

Cycle A 23-24 Cycle B 24-25	AT1	AT2	SP1	SP2	SU1	SU2
History	<p>N/EYFS- Changes within living memory 1-2- How am I making history? 3-4- How have children’s lives changed? <i>Link with families and their experiences of growing up.</i> 5-6- What was the impact of World War 2 on people in Britain? <i>Link with Bawdsey radar and NS Aviation Museum Bungay.</i> N/EYFS- Changes within living memory 1-2- What is History? 3-4- Would you prefer to live in the Stone Age, Bronze Age or Iron Age? <i>Roles of women in Celtic society- link to equality vision. Boudicca local link to Colchester.</i> 5-6 Early Islamic Civilisation Following cycle- 5-6- What was life like in Tudor England rather than EIS <i>Mayans/Victorians (Suffragette movement-link to Equality vision.)</i></p>	<p>N/EYFS - Our school 1-2- What can you see at the coast? <i>Visit East Lane.</i> 3-4- Why do people live near volcanoes? 5-6- What is life like in the Alps? N/EYFS Locality Bawdsey and Woodbridge. (Town mouse and county mouse.) <i>Look at pictures of the local area, local area walk. Link to Forest, Beach schools and Bawdsey church.</i> 1-2- Where am I? <i>Local area walk, use local pictures. Links to Forest./ Beach school and Bawdsey church.</i> 3-4- Who lives in Antarctica? 5-6 Why does the population change?</p>	<p>N/EYFS- Changes beyond living memory 1-2- How have toys changed? <i>Link with local people and their toys when growing up.</i> 3-4- Yr 1/ 2 unit How did we learn to fly? Just for 2024. (The from then on Yr 3/ 4 unit What did the ancient Egyptians believe? On the rota instead.) <i>Link with local Egyptologist.</i> 5-6- Were the Vikings raiders, traders or something else? N/EYFS Changes beyond living memory 1-2- How was school different in the past? <i>Use the historical photographs and local people who can talk about changes in the school.</i> 3-4 Why did the Romans settle in Britain? <i>Romans in Britain exhibition at Ipswich museum.</i> 5-6- What does the census tell us about the local area? <i>Talk to a local village councillor, area councillor or historian.</i></p>	<p>N/EYFS British Isles tour. 1-2- What is it like here? <i>Local area pictures and walks.</i> 3-4- Why are rainforests important to us? 5-6 Would you like to live in the desert? N/EYFS Geographical and map skills 1-2- Would you prefer to live in a hot or cold place? 3-4 Are all settlements the same? <i>Link with Roman unit, looking at settlements and remind them of the Roman settlements. Why did people settle in Norfolk, Suffolk and Essex?</i> 5-6- Why do oceans matter? <i>Visit East Lane, use of Beach school to learn about the sea and oceans.</i></p>	<p>N/EYFS- Castles <i>Visit Orford- possibly Framlingham castle.</i> 1-2- How did we learn to fly? 3-4- Unit 3 (to be released 2024) 5-6- What did the Greeks ever do for us? N/EYFS Travel and transport <i>Possible visit to Ipswich transport museum.</i> 1-2- What is a monarch? <i>Link to castles in Suffolk.</i> 3-4 How hard was it to invade and settle in Britain? <i>Link with Sutton Hoo. Link with Geography unit on settlements.</i> 5-6 Unheard Histories: Who should be featured on the £10.00 banknote?</p>	<p>N/EYFS Weather climate- hot and cold 1-2- What is the weather like in the UK? <i>Local weather monitoring.</i> 3-4- Where does our food come from? <i>Link to Suffolk food farming fair Suffolk Show ground. Farmers in school tractor visit, visit local farms.</i> 5-6 Where does our energy come from? <i>Link to the wind farm being built in Bawdsey. Invite Scottish power in.</i> N/EYFS Distant locality -‘Bringing the rain to Kapiti plain.’ (Literary curriculum link last used.) 1-2- What is it like in Shanghai? 3-4- What rivers and how are they used? <i>Field trip from Debenham down to the Deben. River Orwell.</i> 5-6 Can I carry out an independent fieldwork enquiry?</p>
Geography	<p>N/EYFS Theme: All about me Science Topic: Humans Continuous provision maps from PSTT: Ourselves 1-2 Parts of Bodies. Outdoor science. 3-4 Animals feeding and moving. Adelle Davis (20th Century Nutritionist) Marie Curie (Radiation / X-Rays) 5-6 Changing and separating materials. Spencer Silver, Arthur Fry and Alan Amron (Post-It Notes) Ruth Benerito (Wrinkle-Free Cotton)</p> <p>N/EYFS Theme: People who help us Science Topic: Humans Continuous provision maps from PSTT: Football 1-2 Uses of materials. Changing shape. Outdoor science. 3-4 Sound. Aristotle (Sound Waves) Galileo Galilei (Frequency and Pitch of Sound Waves) Alexander Graham Bell (Invented the Telephone) <i>Link to Bawdsey radar and use of radio waves.</i> 5-6 Animals including humans: circulation. Justus von Liebig (Theories of Nutrition and Metabolism) Sir Richard Doll (Linking Smoking and Health Problems) Leonardo Da Vinci (Anatomy)</p>	<p>N/EYFS Theme: Animals Science Topic: Animals including humans Continuous provision maps from PSTT: Ugly 5 Materials Continuous provision maps from PSTT: Humpty Dumpty 1-2 Identifying materials. Outdoor science. 3-4 Contact, non-contact forces and magnets. William Gilbert (Theories on Magnetism) Andre Marie Ampere (Founder of Electro-Magnetism) 5-6 Earth and Space. Claudius Ptolemy and Nicolaus Copernicus (Heliocentric vs Geocentric Universe) Neil Armstrong (First man on the Moon) Helen Sharman (First British astronaut) Mae Jemison (First Black female astronaut) Tim Peake (First British ESA astronaut) <i>Local astronomers to come and talk to the children and have a sky at night session.</i></p> <p>N/EYFS Theme: Farms. <i>Link to local farm visit, maybe Suffolk Punch Trust.