Eastbury Farm Primary School
Long Term Plan showing progression in each subject Years 1-6
Unit Titles in Blue Subject Content in Red
Cycle A: 2026-27
Cycle B: 2027-28

		Years 1 & 2		Years 3 & 4		Years 5 & 6	
	Term	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
Golden Threads	Autumn	Big World, Little Me	Caring Community & Colourful Blooms	Fire, Flint & Food	From Long Boats to Light Houses	Evolution, Revolution	The Age of Innovation
	Spring	Animal 'King'dom	Earth, Wind & Fire	Roads to Rome	Plague, Power & Portraits	The World in Motion	It's all Greek to Me!
	Summer	Sailing into Nature	China's Tails & Travellers Trails	The Land of the Rising Sun	Temples, Tombs & Treasures	Mexico in Colour	Trains, Trade & Technology
English (HfL Essentials) Each term, phases will select a range of texts and genres from the **HFL Essentials** texts listed. These selections may be adapted and amended to meet the needs of the cohort. Reading: Speaking & Listening, Word Reading & Comprehension Writing: Transcription, Handwriting & Composition Spelling Vocabulary, Grammar & Punctuation	Autumn	**Jasper's Beanstalk/Sam Plants a Sunflower** – Labels, lists and captions **Puffin Peter** – Narrative **Purple is….** – List Poems **Gruffalo Crumble** – Recipes/Instructions **Three Billy Goats Gruff/The Princess and the Pea/Stop! That's Not my Story/Professor Goose Debunks Goldilocks** – Narrative	**Frog and the Stranger** – Narrative **How to Make Friends with a Ghost** – Instructions **The Puffin Book of Fantastic First Poems** – List Poems **Last Stop on Market Street** – Narrative **Dragon Post** – Letters and Postcards	**Arthur and the Golden Rope** – Graphic Novel Narrative **The King Who Banned the Dark** – Persuasive Speech **A Small Dragon** – Free Verse **Until I Met Dudley** – Explanation **Starbird** - Narrative	**Mini-Rabbit Not Lost** – Narrative **'Words are Ours' and 'The Magic Box'** – Free Verse **The Koala who Could, The Squirrels that Squabbled, The Lion Inside** – Fables **Incredible Jobs you've (Probably) Never Heard Of** – Non-Chronological Report	**The World of the Unknown: Monsters, The Book of Mythical Beasts and Magical Creatures** – Non-Chronological Reports **Cloud Tea Monkey's** – Description **Where the Poppies Now Grow** – Cinquains **The Promise** – Narrative **Stone Girl, Bone Girl, Fantastically Great Women Who Changed the World, Women in Science** – Biography	**Night of the Gargoyles/The Mysteries of Harris Burdick** – Narrative **Planetarium** – Non-Chronological Report **Wisp** – Narrative **Talking History** – Persuasive Speeches
	Spring	**Stanley's Stick** – Narrative **Ravi's Roar/Ruby's Worry** – Recount **Oi Frog!** – Poetry **Madlenka** – Narrative **Julia Donaldson's Poems to Perform** – Performance Poetry	**Rapunzel** – Narrative **Big Blue Whale** – Non-Chronological Reports **Julian is a Mermaid** – Narrative **The Puffin Book of Fantastic First Poems** – Free Verse and Simile	**Real-Life Mysteries** – Recount **Africa, Amazing Africa** – Travel Leaflets **Leon and the Place Between** – Narrative **The Works: Every Kind of Poem You will Ever Need** - Haiku	**Alice's Adventures in Wonderland** – Narrative **Stella and the Seagull** – Persuasive Speeches **Jabari Jumps, Ralph Tells a Story, The Proudest Blue** – Narrative **Love that Dog** - Calligrams	**The Misadventures of Frederick** – Persuasive Letters **The Watertower** – Descriptive Recount **The Skies Above my Eyes, The Street Beneath my Feet, The Sea Beneath my Toes** – Non-Chronological Report	**Arthur Spiderwick's Guide to the Fantastic World Around You** – Non-Chronological Report Dialogue Balanced Argument **Blackberry Blue and other Fairytales** – Narrative **Survivors** – Biography

						Balanced Argument **Boy in the Tower** - Explanation	
	Summer	**Paddington's Post** – Letters **A First Book of Poems: Out and About** – Free Verse **Little Red and the Very Hungry Lion** – Narrative **The Big Book of Bugs/Tadpoles** – Explanation **We're Going to Find the Monster** - Narrative	**The Lost Homework** – Narrative **How to Wash a Woolly Mammoth** **Here I am** – Recount **Super Joe Does Not Do Cuddles/Traction Man** - Narrative	**Malala's Magic Pencil** – Persuasive Letters Non-Chronological Report **The Girl who Stole and Elephant** – Narrative **Michael Rosen's A-Z The Best Children's Poetry from Agard to Zephaniah** - Poetry	**Speak Up! Look Up! Clean Up!** – Persuasive Letters **Wolf in the Snow** – Instructions **A Year Full of Celebrations and Festivals Around the World** – Non-Chronological Report **The Iron Man** - Narrative	**The Lost Book of Adventure** – Explanation Advertising Campaign Reviews **Birdsong** – Narrative **Cloud-Busting** – Poetry Free Verse	**I have the Right/Every Child a Song** – Advocacy Campaign **Skellig** – Narrative Blogs **Macbeth** - Narrative

		Years 1 & 2		Years 3 & 4		Years 5 & 6	
	Term	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
Mathematics (HfL Essentials) Number: Number & Place Value, + & -, x & ÷, Fractions, Decimals & Percentages Non-Number: Geometry - Properties of Shapes, Measurement, Geometry – Position & Direction, Statistics	Autumn	Geometry Number & Place Value Measurement Addition & Subtraction Measurement	Geometry Number & Place Value Measurement Addition & Subtraction Measurement	Number & Place Value Addition & Subtraction Multiplication, Division & Fractions Geometry	Number & Place Value Addition & Subtraction Multiplication, Division & Fractions Geometry	Number & Place Value Multiplication & Division Addition & Subtraction Fractions Algebra	Number & Place Value Multiplication & Division Addition & Subtraction Fractions Algebra
	Spring	Geometry Addition & Subtraction Multiplication & Division	Geometry Addition & Subtraction Multiplication & Division	Fractions Geometry Addition & Subtraction Measurement Multiplication & Division	Fractions Geometry Addition & Subtraction Measurement Multiplication & Division	Geometry Fractions including Decimals and Percentages Multiplication, Division & Measurement Ratio & Proportion Statistics Number & Measurement Revision	Geometry Fractions including Decimals and Percentages Multiplication, Division & Measurement Ratio & Proportion Statistics Number & Measurement Revision
	Summer	Measurement Fractions All Four operations including Fractions Measurement Statistics Geometry Number & Place Value Addition, Subtraction, Multiplication & Division	Measurement Fractions All four operations including fractions Measurement Statistics Geometry Number & Place Value Addition, Subtraction, Multiplication & Division	Number and Place Value and Fractions (including decimals) Measurement & Statistics All Four Operations including Fractions Roman Numerals 3D Shape Properties Geometry Coordinates and Translations	Number and Place Value and Fractions (including decimals) Measurement & Statistics All Four Operations including Fractions Symmetry Negative Numbers Geometry Position and Direction	Fractions including Decimals, Percentages & Statistics Measurement & Algebra Addition, Subtraction, Multiplication & Division Financial Enterprise	Fractions including Decimals, Percentages & Statistics Measurement & Algebra Addition, Subtraction, Multiplication & Division Financial Enterprise

