

*Cycle A-2018/19*  
*Term 1 and 2*  
**Subject Lead-History**  
*Time Tunnel -*



|                             | EYFS   | Year 1  | Year 2   | Year 3/4  | Year 4/5  | Year 5/6  |
|-----------------------------|--|---|--|---|---|---|
| <b>History</b>              | Changes in Living memory (Family & significant events/festivals etc) | Events beyond living memory (Great Fire of London, Guy Fawkes, festivals)   | Events beyond living memory (Great Fire of London, Guy Fawkes, festivals)  | Changes in Britain from Stone Age to Iron Age   | The Anglo Saxons Who were the Anglo-Saxons? What were their beliefs? What evidence have they left behind? What did they teach us?   | Achievements of the early civilisations (Ancient Egypt/Indus Valley/Shang Dynasty)  |
| <b>English (text types)</b> | Traditional stories and Fairy tales<br>Recounts                      | Diaries/letters<br>Recount (newspapers)<br>Narrative<br>Traditional Tales<br>Poetry – Visual (fireworks)<br>Stories with predictable phrasing<br>Recounts<br>Labels, list and captions<br>Rhyming couplet poetry<br>Take 1 book The Twits | Traditional tales<br>Explanations<br>Recounts<br>Calligrams<br>Take 1 book | Instructional/procedural.<br>The stone age boy<br>Biography/Autobiography<br>Recount<br>Myths and Legends (Power of Parables)<br>Cave Baby, UG, Stig of the Dump<br>Traditional tales/fables<br>Writing and performing a play<br>Recounts<br>Instructions<br>Limericks<br>Take 1 book | Historical Fiction<br>Myths/legends/fables<br>Journalistic Writing<br>Free Verse<br>Visual poetry- bonfire night. (Gunpowder plot)<br>Mini Sagas<br><u>Year 4</u><br>Traditional tales, myths, reports and riddles<br>Take 1 book<br><u>Year 5</u><br>Legends<br>Recounts<br>Explanations | Key texts: “The White Giraffe” L St John<br>“The Other Side of the Truth” B Naidoo<br>Myths/legends/fables<br>Historical fiction<br>Journalistic writing<br>Free verse<br><u>Year 6</u><br>Fictions genres<br>Explanation<br>Recounts<br>Reports<br>Read, write and perform performance poetry. |
| <b>Science</b>              | Seasonal changes<br>Uses of everyday materials                       | Seasonal changes<br>Uses of everyday materials  | Uses of everyday materials   | Rocks<br>Animals including humans   | States of matter & Sound (Y4)<br>Materials Y5   | Evolution & Inheritance   |
| <b>RE</b>                   | Celebrations for   | God, Christianity   | Thankfulness   | Forgiveness   | In depth study of   | Pilgrimage  |

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|           | Christians/<br>Celebrations for<br>members of World<br>Religions (Jews)<br>(EYFS -Special times<br>in my life)                                | and being human<br>Christianity   |   |   | Judaism   |  |
| PSHE      | Myself and My<br>Relationships 1<br>Beginning &<br>Belonging<br>Myself and My<br>Relationships 2&3 –<br>My family &<br>friends/My<br>emotions | Myself and My<br>Relationships 4<br>Beginning &<br>Belonging<br>Myself and My<br>Relationships 5 –<br>Me and My<br>Emotions | Myself and My<br>Relationships 4<br>Beginning &<br>Belonging<br>Myself and My<br>Relationships 5 –<br>Me and My<br>Emotions | Myself and My<br>Relationships 9 -<br>Beginning & Belonging<br>Myself and My<br>Relationships 10 – My<br>emotions                     | Myself and My<br>Relationships 9/14 -<br>Beginning & Belonging<br>Myself and My<br>Relationships 10/15 – My<br>emotions | Myself and My<br>Relationships 14 -<br>Beginning & Belonging<br>Myself and My<br>Relationships 15 – My<br>emotions |
| Art       | Paint<br>Holding a brush.<br>Mixing paints and<br>colours   | Paint (hot & cold<br>colour mixing)<br>Sculpture - Clay<br>Collage – Houses<br>&<br>Samuel Pepys                            | Paint (hot & cold<br>colour mixing)<br>Sculpture - Clay<br>Collage – Houses<br>&<br>Samuel Pepys                            | Cave painting linked to<br>geography.<br>Experimenting with<br>mark making. Making<br>own charcoal. Use of<br>3d and drawing.         | How did the Anglo-<br>Saxons use pattern and<br>animals in design?<br>Dragons in art.                                   | Paint, printing, clay<br>tablets, Ancient<br>Egyptian Artists  |
| DT        | Designing own<br>homes.<br>Cutting and joining<br>cardboards and<br>plastics. Joining<br>techniques.  | Materials &<br>Construction (GFL<br>houses)   | Materials &<br>Construction<br>(GFL houses)   | Construction –<br>shelters. Testing<br>materials. Using the<br>Flintstones.<br>Design a drum –<br>materials/vibrations –<br>linked to | Anglo-Saxon Jewellery,<br>Weapons, Shield Design.   | Food, Construction&<br>Mechanics   |
| Computing | e-safety<br>Using<br>programmable<br>robots/ directions<br>Using mouse and<br>keyboard to   | e-safety<br><u>Term 1 - A</u><br>Word Processing<br><u>Term 2 –A</u><br>Computing Skills                                    | e-safety<br><u>Term 1 - A</u><br>Word Processing<br><u>Term 2 –A</u><br>Computing Skills                                    | e-safety<br><u>Term 1 - A</u><br>Programming Turtle<br>Logo and Scratch<br><u>Term 2 –A</u><br>Word Processing                        | e-safety<br><u>Term 1 - A</u><br>Programming Turtle Logo<br>and Scratch<br><u>Term 2 –A</u><br>Word Processing          | e-safety Scratch<br>developing games,<br>Flowol  |