</i> Science Topic: Animals including humans Continuous provision maps from PSTT: Spring farms. Materials Continuous provision maps from PSTT: Three little pigs / gingerbread man 1-2 Living things. Outdoor science. <i>Link to local farm visit, maybe Suffolk Punch Trust.</i> 3-4 Electricity, Circuits and switches. Thomas Edison (First Working Lightbulb) Joseph Swan (Incandescent Light Bulb) 5-6 Electricity: Components. Alessandro Volta (Electrical Battery) Nicola Tesla (Alternating Currents) <i>Link to British Power and wind farm being built from Bawdsey.</i></p>	<p>N/EYFS Theme: Vehicles Science Topic: Materials / Forces Continuous provision maps from PSTT: The Black Rabbit (Light and shadow) 1-2 Types of animals. Outdoor science. 3-4 Light and shadows. James Clerk Maxwell (Visible and Invisible Waves of Light) 5-6 Animals including humans: Human lifecycle. Dr Steve Jones (Genetisist) Prof Robert Winston (Human Scientist) <i>Link to local doctors and visiting to find out about Humans and aspiration work being a GP, Nurse.</i></p> <p>N/EYFS Theme: Space and Planets. <i>Link local astronomer to show astronomy pictures and explain constellations.</i> Science topic: Earth and Space / forces Continuous provision maps from PSTT: Winter Snow and Ice 1-2 Feeding and exercise. Outdoor science. <i>Possible visit to Piper’s Vale to see how we exercise and can move.</i> 3-4 Animals teeth and digestion. Ivan Pavlov (Digestive System Mechanisms) Joseph Lister (Discovered Antiseptics) <i>Possible visit from a vet, or to a zoo or farm with animals.</i> 5-6 Light. Thomas Young (Wave Theory of Light) Ibn al-Haytham (Alhazen) (Light and our Eyes) Percy Shaw (The Cats Eye)</p>	<p>N/EYFS Theme: In the garden. Science Topic: Living things and their habitats Continuous provision maps from PSTT: The scarecrows wedding. 1-2 Plants. Outdoor science. <i>Possible arable farm visit or visit from Tractors in school farmer.</i> 3-4 Rocks. Mary Anning (Discovery of Fossils) Inge Lehmann (Earth’s Mantle) 5-6 Forces. Galileo Galilei (Gravity and Acceleration) Isaac Newton (Gravitation) Archimedes of Syracuse (Levers) John Walker (The Match)</p> <p>N/EYFS Theme: In the woods. Science Topic: Living things and their habitats Continuous provision maps from PSTT: Christopher Nibble. 1-2 Habitats. Outdoor science. 3-4 Materials: solids, liquids and gases. Anders Celcius (Celcius Temperature Scale) Daniel Fahrenheit (Fahrenheit Temperature Scale / Invention of the Thermometer) 5-6 Evolution and inheritance. Charles Darwin and Alfred Russel Wallace (Theory of Evolution by Natural Selection) Jane Goodall (Chimpanzees) <i>Possible visit to zoo to see how animals have adapted to their surroundings.</i></p>	<p>N/EYFS Theme: Castles. Science Topic: Materials Continuous provision maps from PSTT: Humpty Dumpty 1-2 Comparing materials. Outdoor science. 3-4 Plants: reproduction and growth. Jan Ingenhousz (Photosynthesis) Joseph Banks (Botanist) <i>Possible arable farm/ garden centre propagation unit or arable farm, or visit from Tractors in school farmer visit.</i> 5-6 Living things and their habitats: life cycles. James Brodie of Brodie (Reproduction of Plants by Spores) David Attenborough (Naturalist and Nature Documentary Broadcaster)</p> <p>N/EYFS Theme: Buildings. Science Topic: Materials Continuous provision maps from PSTT: Three little pigs / gingerbread man 1-2 Growing plants. Outdoor science. <i>Possible arable farm visit, or farmer visit to discuss plant growth.</i> 3-4 Our local environment. Cindy Looy (Environmental Change and Extinction) Jaques Cousteau (Marine Biologist) <i>Link to Beach and Forest school.</i> 5-6 Living things and their habitats: Classification. Carl Linnaeus (Identifying, Naming and Classifying Organisms) Maria Merian (Butterflies)</p>	<p>N/EYFS Theme: At the seaside. <i>Link to Beach school.</i> Science Topic: Animals including humans Continuous provision maps from PSTT: Rainbow fish. 1-2 <b>OUTDOOR SCIENCE HALF TERM</b> <b>NB Children will have missed out in lockdowns from this type of learning over last two years.....</b> <ul style="list-style-type: none"> <li>Recap and review – fill in any gaps from the year.</li> <li>WEATHER STATION / SEASONAL CHANGES</li> <li>INVERTEBRATE HUNTING</li> <li>GARDENING &amp; GROWING</li> <li>SPORTS SCIENCE</li> </ul> <b>DEN BUILDING &amp; MATERIAL SCIENCE</b> 3-4 CATCH UP TIME – TO ALLOW TEACHERS TO REVISIT AREA THAT NEED MORE TIME. 5-6 <b>CATCH UP TIME – TO ALLOW TEACHERS TO REVISIT AREA THAT NEED MORE TIME.</b></p> <p>N/EYFS Theme: Under the Sea. Science Topic: Animals including humans Continuous provision maps from PSTT: Rainbow fish. 1-2 <b>OUTDOOR SCIENCE HALF TERM</b> <b>NB Children will have missed out in lockdowns from this type of learning over last two years.....</b> <ul style="list-style-type: none"> <li>Recap and review – fill in any gaps from the year.</li> <li>WEATHER STATION / SEASONAL CHANGES</li> <li>INVERTEBRATE HUNTING</li> <li>GARDENING &amp; GROWING</li> <li>SPORTS SCIENCE</li> </ul> <b>DEN BUILDING &amp; MATERIAL SCIENCE</b> 3-4 CATCH UP TIME – TO ALLOW TEACHERS TO REVISIT AREA THAT NEED MORE TIME. 5-6 <b>CATCH UP TIME – TO ALLOW TEACHERS TO REVISIT AREA THAT NEED MORE TIME.</b></p>
