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|  | **Autumn 1 (7Wks)** | **Autumn 2 (7Wks)** | **Spring 1 (6 Wks)** | **Spring 2 (6 Wks)** | **Summer 1 (5 Wks)** | **Summer 2 (6 Wks)** |
| **Values** | **Respect** | **Community** | **Forgiveness** | **Thankfulness** | **Peace** | **Perseverance** |
| **Themes** | **Me in the world!** | **Our community** | **Where did it all start?** | **Our wonderful World** | **The Earth our home** | **Our journeys and lives.** |
| **Golden Expectation** | **We listen respectfully** | **We stay safe and care for people and property** | **We are honest and reliable** | **We are kind, helpful and gentle** | **We learn brilliantly** | **We are aspirational** |
| **PHSE** | **Being me in the World** | **Celebrating Difference** | **Changing Me** | **Healthy Me** | **Relationships** | **Dreams and Goals** |
| **Science Focus** | Animals including Humans | Materials and Properties | Forces and Electricity | Light, Sound Earth and Space | Plants and Growing | Living things and habitats/ Seasonal Change |
| **RE** | Christianity | Christianity | World Faiths | Christianity | World Faiths | Christianity |
| **Nursery** |  |  |  |  |  |  |
| **Literacy** | Sharing Stories.  Mark Making.  Looking at books.  Handling books independently. | Recognising Logos.  Mark Making names and shopping lists.  Writing Christmas cards.  Looking at books.  Handling books independently. | Recognising Logos.  Mark Making names and body parts.  Looking at books.  Handling books independently. | Recognising Logos.  Mark Making.  Initial sounds in name and simple familiar words. | Knows print goes from left to right and top to bottom.  Suggest how a story might end.  Writing initial letter in names and words. | Recognising Logos.  Mark Making.  Writing names. Talk about what happened in the story. |
| **Maths** | Uses some number names and number language spontaneously.  Uses some number names accurately in play. | **Number-**  Numbers to 5.  Counting out up to 5 objects.  **SSM –**  2D Shapes /shape pictures.  Big/small  Repeating patterns | **Number-**  Numbers to 10  Knows that a group of objects change when something is added or taken away.  Begins to represent numbers using fingers  **SSM –**  Uses positional language | **Number-**  Numbers to 10.  Compares 2 groups of objects saying when they have the same amount.  Interested in numerals in the environment-  **SSM –**  2D Shapes /shape | **Number-**  Can count up to 3/4 objects saying 1 number for each object.  Knows that numbers identify how many objects in a set.(30-50)  Shows an interest in number problems  **SSM –**  Begins to use everyday language related to money. | **Number-**  Orders Numbers to 10.  1 more to 10.    **SSM –**  Begins to use everyday language related to money.  Time - Morning, afternoon, evening.  Heavy and Light  Shape pictures. |
| **RE** | Thank you God | Christmas is special | Jesus and his friends | The Easter garden. How much does Jesus love us? | Special people in the Bible | Gods wonderful world. |
| **Understanding the World** | **People and communities / The World-**  **-** Understanding who we are in our family, school.  Learning routines. | **The World-**  Our local environment.  **People and communities –**  All about Christmas  Shows an interest in different occupations-looking at books showing different jobs  **Technology**  Using Bee bots | **People and communities –**  Shows an interest in different occupations-looking at books showing different jobs  **Technology**  Talks about why things happen and how thing work-what makes a bus move? | **People and communities –**  What materials can we use to build?  Can we blow a house down?  **Technology**  Cooking - talking about the oven, microwave, kettle and how the ingredients change.  **The World-**  Our wonderful world, creation story. | **The World-**  Shows care and concern for living things.  (Twinkl and Poppy)  Can talk about why and how some things change.  **Technology**  Interacts with age appropriate software. making BeeBot move forwards and backwards on map. | **People and communities –**  Knows some of the things that make them unique. What do I like?  **The World-**  Talk and see change over time- caterpillar changing to a butterfly |
