation, season, weather. Use world maps, atlases and globes to identify countries, continents and oceans	Learn about mammals found in the African savannah, Australian outback and domestic farm and pet mammals. Use maps/atlases to locate these continents/countries and the animals that live there. Look at the weather features and how the animals differ as a result.
History (less focus)	Learn about the lives of significant individuals in the past who have contributed to national and international achievements Learn about sources of historical information	Mary Anning and fossil hunting Learn about carnivals and why they happen Discuss their own experiences of carnivals
Computing	**Online Safety** Log in safely Find and save work Resources on Purple Mash Logging out **Grouping and sorting**	Grouping/sorting safari/rainforest animals

	Sort items using criteria Sort items using grouping using ICT	
Art	Develop a wide range of Art and Design techniques in using colour, pattern, texture, line, shape, form and space. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Use a range of materials creatively to design and make products Learn about a range of artists, craft makers and designers to look at similarities and differences to their own work.	Paint observations of birds Create birds using collages Make a rainforest in the classroom Make a lifecycle using puppets Go bird watching and make nests out of natural materials Design cuckoo collages and masks
DT	Design purposeful, functional, appealing products based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing.	Create a class safari park
PE	**Gymnastics** Basic skills of travelling, rolling and jumping Perform skills with straight and tucked shapes Link movements together to create a sequence and use apparatus	
Music	**Charanga – Hey You!**	See Charanga
PSHE	**Families and people who care for me** Identify differences and similarities between people Identify special people and what makes them special How people should care for each other Communities and groups **Caring friendships** How behaviour can affect others What is fair and unfair, kind and unkind, right and wrong Understand that people can be hurt	
Spanish	N/A	N/A

Topic YEAR 2	Weather Experts	
Subject	**Learning Objectives**	**Key Learning Opportunities**
English	Narrative – stories with familiar settings Non-fiction- Non-chronological reports Poems with a theme	**See Lancashire booklets**
Maths	Place value Addition and subtraction (apparatus, concrete, pictorial)	**See WRM Scheme**
Science	**Environment – 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.	
RE	2.1 The Bible Non-Christian Faith Unit – Special Books	
Geography **(Main focus)**	Identify seasonal weather patterns in the UK and extreme weather Locate the UK on a map Find and name the countries in the UK Use simple compass directions. Locate London on a map as the capital city Understand the weather throughout observations, data and tests Find the equator, 7 continents and locations in the world using a map/globe	Make weather charts Film forecasts Learn about cities in the UK, compasses and weather symbols. Make weather measuring instruments Learn about extreme weather conditions in the UK Look at homes adapted to different climates Learn about continents and poles 5 key climate zones Effects of climate change on weather
History **(Less focus)**		Could possibly look at the history of weather stations and predicting weather (forecasting) History of travel to the poles
Computing	**Coding** Algorithms Repeat commands	

		Debugging Using coding to tell a story **Online Safety** Searching online Sharing work Communicate with others safely Send emails Digital footprint Safe personal data	
Art (More focus)		Learn about famous artists and works of art Use different techniques including brushstrokes, texture, colour, line, pattern and shape	Study famous artworks Create collages, drawings and paintings on weather patterns Create a final piece for an art display
DT (Less focus)		Select and use materials for a purpose Design and build using a given design specification Talk about what they liked about their product and what they would change	Make and use weather instruments Create a storm resistant den Create a flood resistant house
PE		**Gymnastics** Progress the skills of travelling, rolling and jumping Link all basic movements together Create a sequence performing to an audience on apparatus	See Key PE Sports
Music		**Charanga – Hands, feet, heart**	
PSHE		**SCARF:** **Families and people who care for me** Identify special people and what makes them special Family networks and who to talk to for support **Caring friendships** Listen to other people, play and work cooperatively Recognise different types of teasing/bullying Recognise how to respond to people how are being unkind	You can do it! My day Harold's postcard – helping us to keep clean and healthy Harold's bathroom My body needs… What does my body do?
Spanish		N/A	

