

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

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Y1/2 Cycle A	Main project	Memory Box Curriculum Driver – History/ Geography	Muck, Mess and Mixtures Curriculum Driver - Art	Magnificent Monarchs Curriculum Driver – History/ Geography	Splendid Skies Curriculum Driver – Science/ Geography	Beachcombers Curriculum Driver – Science/ Geography	Bounce Curriculum Driver – PE
	English genres	Narrative	Poetry Postcards	Diary Poetry	Persuasive letter Information Text Writing	Biography	Narrative Poetry
	Text study	Last Stop on Market Street The Queen's Hat	Firework Poetry Meercat Christmas Mail	The Great Fire of London Non-Fiction Text: If I were in charge of the world	Ice Planet Information texts – plants	Pirates Grace Darling information text	Little Red Riding Hood – twisted tale When I am by Myself poem
	Science	Who am I? Our body and Senses	Celebrations Light and Dark	Polar Places Animals including Humans	Plants, animals and where we live	On Safari Minibeasts Ourselves and invertebrates	Healthy me Animals including humans
	Art	Art technology Family portraits	Painting techniques Colour Mixing	Print making Model making – Kings and Queens	Drawing Weather/seasons themed art	3D Beachcomber Art	Responding to Art Explore materials and techniques Golf ball and throw ball painting
	D&T	Plan, design and evaluate a healthy picnic	Taste Testing Sorting and grouping foods	Design, make and evaluate Construct castles and palaces	Design, make and evaluate sun catchers	Finger Puppets Build a home for a hermit crab	Design make and evaluate bouncy balls and balloon-powered cars
	Geography	Map work and directional language UK and capital cities Local Area – Banbury	Food from around the world	Royal residences	Weather Aerial Views The equator	Coastline features	Narrative Poetry
	Maths	Hamilton Maths					
	History	Toys, objects, events and people – past and present	Famous artists	Timeline of English and British Monarchs	To learn about significant people in the past		Explore the lives and events of significant people from the past
	Computing	Online Safety	Animated Stories	Grouping and Sorting	Coding	Grouping and Sorting	Making music
	Music	Hey You!	Rhythm - Banana rap.	In the Groove	Round and Round	Your imagination	Reflect, rewind and replay
	Personal Development	Rights and Responsibilities Y1 SCARF	Being my Best Y1 SCARF	Me and my relationships Y1 SCARF	Valuing difference Y1 SCARF	Growing and Changing Y1 SCARF	Keeping myself SAFE Y4 SCARF
	R.E	Christianity – Creation Story	Christianity – Christmas	Christianity – Jesus as a friend	Christianity – Easter Palm Sunday	Judaism – Shabbat	Judaism – Rites of Passage and good works Islam - Hajj
	P.E	Yr 1 Running / Fitness Circuits Yr 2 Dodging / Fitness Circuits	Hands 1 Wide, narrow, curled	Feet 1 Linking	Hands 2 Seasons / weather	Jumping 1 Team Building	Games for understanding House Comp/ Sports Day
Y1/2 Cycle	Main project	Childhood Curriculum Driver – History/Geography	Beat, Band and Boogie Curriculum Driver - Music	Dinosaur Planet Curriculum Driver - History	Moon Zoom Curriculum Driver – Science/DT	Wriggle and Crawl Curriculum Driver – Science	Humans Curriculum Driver - Science
	English genres	Narrative Autobiography Non Chronological report	Narrative Instruction writing Invitation/ programs for Christmas show Lyrics/poetry Christmas letters	Persuasive letter Narrative	Narrative Biography	Non-chronological report Narrative	Non-fiction Adventure Narrative
	Text study	Red Riding Hood Childhood through time - Non-chronological report Where Wild Things are	My Christmas Star How to make a... bottle shaker	Ice planet adventure park George and the dragon - legend	Stardust Biography of Neil Armstrong	The Crow's Tale Hibernation texts	In My Heart When I Grow Up
	Science	Healthy Me	Materials Monster Uses of everyday materials	Little Masterchefs Animals including humans	Young Gardeners Plants and animals	Our local environment Living things and their habitats	Squash, bend and twist Holiday
	Art	Art technology Sketching Cartoon sketching (Micky Mouse through time) Cartoon strip timeline.	Painting techniques Explore colour, pattern, texture, line, shape, form and space Colour marching	Print making – dinosaur prints Explore materials through making dinosaur eggs	Drawing Space inspired artwork	3D Observational drawings of minibeasts and habitats	Responding to Art