| **Expressive Art and Design** | Enjoys joining in with dancing and ring games.  Sings a few familiar songs.  Uses large construction pieces to build and balance. | Explores what happens when they mix colours.  Interested in the sounds that instruments make.  Naming Colours. | Explores how colours can be changed  Using the paint palettes.  Interested in the sounds that instruments make.  Making things from construction materials. | Mix colours to create a given colour.  Joins things in different ways to create different effects. | Engages in imaginative roleplay.  Makes props to support role play  Creates movements in response to music. | Makes props to support role play.  Joins construction pieces together to build and balance. |
| **Reception** | All about Me |  |  |  |  |  |
| **Literacy** | I am absolutely too small for school.  My New school  Name Writing  Give meaning to marks. | Goldilocks and the Three Bears  Little Red Riding Hood.  Non-decodable words  Group reading  Shared reading  Recognising and writing names.  Using initial sounds | To re-tell a familiar story.  To write a simple letter.  To design a wanted poster. | To re-tell a story.  To sequence the sentences by reading them.  To write a sentence using the correct punctuation. | To sequence the story.  To write a sentence.  To write a letter. | To identify rhyming strings.  To identify and read the tricky words in sentences.  To perform a poem.  To write a simple sentence. |
| **Maths** | **Number-** Recognise numbers to 5.  Count objects and actions up to 5.  Select number to represent objects.  **SSM –**  Order 3 objects by measure. | **Number-**  Counts objects to 10, and beginning to count beyond 10. (40-60).  Recognises and orders number 1-10 then to 15.  **SSM –**  Selects a particular named shape. (40-60)  Beginning to use mathematical names for ‘flat’ 2D shapes, and mathematical terms to describe shapes. (40-60)  Uses everyday language related to time. (40-60) | **Number-**  To count out from a larger group.  Recognises and orders number 1-10 then to 15.  **SSM –**  To separate groups in different ways knowing the total is still the same. | **Number-**  To solve simple addition sentences.  **SSM –**  To order items by capacity using the vocab full, half full and empty.  To use everyday language related to money.  To make estimations | **Number-**  To count out an amount and say what 1 more / 1 less would be.  To subtract numbers  To double numbers to 10.  **SSM –**  Uses everyday language related to time. (40-60) | **Number-**  To add and subtract 2 single digit numbers.  To halve and double number to 20.  **SSM –**  To use everyday language related to time.  To use positional language. |
| **RE** | Class Saint  Prayer  The Bible is a special book | What’s so important about Harvest?  Why is Christmas special for Christians? | Why do Christians believe Jesus is special? | What is so special about Easter? | How did Jesus rescue people? | Who made and cares for this wonderful world? |
| **Understanding the World** | **People and communities -**  Are we all the same?  Explore family customs and routines.  **Technology**  To complete a simple programme on the computer. | **People and communities -**  To show an interest in occupations and different ways of life  (40-60)  **The World**  Looks closely at similarities, differences, patterns and change. (40-60)  **Technology**  Select and use technology for particular purposes. (ELG) | **The World-**  To Make predictions about what will happen to the balloons we set free and where they will end up.  To Learning new words, finding out what they mean using the words ‘ascending’ and ‘descending’ to describe things that rise up into the sky and come back down again.  **Technology**  To identify technology that is used at home and school | **The World-**  To explore how pancake mixture changes from a liquid to a solid. (Celebrations)  To explore how and why things change.  **People and communities -** To show an interest in occupations and different ways of life.  **Technology**  To identify technology around the school | **People and communities -** They know that other children don’t always enjoy the same things, and are sensitive to this. (40-60)  To show an interest in occupations and different ways of life  (40-60)  **The World**  To explore how and why things change. (40-60)  **Technology**  Operate a programme | **The World**  To compare animals and their habitats.  To observe animals and how they change.  **People and communities -** To discuss events that are going to happen and have happened. (Transition) |