Science	<p>N/EYFS Why is the word ‘God’ so important to Christians? Yr 1-2 Judaism- Teshuvah / Why do Jewish families talk about repentance at New Year? Yr 3-4 Christianity-How do Christians show that reconciliation with God and others is important? YEAR 5 UNITS 5-6- Christianity- why is the gospel such good news for Christians?</p> <p>N/EYFS Why is the word ‘God’ so important to Christians? 1-2 Christianity / church-Why is belonging to God and the church family important to Christians? 3-4 Christianity- How does believing Jesus is their saviour inspire Christians to save and serve others? YEAR 6 UNITS 5-6 Christianity- How do Christians show their beliefs that Jesus is God incarnate?</p>	<p>N/EYFS Why do Christians perform nativity plays at Christmas? 1-2 Christianity- Saviour / Jesus- Why was Jesus given the name ‘saviour’? 3-4 Islam-How does a Muslim show their submission and obedience to Allah? 5-6 Muslim- What does the Qur’an reveal about Allah and his guidance?</p> <p>N/EYFS Why do Christians perform nativity plays at Christmas? <i>Visit to Bawdsey church.</i> 1-2 Judaism/Mitzvot- Why is learning to do good deeds so important to Jewish people? 3-4 Islam-Why do Muslims call Muhammad the ‘seal of the prophets’? 5-6 Muslim- How does tawhid create a sense of belonging to the Muslim community?</p>	<p>N/EYFS How can we help others when they need it? 1-2 Islam – compassion- How do some Muslims show a compassionate and merciful? 3-4 Hinduism- Why do Hindus want to collect good karma? 5-6 Hindu- What spiritual pathways to Moksha are written about in Hindu scriptures? N/EYFS How can we help others when they need it? 1-2 Christianity/ Resurrection- What are the best symbols of Jesus’ death and resurrection at Easter? 3-4 Hinduism -How does the story of Rama and Sita inspire Hindus to follow their dharma? 5-6 Hindu- How do questions about Brahman and atman influence the way a Hindu lives?</p>	<p>N/EYFS Why do Christians put a cross in an Easter garden? 1-2 Christianity/ Trust. Why do Christians trust Jesus and follow him? 3-4 Christianity- What do Christians mean when they talk about the Kingdom of God? 5-6- Jewish- What is holiness for Jewish people; a place, a time, an object or something else? <i>Visit to Bury Cathedral.</i> N/EYFS Why do Christians put a cross in an Easter garden? 1-2 Hindu/ Devotion- How does a Hindu celebrate devotion to a deity at the festival of Holi? 3-4 Judaism- What symbols and stories help Jewish people remember their covenant with God? 5-6 Buddhist- How does the Triple Refuge help Buddhists in their journey through life?</p>	<p>N/EYFS What makes every single person unique and precious? 1-2 Judaism/Torah - Why is the Torah such a joy for the Jewish community? 3-4 Humanist- Why do Humanists use the golden rule as a basis for morality? 5-6- Christianity- what is the great significance of the Eucharist for Christians? N/EYFS What makes every single person unique and precious? 1-2 Judaism/Tefillah-Why do Jewish families say so many prayers and blessings? 3-4 Christianity-Why do Christians believe they are people on a mission? 5-6 Christianity- should believing in the resurrection change how Christians’ view life and death?</p>	<p>N/EYFS How can we care for our wonderful world? 1-2 Christian- Parable- What did Jesus teach about God in his parables? 3-4 Sikhism- How does the teaching of the gurus move Sikhs from dark to light? 5-6- Encountering Buddhism 1 Buddhist- How did Buddha teach his followers enlightenment? N/EYFS How can we care for our wonderful world? 1-2 Christian/ Worship- Why do Christians pray to God and worship him? 3-4 Sikhism- How do Sikhs put their beliefs about equality into practice? 5-6 Humanist- Why do Humanists say happiness is the goal of life?</p>
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Art	N/EYFS Drawing. Marvellous marks. Autumn Craft: Autumn wreaths. 1-2 (yr2) Drawing. Tell a story. 3-4 (yr3) Painting and mixed media. Prehistoric painting. 5-6 (yr5) Drawing: I need space. N/EYFS Drawing. Marvellous marks. Autumn Craft: Autumn wreaths. 1-2 (yr1) Drawing. Make your mark. 3-4 (yr4) Painting and mixed media. Light and dark. 5-6 (yr6) Drawing: Making my voice heard.	N/EYFS Christmas craft: Salt dough decorations. 1-2 Christmas art and crafts. 3-4 Christmas art and crafts. 5-6 Christmas art and crafts. N/EYFS Christmas craft: Salt dough decorations. 1-2 Christmas art and crafts. 3-4 Christmas art and crafts. 5-6 Christmas art and crafts.	N/EYFS Painting and mixed media: Paint my world. Winter craft: Threaded snowflakes. 1-2 (yr2) Painting and mixed media. Colour splash. 3-4 (yr4) Craft and design. Fabric of nature. 5-6 (yr5) Painting and mixed media. Portraits. N/EYFS Painting and mixed media: Paint my world. Winter craft: Threaded snowflakes. 1-2 (yr1) Painting and mixed media. Life in colour. 3-4 (yr3) Craft and design. Ancient Egyptian scrolls. 5-6 (yr6) Painting and mixed media. Artist study.	N/EYFS Easter crafts: Egg threading. 1-2 Easter art and crafts 3-4 Easter art and crafts 5-6 Easter art and crafts N/EYFS Easter crafts: Egg threading. 1-2 Easter art and crafts 3-4 Easter art and crafts 5-6 Easter art and crafts	N/EYFS Sculpture and 3D: Creation station. Spring craft: Sun catchers. 1-2 (yr2) Sculpture and 3D. Paper play. 3-4 (yr3) Sculpture and 3D. Abstract shape and space. 5-6 (yr5) Sculpture and 3D. Interactive installation. N/EYFS Sculpture and 3D: Creation station. Spring craft: Sun catchers. 1-2 (yr1) Sculpture and 3D. Clay houses. 3-4 (yr4) Sculpture and 3D. Mega materials. 5-6 (yr6) Sculpture and 3D. Making memories.	N/EYFS Craft and Design: Let's get crafty. Summer craft: Salt painting. 1-2 (yr2) Craft and Design. Woven wonders. 3-4 (yr3) Drawing. Growing artists, 5-6 (yr5) Craft and Design. Architecture. N/EYFS Craft and Design: Let's get crafty. Summer craft: Salt painting. 1-2 (yr1) Craft and Design. Map it out. 3-4 (yr4) Drawing. Power prints. 5-6 (yr6) Craft and Design. Photo opportunity.