	D&T	Face sculptures Make a frame for their cartoon character	Designing and making musical instruments	Design, make and evaluate junk dinosaurs and sock puppet dinosaurs	Design, make and evaluate a rocket or a space buggy	Design, make a evaluate a minibeast home	Pushes and pulls
	Geography	Local area and community – Banbury. Comparing maps overtime in the local area. Explore how geographical features have changed overtime. See Cornerstones mini-project – Our Wonderful World	Make instruments from natural objects Make sound maps	Animals at risk of extinction	Earth from space	Map work – linking to minibeasts Explore aerial photographs	
	Maths	Hamilton Maths					
	History	Changes in childhood over time Childhood – past and present (school, food, household items, transport) Homework – family trees Comparison Disney/ cartoons through time	To learn about significant people in the past – famous musicians Music from the past – famous artists	Explore the lives of Significant people from the past – Mary Anning What happened to dinosaurs?	Lives and events of significant people from the past: astronauts/space travel		To learn about significant people in the past
	Computing	Online safety	Creating pictures	Questioning	Coding	Presenting ideas	Lego Builders
	Music	Hands, feet and heart	Ho, Ho, Ho The Grand Old Duke Of York Christmas production	I 'wanna' play in a band	Zoo time	Friendship song	Reflect, rewind and replay
	Personal Development	Rights and Respect SCARF	Being my Best SCARF	Me and my relationships Y4 SCARF	Valuing difference Y4 SCARF	Growing and Changing Y4 SCARF	Keeping myself SAFE Y1 SCARF
	R.E	Christianity - What did Jesus teach?	Christianity Christmas - Jesus as a gift from God	Judaism - Passover Islam – Prayer at home	Christianity – Easter Resurrection	Judaism – The Covenant Islam – Community and Belonging	Judaism – Rosh Hashanah and Yom Kuppur
	P.E	Yr1 Running/ Fitness Circuits Yr2 Dodging / Fitness circuits	Yr1 Hands / Body Parts Yr2 Hands / Body Parts	Yr 1 Feet / Pathways Yr2 Feet / Pathways	Yr1 Hands 2 / Starry Night Yr2 Hands 2 Starry Night	Yr 1 Jumping 1 / Team building Yr 2 Jumping 1 / Team building	Games for understanding House Competitions / Sports Day
	Experiences / Trips	Black Country Living Museum Visitor – childhood 1950s					
Roleplay	1950s – kitchen, house roleplay corner/ school						

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Main project	Urban Pioneers Curriculum Driver – Art	Playlist Curriculum Driver – Music	Through the Ages Curriculum Driver - History	Misty Mountain Sierra Curriculum Driver – Geography	Blue Abyss Curriculum Driver - Science	Sprint Curriculum Driver –PE
English genres	Narrative – Love Story	Poetry Narrative – Traditional Tale	Narrative – Story Non-Fiction – Holiday Brochure	Narrative – Tragedy Non-fiction – Script for a factual tour	Narrative – Mystery Non-Fiction – Non-chronological report	Narrative – Myth Poetry
Text study	The Blue Umbrella	I Asked the Boy Who Cannot See The Magic Paintbrush	Stone Age Boy Skara Brae	Flood Water Cycle	The Whale Skeletons and Muscles	Theseus and the Minotaur Still I Rise
Science	Food and Our Bodies	What's that Sound?	The Big Build	How Does your Garden Grow?	Living Things	Forces and Magnets
Art	Graffiti Digital alterations (Banksy)	Expressionism: Painting Techniques	Printing	Techniques - landscape images,	3D art that uses the human form	Explore artwork linked to the Olympics and sport
D&T		Making guitars Fudge	Cook Well, Eat Well - Methods of cooking - Ratatouille	3D modelling of a mountain range	Submarine	Olympic medal for the next Olympic games
Geography	Our local environment		Significant places in the UK	Rivers and mountain ranges around the world.	Seas and oceans	Locating countries.
Maths	Hamilton Trust					
History	Local history – Banbury	History of art/artists	Stone Age to the Iron Age,	Significant people from the past	HMS Challenger	Greeks – Olympic Games
Computing	Online Safety	Simulations	Graphing	Coding	Presenting	Touch Typing
Music	Local nursery rhymes Developing notation skills	Mamma Mia! Christmas Carols	What stories does music tell us about the past?	How does music improve our world?	Lean on me	Let your spirit fly
Personal Development	Rights and Responsibilities Y3 SCARF	Being my Best Y3 SCARF	Me and my relationships Y3 SCARF	Valuing difference Y3 SCARF	Growing and Changing Y3 SCARF	Keeping myself SAFE Y3 SCARF