| **Expressive Art and Design** | Self portraits and family portraits | Colour mixing  Modelling homes and houses. | To use the appropriate colours for pictures. | Colour mixing  To use the appropriate colours for pictures. | To explore how to change materials.  To join materials in different ways. | Pictures created using collage materials.  Explore how to change textures? |

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| **Year 1** | Growth Mindset/ Brainwave | What’s the power of a smile? | Who are the Time Travellers? | How does the water move around our world? | What can I learn about the Earth, our home? | How do I get from A to B? |
| **Literacy** | The Dot  Flight School  Narrative  Patterned Stories | Images of everyday and historical objects.  Firework Poems.  Jolly Christmas Postman  Labels, lists and captions  Recount | Cat in the Hat  Contemporary Fiction – re-telling based on personal experience  Instructions | Traditional Tale  (Hansel and Gretel)  Report  Poetry  Instructions | Phonics Screening -  Oi frog/oi cat  On the ning nang nong  Nonsense poems | Maps by Alexandra Mizielinaka  Non-chronological Report  Instructions |
| **Maths** | Numbers to 10  Number Bonds  Addition within 10  Subtraction within 10  Positions | Numbers to 20  Addition and Subtraction to 20  Shapes and Patterns  Length and Height | Numbers to 40  Solving Word Problems  Multiplication  Division | Numbers to 100  Money | Time  Length and Height  Volume and Capacity  Mass and Space | Fractions  Shapes and Patterns  Solving Word Problems |
| **Science Focus** | Animals including Humans | Materials | Materials | Plants | Plants | Seasonal Change |
| **RE** | Class Saint  Prayer  Why are Saints important What is it like to live as a Jew? | What is it like to live as a Jew?  Characters in the Nativity | What responsibility has God given people about taking care of creation? | What are Gods rules for living?  Why is Easter the most important festival for Christians? | What does it mean to be Muslim? | Why is it good to listen to and remember the stories Jesus told? |
| **Humanities** | Locations – Our school in the UK | Locations – Our school in the UK  Black History Month | Time travellers – How life has changed | Time travellers – How life has changed | History of travel –Christopher Columbus to Neil Armstrong | Our World |
| **Creative Arts** | Portraits – Leonardo DaVinci | Van Gogh – Painting Pointillism Landscapes | Toys from the past – Textiles. Make a Ragdoll | Drawing – Salvador Dali | D&T  Design a Travel Poster | Collage out of maps of the world |
| **PE** | Gymnastics  Travelling | Dance  Simple movements patterns | Gymnastics  Taking weight on different parts | Dance  Exploring Patterns and Pathways.  Developing a simple dance | Gymnastics  Transferring weight from one body part to another | Dance  Exploring Patterns and Pathways.  Developing a simple dance   |  | | --- | |  | |
| **PE** | Games  Bouncing and Catching | Games  Travelling with the ball | Games  Sending, kicking and striking | Games  Receiving with hands and feet | Games  Creating games in pairs | Dance  Telling a story through dance |
| **PSHE** | Being me in my world | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| **Year 2** | Who am I? | What buildings can we see? | What can we learn from the past? | What are the amazing things in our world? | How do insects help flowers to grow? | Where are you going on holiday? |