		Years 1 & 2		Years 3 & 4		Years 5 & 6	
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Science 'Working Scientifically' continues throughout each year group	Autumn	Everyday Materials (Objects & Materials) Distinguish between an object and the material it is made of, name everyday materials (wood, plastic, glass, metal, water & rock), describe physical properties of everyday materials, group materials according to physical properties	Uses of Everyday Materials (Materials for Different Uses) Compare suitability of everyday materials for particular uses (wood, metal, plastic, glass, brick, rock, paper, cardboard), how shapes of solid objects of some materials can be changed by squashing, bending, twisting and stretching	States of Matter (Solid, Liquid, Gas) Group materials according to whether they are solid, liquid or gas, some materials change state when heated or cooled, research the temperature at which change occurs n degrees Celsius, evaporation & condensation in the water cycle, associate rate of evaporation with temperature Rocks (Types, Fossils & Soil) Group rocks on the basis of appearance and simple properties, describe how fossils are formed when living things are trapped within rock, recognise soils are made from rocks and organic matter	Electricity (Circuits & Components) Electrical appliances, construct simple circuits (cells, wires, bulbs, switches & buzzers), whether lamps will light up in a simple series circuit, how switches open and close circuits, common conductors & insulators, which metals conduct	Evolution & Inheritance (Evolution, Adaptation & Inheritance) Living things have changed over time, fossils as evidence of things that inhabited earth millions of years ago, offspring and how they are not identical to their parents, how animals and plants have adapted to suit their environments, adaption may lead to evolution Forces (Gravity, Friction & Mechanisms) Unsupported objects fall towards earth because of gravity, effects of air and water resistance and friction between moving surfaces, levers, pulleys and gears allow a smaller force to have a greater effect	Properties & Changes of Materials (Dissolving, Reactions & Separation) Group materials based on property (hardness, solubility, transparency, electrical & thermal conductivity & magnetism), some materials dissolve in liquid to form a solution, how to recover a substance from a solution, separating mixtures through filtering, sieving & evaporating, particular uses of everyday materials (metals, wood & plastic), dissolving, mixing & changes of state are reversible, some changes result in the formation of new materials and this is not usually reversible (burning, action of acid on bicarbonate of soda) Earth & Space (Solar System, Movement of the Moon, Day & Night) Movement of Earth & other planets relative to the sun in the solar system, movement of the moon relative to the Earth, describe the sun, earth and moon as approximately spherical bodies, use Earth's rotation to explain day & night and the apparent movement of the sun across the sky
	Spring	Animals Including Humans (Common Animals, Plants & Diets) Common animals (fish,	Living Things & Local Habitats (Living, Dead, Never Alive, Habitats) Living, dead, alive, never	Living Things & Their Habitats (Classification & Human Effect on Environment)	Sound (Vibrations & Features) How sounds are made, vibration, vibration from	Light (How Light Travels) Light travels in straight lines, objects are seen as they give out or reflect light	Living Things & Their Habitats (Life Cycles, Reproduction of Plants & Animals)

		amphibians, reptiles, birds & mammals), common carnivores, herbivores & omnivores, compare structure of common animals, body parts, senses Seasonal Changes (Weather & Seasons) Observe changes across the four seasons, describe weather associated with the seasons and how day length varies	been alive, living things live in habitats, different habitats provide basic needs of different plants and animals, animals, plants & habitats depend on each other, name plants and animals in their habitats, micro-habitats, animals obtain food from plants & other animals, simple food chains, name sources of food Animals Including Humans (Growth, Survival & Health) Animal offspring, needs of animals for survival, importance of exercise, different types of food and hygiene	Group living things in a variety of ways, use classification keys to help group, identify & name a variety of living things in the local & wider environment, environments change and this poses dangers to living things Plants (Parts & Growth) Functions of different parts of flowering plants (roots, stem/trunk, leaves & flowers), requirements of plants for life & growth (air, light, water, nutrients from soil, room to grow) & how they vary from plant to plant, transportation of water in plants, life cycle of flowering plants (pollination, seed formation & seed dispersal)	sounds travel through a medium to the ear, pitch of sounds, volume of sound, strength of vibrations, sounds get fainter a distance increases Forces & Magnets (Movement & Magnets) How things move on different surfaces, some forces need contact, magnets can act at a distance, magnets attract and repel some materials, group materials that are attracted to magnets, identify magnetic materials, magnets have two poles, predict whether magnets will attract or repel depending on which poles are facing	into the eye, light travels from light sources to our eyes or from light sources to objects and then to our eyes, shadows have the same shape as the objects that cast them as light travels in a straight line	Life cycles of a mammal, an amphibian, an insect & a bird, life processes of reproduction in plants & animals Living Things & Their Habitats (Classification: Plants, Animals & Microbes) Classification of living things into broad groups according to common observable characteristics based on similarities & differences, including micro-organisms, plants & animals
	Summer	Plants (Wild & Garden) Identify & name common wild garden plants, including deciduous and evergreen trees, basic structure of common flowering plants including trees	Plants (Seeds & Bulbs) How seeds and bulbs grow into mature plants, how plants need water, light and suitable temperature to grow and stay healthy	Light (Shadows & Reflection) Light is needed to see things, dark is the absence of light, light is reflected from surfaces, light from the sun can be dangerous, eye protection from the sun, shadows are formed when light from a light sources is blocked by a solid object, find patterns in changes in size of shadow	Animals Including Humans (Food, Diet, Skeletons & Muscles) Types and amount of nutrition, nutrition from food, skeletons and muscles for support, protection and movement Animals Including Humans (Digestion, Teeth & Food Chains) Digestive system, types and functions of teeth, food chains, types of producers, predators and prey	Animals Including Humans (Growth, Development & Puberty) Changes as humans develop to old age Animals Including Humans (Circulation & Health) Human circulatory system, functions of the heart, blood vessels and blood, impact of diet, exercise, drugs & lifestyle on body function, nutrient and water transportation in animals	Electricity (Changing Circuits and Symbols) Associate brightness of lamp or volume of buzzer with number and voltage of cells, give reasons for variation in how components function, use symbols to represent a circuit in a diagram
		Years 1 & 2		Years 3 & 4		Years 5 & 6	