French	3-4 Phonics 1&2 (recap and establishing correct pronunciation at the start of the year) J'apprends le français (E) I'm Learning French 5-6 Phonics 3&4 (recap and establishing correct pronunciation at the start of the year) Les Legumes ( E ) Vegetables 3-4 Phonics 1&2 (recap and establishing correct pronunciation at the start of the year) Les Instruments ( E ) Instruments 5-6 Phonics 3&4 (recap and establishing correct pronunciation at the start of the year) Chez moi ( 1 ) My home ( 1 )	3-4 Les Animaux ( E ) Animals 5-6 La Date ( 1 ) The date 3-4 Les Legumes ( E ) Vegetables 5-6 Joyeux Noel Christmas	3-4 Je peux ( E ) I can 5-6 Au salon de the ( 1 ) At the tearoom 3-4 Les Glaces ( E ) Ice creams 5-6 Les vêtements ( 1 ) Clothes	3-4 Les Fruits (E) Fruits 5-6 Ma Famille ( 1 ) My family 3-4 Space to complete any missed units as although 6 units are planned, the reality may see 4 – 5 units taught well. Consolidation of previous units before moving on to intermediate units. Cultural Lessons – choose from Language Angels 5-6 Quel temps fait-il? ( 1 ) Weather	3-4 Les Saisons ( E ) Seasons 5-6 As-tu un animal? ( 1 ) Do you have a pet? 3-4 En Classe ( 1 ) In the classroom 5-6 A l'école (P) At school	3-4 Je me presente ( 1 ) Presenting myself 5-6 Space to complete any missed units as although 6 units are planned, the reality may see 4 – 5 units taught well. Consolidation of previous units before moving on to intermediate units. Cultural Lessons – choose from Language Angels 3-4 Les Habitats ( 1 ) Habitats 5-6 Moi dans le monde (P) Me in the world
Music	N/EYFS Setting up music in continuous provision. 1-2 (yr2) West African call and response song (Theme: Animals) 3-4 (yr4) Body and tuned percussion. Theme: rainforest. 5-6 (yr6) Advanced rhythm N/EYFS Setting up music in continuous provision. 1-2 (yr1) Pulse and rhythm. Theme all about me. 3-4 (yr3) Ballads. 5-6 (yr5) Composition notation. Them: Ancient Egypt.	N/EYFS Celebration music 1-2 (Yr2) Orchestral instruments (Theme: Traditional stories) 3-4 (yr4) Rock and roll. 5-6 (yr6) Dynamics, pitch and tempo. Theme: Fingal's cave. N/EYFS Celebration music 1-2 (yr1) Classical music. Dynamics and tempo. Theme: animals. 3-4 (yr3) Creating compositions in response to an animation. Theme: mountains. 5-6 (yr5) Blues.	N/EYFS Exploring sound 1-2 (yr2) Musical me 3-4 (yr4) Changes in pitch, tempo and dynamics. Theme: Rivers. 5-6 (yr6) Songs of WW2. N/EYFS Exploring sound 1-2 (yr1) Musical vocabulary. Theme under the sea. 3-4 (yr3) Developing singing technique. Theme: The Vikings. 5-6 (yr5) South and West Africa.	N/EYFS Music and movement 1-2 (yr2) Dynamics: Timbre, tempo and motifs (theme space) 3-4 (yr4) Haiku, music and performance. Theme: Hanami. 5-6 (yr6) Film music. N/EYFS Music and Movement 1-2 (yr1) Timbre and rhythmic patterns, Theme: fairy tales. 3-4(yr3) Pentatonic melodies and composition. Theme: Chinese New Year. 5-6 (yr5) Composition to represent the festival of colour. Theme: Holi festival.	N/EYFS Musical stories 1-2 (yr2) On this Island. British songs and sounds. 3-4 (yr4) Samba and carnival sounds and instruments. 5-6 (yr6) Theme and variations. Theme: Pop Art. N/EYFS Musical stories 1-2 (yr1) Pitch and tempo. Theme: superheroes. 3-4 (yr3) Jazz 5-6 (yr5) Looping and remixing.	N/EYFS Big band 1-2 (yr2) Myths and legends 3-4 (yr4) Adapting and transposing motifs. Theme: Romans. 5-6 (yr6) Composing and performing a Leavers' song. N/EYFS Big band 1-2 (yr1) Vocal and body sounds. Theme: by the sea. 3-4 (yr3) Traditional instruments and improvisation. Theme: India. 5-6 (yr5) Musical theatre.