| Topic

YEAR 3	Under the Canopy (Rainforests)	
Subject	**Learning Objectives**	**Key Learning Opportunities**
English	Narrative- Folk Tales
Non-fiction- Recount biography	**See Lancashire booklets**
Maths	Place value
Addition and subtraction (apparatus, concrete, pictorial)	**See WRM Scheme**
Science	Plants
Ask simple questions, observe, identify and classify
Learnt the structure of a variety of flowering plants, including trees
Identify and name wild and garden plants | |
| **RE** | 3.6 Harvest
Non-Christian Faith Unit | |
| **Geography
(More focus)** | Locate vegetation belts around the world
Identify the position and significance of latitude, longitude and equator
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features
Understand settlement types, land use, economic activity including trade links and the distribution of natural resources
Similarities and differences between a region of the UK and South America
Explore the effect humans can have on their environment | Key information about the rainforest
Attenborough style documentary
4 main layers of the rainforest
Plants and creatures that live in the rainforest
Write miniature fact books
Tribal families
Deforestation – arguments for and against
Debates |
| **History
(Less focus)** | History of European/explorer journeys to the rainforest
History of rainforest tribes
History of deforestation in the rainforest | Block C |
| **Computing** | **Coding** – design a simple program
'if' command
Variables
Repetition
Debugging
Online Safety
Safe Passwords
Blogs for communication
Accuracy of internet information
Age restrictions
Inappropriate content | **See Purple Mash** |

Art **(More focus)**	Develop art techniques, including use of materials, with creativity, experimentation and an increasing awareness of different kinds of art. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.	Senses journeys Display on rainforest layers Posters on deforestation
DT **(Less focus)**	To generate, develop, model and communicate their ideas through discussion, annotated sketches and pattern pieces. To select from and use a wider range of tools and equipment to perform practical tasks Design purposeful, functional, appealing products for themselves and other users based on design criteria. Select from and use a range of tools and equipment to perform practical tasks. Evaluate their ideas and products against design criteria. To use research and develop design criteria to functional products that are fit for purpose, aimed at particular individuals or groups. To apply their understanding of how to strengthen, stiffen and reinforce more complex structures. To use design techniques, consider the aesthetic appearance of an object	Make a 3D map of the rainforest Construct dioramas Design and build shelters Food in the rainforest Make insect homes/bird feeders
PE	**Gymnastics** Develop ways of travelling on hands and feet Balance on small body parts Sequence travelling and balancing Develop jumping, shape and landing creating a sequence Perform on apparatus Recognise own success	
Music	**Charanga – Let your spirit fly**	See Charanga
PSHE	**Families and people who care for me** Recognise different types of relationships (acquaintances, friends, relatives, families) **Caring friendships** Recognise what constitutes a positive, healthy relationship Learn about how to choose and make friends	
Spanish	Me Presente	

Topic YEAR 4	Mountains, rivers and coasts	
Subject	**Learning Objectives**	**Key Learning Opportunities**
English	Narrative - Folk Tales Debates Poems on a theme	**See Lancashire Booklets**
Maths	Place value Addition and subtraction (word problems, mental methods, strategies) 2-3 digits	**See WRM – Premium Resources**
Science	Electricity Ask simple questions and report findings using conclusions and predictions Understand how simple circuits work and make a simple circuit Presenting data in different ways Systematic observations	
RE	4.6 Prayer	
Geography (More Focus)	Understand and describe the key aspects of physical geography including: rivers, mountains and the water cycle. Use maps, atlases, globes and digital computer mapping to locate countries and describe the features studied. Use atlases, globes and digital/computer mapping to locate countries and describe features. Extend knowledge to include the location and characteristics of a range of the world's most significant human and physical characteristics. Describe and understand key aspects of human geography including, settlement, land use and the distribution of water. Describe and understand key aspects of: physical geography including rivers and vegetation belts, coasts, cliffs and beaches. Locate the world's countries, using maps to focus on Europe, North America and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Identify the position and significance of latitude, longitude, the Equator, the northern and southern hemispheres, the Tropics of Cancer and Capricorn, and the Arctic and Antarctic Circles. Understand geographical similarities and differences through the study of physical geography of a region in Europe and a region within North or South America.	River formation Features of a river Water cycle Learn about the 10 major world rivers Importance of rivers to settlements, travel and farming Locate the highest mountains and ranges Kumaon region of India and the Himalayas Coastlines (animals and plants)