	Term	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
Computing (Teach Computing NCCE Units of Work) Ongoing aspects embedding in each unit: E-Safety & Appropriate Use Computer Science Real World Application of Technology	Autumn	Computing Systems and Networks: Technology Around Us Develop your learners' understanding of technology and how it can help them. They will become more familiar with the different components of a computer by developing their keyboard and mouse skills and also start to consider how to use technology responsibly. Creating Media: Digital Photography Learners will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, they will use this knowledge to recognise that images they see may not be real.	Computing Systems and Networks: Information Technology Around Us How is information technology (IT) being used for good in our lives? With an initial focus on IT in the home, learners explore how IT benefits society in places such as shops, libraries, and hospitals. Whilst discussing the responsible use of technology, and how to make smart choices when using it. Creating Media: Digital Painting Explore the world of digital art and its exciting range of creative tools with your learners. Empower them to create their own paintings while getting inspiration from a range of other artists. Conclude by asking them to consider their preferences when painting with, and without, the use of digital devices.	Computing Systems and Networks: Connecting Computers Learners will develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. They will also compare digital and non-digital devices. Next, learners will be introduced to computer networks, including devices that make up a network's infrastructure, such as wireless access points and switches. Finally, learners will discover the benefits of connecting devices in a network. Creating Media: Audio Production Learners will identify the input device (microphone) and output devices (speaker or headphones) required to work with sound digitally. Learners will discuss the ownership of digital audio and the copyright implications of duplicating the work of others. In order to record audio themselves, learners will use Audacity to produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files. Finally, learners will evaluate their work and give feedback to their peers.	Computing Systems and Networks: The Internet Learners will apply their knowledge and understanding of networks to appreciate the internet as a network of networks which need to be kept secure. They will learn that the World Wide Web is part of the internet and will be given opportunities to explore the World Wide Web for themselves in order to learn about who owns content and what they can access, add, and create. Finally, they will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information. This unit requires devices with an internet connection. Chrome Music Lab is used in one lesson to demonstrate content which can be produced on the World Wide Web. Creating Media: Stop-frame Animation Learners will use a range of techniques to create a stop-frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as music and text.	Computing Systems and Networks: Systems and Searching In this unit, learners develop their understanding of computer systems and how information is transferred between systems and devices. Learners consider small-scale systems as well as large-scale systems. They explain the input, output, and process aspects of a variety of different real-world systems. Learners discover how information is found on the World Wide Web, through learning how search engines work (including how they select and rank results) and what influences searching, and through comparing different search engines. Creating Media: Webpage Creation This unit introduces learners to the creation of websites for a chosen purpose. Learners identify what makes a good web page and use this information to design and evaluate their own website using Google Sites. Throughout the process learners pay specific attention to copyright and fair use of media, the aesthetics of the site, and navigation paths.	Computing Systems and Networks: Communication & Collaboration In this unit, learners explore how data is transferred over the internet. Learners initially focus on addressing before they move on to the makeup and structure of data packets. Learners then look at how the internet facilitates online communication and collaboration; they complete shared projects online and evaluate different methods of communication. Finally, they learn how to communicate responsibly by considering what should and should not be shared on the internet. Creating Media: Video Production This unit gives learners the opportunity to learn how to create short videos in groups. As they progress through this unit, they will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video. Active learning is encouraged through guided questions and by working in small groups to investigate the use of devices and software. Learners are guided with step-by-step support to take their idea from conception to completion. At the teacher's discretion, the use of green

							screen can be incorporated into this unit. At the conclusion of the unit, learners have the opportunity to reflect on and assess their progress in creating a video.
	Spring	Programming A: Robot Algorithms This unit develops learners' understanding of instructions in sequences and the use of logical reasoning to predict outcomes. Learners will use given commands in different orders to investigate how the order affects the outcome. They will also learn about design in programming. They will develop artwork and test it for use in a program. They will design algorithms and then test those algorithms as programs and debug them. Data and Information: Grouping Data This unit introduces pupils to data and information. They will begin by using labels to put objects into groups and labelling these groups. Pupils will demonstrate that they can count a small number of objects, before and after the objects are grouped. They will then begin to demonstrate their ability to sort objects into different groups, based on the properties they choose. Finally, pupils will use their	Programming A: Moving a Robot This unit introduces learners to early programming concepts. Learners will explore using individual commands, both with other learners and as part of a computer program. They will identify what each floor robot command does and uses that knowledge to start predicting the outcome of programs. The unit is paced to ensure time is spent on all aspects of programming and builds knowledge in a structured manner. Learners are also introduced to the early stages of program design through the introduction of algorithms. Data and Information: Pictograms This unit introduces the learners to the term 'data'. Learners will begin to understand what data means and how this can be collected in the form of a tally chart. They will learn the term 'attribute' and use this to help them organise data. They will then progress onto presenting data in the form of pictograms and finally block	Programming A: Sequencing ound_ This unit explores the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment, which will be new to most learners. They will be introduced to a selection of motion, sound, and event blocks, which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano. The unit is paced to focus on all aspects of sequences and make sure that knowledge is built in a structured manner. Learners also apply stages of program design through this unit. Data and Information: Datalogging Learners will consider how and why data is collected over time. They will consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. Learners will collect data as well as	Programming B: Repetition in Shapes This unit is the first of the two programming units in Year 4 and looks at repetition and loops within programming. Pupils will create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo or Turtle Logo, a text-based programming language. Data and Information: Branching Database Learners will develop their understanding of what a branching database is and how to create one. They will use yes/no questions to gain an understanding of what attributes are and how to use them to sort groups of objects. Learners will create physical and on-screen branching databases. To conclude the unit, they will create an identification tool using a branching database, which they will test by using it. They will also consider real-world applications for branching databases.	Programming A: Variables in Games This unit explores the concept of variables in programming through games in Scratch. First, learners find out what variables are and relate them to real-world examples of values that can be set and changed. Then they use variables to create a simulation of a scoreboard. In Lessons 2, 3, and 5, which follow the Use-Modify-Create model, learners experiment with variables in an existing project, then modify them, before they create their own project. In Lesson 4, learners focus on design. Finally, in Lesson 6, learners apply their knowledge of variables and design to improve their games in Scratch Data and Information: Introduction to Spreadsheets This unit introduces the learners to spreadsheets. They will be supported in organising data into columns and rows to create their own data set. Learners will be taught the importance of formatting	Programming B: Selection in Quizzes In this unit, pupils develop their knowledge of selection by revisiting how conditions can be used in programs and then learning how the If… Then… Else structure can be used to select different outcomes depending on whether a condition is true or false. They represent this understanding in algorithms and then by constructing programs using the Scratch programming environment. They use their knowledge of writing programs and using selection to control outcomes to design a quiz in response to a given task and implement it as a program. Data and Information: Flat-file Databases This unit looks at how a flat-file database can be used to organise data in records. Pupils use tools within a database to order and answer questions about data. They create graphs and charts from their data to help solve problems. They use a real-life database to answer a question and present their work to