D&T	N/EYFS Hibernation box 1-2 Beach school. Constructing a windmill. 3-4 Forest School. Digital World- Electronic charm 5-6 Cooking and nutrition. What could be healthier? N/EYFS Hibernation box 1-2 Mechanisms- Making a moving monster 3-4 Textiles: Fastenings. 5-6 Cooking and nutrition –Come dine with me	N/EYFS Cooking and nutrition soup. Christmas lesson- Sliding picture 1-2 Forest school. Textile- Puppets. 3-4 Cooking and nutrition. Eating seasonally. 5-6 Beach School –if running this term. Textiles: stuffed toys. N/EYFS Cooking and nutrition soup. Christmas lesson- Sliding picture 1-2 Textiles- Pouches 3-4 Cooking and nutrition. Adapting a recipe. 5-6 Electrical Systems- Steady hand game.	N/EYFS Textiles- Bookmarks- Spring lesson- Flower threading. 1-2 Cooking and Nutrition. Fruit and Vegetables. 3-4 Textiles Cushions or Egyptian collars. 5-6 Structures- Bridges. N/EYFS Textiles- Bookmarks- Spring lesson- Flower threading. 1-2 Cooking and nutrition. A balanced diet. 3-4 Electrical systems- Torches. 5-6 Textiles- Waistcoats.	N/EYFS Easter lesson- Hanging decoration. Cooking Designing/ making a rainbow salad. 1-2 Mechanisms-Making a moving story book. 3-4 Electrical systems- Electric poster. 5-6 Electrical Systems- Doodlers N/EYFS Easter lesson- Hanging decoration. Cooking Designing/ making a rainbow salad. 1-2 Mechanisms- Fairground wheel. 3-4 Structures- Pavillions. 5-6 Digital World- Navigating the world.	N/EYFS Forest School. Structures- Junk modelling. 1-2 Mechanisms- Wheels and axels. 3-4 Mechanical systems- Mechanical systems- Pneumatic toys. 5-6 Digital world.- Monitoring devices. N/EYFS Forest School. Structures- Junk modelling. 1-2 Structures- Baby bear's chair. 3-4 Mechanical Systems- Making a slingshot car. 5-6 Structures- Playground.	N/EYFS Beach school. Structures- Boats. 1-2 Overflow time to complete units and celebrate all their work. 3-4 Structures- constructing a castle. 5-6 Mechanical Devices- Making a pop-up book. N/EYFS Beach school. Structures- Boats. 1-2 Overflow time to complete units and celebrate all their work. 3-4 Digital World- Mindful moments timer. 5-6 Mechanical Systems- Automata toys.
Computing	N/EYFS EYFS: Technology around us 1-2 Technology around us 3-4 (yr4) Computing Systems and Networks.- The Internet. 5-6 (yr6) Computing systems and Networks- Communication. N/EYFS EYFS: Technology around us 1-2 (yr2) Unit 1: IT all around us 3-4 (yr3) Computing Systems and Networks – Connecting Computers 5-6 (yr5) Teach computing: Sharing information	N/EYFS Mouse skills/Paint 1-2 Digital Painting 3-4 (yr4) Creating Media- Audio Editing. 5-6 (yr6) Creating Media- Web page creation. N/EYFS Mouse skills/Paint 1-2 (yr2) Unit 2: Digital Photography 3-4 (yr3) Creating Media – Animation 5-6 (yr5) Teach computing: Video Editing.	N/EYFS Recognising letters on a keyboard/scanning skills 1-2 Digital Writing 3-4 (yr4) Online Safety. Creating Media- Photo Editing. 5-6 (yr6) Creating Media.3D Modelling. N/EYFS Recognising letters on a keyboard/scanning skills 1-2 (yr2) Unit 3: Making Music 3-4 (yr3) Creating Media – Desktop Publishing 5-6 (yr5) Teach computing: Creating Media –Vector drawing.	N/EYFS Digiducks 1-2 Grouping Data 3-4 (yr4) Data and Information. -Data logging.. 5-6 Computer safety- links to PSHE (yr6) Data and Information- Spreadsheets. N/EYFS Digiducks 1-2 (yr2) Unit 4: Pictograms 3-4 (yr3) Data and Information – Branching Databases 5-6 (yr5) Teach computing: Flat-file databases Safer internet day. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	N/EYFS Beebots 1-2 Moving a Robot 3-4 (yr4) Programming A- Repetition in Shapes. 5-6 (yr6) Programming A- Variables in Games. N/EYFS Beebots 1-2 (yr2) Unit 5: Robot Algorithms 3-4 (yr3) Programming A – Sequence Music 5-6 (yr5) Teach computing: Programming A. Selection in Physical computing.	N/EYFS Introduction to Animation 1-2 Introduction to Animation 3-4 (yr4) Programming B- Repetition in Games. 5-6 (yr6) Programming B- Repetition in Games. N/EYFS Introduction to Animation 1-2 (yr2) Unit 6: An Introduction to Quizzes 3-4 (yr3) Programming B – Events and Actions 5-6 (yr5) Teach computing: Programming B. Sensing.