Subject	Objectives	Content
History **(Less focus)**	Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. To study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, for example; a significant turning point in British history such as the first railways. To address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. To construct informed responses that involve thoughtful selection and organisation of relevant historical information. To understand that our knowledge of the past is constructed from a range of sources.	Effect of the railway on coastal communities British leisure time at the coast
Computing	**Coding** Design and create a program using algorithms Flowcharts using variables If/else commands Timer and counting machines Simulations Real life links **Online Safety** Identity theft Risk and benefits of software and apps Plagiarism Appropriate behaviour Screen time balance Technology influences on health and the environment	**See Purple Mash**
Art **(More focus)**	Develop their techniques including their control and their use of materials (collage) with creativity and experimentation. Use sketch books to record observations and use them to review and revisit ideas Improve mastery of art and design techniques (painting) Learn about the life and work of a great artist (Claude Monet) An understanding of the historical and cultural development of their art forms An understanding of how art and design reflect history To evaluate and analyse creative works using the language of art, craft and design.	Monet inspiration of rivers Impressionism Collagraph prints Prints of Mount Snowdon
DT **(Less focus)**	Select from and use a wide range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Select and use a wider range of materials and components, according to their functional properties and aesthetic qualities. Shaping, joining and finishing], accurately	Build and test a boat to launch Design and make a water wheel 3D mountain models

		Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	
PE	**Gymnastics** As Year 3 + Develop jumping actions Balance on large body parts Explore ways of rolling Perform a sequence to meet a set of conditions Make simple judgements about performances and suggest improvements	
Music	**Charanga – Mamma Mia**	See Charanga
PSHE	<u>SCARF:</u> **Families and people who care for me** Recognise different types of relationships (acquaintances, friends, relatives, families) **Caring friendships** Develop skills to form and maintain positive and healthy relationships Features of a good friend including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity and trust.	
Spanish	Me Presente	

| Topic

YEAR 5	Climate Change	
Subject	**Learning Objectives**	**Key Learning Opportunities**
English	Narrative – Legends Non Fic – persuasion – radio or TV broadcast Classic Narrative Poetry	
Maths	Place value Addition and subtraction (up to 5 digits, place value models, mental methods and jottings)	
Science	**Material properties – testing** Compare and group materials based on properties Key vocabulary on materials Reasons for the uses of materials Controlling variables Recording data using scientific diagrams Identifying evidence that can be used to support ideas	Collect materials from different sources and discuss properties Compare solids, liquids and gases Group materials based upon properties Conduct an experiment on change of state and how water can be a solid, liquid and a gas
RE	5.1 The Bible Non-Christian Faith Unit – Sacred Books	
Geography (More Focus)	Deepen understanding of the interaction between physical and human processes. Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts. Describe and understand key aspects of human geography including land use, economic activity and the distribution of natural resources.	What do we know about climate change? What is the greenhouse effect? What are the causes of climate change? What are the impacts of climate change? How is climate change affecting children's rights? How can we take climate action at school?
History (Less Focus)	N/A	N/A
Computing	**Coding** Storyboards Design and create a program using a physical system Text variables Create a playable game Read code to adapt and improve Launch commands Create an information program **Online Safety** Permissions for digital images	

	Referencing sources Check validity And reliability of sources	
Art (More focus)	https://www.riseart.com/article/2485/9-artists-confronting-climate-change	Artist who focusses on landscapes/climate change Plan how to take climate action in your own school before designing a model of an ideal climate-friendly school.
DT (Less focus)	**If needed**	Make a model of a climate friendly school
PE	**Gymnastics** Perform partner balances Counter and tension balances Evaluate success Create a sequence with a partner and perform on apparatus	
Music	**Charanga – Livin' On A Prayer**	
PSHE	**Families and people who care for me** Recognise a way in which a relationship can be unhealthy and who to go to for support **Caring friendships** Develop strategies to resolve disputes and conflict through negotiation and compromise Making others feel included and not lonely/excluded How friendships can be repaired and violence is never right	
Spanish	Me Presente	