		ability to sort objects into different groups to answer questions about data.	diagrams. Learners will use the data presented to answer questions.	access data captured over long periods of time. They will look at data points, data sets, and logging intervals. Learners will spend time using a computer to review and analyse data. Towards the end of the unit, learners will pose questions and then use data loggers to automatically collect the data needed to answer those questions.		data to support calculations, while also being introduced to formulas and will begin to understand how they can be used to produce calculated data. Learners will be taught how to apply formulas that include a range of cells and apply formulas to multiple cells by duplicating them. Learners will use spreadsheets to plan an event and answer questions. Finally, learners will create charts and evaluate their results in comparison to questions asked.	others.
	Summer	Creating Media: Digital Music Learners will explore how music can make them think and feel. They will make patterns and use those patterns to make music with both percussion instruments and digital tools. They will also create different rhythms and tunes, using the movement of animals for inspiration. Finally, learners will share their creations and compare creating music digitally and non-digitally. Programming B: Programming Quizzes This unit initially recaps on learning from the Year 1 Scratch Junior unit 'Programming B - Programming animations. Learners begin to understand that sequences of commands have an	Creating Media: Digital Writing Promote your learners' understanding of the various aspects of using a computer to create and change text. Learners will familiarise themselves with typing on a keyboard and begin using tools to change the look of their writing, and then they will consider the differences between using a computer and writing on paper to create text. Programming B: Programming Animations This unit introduces learners to on-screen programming through ScratchJr. Learners will explore the way a project looks by investigating sprites and backgrounds. They will use programming blocks to use, modify, and create programs. Learners	Creating Media: Desktop Publishing Learners will become familiar with the term's 'text' and 'images' and understand that they can be used to communicate messages. They will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve pre-made documents. Learners will be introduced to the terms 'templates', 'orientation', and 'placeholders' and begin to understand how these can support them in making their own template for a magazine front cover. They will start to add text and images to create their own pieces of work using desktop publishing software. Learners will look at a range of page	Creating Media: Photo Editing Learners will develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the impact that editing images can have and evaluate the effectiveness of their choices. Programming A: Repetition in Games This unit explores the concept of repetition in programming using the Scratch environment. It begins with a Scratch activity similar to that carried out in Logo in Programming unit A, where learners can discover similarities between two environments. Learners look at the difference	Creating Media:3D Modelling Learners will develop their knowledge and understanding of using a computer to produce 3D models. Learners will initially familiarise themselves with working in a 3D space, moving, resizing, and duplicating objects. They will then create hollow objects using placeholders and combine multiple objects to create a model of a desk tidy. Finally, learners will examine the benefits of grouping and ungrouping 3D objects, then go on to plan, develop, and evaluate their own 3D model of a building. Programming B: Sensing Movement This unit is the final KS2 programming unit and	Creating Media: Introduction to Vector Graphics In this unit, learners start to create vector drawings. They learn how to use different drawing tools to help them create images. Learners recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. Learners layer their objects and begin grouping and duplicating them to support the creation of more complex pieces of work. Programming A: Selection in Physical Computing In this unit, learners will use physical computing to explore the concept of selection in programming through the use of the Crumble programming

		outcome and make predictions based on their learning. They use and modify designs to create their own quiz questions in ScratchJr and realise these designs in ScratchJr using blocks of code. Finally, learners evaluate their work and make improvements to their programming projects.	will also be introduced to the early stages of program design through the introduction of algorithms.	layouts, thinking carefully about the purpose of these and evaluate how and why desktop publishing is used in the real world. Programming B: Events and Actions in Programming This unit explores the links between events and actions, whilst consolidating prior learning relating to sequencing. Learners will begin by moving a sprite in four directions (up, down, left and right). They will then explore movement within the context of a maze, using design to choose an appropriately sized sprite. This unit also introduces programming extensions through the use of pen blocks. Learners are given the opportunity to draw lines with sprites and change the size and colour of lines. The unit concludes with learners designing and coding their own maze tracing program.	between count-controlled and infinite loops and use their knowledge to modify existing animations and games using repetition. Their final project is to design and create a game which uses repetition, applying stages of programming design throughout.	brings together elements of all four programming constructs: sequence from Year 3, repetition from Year 4, selection from Year 5, and variables (introduced in Year 6 – 'Programming A'). It offers pupils the opportunity to use all of these constructs in a different, but still familiar environment, while also utilising a physical device — the micro:bit. The unit begins with a simple program for pupils to build in and test within the new programming environment, before transferring it to their micro: bit. Pupils then take on three new projects in Lessons 2, 3, and 4, with each lesson adding more depth.	environment. Learners will be introduced to a microcontroller (Crumble controller) and learn how to connect and program components (including output devices- LEDs and motors) through the application of their existing programming knowledge. Learners are introduced to conditions as a means of controlling the flow of actions and make use of their knowledge of repetition and conditions when introduced to the concept of selection (through the if, then structure).

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History Curiosity, Perceptive Questions & Historical Enquiry continue throughout each year group	Autumn	Toys & Games (family history) Changes within living memory	Remembrance & Significant People (Florence Nightingale & Mary Seacole) Events commemorated through festivals and anniversaries	Stone to Bronze to Iron Late Neolithic hunter gatherers and early farmers, Bronze Age religion, technology and travel, iron age hill forts, tribal kingdoms, farming, art and culture	Invasion & Settlement – Anglo-Saxons, Scotts & Vikings Anglo-Saxon invasions, settlements and kingdoms, place names and village life, Anglo-Saxon art and culture, Christian conversion, Canterbury, Iona, Lindisfarne Viking raids and invasion, resistance by Alfred the Great and Athelstan, first king of England, further Viking invasions and Danegeld, Anglo-Saxon laws and justice, Edward the Confessor and his death in 1066	The Benin Empire Benin (West Africa) c. AD 900-1300 A non-European society that provides contrasts with British history	Victorian Britain The Changing power of Monarchs using case studies such as John, Anne and Victoria, changes in an aspect of social history such as crime and punishment (from Anglo-Saxons to present day)
	Spring	Monarchy (Events & Changes over Time) Significant historical events and people in the locality	London's Burning (The Great Fire of London) Significant historical places in the locality	Roman Invasion (impact on Britain & Locality – St Alban's) Julius Caeser's attempted invasion in 55-54 BC, the Roman Empire by AD 42 and the power of its army, successful invasion by Claudius ad conquest including Hadrian's Wall, British resistance, Romanisation of Britain Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire, Scots invasions from Ireland to north Britain (now Scotland) A study over time tracing how several aspects of national history are reflected in the locality, the legacy of Roman culture (art, architecture etc) on later periods of British	The Tudors (How did England change under the Tudors) A study of an aspect/theme in British history that extends pupils' chronological knowledge beyond 1066	Battle of Britain (Turning Point in British History) A study of an aspect/theme in British history that extends pupils' chronological knowledge beyond 1066, changes in an aspect of social history from Anglo-Saxons to the present, the legacy of Greek/Roman culture on later periods in British history, a significant turning point in British history	Ancient Greeks A study of Greek life and achievements and their influence on the western worlds

				history			
	Summer	Titanic Events Beyond Living Memory that are significant nationally	Explorers (Bessie Coleman & Neil Armstrong) The lives of significant individuals in the past who have contributed to national and international achievements	The Shang Dynasty Achievements of the earliest civilizations	Ancient Egypt Achievements of the earliest civilizations	Non European Society – Mayan Civilization (c. AD900) & The Aztecs A non-European society that provides contrasts with British history, the achievements of the earliest civilizations	Metroland A study of an aspect of history from a period dating beyond 1066 that is significant in the locality, a significant turning point in British history, the London Underground (metropolitan line and housing)