PE	N/EYFS Dinosaurs Walking 1 1-2 (yr 2 units) Dodging 1 Explorers 3-4 Football Game sense invasion 5-6 Football Health related exercise N/EYFS Dinosaurs Walking 1 1-2 (yr 1 units) Team building Running 1 3-4 Football Game sense invasion 5-6 Football Game sense invasion	N/EYFS Hands 1 Ourselves 1-2 Hands 1 Water 3-4 Handball Tag Rugby 5-6 Tag rugby Netball N/EYFS Hands 1 Ourselves 1-2 Hands 1 Heroes 3-4 Boccia Game sense invasion 5-6 Tag rugby Dodgeball	N/EYFS High, low, over, under Moving 1-2 Linking Feet 1 3-4 Symmetry and Asymmetry Basketball 5-6 Game sense invasion Dodgeball N/EYFS High, low, over, under Hands 2 1-2 Wide, Narrow, curled. Feet 1 3-4 Basketball Running 5-6 Health related exercise Netball	N/EYFS Hands 2 Nursery rhymes 1-2 Mr Candy's sweet factory Hands 2 3-4 Netball Basketball Hockey 5-6 Hockey Tennis N/EYFS Moving Nursery rhymes 1-2 The zoo Hands 2 3-4 Cats Hockey 5-6 Basketball Quidditch	N/EYFS Jumping 1 Feet 1 1-2 Jumping 1 Rackets, bats and balls 3-4 Tennis Cricket 5-6 Throwing and Jumping Cricket N/EYFS Jumping 1 Feet 1 1-2 Jumping 1 Rackets, Bats and Balls 3-4 Tennis Throwing and Jumping 5-6 Badminton Hockey	N/EYFS Games for understanding Rackets, bats and balls 1-2 Team building Games for understanding 3-4 Athletics Rounders 5-6 Athletics Rounders N/EYFS Games for understanding Rackets, bats and balls 1-2 Growing Games for understanding. 3-4 Cricket Athletics 5-6 Badminton Running

<p>PSHE</p>	<p>N/EYFS: One Decision. <u>Dilemma drops-</u> Purple feels poorly. Purple's best friend Purple feels left out Purple's hand wash <u>Animated storybooks-</u> Pink goes to school Red needs the toilet Yellow wants to play with orange</p> <p>1-2 One Decision. <u>Dilemma drops-</u> Purple feels poorly Purple's best friend Purple feels left out Purple's hand wash <u>Animated storybooks-</u> Pink goes to school Red needs the toilet Yellow wants to play with orange TWINKL UNIT Aiming High</p> <p>3-4 TWINKL - aiming high LKS2</p> <p>5-6 One decision- <b>Being responsible</b></p> <p>N/EYFS: <u>Dilemma drops-</u> Blue at the Shopping Centre Blue bakes cakes Blue feels jealous Blue plays tennis <u>Animated storybooks-</u> Pink goes to school Red needs the toilet (REPEATED IN YEAR 2 FOR EYFS) Blue's indoor voice Orange helps out <u>Skill focuses-</u> Learning new routines Getting to know one another and making friends Following rules, routines and boundaries</p> <p>1-2 One Decision <u>Dilemma drops-</u> Blue at the Shopping Centre Blue bakes cakes Blue feels jealous Blue plays tennis <u>Animated storybooks-</u> Pink goes to school Red needs the toilet (REPEATED IN YEAR 2 FOR EYFS) Blue's indoor voice Orange helps out <u>Skill focuses-</u> Learning new routines Getting to know one another and making friends Following rules, routines and boundaries TWINKLE UNIT Money Matters</p> <p>3-4 One decision- Keeping/staying safe</p> <p>5-6 Twinkl unit Living in the wider world</p>	<p>N/EYFS: One Decision. <u>Dilemma drops-</u> Purple is upset Purple's picture Purple's school book Purple's sports day (could be adapted to discuss PE) <u>Animated storybooks-</u> Blue explores road safety (REPEAT BOTH YEARS) Why does purple play differently? Blue learns to share</p> <p>1-2 One Decision. <u>Dilemma drops-</u> Purple is upset Purple's picture Purple's school book Purple's sports day (could be adapted to discuss PE) <u>Animated storybooks-</u> Blue explores road safety (REPEAT BOTH YEARS) Why does purple play differently? Blue learns to share TWINKL UNIT Be Yourself</p> <p>3-4 One Decision – <b>Keeping/staying healthy</b></p> <p>5-6 One decision- <b>Feelings and emotions</b></p> <p>N/EYFS: <u>Dilemma drops-</u> Blue feels sad Blue has forgotten her lunch Blue's sleepover Blue wants to play a game <u>Animated storybooks-</u> Blue explores road safety (REPEAT BOTH YEARS) Yellow play fights Pink is feeling sad <u>Skill focuses-</u> Building confidence to explore Discuss the feelings and needs of others Promoting kindness and working together as a team</p> <p>1-2 One Decision <u>Dilemma drops-</u> Blue feels sad Blue has forgotten her lunch Blue's sleepover Blue wants to play a game <u>Animated storybooks-</u> Blue explores road safety (REPEAT BOTH YEARS) Yellow play fights Pink is feeling sad <u>Skill focuses-</u> Building confidence to explore Discuss the feelings and needs of others Promoting kindness and working together as a team TWINKLE UNIT One World</p> <p>3-4 One decision- Feelings and emotions</p> <p>5-6 One Decision <b>Computer safety</b></p>	<p>N/EYFS: One Decision. <u>Dilemma drops-</u> Red is upset Red needs to cross the road Red plays ball <u>Animated storybooks-</u> Red visits the dentist Yellow learns about germs Orange is sleeping over</p> <p>1-2 One Decision. <u>Dilemma drops-</u> Red is upset Red needs to cross the road Red plays ball <u>Animated storybooks-</u> Red visits the dentist Yellow learns about germs Orange is sleeping over TWINKL UNIT Digital Wellbeing</p> <p>3-4 One decision- <b>Computer safety</b></p> <p>5-6 One decision- <b>Keeping safe</b></p> <p>N/EYFS: <u>Dilemma drops-</u> Green's brothers game Green is lining up Green's Daddy Green's dance class