| **Literacy** | Giraffes can’t Dance  The girl who never…  Narrative  Non Chronological Reports | Firework Poems  The Bear and the Piano  Traditional tales - Re-telling  Poetry | The Great Fire of London  Diaries  Reports | Dalby and Tina  Writing Fiction by re-modelling a familiar story | Poetry (2 weeks)  Daisy saves the day Shirley Hughes  Instructions | David Litchfield Author Comparison.  Remarkables |
| **Maths** | Numbers to 100  Addition and Subtraction  Multiplication and Division | Multiplication and Division  Length  Mass | Temperature  Picture Graphs | More Word Problems  Money  2D Shapes | 3D Shapes  Fractions | Time  Volume |
| **Science Focus** | Animals including Humans | Materials | Materials | Plants | Plants | Living Things |
| **RE** | Class Saint  Prayer  Saints in our school What does it mean to be a Muslim? | What does it mean to be a Muslim?  Where is the light of Christmas? | Why did Jesus teach the Lords prayer as the way to pray? | What is the story of Noah really all about?  How do Easter symbols help us to understand the meaning of Easter for Christians? | Why are they having a Jewish party? | Why do Christians make and keep promises before God? |
| **Humanities** | Geography – Mapping and climate | Famous Musicians – Chronological Order  Black History Month | The Great Fire of London | Comparing Trinidad and Tobago to the UK A non-European Country | History  Beyond living memory  Comparing life then and now. | Seaside study |
| **Creative Arts** | Collage Robin Brookes | Julian Opi | DT – Wooden Lolly stick making houses.  David Best | DT-recipe using exotic fruit. | Lowry matchstick men – Cotton buds. | DT- Beach bag |
| **PE** | Gymnastics  Balance | Dance  Communicate different moods, feelings and ideas | Gymnastics   |  | | --- | | *Parts high and low* | | Dance  Using dynamics to develop the dance | Gymnastics  Jumping and landing | Dance  Learning and performing different styles of cultural dance |
| **PE**  **Taught by Impact** | Cricket  Games  Hitting and striking | Basketball  Games  Throwing & Catching | Football  Games  Dribbling | Netball  Games  Sending Skills | Hockey  Gymnastics | Athletics  Games  Running jumping and hopping |
| **PSHE** | Being me in my world | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| **Year 3** | How do Humans work? | How do we all live together? | Who’s are the footprints from the past? | Active Planet | The nature of life | Where are the gateways to the world? |
| **Literacy** | Salt in his Shoes  Aesop’s Fables  Poetry and Narrative | The Queen’s Nose  Instructions  Giving Directions  Poetry – Haiku, tanka, kennings | Stoneage Boy  Writing and performing a play  Recount | Leon and the Place In between  Explanation  Poetry - limericks | Iron Man  Report  Write an adventure story | Lion at School  Persuasive letter writing |
| **Maths** | Numbers to 1000  Addition and Subtraction | Multiplication and Division  Further Multiplication and Division | Length  Mass  Volume | Money  Time | Picture Graphs and Bar Graphs  Fractions | Angles  Lines and Shapes  Perimeter of Shapes |
| **Science Focus** | Animals including Humans | Light | Light | Plants | Forces | Rocks |
| **RE** | Class Saint  Prayer  Wisdom  What is the importance of symbols, beliefs and teaching in Hinduism? | What is the importance of symbols, beliefs and teaching in Hinduism? How do Advent and epiphany show us what Christmas is really about? | Judaism – What does it mean to be a Jew? | How do Christians believe following Jesus’ new commandments make a difference?  Who is the most important person in the Easter story? | What is the bibles big story and what does it reveal? | Who is Jesus I am statements. |
| **Humanities** | Geography A life study of Japan | How inventions changed the world.  Black History Month | Stone Age to Iron age | Earthquakes and Volcanoes | Roman Empire | Travel around the world |
| **Creative Arts** | D&T  Making a Flag | Tribal Art | Sculpture Saks  Pottery | Painting, Watercolour.  Hokusai Mount Fuji paintings | Roman Empire – Roman Bread Food Tech | Roman Empire – Roman Bread Food Tech |