		Years 1 & 2		Years 3 & 4		Years 5 & 6	
	Term	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
Geography All year groups will study: Locational Knowledge Place Knowledge Human & Physical Geography Geographical Skills and Fieldwork	Autumn	Finding My Way Name and locate the 7 continents and 5 oceans, use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans, use simple compass directions (N, S, E & W) and locational and directional language (near, far, left & right) to describe the location of features and routes on a map	Out & About in Our Local Area Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features, devise a simple map and use and construct basic symbols in a key, use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment	Water & Rivers Describe and understand key aspects of the water cycle and rivers	Settlement in Northwood Use fieldwork to measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies Types of settlement, land use and economic activity	Mapping the Local Area (Beyond Northwood - London) Use the 8 points of a compass, 4 and 6 figure grid references, symbols and key (including use of Ordnance Survey maps) to build their knowledge of the UK and wider world	Mountains Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities
	Spring	The Inuit People Understand geographical similarities and differences through studying human and physical geography of Northwood and a small area in a contrasting non-European country (Iqaluit in Northern Canada), use basic geographical vocabulary to refer to human and physical features	Weather Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and North and South Poles	Around the World in Half a Term Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Land Use Comparison UK Name and locate counties and cities of the UK, geographical regions and their identifying human and physical features (including hills, mountains, coasts and rivers) and land use patterns and understand how some aspects have changed over time	Climate Zones Describe and understand key aspects of climate zones, biomes and vegetation belts	Volcanoes & Earthquakes Describe and understand the key aspects of volcanoes and earthquakes
	Summer	The British Isles & Coasts Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas, devise a simple map and use and construct basic symbols in a key, use basic geographical vocabulary to refer to human and physical features	China (Contrasting Location Outside Europe) Understand geographical similarities and differences through studying human and physical geography of Northwood and a small area in a contrasting non-European country	Japan (Comparing Regions) Understand geographical similarities and differences through the study of human and physical geography of a region in Japan	Rainforests (Tropics) Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle	South America – Mexico Understand geographical similarities and differences through the study of human and physical geography of a region in South America, the Prime/Greenwich Meridian and time zones (including day and night),	Trade Links & Fair Trade Trade links and the distribution of natural resources including energy food, minerals and water

		Years 1 & 2		Years 3 & 4		Years 5 & 6	
	Term	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
		Christianity, Judaism & Islam		**Christianity, Judaism, Islam, Buddhism, Hinduism & Sikhism**			
R.E. (Herts SACRE 2023-2028 Syllabus) Taught through reflection & discussion of the 3 world views What does it mean to be me? What does it mean to be you? What does it mean to be human? Covering the 6 principal religions: Christianity Judaism Islam Sikhism Hinduism Buddhism	Autumn	Beliefs & Practices Recall and name different beliefs and practices including festivals, worship, rituals and ways of life in order to find out about the meanings behind them Sources of Wisdom Retell and suggest meanings to some sources of wisdom and stories of faith and belief, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come	Identity & Belonging *Notice* and *talk* about how groups express their identity and belonging: listen to and talk with people, including leaders who belong to a faith community, about how their commitment affects their life Ultimate Questions Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions using creative media	Beliefs & Practices Describe, make connections and reflect upon different features of the religions and worldviews studied, discovering more about the significance of pilgrimage, worship and the rituals which mark important points in life including the joy of celebrations Sources of Wisdom *Investigate, interpret* and *respond* to a range of stories, sacred writings and sources of wisdom and authority, *reflecting* on the impact of beliefs and teachings as ways of seeing the world in different communities	Identity & Belonging *Understand* the challenges of individual commitment to a community of faith or belief. *Examine* the role of religious leadership and why belonging to religious communities that may be valuable in their own lives Ultimate Questions Discuss and present thoughtfully, through creative media, their own and others views and challenging questions about belonging, meaning, purpose and truth	Beliefs & Practices Describe, make connections and reflect upon different features of the religions and worldviews studied, discovering more about the significance of pilgrimage, worship, and the rituals which mark important points in life including the joy of celebrations Sources of Wisdom Investigate, interpret and respond to a range of stories, sacred writings and sources of wisdom and authority, reflecting on the impact of beliefs and teachings as ways of seeing the world in different communities	Identity & Belonging Understand the challenges of individual commitment to a community of faith or belief. Examine the role of religious leadership and why belonging to religious communities may be valuable in their own lives Ultimate Questions Discuss and present thoughtfully through creative media their own and others views and challenging questions about belonging, meaning, purpose and truth
	Spring	Symbols & Actions Recognise how and why symbols and actions express religious meaning, appreciating some similarities between communities	Human Responsibility & Values *Respond* to stories and real life examples of how and why people show care and concern for humanity and the world	Symbols & Actions Explore and describe a range of beliefs, practices and symbols in order to understand different ways of expressing meaning	Human Responsibility & Values Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all. Respond thoughtfully to ideas about values, respect and human responsibilities	Symbols & Actions Explore and describe a range of beliefs, practices and symbols in order to understand different ways of expressing meaning	Human Responsibility & Values Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all. Respond thoughtfully to ideas about values, respect and human responsibility
	Summer	Prayer, Worship & Reflection Respond and reflect on what individuals and communities do and why, so that pupils begin to understand what prayer, worship and reflection means to a religious community	Justice & Fairness *Reflect* on ideas about what is right and wrong and consider how spiritual and moral values influence the behaviour and choices of themselves and of others	Prayer, Worship & Reflection *Observe* and *understand* varied examples of how people of faith communicate their beliefs through sacred spaces, worship, prayer, reflection, meditation and stillness	Justice & Fairness Discuss and apply their own and others ideas about ethical questions, reflecting on ideas about what is right and wrong and what is just and fair	Prayer, Worship & Reflection Observe and understand varied examples of how people of faith communicate their beliefs through sacred spaces, worship, prayer, reflection, meditation and stillness	Justice & Fairness Discuss and apply their own and others ideas about ethical questions, reflecting on ideas about what is right and wrong and what is just and fair