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|           | complete to engage in a game.   |  |  |  |   |   |
| Geography | Ancaster and Lincolnshire. Identifying places in local community. Creating own buildings and pictures of environment. Class identity.                                 | Place Knowledge & Human & Physical Geography - London  | Place Knowledge & Human & Physical Geography - London  | Linked with art – evidence of early people. Human and physical geography – physical features of cliffs, coast, forest etc. | Where did the Anglo-Saxons settle? What were their settlements like?                | World countries, rivers, comparisons  |
| Music     | Music Express<br><b>STORIES &amp; SOUNDS GOING PLACES</b><br>Exploring instruments and identifying differences in sounds. Christmas songs and Christian celebrations. | Music Express<br><i>AUT 1 OURSELVES</i><br><i>SUM 2 STORYTIME</i><br><i>SUM 2 WATER</i><br><i>SPR 2 PATTERN</i><br>London's burning – percussion & composition<br>Nativity singing | Music Express<br><i>AUT 1 OURSELVES</i><br><i>AUT 2 OUR LAND</i><br><i>AUT 1 TOYS</i><br><i>SPR 2 STORYTIME</i><br>London's burning – percussion & composition<br>Nativity singing | Music Express<br>AGE 7- 8<br>AUT 1 ENVIRONMENT BUILDING<br>AGE 7 -8<br>SPR 1 CHINA TIME                                    | Music Express<br>AGE 9-10<br>AUT 1 OUR COMMUNITY<br>AGE 9-10<br>SUM 1 AT THE MOVIES | Music Express<br>AGE 9-10<br>AUT 1 OUR COMMUNITY<br>AGE 9-10<br>SUM 1 AT THE MOVIES |
| PE        | Real PE Units 1&2<br>Dance/Gymnastics   | REAL PE Units 1&2<br>Dance GFL<br>Multi-skills (Year 2)  | REAL PE Units 1&2<br>Dance GFL<br>Multi-skills (Year 2)  | Real PE Units 1&2<br>Dance<br>Circuits   | Real PE Units 1&2<br>Football- defending and attacking<br>Dance                     | Real PE Units 1&2<br>Quicks sticks hockey<br>Tag Rugby                              |
| MFL       |   |  |  | French- board works  | French -All about me, Christmas.  | French - At school, Where I live, Christmas,  |

**Enrichment:**

Class identity and PHSE week- Week commencing 4<sup>th</sup> - 7<sup>th</sup> September (Share on Friday the 7th)  
September- Christmas- Cauliflower cards- Thursday 13<sup>th</sup> September- Proforma/template to be given  
Gravity fields festival- 26<sup>th</sup> - 30<sup>th</sup> September

National Poetry Day 4<sup>th</sup> October  
 Harvest Festival (TBC)  
 Poppy Arts Day- 9<sup>th</sup> November  
 Christmas Maths Day as part of Christmas enrichment- Tuesday 11<sup>th</sup> December  
 Christmas Carol service (TBC)  
 Christmas - how different cultures celebrate - including a Panto