Green's glasses <u>Animated storybooks-</u> Green gets glasses Orange feels worried Rainbow helps at home <u>Skill focuses SP1/SP2-</u> Building on play with other children Working as a team to begin to solve problems Extending play ideas to others Initiating play with others</p> <p>1-2 One Decision <u>Dilemma drops-</u> Green's brothers game Green is lining up Green's Daddy Green's dance class Green's glasses <u>Animated storybooks-</u> Green gets glasses Orange feels worried Rainbow helps at home <u>Skill focuses SP1/SP2-</u> Building on play with other children Working as a team to begin to solve problems Extending play ideas to others Initiating play with others TWINKLE UNIT Safety First</p> <p>3-4 One decision- Being responsible</p> <p>5-6 Twinkl- One World</p>	<p>N/EYFS: One Decision. <u>Dilemma drops-</u> Red's hurt his ankle Red and his wellies Red has a wobbly tooth Red's spelling test <u>Animated storybooks-</u> Yellow's bedtime Blue's best friend Red's hearing aid</p> <p>1-2 One Decision. <u>Dilemma drops-</u> Red's hurt his ankle Red and his wellies Red has a wobbly tooth Red's spelling test <u>Animated storybooks-</u> Yellow's bedtime Blue's best friend Red's hearing aid TWINKL UNIT Diverse Britain</p> <p>3-4 TWINKL- Team LKS2</p> <p>5-6 Twinkl- Digital wellbeing</p> <p>N/EYFS: <u>Dilemma drops-</u> Green's glasses Green's PE kit Green's playtime Green's understanding <u>Animated storybooks-</u> Green's greens Orange brushes her teeth Rainbow feels angry</p> <p>1-2 One Decision <u>Dilemma drops-</u> Green's glasses Green's PE kit Green's playtime Green's understanding <u>Animated storybooks-</u> Green's greens Orange brushes her teeth Rainbow feels angry TWINKLE UNIT TEAM</p> <p>3-4 Twinkl- Money matters LKS2</p> <p>5-6 One Decision <b>The working world</b></p>	<p>N/EYFS: One Decision. <u>Dilemma drops-</u> Yellow wants to help green Yellow is working in pairs Yellow returns to school It is yellow's birthday <u>Animated storybooks-</u> Red's nut allergy Purple the passenger Blue gets lost</p> <p>1-2 One Decision. <u>Dilemma drops-</u> Yellow wants to help green Yellow is working in pairs Yellow returns to school It is yellow's birthday <u>Animated storybooks-</u> Red's nut allergy Purple the passenger Blue gets lost TWINKL UNIT Growing Up</p> <p>3-4 One decision- <b>Relationships</b></p> <p>5-6 One decision- <b>Being and staying healthy</b></p> <p>N/EYFS: <u>Dilemma drops-</u> Pink and pocket money Pink at the park Pink feels worried Pink gets changed <u>Animated storybooks-</u> Yellow goes on holiday Rainbow visits the news Orange moves house Pink's screen time <u>Skill focuses- SU1/SU2</u> Getting ready to move on (YEAR1) How have we changed? What can we do now that we couldn't do at the beginning of the year? Recalling events from the past year and what are we looking forward to as we move on?</p> <p>1-2 One Decision <u>Dilemma drops-</u> Pink and pocket money Pink at the park Pink feels worried Pink gets changed <u>Animated storybooks-</u> Yellow goes on holiday Purple watches the news Orange moves house Pink's screen time <u>Skill focuses- SU1/SU2</u> Getting ready to move on (YEAR1) How have we changed? What can we do now that we couldn't do at the beginning of the year? Recalling events from the past year and what are we looking forward to as we move on? TWINKLE UNIT Think Positive</p> <p>3-4 Twinkl- VIP's LKS2</p> <p>5-6 One decision <b>A world without judgement</b></p>	<p>N/EYFS: One Decision. <u>Dilemma drops-</u> Yellow's new sister Yellow will not share Yellow gets cross <u>Animated storybooks-</u> Green is moving up a year (repeat for Y1 moving to Y2) Rainbow's day out Red goes swimming</p> <p>1-2 One Decision. <u>Dilemma drops-</u> Yellow's new sister Yellow will not share Yellow gets cross <u>Animated storybooks-</u> Green is moving up a year (repeat for Y1 moving to Y2) Rainbow's day out Red goes swimming TWINKL UNIT It's my Body (where appropriate)</p> <p>3-4 One decision- <b>Hazard watch/ fire safety</b></p> <p>5-6 One decision- <b>Year 6: growing and changing</b></p> <p>N/EYFS: <u>Dilemma drops-</u> Pinks computer game Pink's new classmate Pink's pet fish Pink's travel sickness <u>Animated storybooks-</u> Purple is poorly Rainbow's food journey Rainbow visits the seaside Green is moving up a year (repeat for EYFS moving to Y1)</p> <p>1-2 One Decision <u>Dilemma drops-</u> Pinks computer game Pink's new classmate Pink's pet fish Pink's travel sickness <u>Animated storybooks-</u> Purple is poorly Rainbow's food journey Rainbow visits the seaside Green is moving up a year (repeat for EYFS moving to Y1) TWINKLE UNIT VIPs</p> <p>3-4 Twinkl- It's my body LKS2</p> <p>5-6 One Decision <b>Year 6: Growing and changing</b></p>
<p>No Outsiders-Taught within PSHE</p>	<p><b>N/EYFS:</b> <b>Hello, Hello by Brenan Wenzel</b> Learning intention: To make friends 1-2 <b>Want to play trucks? by Ann Stott and Bob Graham</b> Learning intention: To find ways to play together 3-4 <b>Big Book of Families Catherine Lawrence Anholt</b> Learning intention: To understand families are made up of many different people 5-6 <b>Where the Poppies Now Grow by H. Robinson and M. Impey</b> Learning intention: To learn from our past</p> <p><b>N/EYFS:</b> <b>Hello, Hello by Brenan Wenzel</b> Learning intention: To make friends 1-2 <b>Amazing by Steve Anthony</b> Learning intention: To think what it is that makes a good friend 3-4 <b>When Sadness comes to call by Eva Eland</b> Learning intention: To look after my mental health 5-6 <b>The Island by Armin Greder</b> Learning objective: To consider the causes of racism.</p>	<p><b>N/EYFS:</b> <b>Red Rockets and Rainbow Jelly by Sue Heap and Nick Sharrat</b> Learning intention: It's ok to like different things 1-2 <b>Elmer by David McKee</b> Learning intention: I like the way I am 3-4 <b>We are all Wonders by R.J. Palacio.</b> Learning intention: To understand what a bystander is. 5-6 <b>Spots and Dots Helen Baugh and Marion Deuchars</b> Learning intention: to explore racist attitudes and prejudice</p> <p><b>N/EYFS:</b> <b>Red Rockets and Rainbow Jelly by Sue Heap and Nick Sharrat</b> Learning intention: It's ok to like different things 1-2 <b>What the Jackdaw Saw by Julia Donaldson and Nick Sharrat</b> Learning intention: To communicate in different ways (sign language) 3-4 <b>Bloom by Anne Booth Robyn Wilson-Owen</b> Learning intention: to improve or support respectful relationships. 5-6 <b>A Day in the Life of Marlen Bundo by Marlon Bundo and Jill Twiss.</b> Learning intention: To consider democracy (LGBT+)</p>	<p><b>N/EYFS:</b> <b>The Family Book by Todd Parr</b> Learning intention: All families are different 1-2 <b>Can I join your club? by John Kelly and Steph Laberis</b> Learning intention: To welcome different people 3-4 <b>Dogs Don't Do Ballet by Anna Kemp and Sarah Ogilvie</b> Learning objective: To choose when to be assertive 5-6 <b>Leaf by Sandra Dieckman</b> Learning intention: To overcome fears about different. To look for solutions to challenging situations.</p> <p><b>N/EYFS:</b> <b>The Family Book by Todd Parr</b> Learning intention: All families are different 1-2 <b>Can I join your club? by John Kelly and Steph Laberis</b> Learning intention: To welcome different people 3-4 <b>Dogs Don't Do Ballet by Anna Kemp and Sarah Ogilvie</b> Learning objective: To choose when to be assertive 5-6 <b>Leaf by Sandra Dieckman</b> Learning intention: To overcome fears about different. To look for solutions to challenging situations.</p>	<p><b>N/EYFS:</b> <b>Blue Chameleon by Emily Gravett</b> Learning intention:: To make friends with someone who maybe different 1-2 <b>Hair, it's a family affair Mylo Freeman</b> Learning intention: celebrating differences 3-4 <b>The Hueys in the New Jumper by Oliver Jeffers</b> Learning intention: To use strategies to help someone who feels different 5-6 <b>The little island by Smriti Prasadam-Hallis and Robert Starling</b> Learning intention: To be competent in the art of speaking and listening and participate in debate</p> <p><b>N/EYFS:</b> <b>Blue Chameleon by Emily Gravett</b> Learning intention:: To make friends with someone who maybe different 1-2 <b>Blown Away by Rob Biddulph</b> Learning intention: To be able to work with everyone in my class 3-4 <b>The Way back home by Oliver Jeffers</b> Learning intention: To overcome language as a barrier 5-6 <b>Introducing Teddy by Jessica Walton and Dougal McPherson</b> Learning intention: To show acceptance.</p>	<p><b>N/EYFS:</b> <b>You Choose by Nick Sharratt &amp; Pippa Goodheart</b> Learning intention: To say what I think. 1-2 <b>That's not how you do it by Ariane Hofman-Maniyar</b> Learning intention: To accept people are different 3-4 <b>Big Bob, Little Bob by James Howe</b> Learning intention: To use my pupil voice 5-6 <b>How to Heal a Broken Wing by Bob Graham</b> Learning intention: To recognise when someone needs help</p> <p><b>N/EYFS:</b> <b>You Choose by Nick Sharratt &amp; Pippa Goodheart</b> Learning intention: To say what I think. 1-2 <b>The Odd Egg by Emily Gravett</b> Learning intention: To understand what makes someone feel proud 3-4 <b>Red: A crayon's story by Michael Hall</b> Learning intention: To be who you want to be 5-6 <b>The little island by Smriti Prasadam-Hallis and Robert Starling</b> Learning intention: To be competent in the art of speaking and listening and participate in debate.</p>	<p><b>N/EYFS:</b> <b>My World, your World by Melanie Walsh</b> Learning intention: To understand that we share the world with lots of people 1-2 <b>Ten Little Pirates by Mike Brownlow and Simon Rickerty</b> Learning intention: To play with boys and girls 3-4 <b>Two Monsters by David McKee</b> Learning intention: To find a solution to a problem 5-6 <b>The girls by Lauren Lee and Jenny Lovlie</b> Learning intention: To explore friendship</p> <p><b>N/EYFS:</b> <b>My World, your World by Melanie Walsh</b> Learning intention: To understand that we share the world with lots of people 1-2 <b>The First Slodge by Jeanne Willis</b> Learning intention: To understand how we share the world 3-4 <b>King and King by L.de Hann and S. Nijland</b> Learning intention: To understand why people choose to get married 5-6 <b>Dreams of Freedom by Amnesty International</b> Learning intention: To recognise my freedom.</p>