| **PE** | **Dance**  Linking Dance Actions | Gymnastics  Travelling with a change of direction | Gymnastics  Stretching and curling | Dance  Cultural dance (2) | Athletics  **Athletics**  Running, throwing, jumping | OAA  Enfield Year 3 Unit |
| **PE**  **Taught by Impact** | **Striking/fielding Games**  How to hit or strike the ball into space. Fielding as a team. | Net/wall games  Directing the ball | Invasion games  Passing | Invasion games  Creating space | Net/Wall Games  Directing the ball | Running, throwing and jumping |
| **PSHE** | Being me in my world | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| **Year 4** | How can I learn from people in different places? | Do you live around here? | Who’s are the Temples, Tombs and Treasure? | How can I help to save a small part of the world? | Who lives in the land, sea and sky? | What can I learn from explorers and adventurers? |
| **Literacy** | Mufaro’s Beautiful Daughters  Narrative  Poetry  Report Writing | Charlie and the Chocolate Factory  Persuasive writing | Varjak Paw  Story Settings  Poetry - riddles | A Thief in the Village  Discussion  Explanation | Kindlekrax  Writing and performing a play  Narrative poetry | Deadman’s Cove  Autobiographical story writing |
| **Maths** | Numbers to 10,000  Addition and Subraction to 10,000 | Multiplication and Division  Further Multiplication and Division | Graphs  Fractions  Time | Decimals  Money | Mass Volume and Length  Area of Figures  Geometry | Geometry  Position and Movement  Roman Numerals |
| **Science Focus** | Animals including Humans | States of Matter | Electricity | Electricity | Sound | Living Things |
| **RE** | Class Saint  Prayer  Contemporary Anglican Church What is Buddhism? | What is Buddhism?  What do Christians mean by Peace at Christmas? | What do the miracles of Jesus teach? | What are the beatitudes and what do they mean to Christians?  How does Holy Communion build a Christian Community? | Hinduism What does it mean to be a hindu? | Why is a liturgy important to many Christians? |
| **Humanities** | Geography A life study of Ghana | Local History  Black History Month | Rainforests | Rivers, mountains and the water cycle | Vikings | Anglo Saxons - |
| **Creative Arts** | Artist Study  Paul Klee | Eric Tracey – Perspective drawing and photography | Ancient Egypt – Temple Design | Henri Rousseau. Mixed media | Monet. Painting Water colour. Painting rivers and mountains. | Ed Farburn. Portraits of Norse Gods. |
| **PE** | Gymnastics  Receiving Body Weight | Dance  **Dance**  Re-telling a story | Gymnastics  Balance | Dance  Characterisation | Athletics  Developing good running, throwing and jumping techniques | OAA  **Enfield Ye**ar 4 Unit |
| **PE**  **Taught by Impact** | **Striking/fielding Games**  How to hit or strike the ball into space. Fielding as a team. | Invasion games  Directing the ball | Invasion games  Marking and tackling | Net/Wall Games  Directing the ball | Invasion games  Keeping the ball | Developing good running, throwing and jumping techniques |
| **PSHE** | Being me in my world | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| **Year 5** | What can I learn from the actions of others? | What’s in the here and now? | Who are the great, the bold and the brave? | What can we do to change climate control? | How do people and animals survive extreme conditions? | What does it mean to Go Global? |
| **Literacy** | Emmanuels Dream  Jabari’s Jump  Narrative  Biography  Diary Writing Thirteen Unbelievable Tales  Discussion  Explanation | Cogheart  Narrative - Building suspense and mystery  Recount - Biography | The Best Ever Greek Legends  Recount legend from different viewpoints  Poetry - rap | The Demon Headmaster  Instructions  Persuasive writing | I was a Rat  Report – information leaflet | Persuasive writing recycling |
| **Maths** | Numbers to 1,000,000  Whole numbers: addition and subtraction | Whole numbers: Multiplication and Division  Whole numbers: word Problems | Graphs  Fractions | Decimals  Percentages  Geometry | Position and Movement  Measurement  Roman Numerals | Area and Perimeter  Volume |
| **Science Focus** | Animals including Humans | Materials | Materials | Earth and Space | Forces | Living Things |