Y3/4 Cycle A

R.E	Sikhism: Vaisakhi	Judaism: Shavrot (Yr4)	Islam: Eid (Yr4)	Christianity: Easter	Judasim: Shabbat (Yr4)	Hinduism:Janmashtami (Yr4)
P.E	Health Related Fitness Netball	Gymnastics – Symmetry/ Asymmetry Football	Tag Rugby Problem solving / Commination	House Competitions Water & Carnival of the Animals	Cricket Competitions	Rounders Tennis
MFL	I am learning Spanish	Musical Instruments	Fruit	Colors & Numbers	Under the sea	Transport
Main project	Scrumdiddlyumptious Curriculum Driver – DT	Heroes and Villains Curriculum Driver – Music	Traders and Raiders Curriculum Driver – Art	Tremors Curriculum Driver – Geography	Predators Curriculum Driver – Science	Burps, Bottoms and Bile Curriculum Driver – Science
English genres	Charac descript story & Explanation	Narrative – Tradition Tale with a twist Non-Fiction - Newspaper Report	Speech Newspaper	Non-fiction – Diary Non-fiction – Non-chronological report	Narrative – Suspense Non-fiction – Balanced Argument	Narrative – Comedy Non-fiction - Explanation

Y3/4 Cycle B	Text study	Feast Charlie and the Chocolate Factory	The True Story of Three Little Pigs	Anglo Boy Saxon	The Journal of Iliona - A Young Slave Earthquakes Escape from Pompeii	Jungle Book	The Quest
	Science	Teeth and eating	Power it up	Light and Shadows	Rocks, soils, and fossils	The Nappy Challenge	Looking at States
	Art	Fruit and vegetables	Bust of a hero or heroine.	Deities Anglo-Saxon pattern work.	Sketching, printmaking, and sculpture to recreate ammonites	Sketching & Collage	Explore the work of a range of artists
	D&T	Soup – Veg Orchestra	Sock puppets	Viking Shields Anglo-Saxon charms	3-D model volcano	Predator habitat	Healthy Snacks Digestive System
	Geography	Journey of a tropical fruit	World map, continents, time zones, hemispheres.	Saxons Viking raiders	Ring of fire - Mapping Vesuvius Natural disasters	Locate countries and describe features.	
	Maths	Hamilton Trust					
	History	James Lind	Heroes and villains from the past	Saxons Viking raiders	The Roman Empire	Did early humans have predators?	History of medicine and the NHS including dentistry
	Computing	Online Safety	Animation	Effective Searching	Coding	Logo	Making Music
	Music	Food Glorious Food	Music appreciation Graphic score; Composition	When Good King Arthur Ruled This Land.	Volcanic soundscapes Pompeii soundscapes	The Dragon Song	Composing, writing, and making music.
	Personal Dev	Rights and Responsibilities Y4 SCARF	Being my Best Y4 SCARF	Me and my relationships Y4 SCARF	Valuing difference Y4 SCARF	Growing and Changing Y4 SCARF	Keeping myself SAFE Y4 SCARF
	R.E	Buddhism	Christianity	People of Faith	Food & Fasting	Pilgrimages	The Bible
	P.E	Dodgeball Health Related Fitness	Hockey Bridges	Basketball Orienteering	House Competitions Extreme Earth	Rounders Competitions	Cricket Tennis
MFL	Greetings	Little Red	I can	The Seasons	Animals	The Family	

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5/6 Cycle A	Main project	ID Curriculum Driver - Science	Alchemy Island Curriculum Driver - Music	Dynamic Dynasties Curriculum Driver - History	Star Gazers Curriculum Driver - Science	Beast Creators Curriculum Driver - Science	Champion Curriculum Driver - PE
	English pack genres	Bill's New Frock – Diaries Charactor Profile	Additional Scene persuasion	Firework Makers daughter – Flash back letters	Myth moon Time Reake	Fact Visit Explanation	Newspaper reports
	Novel study	Bill's New Frock/Fingerprint Facts	A Wizard of Earthsea	Firework Makers Daughter	Northern Lights <i>Alone on a Wide, Wide Sea</i> <i>Cosmic – Frank Cottrell Boyce</i>	Charlotte's Web – from spiders view	The Story of the Olympics
	Science	Growing up and Growing Old	Material World	Titanic	Out of the World	Circle of Life	Healthy Bodies
	A&D	Study of birds – sketching	Painting techniques Artists Study – Portrait Painting	Colour Wheel	Art and design techniques,	Darwin	
	D&T	Another place – Clay modelling			Build a space vehicle.	School's minibeast hotel.	The food diaries of athletes
	Geography	Continents/Oceans Seas UK, counties local Geography	A study of Antarctica Climate Change		Finding detailed information about a place, or places.	Minibeasts	Research the journey of the Olympics
	Maths	Hamilton Maths					
	History	Local, regional, national and international history.	History of art. Key artists during the Expressionist period	Ancient China-Shang Dynasty	Astronomy and space travel		Olympic games
	Computing	5.2 Online Safety	5.5 Game Creator	5.4 Databases	5.1 Coding	5.6 3D Modelling	5.1 Concept Maps
Music	Listen with attention	Playing instruments, improvising, perform and share.	Three Note Bossa and Five Note Swing	Make You Feel My Love.	The Fresh Prince Of Bel-Air.	History of Music and the beginnings of the Language of Music.	