*Cycle A-2016/17*  
*Term 3 and 4*  
*Subject Lead-Science*  
*Let's Investigate -*



|         | EYFS   | Year 1/2   |  | Year 3/4   | Year 4/5  | Year 5/6   |
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| History | Inventions from the past and exploring changes in technology (link to computing) | Significant individuals L.S.<br>Lowry<br>Changes within living memory – houses and homes                 |  | Science inventors. – The work of Isaac Newton (linked with Science)<br>The local area – evidence of the Roman Empire.  | What effect have humans had on our world? Let's investigate.<br>Transport- The first railways- George Stevenson/James Watt.     | Inventors & Inventions   |
| English | Poetry<br>Rhyming poems/<br>sensory and sounds (seasons)                         | Non-fiction – non-chronological reports<br>Lighthouse<br>Keepers Lunch<br>Poetry – structures (acrostic) |  | Non-Chronological reports<br>Biography (Science inventors)<br>Explanation – linked with electricity and forces and magnets.<br>Rhyming poetry (linked with animals) – The boy who lost his bumble. Giraffes can't dance. | Non-chronological reports<br>Traditional and Fairytales<br>Narrative- Adventure   | Biographies & Autobiographies,<br>Persuasive & Explanatory, Science Fiction<br>Key Texts: "The Imagination Box" M Ford<br>"The Incredible Adventures of Professor Branestawm" N Hunter |
| Science | Instructional texts<br>Animals including humans<br>Everyday materials            | Animals including humans<br>Everyday materials<br><br>Materials - waterproof                             |  | Forces & Magnets (Y3)<br>Electricity (Y4)<br>Light (Y4)  | Animals including Humans- Life cycles and changes up to old age.<br>What is Electricity? How do we use it? Electrical circuits. | Science – Light & electricity  |

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| RE        | (EYFS-Our Special Places)Visiting a Christian Church & Easter Story                               | Visiting a Christian Church & The Easter Story  |  | What do we know about Jesus?  | Why is Easter Important for Christians?<br>What happened after Easter?<br>The early church.                      | Symbolism in Worship   |
| PSHE      | Healthy & Safer Lifestyles 3 – Healthy Lifestyles<br>Citizenship 2 – Me and My World              | Economic Wellbeing 1 – Financial capability<br>Citizenship 5 – Rights, Rules and Responsibilities |  | Economic Wellbeing 2 – Financial capability<br>Citizenship 8 – Rights, Rules and Responsibilities                                       | Economic Wellbeing 2/3 – Financial capability<br>Citizenship 8/11 – Rights, Rules and Responsibilities           | Economic Wellbeing 3 – Financial capability<br>Citizenship 11 – Rights, Rules and Responsibilities |
| Art       | Sculpture<br>Andy Goldsworthy<br>Natural art and materials  | L.S. Lowry<br>Sketching & drawing<br>Printing – lighthouses (press print)                         |  | Sculpture<br>Kinetic sculpture – balance.<br>Observational drawing and comparing ideas and methods.<br>Henry Moore                      | Sculpture- Human sculpture- linked to art and the artist Antony Gormley  | Sculpture, Painting, Perspective- Joseph Wright of Derby, Georgia o’ Keeffe                        |
| DT        | Exploring food from around the world.<br>Healthy eating and preparing foods.                      | Mechanics - Pulley<br>Electronics – systems (construction)<br>Food                                |  | Health and nutrition – linked with science.<br>Diets of animals and humans<br>Electrical systems (linked to science and art)            | Automata animals<br>Mechanics:<br>• Convert rotary motion to linear using cams.                                  | Electricals & Electronics  |
| Computing | e-safety<br>Log on to PC<br>Passwords and keyboard skills<br>Uses of technology (link to history) | e-safety<br><u>Term 3 - A</u><br>Painting<br><u>Term 4 - A</u><br>Programing<br>Toys              |  | e-safety<br><u>Term 3 - A</u><br>Internet Research and Communication<br><u>Term 4 - A</u><br>Presentation Skills                        | e-safety<br><u>Term 3 - A</u><br>Internet Research and Communication<br><u>Term 4 - A</u><br>Presentation Skills | Radio stations , Internet Research & Website design  |
| Geography | Seasonal changes and differences in environments (linking to DT food growth)                      | Human & Physical geography (Coastlines)   |  | Locational knowledge – links with class identity<br>Weather and climate and foods grown (linked with DT).<br>Comparison with local area | Geographical skills/field work – local area study linked to humans/animals. (Including railways line & routes)   | Volcanoes, earthquakes & natural resources   |