		Years 1 & 2		Years 3 & 4		Years 5 & 6	
	Term	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
Art & Design Each year group will study an artist, craft maker, designer or architect who links to at least one of their units and make links to their own work		Craft Maker: Charles Rennie Mackintosh (windows)	Artist: Vincent Van Gogh & Georgia O'Keeffe (flowers)	Architect: Antoni Gaudi (Catalonian Mosaics) Artist: Hayao Miyazaky (Anime)	Artist: L.S. Lowry (cities) Henri Rousseau	Artist: Banksy & Andy Warhol	Artist: William Morris
	Autumn	Abstract Art Use a range of materials creatively to design and make products	Flowers Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	Stone Age Cave Art Improve mastery of art and design techniques including using paint and pastels	Lowry's Cities (in the style of an Anglo Saxon Village) Improve mastery of art and design techniques including using charcoal	Benin Art Improve mastery of art and design techniques including drawing and sculpting with clay	William Morris Improve mastery of art and design techniques including printing and pattern
	Spring	Printing Develop and wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Seasons & The Great Fire of London Use a range of materials creatively to design and make products	Mosaics (comparing Roman and Gaudi) Improve mastery of art and design techniques including pattern and clay	Tiger in a Tropical Storm (Henry Rousseau) Improve mastery of art and design techniques including drawing and painting	Pop Art Movement Improve mastery of art and design techniques including drawing and painting	Greek Pottery Improve mastery of art and design techniques including drawing and clay
	Summer	Coastal Art (Titanic & Seasides) Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	Willow Patterns & Chinese Dragons Develop and wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Manu Manga & Anime Improve mastery of art and design techniques including using charcoal, pastels and shading	Egyptian Art (hieroglyphics, canopic jars, papyrus) Improve mastery of art and design techniques including drawing	Mayan Art Improve mastery of art and design techniques including creating sculpture	Patchwork Improve mastery of art and design techniques including joining fabrics and sewing

		Years 1 & 2		Years 3 & 4		Years 5 & 6	
	Term	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
Design & Technology All units will involve the following processes: Design Make Evaluate All year groups will learn specific Technical Knowledge and cover a unit based on Cooking and Nutrition	Autumn	Gruffalo Crumble Use the basic principles of a healthy and varied diet to prepare dishes, understand where food comes from	Emergency Vehicles Explore and use mechanisms (wheels and axels) in the products, design purposeful, functional and appealing products for themselves and other users, cut, shape, join and finish	Gift Packaging Select from and use a wider range of materials and components, including construction materials and textiles, according to their functional and aesthetic qualities	Light It Up Understand and use electrical systems and their products (circuits, switches, bulbs, buzzers and motors)	Festive Microbits Apply their understanding of computing to program, monitor & control their products, understand and use electrical systems and their products (circuits, switches, bulbs, buzzers and motors)	Victorian Afternoon Tea (Sandwiches & Scones) Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed Cook savoury dishes using a range of cooking techniques, evaluate their ideas & products against their own design criteria & consider the views of others to improve their work
	Spring	Puppets Evaluate ideas and products against design criteria, select from and use a wide range of materials and components including textiles, cut, shape, join and finish, generate, develop, model and communicate ideas through talking, drawing, templates and mock ups	Weather Mobiles (sewing) Build structures, exploring how they can be made stronger, stiffer and more stable, cut, shape, join and finish, generate, develop, model and communicate ideas through talking, drawing, templates and mock ups	Roman Money Pouches Select & use a wider range of tools & equipment to perform practical tasks (shaping, joining & finishing) accurately	Magnetic Board Games Use research & develop design criteria to inform the design of innovative, functional & appealing products that are fit for purpose & aimed at particular individuals or groups	Toys Great Britain Forgot Understand and use mechanical systems in products (gears, pulleys, cams, levers and linkages), understand how key events & individuals in design & technology have helped to shape the world	Greek Structures Apply understanding of how to strengthen, stiffen and reinforce more complex structures
	Summer	Adventure Playgrounds Explore and evaluate a range of existing products, select from and use a wide range of materials and components including construction materials, design purposeful, functional and appealing products for themselves and other users	Global Food (Chinese Spring Roles) Use the basic principles of a healthy and varied diet to prepare dishes, understand where food comes from (Vegetables), select ingredients according to their characteristics	Sushi Rolls Cook savoury dishes using a range of cooking techniques	Exotic Fruit Smoothies (Rainforests) Understand the principles of a healthy and varied diet	Mexican Fiesta Cook savoury dishes using a range of cooking techniques, evaluate their ideas & products against their own design criteria & consider the views of others to improve their work	Dragon's Den (TinkerCAD) Investigate & analyse a range of existing products, generate, develop, model & communicate ideas through discussion, annotated sketches, cross-sectional & exploded diagrams, prototypes, pattern pieces & computer aided design (CAD)

		Years 1 & 2		Years 3 & 4		Years 5 & 6	
	Term	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
P.E. (Get Set 4 PE) Swimming Y3/4	Autumn	Outdoor Games Fundamentals Outdoor Games Ball Skills Dance Secret Garden & Circus Rainforest & Jack Frost	Outdoor Games Fundamentals Outdoor Games Ball Skills Gymnastics Travelling & Balancing	Invasion Games Basketball Parkour Balancing, jumping & dodging Invasion Games Football Gymnastics Balancing, rolling & jumping Pine Swimming Lessons	Invasion Games Hockey Outdoor Games Ball Skills Outdoor Games Golf Gymnastics Balancing, rolling & jumping Pine Swimming Lessons	Invasion Games Basketball Parkour Run, jump, balance, roll Invasion Games Football Gymnastics Mirroring, sequencing, rolling & jumping	Invasion Games Hockey Outdoor Games Badminton Outdoor Games Golf Gymnastics Symmetrical & asymmetrical patterns
	Spring	Outdoor Games Target Games Outdoor Games Invasion Games Yoga Balance & Flexibility Parkour Jump, Land & Stop	Outdoor Games Fitness Circuits Outdoor Games Invasion Games Yoga Strength & Flow Outdoor Games Sending & Receiving	Dance Machines A Trip to… Country & Western Superpowers Invasion Games Dodgeball Invasion Games Rugby Oak Swimming Lessons	Dance The Spy Carnival States of Matter The Twist Invasion Games Handball Netball Oak Swimming Lessons	Dance Stamp Clap Rock & Roll Ancient Maya Chinese Dance Invasion Games Dodgeball Invasion Games Rugby	Dance Bhangra 70s Disco Invasion Games Handball Netball
	Summer	Outdoor Games Athletics Outdoor Games Team Building Outdoor Games Target Games Outdoor Games Striking & Fielding Games	Outdoor Games Athletics Outdoor Games Net & Wall Games Outdoor Games Target Games Outdoor Games Striking & Fielding Games	Outdoor Games Cricket Outdoor Games Rounders Sports Athletics Maple Swimming Lessons	Outdoor Games Tennis Outdoor Adventurous Activities Orienteering Sports Athletics Maple Swimming Lessons	Outdoor Games Cricket Outdoor Games Rounders Sports Athletics	Outdoor Games Tennis Outdoor Adventurous Activities Orienteering Sports Athletics