	Personal Development	Rights and Responsibilities Y5 SCARF	Being my Best Y5 SCARF	Me and my relationships Y5 SCARF	Valuing difference Y5 SCARF	Growing and Changing Y5 SCARF	Keeping myself SAFE Y5 SCARF
	R.E	Buddhism Dharma (Yr5)	Sikhism Holi (Yr5)	Sikhism / Hinduism Sikh stories/ Brahman (Yr5)	Christianity Easter (Yr5)	Hinduism /Sikhism Commitment (Yr5)	Christianity Commitment (Yr5)
	P.E	Netball Health Related Exercise	Football Counter & tension balance	Tag Rugby Orienteering / Dance	House Competitions Problem Solving / Communication	Cricket Athletics	Tennis Rounders
	Spanish	Do you have a pef?	What is the date?	Clothes	The planets	Habitats	Al colegio
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	Main project	Time Traveller Curriculum Driver - Science	Gallery Rebels Curriculum Driver - Music	Off with Her Head Curriculum Driver - History	Frozen Kingdom Curriculum Driver - Science	Darwin's Delights Curriculum Driver - Science	Blood Heart Curriculum Driver - Science
Y5/6 Cycle B	English pack genres	LRRH Narrative T M Gard Piano Characters	Persuasion Evaluative Report	Diary Alternative ending	Scott of the Antarctic – Newspaper Persuasive Letter Additional Scene	Kensuke's Kingdom – Narrative The Origin of Species – Non Chronological Report- Darwin	Pig Heart Boy Information text
	Novel study	Tom's Midnight Garden	Framed Frank Cottrell Boyce	Eliza Rose	The Call of the Wild – Jack London	Sky Hawk – Gill Lewis	Pig Heart Boy – Malorie Blackman Additional scene
	Science	Amazing Changes Instructors	Light – Shadow investigation	Electricity - Explanation	Evolution and Inheritance Biography	Classifying Living Things Identifying grouping	Let's Get Moving Adverts Heart Health
	A&D	Photography	Sketchbook making	Portraits of key Tudor character.	Photography	Printing	Make a Human Heart
	D&T	Build a time machine		White Ruff	Making an igloo		Making a stethoscope
	Geography	Community over Time Information Text	Paris	Tudor London and Life - Factfile	Polar Regions	Darwin & HMS Beagle.	
	Maths	Hamilton Maths					
	History	Cromwell Civil War	Art History – Flashback Narrative	Tudor timeline	Titanic- Diary	Darwin	William Harvey
	Computing	6.2 Online Safety	6.5 Text Adventures	6.6 Networks	6.1 Coding	6.4 Blogging	6.8 Binary
	Music	Happy by Pharrell Williams	Bacharach Anorak and Meet The Blues.	Benjamin Britten's Friday Afternoons: A New Year Carol.	You've Got A Friend by Carole King	Music and Me	History of Music and the beginnings of the Language of Music.
	Personal Development	Rights and Responsibilities Y6 SCARF Letter	Being my Best Y6 SCARF	Me and my relationships Y6 SCARF	Valuing difference Y6 SCARF	Growing and Changing Y6 SCARF	Keeping myself SAFE Y6 SCARF
	R.E	Islam Commitment (yr6)	Christianity Christmas - incarnation (yr6)	Christianity Salvation (Yr6)	Christianity Easter - Gospel (Yr6)	Islam Aakhirah ((Yr6)	Islam Aakhirah ((Yr6)
	P.E	Netball Health Related Exercise	Football /Hockey Match and mirroring	Dodgeball, Handball Tudor Dance (BBC Teach)	House Competitions Orienteering	Cricket Athletics	Rounders Tennis
Spanish	My family	At school	Tudors	Weather	The Weekend	Sports	