| **RE** | Class Saint  Prayer  The Monastic Tradition What do Sikhs believe? | What do Sikhs believe?  How do Art and Music convey Christmas? | What do the miracles of Jesus teach? | Contemporary Anglican church  What happens in Churches during Lent and at Easter? | What does it mean to be a Sikh? | Understanding faith in.. |
| **Humanities** | Geography  The Amazon River | Ancient Greece  Democracy and history Cultural and society  Black History Month | Ancient Greece  Legends and myths | Ancient Egypt | The Indus valley | Trade and distribution of natural resources |
| **Creative Arts** | Sculpture  The Gestation Period | Amazonian tribal patterns | Greek pots | Hieroglyphics | Hieroglyphics | Provision Andy Goldsworthy sculpture making sculptures making natural resources – leaves and natural resources |
| **PE** | OAA  Enfield Year 5 Unit | Gymnastics  Flight | Gymnastics  Bridges | Dance  Communicating issues through dance | Athletics  Set targets & improve performance in running, jumping and throwing activities | Dance  Formations in historical dance |
| **PE**  **Taught by Impact** | **Striking/fielding Games**  Role of bowler, wicket keeper, backstop, fielder and batter | Invasion games  Support play and formations | Invasion games  Shooting and keeping | Net/Wall Games  Develop individual shot | Invasion games  Support play formations | Set targets & improve performance in running, jumping and throwing  activities |
| **PSHE** | Being me in my world | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| **Year 6** | How do I express myself? | How can I build a sustainable village? | AD900 | What can we learn from wonderful world? | How can we save endangered species and prevent extinction? | Why do people migrate? |
| **Literacy** | The boy in Striped Pyjamas  Narrative  Biography  Diary Writing | Skellig  Recount  Poetry - monologues | Hereabout Hill  Report  Explanation | Short texts non-fiction/ fiction  Write own series of short stories | Short texts non-fiction/ fiction  Persuasion  Discussion | Kensuke’s Kingdom  Debating skills  Discussion  Poetry appreciation – take one poet |
| **Maths** | Numbers to 10 million  4 Operations on Whole numbers | Fractions  Decimals | Measurements  Word Problems  Percentage  Ratio | Algebra  Area and Perimeter  Volume | Geometry  Position and Movement | Graphs  Negative numbers |
| **Science Focus** | Animals including Humans | Light | Electricity | Evolution | Living Things | Living Things |
| **RE** | Class Saint  Prayer  The Importance of Remembrance What does it mean to be a Jew? | What does it mean to be a Jew?  How would Christians advertise Christmas to show what it really means? | How has the Christian message survived for over 2000 years | Do fame and Christian faith go together?  How does the Christian festival of Easter offer hope? | Rules and responsibilities in Judaism, Islam and Christianity. | The journey of life and death |
| **Humanities** | History  WW2 | History black history wind rush  Mayan society | Benin society | The Shang dynasty of ancient china | The Shang dynasty of ancient china | British History |
| **Creative Arts** | Stephen Wilshire  Local Artist Study | Sculpture Mayan calendars | DT  Benin masks | Chinese inspired art and landscapes using indian ink | Chinese inspired art and landscapes using indian ink | DT  Design a new British flag. |
| **PE** | OAA  Enfield Year 6 Unit | Dance  Using visual  media | Gymnastics  Matching and mirroring  Core Task | Dance  **Dance**  Putting on a dance performance | Athletics  Develop technical understanding of athletic activity | Gymnastics  **Gymnastics**  Counter balance/  counter tension |
| **PE**  **Taught by Impact** | **Striking/fielding Games**  Role of bowler, wicket keeper, backstop, fielder and batter | Invasion games  Attacking and defending | Invasion Games  Tactics | Net/Wall Games  Develop individual shot | Invasion Games  Teamwork and formation | Develop technical understanding of athletic activity |
| **PSHE** | Being me in my world | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |