



Kettering Buccleuch Academy

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Kettering Buccleuch Academy

Primary

2021-2022 Curriculum

Year 1																		
	Autumn 1			Autumn 2			Spring 1			Spring 2			Summer 1			Summer 2		
History	Family History <i>What is my family history?</i>						Community and Family <i>How has my community changed over time?</i>						Castles <i>How do castles keep us safe?</i>					
Geography				Here I am						There you are						Where we are		
Reading	A range of traditional stories, including: <ul style="list-style-type: none"> The Three Little Pigs Goldilocks and the Three Bears Little Red Riding Hood The Gingerbread Man. The Enormous Turnip 			Stories which rhyme: <ul style="list-style-type: none"> Pig the Pug Thelma the Unicorn Sharing a Shell 														
Writing Core Text	Fairy tales			Sharing a Shell – Julia Donaldson			The Perfect Fit – Naomi Jones			Meerkat Mail – Emily Gravett			Dragon Post - Emma Yarlett			Here I Am – Oliver Jeffers		
Writing	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction
	List Poem: Adjectives	Writing sentences		Senses	Writing sentences		Shape Poetry			Imagery Poem			Collage Poem			Performance Poetry		
Science	Biology Plants			Biology/Physics Seasonal Changes			Chemistry Everyday Materials						Biology Animals			Biology Humans		
Music	Rhythm and pulse (Theme: All About Me) Children learn to identify the difference between the pulse and rhythm of a song and consolidate their understanding of these concepts through listening and performing activities.			Pitch and tempo (Theme: Superheroes) Learning how to identify high and low notes and to compose a simple tune, children investigate how tempo changes help tell a story and make music more exciting.			Dynamics and tempo (Theme: Animals) Children use their bodies and instruments to listen and respond to pieces of classical music that			Melody, pitch and patterns - Chanting and tuned percussion (Theme: Space) Children journey into the unknown and explore space through music, movement,			Timbre, and rhythmic patterns (Theme: Fairytales) Through fairy tales, children are introduced to the concept of timbre; learning			Singing, improvisation and soundscapes - Vocal and Body Sounds (Theme: By The Sea) Children make links between music, sounds and environments and use percussion, vocal and		

	Link: History		represent animals, focussing on dynamics and tempo.	chanting and the playing of tuned percussion instruments.	that different sounds can represent characters and key moments in a story. Link: History	body sounds to represent calm or stormy seas
ICT	Online Safety Grouping and Sorting	Pictograms Lego Builders	Music Explorers Animated Story Books	Animated Story Books Coding	Coding Spreadsheets	Spreadsheets Technology Outside of School
PE	Gymnastics Fundamentals Yoga	Invasion Team Building Yoga	Ball Skills Dance Yoga	Fitness Ball Skills Yoga	Sending and Receiving Target Games Yoga	Athletics Net and Wall Yoga
DT	Whole School DT Activity: Making a hanging decoration	Fairy-Tale Vehicles (wheels and axles)	Whole School DT Activity: Purses (Fabric – structures)	Salads (food)	Whole School DT Activity: Fairground Rides (Mechanisms & Structures)	Puppets (textiles)
Art	Formal Elements of Art Exploring three of the formal elements of art: shape, line and colour, children mix and paint with secondary colours; use circles to create abstract compositions and work collaboratively to create art inspired by water.	Whole school Art Project	Art and Design Skills Learning two printing techniques, using 2D shapes to explore a variety of media, mixing different shades of one colour and discussing the work of artist Louis Wain.	Whole school Art Project	Landscapes Using Different Media Learning about composition and working with different art materials to create texture. The unit is based on the theme of ‘the seaside’ however there is guidance to adapt the unit to then alternative theme of ‘castles’.	Whole school Art Project
R.E	The Christian Family How does being a Christian make a difference to a Christian family?	Celebrations How do Christian families celebrate Christmas? How do I celebrate Christmas? Is Christmas important to me?	The family in Islam How does being a Muslim make a difference to a family?	What makes a place special? What makes places special for Christians and Muslims?	Books and Stories Which special stories do we enjoy? What is my special book/story? Can I re-tell a special story?	Questions about God (Christianity & Islam) God – what do you think? What does this word mean to you?

Year 2																		
	Autumn 1			Autumn 2			Spring 1			Spring 2			Summer 1			Summer 2		
History	Great Fire of London Historical significance						Comparison of Explorers Similarity and difference						Who was Walter Tull? Historical significance					
Geography				Mini Mappers Studying the geography of the local area.						Investigating Rivers Understanding the key features of rivers, and the opportunities and challenges that settlements near rivers face.						Hot and Cold Deserts Comparing the features of the Sahara and Antarctica.		
Reading	Reading practice Little Wandle Letters and Sounds Revised			Reading practice Little Wandle Letters and Sounds Revised														
Writing Core Text	The Three Little Pigs Great Fire of London - Emma Adams and James Western Lewis Samuel Pepys – Paul Harrison			The Day the Crayons Quit – Drew Daywelt Pesky Rat – Lauren Child			The Deep Dark Wood – Algy Craig Hall The Man on the Moon – Simon Bartram			Claude in the City – Alex T.Smith			Bloom (Hope in a Scary World) – Anne Booth			Where the Wild Things Are – Maurice Sendak		
Writing	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction
	simile	Menu Setting Description Character profile	Diary	Acrostic Poem about Christmas	Setting Description Character Profile	Letter writing	Shape poe,	Character and Setting description Story writing	Non-chronological report	Imagery	Story writing	Postcard Leaflet	List poem			The sound collector (performance poetry)		
Science	Biology Needs of animals			Chemistry Uses of Everyday Materials			Biology Living things & their habitats			Chemistry Solids, liquids and Gases			Biology Plant growth			Consolidation and review		
Music	Singing as an ensemble- Musical Me (Theme: Singing and playing a song) Children learn to sing the song 'Once a Man Fell in a Well' and to play it using tuned percussion. Using letter notation to write a melody.			Rhythm and pulse - West African Call and Response (Theme: Animals) Learning a traditional African call and response song and recognising simple notation. Composing animal-based call and response rhythms			Singing, improvisation and soundscapes - On This Island: British Sounds and Songs Creating sounds to represent three contrasting landscapes: seaside, countryside and city. Link: History			Melody, pitch, patterns and timbre - Orchestral instruments (Theme: Traditional Stories) Children are introduced to the instruments of the orchestra and practice identifying these within a piece of music			Dynamics, timbre, tempo (Theme: Myths and legends) Developing understanding of musical language and how timbre, dynamics and tempo affect the mood of a song.			Dynamics, timbre, tempo and motifs (Theme: Space) Developing knowledge and understanding of dynamics, timbre, tempo and instruments. Learning to compose and play motifs.		
ICT	Coding			Online Safety Spreadsheets			Questioning			Effective Searching			Creating Pictograms Making Music			Presenting Ideas		
PE	Gymnastics Invasion			Invasion Team Building			Sending and Receiving Ball Skills			Fitness Dance			Striking and Fielding Net and Wall			Athletics Target Games		
DT	Whole School DT Activity: Making a hanging decoration			Seasonal Cards (mechanisms)			Whole School DT Activity: Purses			Baby Bear's Chair (structures)			Whole School DT Activity: Fairground Rides			Picnic Drinks (food)		

