|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year group** | **Subject** | **Autumn** | **Spring** | **Summer** |
| **R** | **Understanding of the World** | Explore the environment  Begin to learn differences between people  Talk about personal events and beliefs of themselves and others | Explore the environment with all senses  Talk about events in their own experiences  Know information can be retrieved from a computer  Complete simple programmes on a computer | Begin to recognise and accept different interests and opinions  Make observations of plant and animals  Complete simple programmes on a computer  Talk about own environment and different environments |
| **Physical Development** | Move with confidence, imagination and safety  Recognise how to be healthy  Work on pencil grip and begin to form recognisable letters | Can catch a large ball  Eat a range of healthy food and try new foods  Correct pencil grip and form recognisable letters | Jump off an object and land safely  Understand the need for variety in food  Move and handle small and large equipment safely  Correct pencil grip and form recognisable letters |
| **PSED** | Develop an understanding of class and school rules  Be aware of feelings and what hurts others feelings  Talk positively about themselves and their abilities | Be proud of achievements and bounce back after difficulties  Take turns and share  Ask questions and explain ideas  Begin to negotiate and solve problems calmly | Confident to try new activities and meet new people  Confident to speak to others and work as part of a group  Say when they do and don’t need help  Adjust behaviour to different situations |
| **Expressive Arts and Design** | Explore changes linked to colour and sound  Create constructions, collages, paintings and drawings  Explore sounds of instruments  Use props and toys for role play and telling stories | Respond to senses  Make purposeful choices of colour and mix colours  Create constructions, collages, paintings and drawings  Keep to a steady beat and copy patterns | Select tools to shape, assemble and join resources  Create constructions, collages, paintings and drawings  Manipulate materials to create an effect  Choose instruments for a purpose  Represent ideas, thoughts and feelings through DT, art, music, dance, role-play and stories |
| **1** | **Science** | Animals including humans; focus on owls and nocturnal animals  Seasonal changes | Everyday materials: properties  Seasonal changes | Plants: naming and growing  Seasonal changes  Life cycles |
| **History/ Geography** | Countries in the U.K.  Weather | The Great Fire of London  Comparing Congleton to London | Significant people in the past  Human and physical features linked to the seaside  Fieldwork |
| **Art/DT**  **Food tech** | Artist Andy Goldsworthy  Collages, paintings and sketches  Pop-up books | Landscapes and portraits  Tudor houses | Sculpture  Photography  Designing and making scenes |
| **Music** | Exploring sounds  Exploring duration | Exploring pulse and rhythm  Exploring pitch | Exploring instruments and symbols  Exploring timbre, tempo and dynamics |
| **Computing** | Digital literacy skills  Research | Research  Coding  De-bugging | Research |
| **PE** | Ball skills and movement  Football  Tag Rugby | Gymnastics  Dance  Tennis | Cricket  Athletics |
| **RE** | Harvest  Christianity creation story  Nativity Story | Christianity stories  Easter | The Church as a place of worship  Religious symbols |
| **MFL** | Greetings  Numbers  Colours | Body parts | Animals |
| **2** | **Science** | Animals including humans: lifecycles, diet, exercise, hygiene | Everyday materials: exploring, sorting and investigating changes  Scientists and inventors | Living things and their habitats: comparing habitats, food chains  Plants: observe and describe, conditions needed for growth |
| **History/ Geography** | China study  Compare China to England  Understand life for people in China | Significant individuals: Christopher Columbus and Neil Armstrong  Map and compass work | Using maps and atlases to focus on The United Kingdom  Identify key geographical physical features |
| **Art/DT**  **Food tech** | Sculpture  Collage  Drawing | Design and make products | Explore artist techniques  Food preparation and cooking |
| **Music** | Explore rhythm and beats  Explore pitch  Perform in a group | Explore rhythms  Explore sounds and effects | Composition |
| **Computing** | Communication using ICT | To give and follow algorithms  E-safety  Programming | E-communication |
| **PE** | Football  Tag Rugby | Gymnastics  Dance  Tennis | Athletics  Cricket |
| **RE** | Introduction to the Bible  Harvest  Christianity Christmas story | Christianity creation story  Religious stories from different religions | Rules of religions  Judaism – The Shabbat |
| **MFL** | Greetings  Colours | Greetings  Numbers | Greeting  Colours  Numbers |
| **3** | **Science** | Animals including humans: balancing nutrition, skeletons and muscles  Plants: lifecycles | Rocks: types of rocks and fossils  Light: investigate light and shadows, reflection and sun safety | Forces and Magnets: magnetic poles, pushes and pulls  Scientists |
| **History/ Geography** | Locating environmental regions: Rainforests  Map work  Key aspects of physical geography | Changes in Britain from the Stone Age to the Iron Age | The Roman Empire and its impact on Britain  Local history linked to the Romans  European cities  Settlements |
| **Art/DT**  **Food tech** | Famous artists: Victoria Horkan and George Seurat  Drawing and painting techniques | Charcoal - cave drawings  Design, make and evaluate structures | Mosaics  Cooking |
| **Music** |  |  |  |
| **Computing** |  |  |  |
| **PE** | Football  Tag Rugby  Indoor athletics | Gymnastics  Tennis  Swimming | Athletics  Cricket  Dance  Swimming |
| **RE** | Why is the Bible important?  Jesus the healer  Christmas  Judaism and the Jewish faith | The Wider Church  Islam celebrations | Islam and Allah  Descriptions of God through all religions |
| **MFL** | Greetings  Numbers | Where I live  Weather  Family | Food and drink  Colours  Classroom instructions |
| **4** | **Science** | Electricity: dangers, constructing circuits, drawing diagrams  States of matter: solids, liquids and gases | Sound: how it is formed and travels  Living things in their environment: habitats | Moving and growing: human lifecycle, how the body changes  Balanced diet  Digestion |
| **History/ Geography** | Physical geography: rivers, mountains volcanoes  The water cycle  Using maps | Anglo-Saxons  Human geography linked to settlements  Cities in the UK  European countries | The Victorians  Local history  Field work  Grid references |
| **Art/DT**  **Food tech** | Drawing techniques  Designing models and electrical systems | Sculpture with clay  Anglo-Saxon art  Designing and making using textiles  Painting | Designer study linked to 1950s  Cooking  Designing and making structures |
| **Music** |  |  |  |
| **Computing** | E-safety  Word and manipulating text  Paint to create pictures | Touch typing  Coding and instructions | Collect and present data  Use of spreadsheet |
| **PE** | Football  Tag Rugby  Indoor athletics | Gymnastics  Tennis  Swimming | Athletics  Cricket  Dance  Swimming |
| **RE** | Christianity: Holy Trinity and Baptism  Miracles and parables  Harvest  Christmas | Chinese New Year  Easter  Islam: beliefs and festivals | Religious artefacts  Judaism: festivals and worship |
| **MFL** | Greetings  Numbers  Colours  Food and drink | Where I live  Weather  Animals | Telling the time  Clothes |
| **5** | **Science** | Earth and Space  Living things in their habitats: reproduction and lifecycles | Properties and changes of materials  Reversible and irreversible changes  Forces | Forces  Living things in their habitats: reproduction and lifecycles |
| **History/ Geography** | Ancient Egypt: mummification, Tutankhamun, hieroglyphics, Gods and the pyramids  Use maps and atlases  Key aspects of human geography: settlement, land use and distribution of natural resources | Locate European countries  Understand similarities and differences between a region in the UK and a region in a European country  Map and compass work | Local history: Congleton over time |
| **Art/DT**  **Food tech** | Ancient Egyptian Masks  Use a range of materials: pencil, charcoal, clay, pen and papier mache  Making pyramids | Painting landscapes  Design and create traditional European costumes | Plants and flowers unit  Use pencil, colour, Hapa Zome printing, sculpture and paper modelling  Explore artists: India Flint, Alexander Calder, David Oliveira and Henri Rousseau |
| **Music** |  |  |  |
| **Computing** | Create animations  Coding | Using the Internet to research  Coding | Programming and algorithms |
| **PE** | Football  Tag Rugby  Swimming | Gymnastics  Tennis  Dance | Athletics  Cricket |
| **RE** | Christianity – the meaning of Christmas | Jesus the healer – miracles | Sikhism – origins, beliefs, festivals, special places.  Holy books and key Sikh symbols |
| **MFL** | Describing appearances  Using adjectives | Vocabulary linked to ‘school’  Questions and answers used in school | Animals  Food and drink |
| **6** | **Science** | Living things and their habitats: classification, food chains and webs, adaptation  Evolution and inheritance | Light: how light travels, shadows, reflection and refraction  Electricity: recognise symbols and construct circuits | Animals including humans: circulatory system, effect of diet, exercise and drugs on bodies |
| **History/ Geography** | Local history: Congleton  Locate cities and counties in the UK  Key physical and geographical changes in the UK  Locate European countries  Longitude, latitude and grid references | World War II | Mayan Civilisation  Understand similarities and differences of a region in the UK and a region within North America |
| **Art/DT**  **Food Tech** | Sketching  Graphic design  Layering materials | Making Anderson shelters  Making rationing biscuits | Construction using a range of materials |
| **Music** | Singing and performance skills |  | End of year performance  Playing instruments with accuracy, fluency, control and expression  Perform in an ensemble |
| **Computin**g | Coding: use sequence, selection and repetition  Explain algorithms and detect errors | Internet safety | Scratch: use sequence, selection and repetition  Explain algorithms and detect errors |
| **PE** | Football  Tag Rugby  Swimming | Gymnastics  Tennis  Dance | Athletics  Cricket |
| **RE** | ‘Bible Explorer’  Old Testament  New Testament | Religions around the world | Judaism: key facts and beliefs  Moses, the Passover, the Ten Commandments |
| **MFL** | Ourselves: body parts, describing ourselves and others | Where I live and the weather  Food and drink  Animals | Animals  Hobbies |