		Years 1 & 2		Years 3 & 4		Years 5 & 6	
	Term	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
Languages (Spanish) Years 3, 4, 5 & 6 are taught by a specialist Spanish teacher	Autumn			Greetings, asking & saying how you are and your name Listen & Respond to Rhymes Imitate Pronunciation Pronunciation of h Notice Accents Punctuation variations Participate in a short exchange Numbers 0-10 Letter strings – ua, ie, ei Syllables in words Watch mouth speaker How old are you? Imitate Pronunciation Question marks in Spanish New letters ñ, ll Classroom Instructions Auditory Discrimination un/una Spanish sounds & new letters Commands El dia de los Muertos Cultural lesson Christmas Spanish Carols Cultural Differences	Revision of greetings Follow a short story Adjectives Words & Phrases Pronunciation Ask for & Give Name and age Revision of numbers Recognise a question form Letter string ll Perform a simple communicative task Saying Where you Live Scan a text Re-order sentences Stereotypical images Similarities & differences Collecting items Spanish supermarkets Revision quiz Spanish alphabet and how to spell your name Sounds of letters Links between sounds & spellings Weather Weather expressions Singular and plural Christmas Christmas song Writing simple words & phrases	Recap of phrases: Talk and write about yourself Questions and answers about name, age, where do you live, colours, pets and family Letter to pen pal in Spain Recap on previous learning. Write a paragraph about yourself Buildings Simple sentences Using negatives Recite a short text Similarities & Differences Directions Position of Adjectives Describing the high street Changing an element in a sentence Use a dictionary Rooms in school. Asking Where Places Are Simple conversation Asking for and giving directions Using expression Understanding key information Classroom objects and furniture in the class Asking for something in Spanish Christmas Christmas song Re-construct a short text Similarities & differences	Recap on classroom language Classroom objects Asking questions Classroom Routines Conversations Re-use previously learned language Memorise & recall language Basic negative sentence Perform a sketch Present oral work Make predictions Use a dictionary Evaluate work Recap of adjectives (parts of the face and description) Spanish vowel sounds Identify & substitute nouns Contribute to a shared writing task Position of adjectives Produce a piece of writing Where are you from? Use a dictionary Meanings of words Understanding nouns Word order may vary Internet research Listen for clues to meaning Christmas Christmas song Text in Spanish about Christmas Bi-lingual dictionary

	Spring			Classroom objects and colours How to pronounce j Read with accurate pronunciation Respond to a question Write using a verb, adjective & conjunction Numbers 10-20 Finger Rhyme Understand & Respond to a Question Written forms of words How accents alter pronunciation Days of the Week Perform actions to a Spanish song Matching sounds to written words Word order Copying correctly Spanish in the World Spanish speaking countries Locate countries in a world map Brothers and Sisters and other members of the Family Language activity Role play Family life in Spain Simple sentences Plural nouns	Revision of Colours Word classes: noun, verb, adjective Alphabetical order Bi-lingual dictionary Numbers to 20 Pronunciation Written form of words Revision of Days of the Week Perform actions to a Spanish song Matching sounds to written words Word order Copying correctly Members of the Family Language activity Role play Family life in Spain S American song Simple sentences Plural nouns Facts and traditions from Spain Quiz about Spain Parts of the Body Nouns and adjectives Spanish song Easter/Spring Easter vocabulary	Writing to our pen pal Explore new topics to talk about with your pen pal. Use of bi-lingual dictionary Numbers to 60+ Pronunciation Written form of words School subjects and activities Simple opinions Short sentences New language Keep fit programme Use of connectives Times of the day Re-cap on days of the week and school subjects. Writing sentences with verb have in present tense. Revision of Weather Phrases Short rap Mini weather report Writing sentences Similarities & differences Clothes and school uniform Different countries Revise pronunciation of ll and j Understand details including opinions Construct a short paragraph Attempt accurate spellings	Letter to pen pal in Spain Recap on previous learning. Write a paragraph about yourself Hobbies Common sounds in verbs Short phrases from memory Positive & negative statements Familiar vocabulary Memorise sentences Conduct a survey Occupations in Spanish Use of verb ser Feminine and masculine Riddle in Spanish Recap of repetition requests Ask for repetition/clarification Committing vocab to memory Pronunciation patterns Understand the main points and some details from a text Re-cap of learned vocabulary Intonation and pronunciation Easter in Spain Spanish traditions
	Summer			Numbers 12-30 Pronunciation Written form of words Months of the Year Imitate pronunciation Word sequences	Revision of Months of the Year and numbers to 30 Identify the date/birthday Short sentences Re-cap pronunciation of letters c & ll Pets and Animals	Recap of alphabet Unrehearsed conversation Stalling strategies Read a short text with accurate pronunciation Re-cap on links between sounds a letters	En mi casa hay Evaluate work Understand the gist of an audio Identify different text types Nouns & adjectives Verbs, adjectives & prepositions

				Social conventions Saying the Date and When is your Birthday Understand & Respond to a Question Conduct a short interview Spanish song Pets Word classes Simple rules for converting singular nouns into plurals Ask & answer questions about pets Sound of the letter j 5 vowel sounds Read a phrase aloud Follow a short text Familiar words & phrases Simple sentences	Visual clues Key words Letters of the alphabet Answer questions Vowel sounds Letter i Pronunciation Writing short sentences Items of food in Spanish How singular & plural items affect the verb gusta/gustan Match phonemes to graphemes Specific words in songs Healthy eating Letter sounds c, z & letter string ie Sound patterns Extended text Story in Spanish Follow a text in Spanish Identify previous learned vocabulary Understand an authentic story Listen for clues to meaning	Food Items Balanced meals Extend basic sentences Use negatives Express opinions Short rhyme Re-cap pronunciation of rr & j Similarities & differences New vocabulary Breakfast Different types of breakfast Accuracy in pronunciation & intonation Role play Likes and dislikes Sports & Hobbies Playground game Using a dictionary Checking spellings Re-cap pronunciation of rr & j Investigate the effect of exercise Complex phrases Use of connectives to link sentences Likes and dislikes	Abbreviations Reading Phrases Writing to my pen pal Spanish speaking countries Internet research Predictions about meaning Short sentences Recap on numbers and how to tell the time… Short letter writing Using dictionary Verbs ser and estar Different use of ser and estar in Spanish Reading authentic texts Sustain a conversation of at least 4 or 5 exchanges Recap on learned vocabulary Unrehearsed conversation practise

		Years 1 & 2		Years 3 & 4		Years 5 & 6	
	Term	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
Music (Charanga) All year groups also take part in a weekly whole school singing practise assembly	Autumn	Rhyming in Time Find the beat and dancing dinosaurs Let's Start Singing Name and sing songs and follow a melodic pattern	Questions and Answers Understanding timbre and identifying untuned instruments Let's keep Singing Sing songs in tune with each other. Understand tempo and dynamics	A Shining Performance Read and play G, A and B (doh, re, me) on a musical instrument. Sing and Move Sing songs with attention to expression and dynamics, following the conductor's cues.	Create and Notate Compose a short, structured piece using a D minor scale in Music Explorer. Singing and Traditions Sing a 2-part song as a duet or melody with accurate pitching and accompaniment.	Shaping Music Improvise freely over a drone or groove. Compose a short ternary piece using Music Notepad. Unlocking Vocal Potential Sing with a sense of ensemble, paying attention to phrasing, pitching and musical style. Sing in two or three parts.	Discovering Grime Identify Grime's origins and key features. Use music technology to create a complete track, layering drum sounds, synths, and vocals, and applying terms like tempo before a final mix. Express, Inspire and Perform Perform songs in school assemblies, school performance opportunities and to a wider audience.
	Spring	Music Inspired by the World Around Us To listen attentively and understand music from different historical periods Exploring Rhythm Patterns Understand ostinato is a rhythm pattern. Copy and create rhythms.	Sound and Symbol 1 Playing three notes on a tuned instrument and recognising lowest, middle and highest in pitch. Sound and Symbol 2 Recognise and write music using dots, sticks and stave notation. Understand crescendo.	Music and Video Use storyboards to sequence and structure a music video. You Gotta Try Perform simple rhythmic and melodic patterns accurately and expressively.	Recycling Songs Compose and perform an original song about plastic pollution using researched facts, with clear lyrics, rhythm, and expressive dynamics. Exploring Musical Contrasts Develop instrumental and ensemble skills by performing vocal and instrumental parts with control of pitch, rhythm, dynamics, and contrasts, such as staccato and legato, as well as crescendo and decrescendo.	Sounds Dramatic Compose and arrange an original "Spooky Story" track in YuStudio using major and minor chords, melody, rhythm, basslines, and sound effects to create a specific atmosphere or mood Decoding Sound and Notation Develop and expand musical understanding through critical listening and analysis of contrasting pieces. Perform notated melodies.	Music Reimagined To analyse and compare two contrasting musical interpretations of "Spring", relating the differences to the theme of climate change. To compose an original soundscape. Musical Sketches Plan and compose 8 bars of music that demonstrate melodic and rhythmic interest, using creative musical ideas inspired by a historical or narrative context. Notate and perform the composition.
	Summer	Rhyming in Time Find the beat and dancing dinosaurs Let's Start Singing Name and sing songs and follow a melodic pattern	Questions and Answers Understanding timbre and identifying untuned instruments Let's keep Singing Sing songs in tune with each other. Understand tempo and dynamics	A Shining Performance Read and play G, A and B (doh, re, me) on a musical instrument. Sing and Move Sing songs with attention to expression and dynamics, following the conductor's cues.	Create and Notate Compose a short, structured piece using a D minor scale in Music Explorer. Singing and Traditions Sing a 2-part song as a duet or melody with accurate pitching and	Shaping Music Improvise freely over a drone or groove. Compose a short ternary piece using Music Notepad. Unlocking Vocal Potential Sing with a sense of ensemble, paying attention to phrasing, pitching and	Discovering Grime Identify Grime's origins and key features. Use music technology to create a complete track, layering drum sounds, synths, and vocals, and applying terms like tempo before a final mix.

					accompaniment.	musical style. Sing in two or three parts.	Express, Inspire and Perform Perform songs in school assemblies, school performance opportunities and to a wider audience.

		Years 1 & 2		Years 3 & 4		Years 5 & 6	
	Term	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
PSHE (Jigsaw) Including British Values, Citizenship, Drugs Ed, Emotional Literacy, Social Skills and Spiritual Development	Autumn	Being Me in My World Feeling Special & Safe Being part of a class Rights & Responsibilities Rewards & Feeling Proud Consequences Owning the Learning Charter Celebrating Difference Similarities and differences Understanding bullying and how to deal with it Making new friends Celebrating differences in everyone	Being Me in My World Hope & Fears for the Year Rights & Responsibilities Rewards & Consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings Celebrating Difference Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Celebrating difference and remaining friends	Being Me in My World Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives Celebrating Difference Families and their differences Family conflict and how to manage it Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Being Me in My World Being part of a class team Being a school citizen Rights, responsibilities and democracy Rewards and consequences Group decision-making Having a voice What motivates behaviour Celebrating Difference Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Being Me in My World Planning the year ahead Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice Celebrating Difference Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Being Me in My World Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling Celebrating Difference Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, differences as celebration Empathy
	Spring	Dreams and Goals Setting goals Identifying successes and achievements Learning Styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success Healthy Me Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road Safety Linking health and	Dreams and Goals Achieving realistic goals Staying healthy to chieve goals Perseverance and strengths Learning with other Group co-operation Contributing to and sharing success Healthy Me Motivation Healthier choices Healthy eating and nutrition Safvety in the home Safety out and about Medicines	Dreams and Goals Difficult challenges and achieving success Dreams and ambitions Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning Processes Contributing to the community Managing feelings Simple budgeting Healthy Me Exercise Food labelling and healthy swaps Attitudes towards drugs Keeping safe online and offline Respect for myself and others	Dreams and Goals Hopes and dreams Overcoming disappointment Creating new realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes Healthy Me Healthier friendships Peer influences Railway safety Staying safe with friends Smoking Alcohol and vaping Assertiveness Peer pressure Celebrating inner strength	Dreams and Goals Future dreams Spending, saving and value of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation Healthy Me Smoking including vaping Alcohol and vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Dreams and Goals Personal learning goals in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments Healthy Me Taking personal responsibility How substances affect the body Exploitation including 'county lines' and gang culture Emotional and mental health Managing stress

		happiness		Healthy and safe choices outdoors Water safety Asking for help			
	Summer 1	Relationships Belonging to a family Making friends/being a good friend Physical contact preference People who help us Qualities as a friend and person Self-acknowledgment Being a good friend to myself Celebrating special relationships	Relationships Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Relationships Family roles & responsibilities Friendship and negotiation Keeping safe online and who to go to for help Media influence Being a global citizen How my choices affect others Awareness of other children's different lives Expressing appreciation for family and friends	Relationships Jealousy Love and loss Memories of loved ones Getting on and falling out Showing appreciation to people and animals	Relationships Self-recognition/self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and risks Reducing screen time Dangers of online grooming Internet safety rules	Relationships Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use
(RSHE)	Summer 2	Changing Me Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies Linking growing and learning Coping with change Transition	Changing Me Life Cycles in nature Growing from young to old Increasing independence Differences in female and male bodies Assertiveness Preparing for transition	Changing Me How babies grow Outside body changes Inside body changes Personal hygiene Family stereotypes Challenging my ideas Preparing for transition	Changing Me Being unique Girls and puberty Being part of a family Confidence in change Accepting change Preparing for transition Environmental change	Changing Me Self and body image Influence of online and media on body image Puberty for girls Puberty for boys *Conception (including IVF)* Growing responsibility Coping with change Preparing for transition	Changing Me Self-image Body-image Puberty and feelings *Conception to birth* Reflections about change Physical attraction Respect and consent Adolescent friendships Sexting Transition
Whole School Themes	Ongoing	School Council Eco Warriors School Values Class Rules Rights & Responsibilities Pupil Leadership E-Safety Harvest Firework Safety Black History Month Road Safety Anti-Bullying Cultural Diversity Sun Safety Spring & Easter Celebrations Drugs Education Walk to School Week Sports Day Transition					