			(Fabric – structures)		(Mechanisms & Structures)	
Art	Formal Elements of Art Exploring the formal elements of art: pattern, texture and tone; children create printed patterns using everyday objects; take rubbings using different media and learn how to make their drawings three dimensional.	Whole school Art Project	Art and Design Skills Replicating the recognisable crockery of Clarice Cliff, exploring tone through shading, developing weaving skills, manipulating clay and experimenting with brush strokes.	Whole school Art Project	Human Form Exploring how bodies and faces are portrayed in art: looking at the work of artists, using their bodies to form shapes, creating collages, drawing portraits and creating a peg figure.	Whole school Art Project
R.E	Harvest, Thanksgiving, Sukkot and Diwali? What are these festivals thankful for?	Christmas and Christians Why are presents given at Christmas time? What is advent? What does Christmas mean to me?	Books and Stories Can we re-tell a story from Islam? Can we retell a story from Judaism? Can we use drama techniques to retell these stories?	Jesus What does Jesus mean to Christians? Can I retell the Christian Easter story?	Place of Worship Visit a mosque and a church. Build a place of worship out of lego. Talk about features and special parts.	Special Times What happens at Ramadam? What happens during Eid? What special days do I enjoy?
MFL						
Trips/Experiences	Church visit – singing for parents/ guardians.	Fire experience – creating houses to set alight like the Great Fire of London. Fire department visit.	Twywell Dales to explore the woods.	Local walk to the River Ise (Kettering)	Visit to a café (Glebe Farm)	Leicester Botanical Garden (Oadby)

Year 3																		
	Autumn 1			Autumn 2			Spring 1			Spring 2			Summer 1			Summer 2		
History	Causation Ancient Egypt <i>Would you want to be a Pharaoh?</i>						Similarity and Difference Stone Age & Iron Age <i>How was life in a prehistoric settlement different to today?</i>						Historical Significance Ancient Greece <i>How did the Ancient Greeks change the way we think today?</i>					
Geography				The U.K						Investigating Mountains and Volcanoes						Looking at Europe		
Reading	Flat Stanley goes to Egypt						Iron Man						The Magic Finger					
Writing Core Text	The Barnabus Project – Eric Fan			The miraculous journey of Edward Tulane – Kate DiCamillo			Stone Age boy – Satoshi Kitamura			Street Beneath My Feet – Charlotte Guillian			On Sudden Hill – Linda Sarah			The Gardener – Sarah Stewart		
Writing	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction
	Simile poem	Using text as stimulus	Information text-	Acrostic	Using text as stimulus	newspaper	Image poem	Using text as stimulus	Information text	haiku	Using text as stimulus	Persuasive	In my Magic Box	Using text as stimulus	letter	Rhyme Jabberwocky (performance)	Using text as stimulus	Information text
Science	Chemistry Rocks			Physics Light			Biology Living Organisms			Biology Plants			Physics Forces & Motion			Physics Friction & Magnetism		
Music	Improvisation and timbre (Theme: India) Children develop their improvisation skills while exploring Indian Classical Music. They will listen to a range of rag and tal music, identifying traditional instruments as well as creating their own improvisations and performing as a class			Dynamics, pitch and tempo - Creating compositions in response to an animation (Theme: Mountains) Listening to music and considering the narrative it could represent. Paying close attention to the dynamics, pitch and tempo and how they change			Melody, pitch and patterns (Theme: Chinese New Year) Children will revise key musical terminology, playing and creating pentatonic melodies, composing a piece of music using layered melodies and patterns. Link: Chinese New Year (1st Feb 2022)			Singing and the musical elements (Theme: the Vikings) The children develop their singing technique; learning to keep in time, and work on musical notation and rhythm, culminating in a group performance of a song with actions.			Singing as an ensemble - Ballads Children learn what ballads are, how to identify their features and how to convey different emotions when performing them.			Rhythm and pulse -Jazz Learning about ragtime style music, Dixieland music and scat singing. Children create a jazz motif using a swung rhythm.		
ICT	Coding			Online Safety			Spreadsheets Touch Typing			Email			Branching Databases Simulations			Graphing Presenting		
PE	Gymnastics Football			Dodgeball Basketball			Fitness Netball			Ball Skills Fundamentals			Tennis Cricket			Athletics Rounders		
DT	Whole School DT Activity: Making a hanging decoration			Moving monsters (movement/pneumatics)			Whole School DT Activity: Purses			Sandwiches (food)			Whole School DT Activity: Fairground Rides			Pencil cases (fabric – structures)		

			(Fabric – structures)		(Mechanisms & Structures)	
Art	Formal Elements of Art Exploring two of the formal elements of art: shape and tone; children find shapes in everyday objects; use shapes as guidelines to draw accurately from observation and create form and shape using wire.	Whole school Art Project	Art and Design Skills Exploring two of the formal elements of art: texture and pattern; pupils develop a range of mark-making techniques, make and use their own textured stamps for printing; draw a 'flip' pattern and recreate an ancient geometric pattern.	Whole school Art Project	Prehistoric Art Experimenting with charcoal, berries, leaves, homemade paints and more, children get a sense of what it was like to create art thousands of years ago and why these pieces were created.	Whole school Art Project
R.E	The Hindu Community (Temples, Gods, Mandir, Diwali) What do these mean to Hindus?	How is Christmas celebrated around the World? Spain? Sweden? Poland? Invite a parent in for a talk Italy? - Invite an Italian member of staff (SC)	What is family life like in the Jewish community? What is Shabbat? What is special about Kosher? Plan a Jewish party	How do people pray? Look at photos of Jewish community, Muslims, Christians praying. What is the same, what is different? Do we pray? Why? Why not?	How can we make a difference in our world today? What is the purpose of these events? Children in need Red Crescent Christian Aid	Sacred Writing Exploring the Torah and the Bible. What are the similarities and differences between them?
MFL	Introducing myself using the verbs with one pronoun 'I' = Ich Using the characters Felix and Franzi from the Goethe Institut Greetings, Saying how we are feeling and asking and answering questions. Halloween vocab, introducing nouns. Working on all four skills (Listening, Speaking, Reading and writing as well as translation skills) The 5 keys for KS2 which are built on later in KS3 onwards.	Saying where I live and what there is in my town/village and saying likes and dislikes. Introducing countries. Learning everything about Christmas in Germany. Working on all four skills (Listening, Speaking, Reading and writing as well as translation skills) The 5 keys for KS2 which are built on later in KS3 onwards.	Animals and colours. Applying adjectives and opinions about things. Working on all four skills (Listening, Speaking, Reading and writing as well as translation skills) The 5 keys for KS2 which are built on later in KS3 onwards.	Introducing food. Extending likes and dislikes about things. Learning a small variety of connectives. Working on all four skills (Listening, Speaking, Reading and writing as well as translation skills) The 5 keys for KS2 which are built on later in KS3 onwards.	Introducing Hobbies and Sports. Talking about what another person likes and dislikes. Working on all four skills (Listening, Speaking, Reading and writing as well as translation skills) The 5 keys for KS2 which are built on later in KS3 onwards.	Recognising months of the year and saying when my birthday is. Recap on topics learned this year and extending it with the 'keys of languages'. Working on all four skills (Listening, Speaking, Reading and writing as well as translation skills) The 5 keys for KS2 which are built on later in KS3 onwards.

Year 4																		
	Autumn 1			Autumn 2			Spring 1			Spring 2			Summer 1			Summer 2		
History	Similarity & Difference Maya <i>How was life similar for Mayans and the Ancient Greeks?</i>						Change & Continuity Roman Empire <i>How did the Romans change of over time?</i>						Causation Roman Empire in Britain <i>How did the Romans keep control of Britain?</i>					
Geography				A Village in Brazil						Earthquakes & Human Settlements						Rainforests		
Reading	The Twits			The Magic Finger			The Roman Diary						Kensuke's Kingdom					
Writing Core Text	Charlie and The Chocolate Factory – Roald Dahl			How to Train a Dragon – Cressida Cowell			The Secret Garden – Francis Hodgson Burnett			Escape from Pompeii - Christina Balit			Frost Heart – Jamie Littler			The Great Kapok Tree – Lynne Cherry		
Writing	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction
	Simile	Using text as stimulus	Information text –	Haiku	Using text as stimulus	Instructions –	The Owl and the Pussycat	Using text as stimulus	Information Text	Kenning s	Using text as stimulus	Explanation –	Rhythm & Sound	Using text as stimulus	Newspaper –	Cinquain	Using text as stimulus	Persuasive –
Science	Biology Classifying Organisms			Biology Food and Digestion			Chemistry Particle Model and States of Matter			Physics Sounds			Physics Electricity			Chemistry Properties of Materials		
Music	Rhythm and pulse - Body and Tuned Percussion (Theme: Rainforests) Exploring the rainforest through music. Using a mixture of body percussion and tuned percussion instruments, pupils create their own rhythms of the rainforest, layer by layer.			Performing as an ensemble - Rock and Roll Learning about the origin and features of rock and roll music, pupils learn how to play a walking bass, the Hand Jive and Rock Around the Clock.			Melody, pitch and patterns - Adapting and Transposing Motifs (Theme: Romans) Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs. Link: History			Soundscapes and Timbre - Haiku, Music and Performance (Theme: Hanami) This Japanese inspired topic looks at the springtime festival of Hanami, which celebrates the fleeting beauty of spring flowers. Learning about the Japanese festival of Hanami which celebrates spring and creating soundscapes and music to			Rhythm and Pulse - Samba and Carnival Sounds (Theme: South America) Getting a feel for the music and culture of South America, children develop their understanding of rhythm and tempo and are introduced to samba and the sights and sounds of the carnival. They focus on syncopation and			Performing as an ensemble - Blues Children are introduced to this famous genre of music and its history and learn to identify the key features and mood of Blues music and its importance and purpose. Learning about the history of blues music, pupils are introduced to the		

				represent the falling cherry blossoms; exploring timbre using their voices expressively. Link: Hanami Festival (March/April 2022)	compose their own samba break.	12 bar blues before learning how to play it and recognise it in other music. Pupils will perform the blues scale and the 12 bar blues and improvise a performance.
ICT	Coding	Online Safety	Spreadsheets Writing for Different Audiences	Lego Animation	Effective Search Hardware Investigators	Making Music
PE	Gymnastics Fundamentals	Football Ball Skills	Dodgeball Fitness	Basketball Netball	Tennis Rounders Swimming	Athletics Cricket Swimming
DT	Whole School DT Activity: Making a hanging decoration	Packaging for Chocolate (CAD – shell structure)	Whole School DT Activity: Purses (Fabric – structures)	Pizzas (food)	Whole School DT Activity: Fairground Rides (Mechanisms & Structures)	Digital World – Mindful Moments Timer (Control)
Art	Formal Elements of Art Exploring two of the formal elements of art: texture and pattern; pupils develop a range of mark-making techniques, make and use their own textured stamps for printing; draw a ‘flip’ pattern and recreate an ancient geometric pattern.	Whole school Art Project	Art and Design Skills Creating an optical illusion print, replicating a plate in the famous willow pattern, carving sculptures out of soap, drawing a collection of still life objects, painting and mixing colours and learning about the role of a ‘curator.	Whole school Art Project	Every Picture Tells a Story Analysing works of art and creating photo collages and abstract art inspired by the works explored.	Whole school Art Project
R.E	Sikhs in Britain What can we learn from a Sikh visitor? What do these themes mean to us?	Different Places of Christian Worship Look at pictures, video clips of Quakers, Pentecostal, Salvation Army, Baptist. What kind of place of worship would you like? Children to create their own place of worship. Must be able to justify.	Commitment and Belonging How do people who are religious commit to their religion? How do they show commitment? Do different religions have differences and similarities?	Easter – a festival of new life or sacrifice? Explore the Easter story. Explore the word ‘temptation’. Use chocolate to explore this feeling. How does this link with the Easter story? What is the real meaning of Easter to Christians? What does Easter mean to us/you/me?	Good and Evil What makes a person good person or a bad person? What do different religions say? Can one person be both good and evil? Explore/share - listen to ideas.	Peace What is peace? What does ‘finding peace’ mean to ourselves and others? What is world peace? Is Islamic prayer peaceful?
MFL	Introducing myself using the verbs with one pronoun ‘I’= Ich Using the characters Felix and Franzi from the Goethe Institut Greetings, Saying how we are feeling and asking and answering questions. Halloween vocab, introducing nouns. Working on all four skills (Listening, Speaking, Reading and writing as well as translation skills) The 5 keys for KS2 which are built on later in KS3 onwards.	Saying where I live and what there is in my town/village and saying likes and dislikes. Introducing countries. Learning everything about Christmas in Germany. Working on all four skills (Listening, Speaking, Reading and writing as well as translation skills) The 5 keys for KS2 which are built on later in KS3 onwards.	Animals and colours. Applying adjectives and opinions about things. Working on all four skills (Listening, Speaking, Reading and writing as well as translation skills) The 5 keys for KS2 which are built on later in KS3 onwards.	Introducing food. Extending likes and dislikes about things. Learning a small variety of connectives. Working on all four skills (Listening, Speaking, Reading and writing as well as translation skills) The 5 keys for KS2 which are built on later in KS3 onwards.	Introducing Hobbies and Sports. Talking about what another person likes and dislikes. Working on all four skills (Listening, Speaking, Reading and writing as well as translation skills) The 5 keys for KS2 which are built on later in KS3 onwards	Recognising months of the year and saying when my birthday is. Recap on topics learned this year and extending it with the ‘keys of languages’. Working on all four skills (Listening, Speaking, Reading and writing as well as translation skills) The 5 keys for KS2 which are built on later in KS3 onwards.