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| Music  | Weather theme - Seasonal changes in music. Performing in front of an audience. Music express WORKING WORLD MOVING PATTERNS | Music Express SPR 1 MACHINES SEASONS SUM 1 OUR BODIES AUT 1 NUMBER   | Music Express SPR 2 SEASONS SUM 2 WATER AUT 2 OUR BODIES SUM 1 PATTERN | Music Express AGE 7-8 SUM 1 HUMAN BODY SINGING FRENCH AGE 8 – 9 AUT 2 SOUNDS RECYCLING | Music Express AGE 9-10 SPR 1 LIFE CYCLES AGE 8 – 9 AUT 2 SOUNDS RECYCLING | Music Express AGE 9-10 SPR 1 LIFE CYCLES AGE 10-11 SPR 1 GROWTH |
| PE   | Real PE Units 3&4 Gymnastics   | Real PE Units 3&4 Multi skills- skipping Multi skills- throwing and catching (Year 1) Ball skills- sending and receiving (Year2) |  | Real PE Units 3&4 Invasion games Gymnastics  | Real PE Units 3&4 Racket skills Netball- defending and attacking          | Real PE Units 3&4 Invasion games OAA- orienteering              |
| MFL  |  |  |  | Spanish -  | French -Describing people/ sports.  | French - Les jours, les mois, le temps                          |
| <p><u>Enrichment:</u><br/> Science Museum – visit to school in Science week<br/> Maths Day<br/> Artists week<br/> Children’s Book Week- Week commencing 7<sup>th</sup> March<br/> Recipe Invention week (maths link-use school fund money)<br/> National Storytelling week</p> |  |  |  |  |   |   |

*Cycle A-2016/17*  
*Term 5 and 6*  
**Subject Lead-Geography**  
*What a Wonderful World!*



|                | EYFS   | Year 1/2   | Year 3/4 - Let's get ready to rumble!   | Year 4/5   | Year 5/6   |
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| <b>History</b> | Exploring changes in lifestyles.<br>Finding out how the local community has changed. | Significant individuals – Rosa Parks<br>Local people of historical significance – Isaac Newton   | Changes in social history the fire of London to Pompeii – effects of natural disasters. | Explorers  | Explorers  |
| <b>English</b> | Narrative – Adventure stories, exploring other settings around the world/ cultures.  | Narrative -Myths & legends<br>Traditional tales – Jack and the beanstalk<br>Fact/fiction combination<br>Non-fiction – Geog/Sci<br>Stories from other cultures<br>Poetry – Free verse/rhyming (animals) | Newspaper reports<br>Narrative – fiction<br>Explanation<br>Poetry                       | Explanatory<br>Narrative- Adventure Plays?<br>Persuasion (Debates)<br>Structured poems | Adventures, poetry, persuasive Around the World in 80 Days   |
| <b>Science</b> | Non-Chronological<br>Plants<br>Growing own foods.<br>Farm to Fork learning           | Plants (Y1&2) Living things & their habitats (Y2)  | Y3 plants<br>Living things & their habitats (Y4)<br>States of matter & Sound (Y4)       | Earth in Space (Y5) Forces (y5)<br>living things & their habitats (y4&5)               | Animals – including humans<br>Living things & their habitats |
| <b>RE</b>      | ( EYFS Our Special Books)<br>Stories of Authority for                                | Stories of Authority for Jews and  | Hindu Belief and Lifestyle  | Jewish Belief and Lifestyle<br>How do Jewish people                                    | Sikh Belief and Lifestyle                                    |

