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| English | | | | | | | |
|  | **ELM** | **ASH** | **CHESTNUT** | | **SYCAMORE** | **BEECH** | **OAK** |
|  | Different stories by the same author  Information texts  **Poetry**  Using the senses • Poems on a theme • Patterns on the page | | | **Poetry**  Choral and performance | | | |
| Shape poetry and calligrams | Poetic style Language play | Exploring form Creating images | Classic/narrative poems  The power of imagery |
| **AUT** | Recount  Stories with predictable and patterned language | Recount  Stories from a range of cultures | Recount  Fables, myths and legends | | Recount  Stories from other cultures | Recount  Novels and stories by significant children’s authors | Recount  Film narrative  Stories with historical settings  Stories set in imaginary worlds. |
| **AUT 2** | Labels, lists and captions | Explanations | Novels and stories by significant children’s authors | | Older literature | Stories that raise issues and dilemmas | Older literature  Debate/argument  Formal and informal writing |
| **SPR 1** | Traditional fairy tales | Stories about fantasy worlds | Letters | | Novels and stories by significant children’s authors | Science fiction | Adventure and mystery |
| **SPR 2** | Instructions | Newspaper reports | Play scripts | | Formal and informal writing | Formal and informal writing | Newspaper reports  Persuasive texts |
| **SUM 1** | Stories with familiar settings | Traditional stories | Newspaper reports | | Adventure and mystery | Biography and autobiography  Journalistic writing | Non chronological  Information text |
| **SUM 2** | Non-chronological reports | Instructions | Formal and informal writing | | Reports | Debate/argument  Newspaper reports | Information text |

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| Maths | | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **SAPLING** | Match, Sort and Compare  Talk About Measure and Patterns  It’s Me 1, 2, 3 | Circles and Triangles  1, 2, 3, 4, 5  Shapes with 4 Sides | Alive in 5  Mass and Capacity  Growing 6, 7, 8 | Length, Height and Time  Building 9 and 10  Explore 3-D Shapes | To 20 and Beyond  How Many Now?  Manipulate, Compose and Decompose | Sharing and Grouping  Visualise, Build and Map  Make Connections |
| **ELM** | Place Value (within 20)  Addition and Subtraction | Addition and Subtraction cont.  Shape | Place Value (within 20)  Addition and Subtraction | Place Value (within 50)  Length and Height  Measurement | Multiplication and Division  Fractions  Position and Direction | Place Value (within 100)  Money  Time |
| **ASH** | Place Value  Addition and Subtraction | Addition and Subtraction cont.  Shape | Money  Multiplication and Division | Length and Height  Mass, Capacity and Temperature | Fractions  Time | Statistics  Position and Direction |
| **CHESTNUT** | Place Value  Addition and Subtraction | Addition and subtraction cont.  Multiplication and Division A | Multiplication and Division B  Length and Perimeter | Fractions A  Mass and Capacity | Fractions B  Money  Time | Time cont.  Shape  Statistics |
| **SYCAMORE** | Place Value  Addition and Subtraction | Area  Multiplication and Division A | Multiplication and Division B  Length and Perimeter | Fractions  Decimals A | Decimals B  Money  Time | Shape  Statistics  Position and Direction |
| **BEECH** | Place Value  Addition and Subtraction | Multiplication and Division A  Fractions A | Multiplication and Division B  Fractions B | Decimals and Percentages  Perimeter and Area  Statistics | Shape  Position and Direction  Decimals | Negative Numbers  Converting Units  Volume |
| **OAK** | Place value  Addition, Subtraction, Multiplication and Division | Fractions A  Fractions B  Converting Units | Ratio  Algebra  Decimals | Area, Perimeter and Volume  Statistics | Shape  Position and Direction | Themed Projects, Consolidation and Problem Solving |

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| Religious Education | | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **SAPLING** | **I am Special**  Why are we all different and special? | **Christmas**  How do Christians celebrate Jesus’ birthday? | **Special Places**  What makes a place holy? | **Easter**  Why do Christians believe that Easter is all about love? | **Prayer**  What is prayer? | **Special People**  Why do Christians believe Jesus is special? |
| **ELM** | * 1. **- Harvest**.   How can we help those who do not have a good harvest? | * 1. **Christmas**.   Why do we give and receive gifts? | **1.8** – **Joseph.**  Why is Joseph a Bible hero? | **1.5 - Easter.**  Celebrating new life and new beginnings | **1.7 – Baptism**  Why is baptism special? | 1.2- **Creation**  What are your favourite things in creation? |
| **ASH** | **2.1 - The Bible**.  Why is it such a special book? | **2.2 - Christmas.**  Why was the birth of Jesus such good news? | **2.3 - Jesus**  Why did Jesus welcome everyone? | **2.4 - Easter.**  How do Symbols help us understand the story? | **2.6 - Ascension and Pentecost**  What happened at the Ascension and Pentecost? | **2.5 – The Church** –  Why is the church a special place for Christians? |
| **CHESTNUT** | **3.6 – Harvest**  How do people of faith say thank you to God for the harvest? | **3.2 – Christmas.**  How does the presence of Jesus impact on people’s lives? | **3.3 - Jesus**  How did/does Jesus change lives? | **3.4 Easter**  Is the cross a symbol of sadness or joy? | **3.1 - Called by God**  What does it mean to be called by God? | **3.5 - Rules for living**  Which rules should we follow? |
| **SYCAMORE** | **4.1 - David and the Psalms**  What values do you consider to be important? | **4.2 - Christmas**.  Why is Jesus described as the light of the world? | **4.3 - Jesus**  Why do Christians believe Jesus is the Son of God? | **4.4 - Easter**  A story of betrayal or trust? | **4.5 - The Church**  Are all churches the same? | **4.6 – Prayer**  What is prayer? |
| **BEECH** | **5.1 - The Bible**  How and why do Christians read the Bible? | **5.2 - Christmas.**  How do our celebrations reflect the true meaning of Christmas? | **5.6 - Loss Death and Christian hope**  Is death an ending or a beginning? | **5.4 – Easter**  Why do Christians believe that Easter is a celebration of victory? | **5.9 - St Paul**  How did the news of Jesus resurrection spread around the world? | **5.5 - Old Testament Women**  Did she make the right choice? |
| **OAK** | **6.1 - Life as a journey**  Is every person’s journey the same? | **6.2 – Advent**  How do Christians prepare for Christmas? | **6.3: The Eucharist**  Why do Christians celebrate the Eucharist? | **6.3A – The Exodus**  Why is the Exodus such a significant event in Jewish and Christian history? | **6.4 - Easter.**  Who was Jesus? who is Jesus | **6.6 – God**  What is the nature and character of God? |

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| Science | | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **ELM** | Forces, Earth and space –  Seasonal changes. | Materials –  Everyday materials. | Animals, including humans –  Sensitive bodies. | Animals, including humans –  Comparing animals. | Plants –  Introduction to plants. | Making connections –  Investigating science through stories. |
| **ASH** | Living things and their habitats –  Habitats | Living things and their habitats –  Microhabitats. | Materials –  Uses of everyday materials. | Animals, including humans –  Life cycles and health. | Plants –  Plant growth. | Making connections –  Plant based materials. |
| **CHESTNUT** | Animals, including humans –  Movement and nutrition. | Forces, Earth and space –  Forces and magnets. | Materials –  Rocks and soil | Energy –  Light and shadows. | Plants –  Plant reproduction. | Making connections –  Does hand span affect grip strength? |
| **SYCAMORE** | Animals, including humans –  Digestion and food. | Energy –  Electricity and circuits. | Materials –  States of matter. | Energy –  Sound and vibrations. | Living things and their habitats –  Classification and changing habitats. | Making connections –  Hoe does the flow of liquid compare? |
| **BEECH** | Materials –  Mixtures and separation. | Materials –  Properties and changes. | Forces, Earth and space –  Earth and space. | Living things and their habitats –  Life cycle and reproduction. | Forces, Earth and space –  Unbalanced forces. | Animals, including humans –  Human timeline. |
| Making connections –  Does the size of an asteroid affect the size of its impact crater? |
| **OAK** | Living things and their habitats –  Classifying big and small. | Energy –  Light and reflection. | Living things and their habitats –  Evolution and inheritance. | Energy –  Circuits, batteries and switches. | Animals, including humans –  Circulation and health. | Making connections –  Are some sunglasses safer than others? |

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| Topic – History/Geography | | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **ELM** | How am I making history?  Looking at personal chronology and finding out about the past within living memory | What is it like here?  Locating where they live on an aerial photograph and recognising features within a local context. | How have toys changed?  Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. | What is the weather like in the UK?  Looking at the countries and cities that make up the UK, keeping a daily weather record and finding out more about hot and cold places in the UK | How have explorers changed the world?  Finding out about events and people beyond living memory, | What is it like to live in Shanghai?  Using a world map to start recognising continents, oceans and countries outside the UK with a focus on China. |
| **ASH** | How was school different in the past?  Understanding that although schools have been in the local area for a long time, they have not always been the same. | Would you prefer to live in a hot or cold place?  Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. | How did we learn to fly?  Developing their knowledge of events beyond living memory and reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline. | Why is our world wonderful?  Learning about the world’s wonders, the names and locations of the world’s oceans and considering what is unique about the local area | What is a monarch?  Finding out the role of a monarch, children compare the monarchy today with the monarchy in the past. | What is it like to live by the coast?  Naming and locating continents and oceans of the world while revisiting countries and cities of the UK and surrounding seas. |
| **CHESTNUT** | British history 1: Would you prefer to live in the Stone Age, Bronze Age or Iron Age?  Looking at the chronology of mankind, children are introduced to Britain’s story. | Why do people live near volcanoes?  Children learn that the Earth is constructed in layers, and the crust is divided into tectonic plates. | British history 2: Why did the Romans settle in Britain?  Investigating why the Romans invaded Britain and the reaction of the Celts and learning how the Romans changed life in Britain. | Who lives in Antarctica?  Learning about how latitude and longitude link to climate and the physical and human features of polar regions with links to the explorer, Shackleton. | What did the ancient Egyptians believe?  Finding out about Egyptian beliefs, children make inferences about beliefs about the afterlife using primary sources. | Are all settlements the same?  Exploring different types of settlements, land use, and the difference between urban and rural. |
| **SYCAMORE** | How have children's lives changed?  Investigating the changes in children’s lives through time, children learn how children’s spare time, health and work have changed. | Why are rainforests important to us?  Developing an understanding of biomes, ecosystems and tropics; mapping features of the Amazon rainforest and learning about its layers. | British history 3: How hard was it to invade and settle in Britain?  Developing an understanding of why people invaded and settled, learning about Anglo-Saxon beliefs and the spread of Christianity and assessing the contribution of the Anglo-Saxons to modern Britain. | Where does our food come from?  Looking at the distribution of the world’s biomes and mapping food imports from around the world. | British History 4: How did the achievements of the Ancient Maya impact their society and beyond?  Finding out about Mayan civilisations, cities, beliefs and making deductions from sources relating to this period. | What are rivers and how are they used?  Learning about rivers; their place in the water cycle, the name and location of major rivers and how they are used. |
| **BEECH** | British history 4: Were the Vikings raiders, traders or something else?  Investigating what the Vikings were really like. | What is life like in the Alps?  Considering the climate of mountain ranges and why people choose to visit the Alps. | What was the impact of World War 2 on the people of Britain?  Investigating the causes of WW2. | Where does our energy come from?  Learning about renewable and non-renewable energy sources. | What did the Greeks ever do for us?  Investigating the city-states of Athens and Sparta to identify similarities and differences between them. | Would you like to live in the desert?  Exploring hot desert biomes and learning about the physical features of a desert. |
| **OAK** | What does the census tell us about our local area?  Investigating local history during the Victorian period. | Why does population change?  Investigating why certain parts of the world are more populated than others. | British history 5: What was life like in Tudor England?  Comparing Henry VIII and Elizabeth I, children learn about the changing nature of monarchy. | Why do oceans matter?  Exploring the importance of our oceans and how they have changed over time. | Unheard histories: Who should go on the £10 banknote?  Investigating why historical figures are on banknotes. | Can I carry out an independent fieldwork enquiry?  Observing, measuring, recording and presenting their own fieldwork study of the local area. |

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| PE | | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **SAPLING** | Fundamental Movement Skills | FMS  Transport | FMS  Rosies Walk | FMS  Jack and the Beanstalk | FMS  Mini Beasts | FMS  Rumble in the Jungle  A visit to the Zoo |
| **ELM** | Baseline Unit  Lost and Found | FMS -  Rolling a Ball  Catching and Bouncing Ball | Dance  Cheer Dance | Gymnastics  Core Tasks1 and 2 | Athletics | Underarm and Overarm Throw |
| **ASH** | Net and Wall Games | Core Task  Piggy in the Middle  Bounce Ball | Dance  Cheer Dance  FMS - Kicking | Gymnastics  FMS - Kicking | Swimming  Striking and Fielding Games | Athletics  End of KS assessment |
| **CHESTNUT** | Invasion Games  Netball | Dance  Disco | Gymnastics  Core Tasks 1 and 2 | Net Wall – Core Task 1  Swimming | Athletics | Net and wall  Core Task 2 |
| **SYCAMORE** | Invasion Games  Netball | Gymnastics  Core Task 1 and 2 | Dance  Hip Hop  Swimming | Net and Wall  Core Task 1 and 2 | Striking and Fielding  Cricket | OAA  Trust and Trails |
| **BEECH** | Invasion Games  Netball  Swimming | Gymnastics  Core Task  Swimming | Dance  Urban Freestyle | Net and Wall  Tennis | Striking and Fielding  Cricket | Athletics  OAA  Problem Solving |
| **OAK** | Invasion Games  Football | Dance  Freestyle | Gymnastics  Core Task 1 and 2 | Striking and Fielding  Cricket  OAA  Problem Solving | Athletics | Swimming  Netball  Tennis |

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| Art/DT | | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **ELM** | DT  Structures – Constructing a windmill. | Art  Drawing –  Make your mark. | DT  Textiles –  Puppets. | Art  Sculpture and 3D –  Paper play. | DT  Smoothies. | Art  Painting and mixed media –  Colour splash. |
| **ASH** | Art  Craft and design –  Map it out. | DT  Structures –  Baby bear’s chair. | Art  Painting and mixed media –  Life in colour. | DT Mechanisms –  Fairground wheel. | Art  Sculpture and 3D –  Clay houses. | DT  Mechanisms –  Making a moving monster. |
| **CHESTNUT** | DT  Cooking and nutrition –  Eating seasonally. | Art  Drawing –  Growing artists. | DT  Digital world –  Wearable technology | Art  Craft and design –  Ancient Egyptian. | DT  Structures –  Constructing a castle. | Art  Sculpture and 3D –  Abstract shape and space. |
| **SYCAMORE** | Art  Drawing –  Power prints. | DT  Structure –  Pavilions. | Art  Painting and mixed media –  Light and dark. | DT  Mechanical systems –  Making a slingshot car. | Art  Craft and design –  Fabric of nature. | DT  Electrical systems –  Torches. |
| **BEECH** | DT  Electrical systems –  Doodlers | Art  Sculpture and 3D –  Interactive installation. | DT  Mechanical systems –  Making a pop-up book. | Art  Drawing –  I need space. | DT  Developing a recipe | Art  Painting and mixed media –  Portraits. |
| **OAK** | Art  Craft and design –  Photo opportunity. | DT  Textiles –  Waistcoats. | Art  Drawing –  Make my voice heard. | DT  Structure –  Playgrounds. | Art  Sculpture and 3D –  Making memories. | DT  Digital world –  Navigating the world. |

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| PSHE/RSE | | | |
|  | **AUTUMN** | **SPRING** | **SUMMER** |
| **SAPLING** | **FAMILIES AND RELATIONSHIPS** | **SAFETY AND THE CHANGING BODY** | **CITIZENSHIP** |
| **FAMILY** | **HEALTH PREVENTION** | To know that we have rules to keep everything fair, safe and enjoyable for everyone.  To understand that we all have similarities and differences and that make us special.  To know that we all have different beliefs and celebrate special times in different way |
| To name and describe the different members of our families.  To understand that all families are valuable and special. | To know that having a naturally colourful diet is one way to try and eat healthily, |
| **FRIENDSHIPS** | **PHYSICAL HEALTH AND WELLBEING** |
| To know that we share toys so that everyone feels involved and no one feels left out or upset. | To know that exercise means moving our body and is important.  To know that yoga can help our bodies and minds relax, |
| **RESPECTFUL RELATIONSHIPS** | **MENTAL WELL BEING** |
| To understand that different people like different things. To understand that all people are valuable.  To know that it is important to help, listen and support others when working as a team.  To know that it is important to tell the truth | To name some different feelings and emotions.  To know that I am a valuable individual.  To know that facial expressions can give us clues as to how a person is feeling.  To know that I can learn from my mistakes. To know some strategies to calm down. |

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| PSHE/RSE | | | |
|  | **AUTUMN 1** | **SPRING 1** | **SUMMER 1** |
| **ELM** | **FAMILIES AND RELATIONSHIPS** | **SAFETY AND THE CHANGING BODY** | **ECONOMIC WELLBEING** |
| **FAMILY** | **BEING SAFE (INCLUDING ONLINE)** | To know that people use money to buy things, including things they need and things they want.  To know that coins and notes are types of money and have different values.  To know that notes are higher in value than coins.  To know that it is wrong to steal money.  To know that money is valuable and needs to be looked after.  To know that money should be stored in a safe place to keep it secure and should not be displayed in public places.  To know that they should not show or give money to strangers.  To know that they can ask adults they know and trust about money and where to store it safely.  To know that banks are places where we can store our money.  To know adults have jobs to help others and to earn money.  To know that skills are things that we can do well and that everyone has different skills.  To know that different jobs need different skills. |
| To understand that families look after us.  To know some words to describe how people are related (eg. aunty, cousin).  To know that some information about me and my family is personal. | To know that some types of physical contact are never appropriate.  To know what to do if I get lost.  To know that a hazard is something which could cause an accident or injury. |
| **FRIENDSHIPS** | **DRUGS ALCOHOL AND TOBACCO** |
| To understand some characteristics of a positive friendship  To understand that friendships can have problems but that these can be overcome.. | To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure. |
| **RESPECTFUL RELATIONSHIPS** | **BASIC FIRST AID** |
| To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only. | To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened.  To know that the emergency services are the police, fire service and the ambulance service |
| **AUTUMN 2** | **SPRING 2** |
| **HEALTH AND WELLBEING** | **CITIZENSHIP** |
| **HEALTH PREVENTION** | To know the rules in school.  To know that different pets have different needs.  To understand the needs of younger children and that these change over time.  To know that voting is a fair way to make a decision.  To understand that people are all different and that this is a good thing |
| To understand we can limit the spread of germs by having good hand hygiene.  To know the five S's for sun safety: slip, slop, slap, shade, sunglasses.  To know that certain foods and other things can cause allergic reactions in some people. |
| **PHYSICAL HEALTH AND WELLBEING** |
| To know that sleep helps my body to repair itself, to grow and restores my energy. |
| **MENTAL WELL BEING** |
| To know that strengths are things we are good at.  To know that qualities describe what we are like.  To know the words to describe some positive and negative emotions |

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|  | **AUTUMN 1** | **SPRING 1** | **SUMMER 1** |
| **ASH** | **FAMILIES AND RELATIONSHIPS** | **SAFETY AND THE CHANGING BODY** | **ECONOMIC WELLBEING** |
| **FAMILY** | **BEING SAFE (INCLUDING ONLINE)** | To know that many adults earn money by having a job.  To know some basic needs for survival, such as food, water and shelter.  To know that a bank account is like a special place in a bank that keeps money safe until it is needed.  To know that a bank account card is like a special key that unlocks a bank account to access the money inside.  To know that saving money is when we keep some money and don’t spend it straight away.  To know that it is important for workplaces to include a variety of people to bring different viewpoints and skills. |
| To know that families can be made up of different people.  To know that families may be different to my family. | To know the PANTS rule.  To know that I should tell an adult if I see something which makes me uncomfortable online.  To understand the difference between secrets and surprises.  To know the rules for crossing the road safely.. |
| **FRIENDSHIPS** | **DRUGS ALCOHOL AND TOBACCO** |
| To know some problems which might happen in friendships.  To understand that some problems in friendships might be more serious and need addressing | To know that medicine can help us when we are ill.  To understand that we should only take medicines when a trusted adult says we can.. |
| **RESPECTFUL RELATIONSHIPS** | **THE CHANGING ADOLESCENT BODY** |
| To understand some ways people show their feelings.  To understand what good manners are.  To understand some stereotypes related to jobs. | To know the names of parts of my body including private parts. |
| **CHANGE AND LOSS** |
| To know that there are ways we can remember people or events. |
| **AUTUMN 2** | **SPRING 2** |
| **HEALTH AND WELLBEING** | **CITIZENSHIP** |
| **HEALTH PREVENTION** | To know some of the different places where rules apply. To know that some rules are made to be followed by everyone and are known as 'laws'.  To know some of the jobs people do to look after the environment in school and the local community.  To understand how democracy works in school through the school council.  To understand that different groups of people make different contributions to the community |
| To know that food and drinks with lots of sugar are bad for our teeth.. |
| **PHYSICAL HEALTH AND WELLBEING** |
| To explain the importance of exercise to stay healthy.  To understand the balance of foods we need to keep healthy.  To know that breathing techniques can be a useful strategy to relax. |
| **MENTAL WELL BEING** |
| To know that we can feel more than one emotion at a time.  To know that a growth mindset means being positive about challenges and finding ways to overcome them |

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|  | **AUTUMN 1** | **SPRING 1** | **SUMMER 1** |
| **CHESTNUT** | **FAMILIES AND RELATIONSHIPS** | **SAFETY AND THE CHANGING BODY** | **ECONOMIC WELLBEING** |
| **FAMILY** | **BEING SAFE (INCLUDING ONLINE)** | To know that we can pay for things using cash, a debit card, a credit card, online banking, and digital wallets.  To know that spending should be based on necessity, importance, and available budget.  To know that budgeting is planning how to spend and save the money that you have available.  To know that money can cause us to have positive and negative feelings.  To know how we spend money can affect other people and the environment, like buying environmentally friendly products to help protect the planet.  To know that different jobs contribute to our society in different ways.  To know that stereotypes are oversimplified ideas about what jobs are suitable for people based on gender, race, or other characteristics.  To know that it is important to consider what they are good at and enjoy doing when choosing future careers.  To know that they can aim for any career they are interested in and passionate about, regardless of stereotypes or other people's expectations |
| To know that I can talk to trusted adults or services such as Childline if I experience family problems | To understand that cyberbullying is bullying which takes place online.  To know the signs that an email might be fake.  To know the rules for being safe near roads. |
| **FRIENDSHIPS** | **DRUGS ALCOHOL AND TOBACCO** |
| To know that bullying can be physical or verbal.  To know that bullying is repeated, not a one off event.  To know that violence is never the right way to solve a friendship problem | To understand that other people can influence our choices. |
| **RESPECTFUL RELATIONSHIPS** | **BASIC FIRST AID** |
| To know that trust is being able to rely on someone and it is an important part of relationships.  To know the signs of a good listener.  To understand how to listen carefully and why listening is important. To understand that there are similarities and differences between people.  To understand some stereotypes related to age. | To know that bites or stings can sometimes cause an allergic reaction.  To know that it is important to maintain the safety of myself and others, before giving first aid |
| **AUTUMN 2** | **SPRING 2** |
| **HEALTH AND WELLBEING** | **CITIZENSHIP** |
| **HEALTH PREVENTION** | To understand the UN Convention on the Rights of the Child.  To understand how recycling can have a positive impact on the environment.  To know that the local council is responsible for looking after the local area.  To know that elections are held where adults can vote for local councillors.  To understand some of the consequences of breaking rules.  To understand the role of charities in the community |
| To understand ways to prevent tooth decay. |
| **PHYSICAL HEALTH AND WELLBEING** |
| To understand the positive impact relaxation can have on the body.  To know the different food groups and how much of each of them we should have to have a balanced diet. |
| **MENTAL WELL BEING** |
| To understand the importance of belonging.  To understand what being lonely means and that it is not the same as being alone.  To understand what a problem or barrier is and that these can be overcome. |

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| PSHE/RSE | | | |
|  | **AUTUMN 1** | **SPRING 1** | **SUMMER 1** |
| **SYCAMORE** | **FAMILIES AND RELATIONSHIPS** | **SAFETY AND THE CHANGING BODY** | **ECONOMIC WELLBEING** |
| **FAMILY** | **BEING SAFE (INCLUDING ONLINE)** | To know that getting value for money involves considering the cost, usefulness and quality of items.  To know that purchases can be influenced by needs, wants, peer pressure, and advertising.  To know that people often earn interest when they keep savings in a bank account.  To know that earning interest is when the bank gives you some extra money as a reward for keeping your money with them.  To know that people often change jobs or careers multiple times in their lives.  To know that stereotypes can be made on age, gender, culture, ability and interest and hobbies. |
| To know that families are varied in the UK and across the world.. | To understand that there are risks to sharing things online.  To know the difference between private and public. |
| **FRIENDSHIPS** | **DRUGS ALCOHOL AND TOBACCO** |
| To understand the different roles related to bullying including victim, bully and bystander.  To understand that everyone has the right to decide what happens to their body. | To understand the risks associated with smoking tobacco. |
| **THE CHANGING ADOLESCENT BODY** |
| To understand the physical changes to both male and female bodies as people grow from children to adults. |
| **RESPECTFUL RELATIONSHIPS** | **BASIC FIRST AID** |
| To understand the courtesy and manners which are expected in different scenarios.  To understand some stereotypes related to disability. | To know that asthma is a condition which causes the airways to narrow. |
| **CHANGE AND LOSS** |
| To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives |
| **AUTUMN 2** | **SPRING 2** |
| **HEALTH AND WELLBEING** | **CITIZENSHIP** |
| **HEALTH PREVENTION** | To know that human rights are specific rights that apply to all people.  To know some of the people who protect our human rights such as police, judges and politicians.  To know that reusing items is of benefit to the environment.  To understand that councillors have to balance looking after local residents and the needs of the council.  To know that there are a number of groups which make up the local community. |
| To know key facts about dental health. |
| **PHYSICAL HEALTH AND WELLBEING** |
| To know that visualisation means creating an image in our heads. |
| **MENTAL WELL BEING** |
| To know that different job roles need different skills and so some roles may suit me more than others.  To know that it is normal to experience a range of emotions.  To know that mental health refers to our emotional wellbeing, rather than physical.  To understand that mistakes can help us to learn.  To know who can help if we are worried about our own or other people's mental health. |

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| PSHE/RSE | | | |
|  | **AUTUMN 1** | **SPRING 1** | **SUMMER 1** |
| **BEECH** | **FAMILIES AND RELATIONSHIPS** | **SAFETY AND THE CHANGING BODY** | **ECONOMIC WELLBEING** |
| **FAMILY** | **BEING SAFE (INCLUDING ONLINE)** | To know that being ‘in debt’ or ‘having debt’ means that you have spent more money than you have and owe money to others or the bank.  To know the difference between money earned (income) and money spent (expenditure).  To know that borrowing money, like loans or credit, involves the responsibility to pay it back with interest.  To know that when a bank or someone lends you money, they may ask you to pay back more than what you borrowed. The extra amount is the interest, which is like a fee for using someone else's money.  To know that they should be cautious about sharing financial information.  To know that money can cause a range of emotions, from stress and anxiety when finances are tight, to happiness and excitement when they can afford something they want.  To know that their educational choices and personal interests can play a significant role in determining their future career options and opportunities.  To know that it is important to challenge work-related stereotypes to create a more inclusive and fair work environment. |
| To know that marriage is a legal commitment and is a choice people can make.  To know that if I have a problem, I can call ChildLine on 0800 1111. | To know the steps to take before sending a message online (using the THINK mnemonic).  To know some of the possible risks online.. |
| **FRIENDSHIPS** | **DRUGS ALCOHOL AND TOBACCO** |
| To know what attributes and skills make a good friend.  To understand what might lead to someone bullying others.  To know what action a bystander can take when they see bullying. | To know some strategies I can use to overcome pressure from others and make my own decisions. |
| **THE CHANGING ADOLESCENT BODY** |
| To understand the process of the menstrual cycle.  To know the names of the external sexual parts of the body and the internal reproductive organs.  To know that puberty happens at different ages for different people |
| **RESPECTFUL RELATIONSHIPS** | **BASIC FIRST AID** |
| To understand that positive attributes are the good qualities that someone has.  To know that stereotypes can be unfair, negative and destructive.  To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability. | To know how to assess a casualty's condition. |
| **AUTUMN 2** | **SPRING 2** |
| **HEALTH AND WELLBEING** | **CITIZENSHIP** |
| **HEALTH PREVENTION** | To know what happens when someone breaks the law. To understand the waste hierarchy.  To know that parliament is made up of the House of Commons, the House of Lords and the Monarch.  To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government’s work.  To know that a pressure group is a group of people who feel very strongly about an issue and want to see something change. |
| To understand the risks of sun exposure. |
| **PHYSICAL HEALTH AND WELLBEING** |
| To know that relaxation stretches can help us to relax and de-stress.  To know that calories are the unit that we use to measure the amount of energy certain foods give us.  To know that what we do before bed can affect our sleep quality. |
| **MENTAL WELL BEING** |
| To understand what can cause stress.  To understand that failure is an important part of success. |

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| PSHE/RSE | | | |
|  | **AUTUMN 1** | **SPRING 1** | **SUMMER 1** |
| **OAK** | **FAMILIES AND RELATIONSHIPS** | **SAFETY AND THE CHANGING BODY** | **ECONOMIC WELLBEING** |
| **FAMILY** | **BEING SAFE (INCLUDING ONLINE)** | To know that our emotions can be linked to money.  To know an online scam is when someone uses the internet to trick or deceive people into giving away their money or personal information.  To know that a secure password should have a combination of letters, numbers and special symbols and be kept secret from others.  To know that at secondary school they may have to manage different types of expenses like lunches, travel costs, school materials, and social activities.  To know that gambling or betting is paying to play a game where you don’t know if you will win more money or lose your money.  To know that gambling can cause people to lose a lot of money and can be very addictive.  To know that a career route is the path you take to have a particular career and the qualifications and experience you have to gain along the way |
|  | To understand that online relationships should be treated in the same way as face to face relationships.  To know where to get help with online problems.. |
| **FRIENDSHIPS** | **DRUGS ALCOHOL AND TOBACCO** |
| To know that a conflict is a disagreement or argument and can occur in friendships.  To understand the concepts of negotiation and compromise. | To understand the risks associated with drinking alcohol. |
| **THE CHANGING ADOLESCENT BODY** |
| To understand how a baby is conceived and develops. |
| **RESPECTFUL RELATIONSHIPS** | **BASIC FIRST AID** |
| To understand what respect is.  To understand that everyone deserves respect but respect can be lost.  To understand that stereotypes can lead to bullying and discrimination. | To know how to conduct a primary survey (using DRSABC). |
| **CHANGE AND LOSS** |
| To understand that loss and change can cause a range of emotions.  To know that grief is the process people go through when someone close to them dies. |
| **AUTUMN 2** | **SPRING 2** |
| **HEALTH AND WELLBEING** | **CITIZENSHIP** |
| **HEALTH PREVENTION** | To know that education is an important human right.  To know that our food choices can affect the environment.  To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education.  To know that prejudice is making assumptions about someone based on certain information.  To know that discrimination is treating someone differently because of certain factors. |
| To understand that vaccinations can give us protection against disease.  To know that changes in the body could be possible signs of illness. |
| **PHYSICAL HEALTH AND WELLBEING** |
| To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health).  To know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits. |
| **MENTAL WELL BEING** |
| To understand that a number of factors contribute to my mental health (Diet, exercise, rest/relaxation).  To know the effects technology can have on mental health. |

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| Computer Science | | | | | | | | | | | |
|  | **Autumn 1** | **Autumn 2** | | | **Spring 1** | | **Spring 2** | | **Summer 1** | | **Summer 2** |
| **SAPLING** | **Computing systems and networks 1:** Using a computer | | **Programming 1:**  instructions | **Computing systems and networks 2:** Exploring hardware | | **Programming 2:** Programming Codapillars | | **Data handling:**  Introduction to data | | | |
| **ELM** | **Computing systems and networks:** Improving mouse skills | | **Programming 1:** Algorithms | **Skills showcase:** Rocket to the moon  Developing keyboard and mouse skills. | | **Programming 2:** Codapillars  Developing early programming skills | | **Creating media:** Digital imagery | | **Data handling:** Introduction to data  Learning what data | |
| **Online safety: Year 1**  Learning about online safety, including using useful tips to stay safe when online; how to manage feelings and emotions when someone or something has upset us online; learning about the responsibility we have as online users; exploring the idea of a ‘digital footprint’. | | | | | | | | | | |
| **ASH** | **Computing systems and networks 1:**  What is a computer? | **Programming 1:** Algorithms and debugging | | | **Computing systems and networks 2:**  Word processing | | **Programming 2:** MakeCode | | **Creating media:** Stop motion | | **Data handling:** International Space Station |
| **Online safety: Year 2**  Learning about online safety, including: what happens to information posted online; how to keep things private online; who we should ask before sharing online; describing different ways to ask for, give, or deny permission online. | | | | | | | | | | |
| **CHESTNUT** | **Computing systems and networks 1**: Networks | **Programming:** Scratch | | | **Computing systems and networks 3:**  Journey inside a computer | | **Creating media:** Video trailers | | **Data handling:** Comparison cards databases | | **Computing systems and networks 2:** Emailing |
| **Online safety: Year 3**  Learning about online safety: ‘fake news’, privacy settings, ways to deal with upsetting online content, protecting our personal information on social media. | | | | | | | | | | |
| **SYCAMORE** | **Computing systems and networks:** Collaborative learning | **Programming 1:** Further coding with Scratch | | | **Creating media:** Website design | | **Skills showcase:** HTML | | **Programming 2:** Computational thinking | | **Data handling:** Investigating weather |
| **Online safety: Year 4**  Learning how to navigate the internet in an informed, safe and respectful way. | | | | | | | | | | |
| **BEECH** | **Computing systems and networks:**  Search engines | **Programming 1:** Music | | | **Data handling:** Mars Rover 1 | | **Programming 2:** Micro:bit | | **Creating media:** Stop motion animation | | **Skills showcase:** Mars Rover 2 |
| **Online safety: Year 5**  Learning about potential online dangers and safety. | | | | | | | | | | |
| **OAK** | **Computing systems and networks:** Bletchley Park | **Programming:**  Intro to Python | | | **Data handling 1:**  Big Data 1 | | **Creating media:** History of computers | | **Data handling 2:**  Big Data 2 | | **Skills showcase:** Inventing a product |
| **Online safety: Year 6**  Learning how to navigate the internet in an informed, safe and respectful way. | | | | | | | | | | |

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| SPANISH | | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **CHESTNUT** | **Spanish greetings with puppets**  Using puppets to practise a variety of greetings, children learn how to introduce themselves and perform a finger rhyme based on a Spanish puppet festival tradition. | **Spanish numbers and ages**  Through playing traditional Spanish counting games, children learn the numbers from one to twelve. They discover how to say their age in Spanish and ask others how old they are. | **Shapes and colours in Spanish**  Describing different shapes using colour adjectives in Spanish. | **Classroom objects in Spanish**  Following classroom instructions, naming classroom objects and exploring grammar rules such as masculine and feminine nouns, plurals, and forming a negative construction. | **Where do you live in Spain?**  Looking at a map, children identify different cities in Spain and learn to correctly pronounce their names in Spanish. They use a bilingual dictionary to find out the names for different types of homes and learn to ask and respond to questions about where they live. | **Journey around Latin America**  Exploring Spanish-speaking Latin American countries and learning the days of the week and modes of transport in Spanish. |
| **SYCAMORE** | **Dates in Spanish**  Mastering numbers to 31 and months of the year, children learn to say the date and find out about some Mexican birthday traditions. | **Pets in Spanish**  Listening to a song about pets, children learn the names of different animals. Developing their knowledge of adjectives, children describe the characteristics of different animals when writing a fun story about a visit to a pet shop. | **In a Spanish café**  Reading and creating menus in Spanish to role-play conversations in a Spanish café. | **Spanish celebrations**  Learning about how some festivals are celebrated in Spain; expressing likes and dislikes about different celebrations | **Weather in Spain**  Naming types of weather in Spanish, asking and answering questions about what the weather is like today and writing and performing a weather forecast in Spanish. | **The Amazon rainforest**  Describing the animals that live in different parts of the Amazon rainforest. |
| **BEECH** | **Describing family and friends in Spanish**  Looking at a family tree, children find out the vocabulary for family members, and use different verbs to write a description of them.  . | **Spanish portraits**  Deducing the vocabulary for describing facial features; applying their knowledge of noun-adjective agreement to plural nouns; creating portraits in the cubist style and describing the faces in their portraits. | **Sports in Spanish**  Reading and following instructions, children play the Maya ball game; inventing an original ball game, they use the imperative form of some regular verbs to write a set of instructions. | **Spanish food and drink**  Expressing likes and dislikes about food; developing questioning skills to find out about food preferences. | **A trip across Spain**  Finding out about different Spanish cities; discussing future travel plans to key tourist attractions. | **Saving South America**  Creating campaign adverts to raise awareness of environmental problems in South America and how to solve them**.** |
| **OAK** | **Shopping in Spain**  Visiting a Spanish market, children describe the name and location of the different market stalls. They play a fun board game to practise their transactional language and apply their knowledge of larger numbers and handling money. | **Clothes in Spanish**  Experimenting with adjectives and agreement, children design and describe a selection of different outfits and styles. | **School life in Spanish**  Learning the names of school subjects in Spanish; giving opinions about school subjects using Spanish adjectives; constructing their ideal school day timetable and writing a letter to their teacher using the key vocabulary they have learned within the unit. | **Household tasks in Spanish**  Learning verbs and understanding how to provide instructions, children describe household uses for robots; inventing an original robot, they describe how everyday household tasks can be performed. | **Free time in Spain**  Exploring verb conjugation in the present tense, children create a shared travel blog to describe activities that take place in different parts of Spain during each season. They compare travel plans and explain their preferences. | **Maya city treasure hunt**  Using descriptive and directional language to navigate and describe key landmarks within an Ancient Maya city. |

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| Music | | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **ELM** | **Hey You!**  **Style:**Old-School Hip Hop | **Hands, Feet, Heart**  **Style: South African styles** | **In The Groove**  **Style:**Blues, Latin, Folk, Funk, Baroque, Bhangra | **Round And Round**  **Style:**Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion | **Your Imagination**  **Style:**Pop | **Reflect, Rewind and Replay**  **Style:**Western Classical Music and your choice from Year 1 |
| **ASH** | **Hands, Feet, Heart**  Style: South African styles | **Ho Ho Ho**  Style: Christmas, Big Band, Motown, Elvis, Freedom Son | **I Wanna Play In A Band**  Style: Rock | **Zoo time**  Style: Reggae | **Friendship Song**  Style: Coming soon! | **Reﬂect, Rewind and Replay**  Style: Western Classical Music and your choice from Year 2 |
| **CHESTNUT** | **Let Your Spirit Fly**  **Style:**R&B, Western Classical, Musicals, Motown, Soul | **Glockenspiel Stage 1**  **Style:**Learning basic instrumental skills by playing tunes in varying styles | **Three Little Birds**  **Style:**Reggae | **The Dragon Song**  **Style:** A little bit funky and music from around the world. | **Bringing Us Together**  **Style:**Disco | **Reﬂect, Rewind and Replay**  **Style:**Western Classical Music and your choice from Year 3 |
| **SYCAMORE** | **Mamma Mia**  **Style:**ABBA | **Glockenspiel Stage 2**  **Style:**Learning basic instrumental skills by playing tunes in varying styles | **Stop!**  **Style:**Grime, Classical, Bhangra, Tango, Latin Fusion | **Lean On Me**  **Style:**Gospel | **Blackbird**  **Style:**Coming soon! | **Reﬂect, Rewind and Replay**  **Style:**Western Classical Music and your choice from Year 4 |
| **BEECH** | **Livin' On A Prayer**  **Style:**Rock | **Classroom Jazz 1**  **Style:**Jazz | **Make You Feel My Love**  Style: Pop Ballads | **Fresh Prince Of Bel-Air**  Style: Hip Hop | **Dancing In The Street**  **Style:**Motown | **Reﬂect, Rewind and Replay**  **Style:**Western Classical music and your choice from Year 5 |
| **OAK** | **Happy**  **Style:**Pop/Motown | **Classroom Jazz 2**  **Style:**Jazz, Latin, Blues | **Benjamin Britten - A New Year Carol**  **Style:**Benjamin Britten (Western Classical Music), Gospel, Bhangra. | **You've Got A Friend**  **Style:**The Music of Carole King | **Music and Me**  **Style:**Contemporary, music and identity | **Reﬂect, Rewind and Replay**  **Style:**Western Classical Music and your choice from Year 6 |