Topic YEAR 6	Survival	
Subject	**Learning Objectives**	**Key Learning Opportunities**
English	Narrative – Novel as a theme Non Fiction – biography / autobiography – main characters Wonder – Novel writing (Talk 4 writing)	**Use Lancashire booklets**
Maths	Place value Addition and subtraction, multiplication and division. Order of operations	**Use WRM**
Science	**Living things and their habitats** Classifying living things Give reasons for classifying Measuring with accuracy Make predictions Explanations Use evidence to support or refute **Evolution and inheritance** Change over time Offspring Adaptations of plants and animals (evolution)	Differences in the animal kingdom
RE	6.1 Life as a journey Non-Christian Faith Unit – Pilgrimage	
Geography (More Focus)	Locate the world's countries, using maps to focus on Europe and North and South America. 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 Describe and understand key aspects of: physical geography, human geography Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. Relate different maps to each other and to aerial photos.	Introduce the pupils to some unique physical or human features from some of the countries, e.g. Himalayan Mountains, Great Wall of China, World Heritage sites, frozen lands, volcanoes. Use thematic maps, like those on the How Stuff Works website (http://bit.ly/SjY0Tz) to look at, for example, population, weather etc. Use satellite images to identify key physical and human features of the world. Ask the children to choose and research some of these features or research further characteristics of individual countries. Use and create Google Earth tours of the world.

	Begin to understand the differences between maps e.g. Google maps versus Google Earth, and Ordnance Survey maps. Choose the most appropriate map/globe for a specific purpose. Interpret and use thematic maps. Understand that purpose, scale, symbols and style are related. Recognise different map projections. Use latitude and longitude in an atlas or on a globe. Use the scale bar on maps. Read and compare map scales.	Create fact-files about a country. These can be communicated via a range of means e.g. webpage, blog, presentation, or by creating a simple information app. Annotate digital maps of the world with researched facts and photos e.g. via Google Maps/Earth. Study the main rivers and/or mountains or islands of the world – including the processes that give rise to these key physical geographical features. Investigate world biomes and vegetation belts. Link to specific regions studied at KS2. Investigate the climate and weather patterns across the world including use of live data. Investigate tourism in different parts of the world. Find and use webcams across the world to see what individual places are like - link to specific to regions studied. Make geographical links to key sporting events e.g. World Cup, Olympics etc. Discuss/debate topical/controversial geographical issues in the news across the world e.g. disease, famine, extreme weather, natural disasters, and conflicts. Locate these on a map.
History (Less focus)	N/A	N/A
Computing	**Coding** Planning skills Use variables within a game Functions Debug programs Text input Interactivity Flowcharts for debugging Simulations Create Text based adventure games	See Purple Mash
Art	(Look at art planning from staff meeting before summer) Relief Printing (linocut printing) (Was down for Scots but units have changed) Create block prints Evaluate and compare to artists	Kat Flint – Linocut printing Picasso and Kandinsky Block printing
DT	N/A	N/A
PE	**Gymnastics** As Year 5+ Perform matched and mirrored paired balances	

		Perform a group counter balance Create a sequence to perform with paired and group balances in unison Evaluate success at working as a team	
Music	**Charanga – Happy**		
PSHE	**Families and people who care for me** Civil partnerships and marriage are examples of commitments between two people that love and care for each other and are of the legal age to make that commitment **Caring friendships** Recognise ways in which a relationship can be unhealthy and whom to talk to for support Managing conflict	Link to Wonder – being friends with people It's ok to be different Learn more about Treacher Collins Syndrome Anti Bullying Ripple effect experiment	
Spanish	Me Presente		