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|                  | <b>Jews and Christians from the Bible</b>   | <b>Christians from the Bible</b>  |  |  | <b>live and worship?</b>  |  |
| <b>PSHE</b>      | <b>Citizenship 1 – Identities and Diversity<br/>T6 -Healthy &amp; Safer Lifestyles 1 – My Body &amp; Growing Up</b> | <b>Citizenship 4 – Diversity and Communities<br/>T6 -Healthy &amp; Safer Lifestyles 6 – Sex and Relationships Education<br/>Transition week – Myself &amp; My Relationships 8 – Managing change</b> |  | <b>Citizenship 7 –Diversity and Communities<br/>T6 -Healthy &amp; Safer Lifestyles 13 – Sex and Relationships Education<br/>Transition week – Myself &amp; My Relationships 13 – Managing change</b> | <b>Citizenship 7/10 – Diversity and Communities<br/>T6 -Healthy &amp; Safer Lifestyles 13/20 – Sex and Relationships Education<br/>Transition week – Myself &amp; My Relationships 8/13 – Managing change</b> | <b>Citizenship 7/10 – Diversity and Communities<br/>T6 -Healthy &amp; Safer Lifestyles 20 – Sex and Relationships Education<br/>Transition week – Myself &amp; My Relationships 18 – Managing change</b> |
| <b>Art</b>       | <b>Sketching<br/>Observational art – food.</b>  | <b>Sketching<br/>Digital<br/>Paint</b>  |  | <b>Sketching –use of colour and texture. Textiles using a different media – theme of fire and ice.</b>   | <b>Linked to science:<br/>Drawing wildlife particularly birds and creating them in different medias E.g. Pencil, printing feathers etc.</b>   | <b>Sketching Sketching, Collage, Textiles<br/>Matisse, Picasso &amp; Braque</b>  |
| <b>DT</b>        | <b>Exploring natural textures.<br/>Using material to create own Scottish Loch Ness.</b>                             | <b>Textiles – hand puppets<br/>Digital</b>  |  | <b>Structures and stability (linked with Geog) – housing/bridges (earthquake proof structures)</b>   | <b>How can we measure weather?<br/>Designing and making weather mobiles linked to Marco Mahler.<br/>Creating instruments to measure rainfall.</b>   | <b>Materials &amp; Computing</b>   |
| <b>Computing</b> | <b>e-safety<br/>Algorithms and instructions<br/>Uses of technology.<br/>Creating videos (iMovie)</b>                | <b>e-safety<br/><u>Term 5 – A</u><br/>Writing Algorithms<br/><u>Term 6 - B</u><br/>Using and Applying</b>   |  | <b>e-safety<br/><u>Term 5 – A</u><br/>Drawing and DTP<br/><u>Term 6 - B</u><br/>Using and Applying</b>   | <b>e-safety<br/><u>Term 5 – A</u><br/>Drawing and DTP<br/><u>Term 6 - B</u><br/>Using and Applying</b>  | <b>e-safety<br/><u>Term 5 – A</u><br/>3D Modelling Sketch Up<br/><u>Term 6 - A</u><br/>Using and Applying</b>  |
| <b>Geography</b> | <b>Geog - Human &amp; Physical geography<br/>Contrasting locations (Scotland vs Jungle?)</b>                        | <b>Geog – Place Knowledge – similarities &amp; differences</b>  |  | <b>Geog – Human &amp; Physical Geog (Volcanoes &amp; earthquakes)</b>  | <b>Geog – Human &amp; Physical Geog (European/Americas region study)<br/>How does weather change around the</b>   | <b>Geog – Human &amp; Physical Geog (European/Americas region study)</b>   |



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|  |  |   |  |   | worlds.<br>Biomes of North America.   |   |
| Music  | Develop movements to music. Explore beat and rhythm. | Music Express<br>SUM 1<br>WEATHER<br>SPR 2<br>ANIMALS<br>SUM 2<br>TRAVEL<br>SPR 1<br>NUMBER |  | Music Express<br>AGE 8 – 9<br>SPR 1 BUILDING<br>AROUND THE WORLD<br>AGE 8 – 9<br>AUT 1<br>POETRY<br>ENVIRONMENT | Music Express<br>AGE 8 – 9<br>SPR 1 BUILDING<br>AROUND THE WORLD<br>AGE 8 – 9<br>AUT 1<br>POETRY<br>ENVIRONMENT | Music Express<br>AGE 10-11<br>AUT 1<br>WORLD UNITE<br>AGE 10-11<br>SUM 1 CLASS AWARDS |
| PE   | Real PE Units 5&6<br>Multi-skills                    | Real PE Units 5&6<br>Targets (Year 1)<br>Athletics<br>Racket skills (Year 2)                |  | Real PE Units 5&6<br>OAA<br>Athletics   | Real PE Units 5&6<br>OAA<br>Athletics- track  | Real PE Units 5&6<br>Cricket- Striking and fielding<br>Athletics- Track/field         |
| MFL  |  |   |  | Spanish -   | French -Greeting and simple conversation.<br>Weather.   | French -  |
| <p><b>Enrichment:</b><br/> <u>KS2 visit to places of worship</u><br/> National Share a story Month<br/> Maths Day<br/> Multi-cultural music &amp; dance day<br/> Around the world in 5 days week in conjunction with World food week<br/> Summer Reading Challenge</p> |  |   |  |   |   |   |