Year 5																		
	Autumn 1			Autumn 2			Spring 1			Spring 2			Summer 1			Summer 2		
History	Similarity & Difference Settlement by Anglo Saxon <i>What can we learn about the Anglo-Saxons from what we see today?</i>						Causation Viking Invasions <i>Why do the Vikings have a violent reputation, and do they deserve it?</i>						Historical Significance The Tudors – The war of the roses <i>Is it right for people of the same country to fight each for control?</i>					
Geography				Investigating the World Trade						Investigating Water						Climate Across the World		
Reading	Butterfly Lion						Viking Boy						Cosmic					
Writing Core Text	Beowulf – Michael Morpurgo			The Lost Thing			Arthur and the Golden Rope – Joe Stanton			The Water Tower – Gary Crew			Treason -Berlie Doherty			Curiosity: Story of a Mars Rover – Marus Motum		
Writing	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction
	Metaphor	Using text as stimulus	Information text	Haiku	Using text as stimulus	Discussion text	Image	Using text as stimulus	Newspaper	Personification	Using text as stimulus	Persuasive text	Description	Using text as stimulus	Instructions	Song: Space oddity	Using text as stimulus	Information text
Science	Chemistry Separating Mixtures			Biology, Chemistry, Physics Energy			Biology Life Cycles			Biology Human Development			Physics Forces			Physics Earth & Space		
Music	Melody patterns -Looping and Remixing Children will learn how dance music is created, focusing particularly on the use of loops, and learn to play a well-known song before putting a dance music spin to it. (Will need access to laptops for this unit) **NMPAT FIRST ACCESS**			Pitch and rhythm - Composing Notation Theme: Egyptians Learning Based on the theme of Ancient Egypt, children learn to identify the pitch and rhythm of written notes and experimenting with notating their compositions using hieroglyphs and standard staff notation. **NMPAT FIRST ACCESS**			Timbre and Soundscapes - Composition to represent the festival of colour. (Theme: Holi) Children explore the associations between music, sounds and colour, building up to composing and performing their own musical composition to represent Holi. Link: Holi Festival (17th March 2022)			Rhythm and Melodic Patterns (South and West Africa) Children learn 'Shosholoza', a traditional South African song, play the accompanying chords using tuned percussion and learn to play the djembe.			Changes in pitch, tempo and dynamics (Theme: Rivers) Learning to listen to changes in pitch, tempo and dynamics and relate it to something tangible and familiar. Associating the stages of the river with different rhythms and learning what an ostinato is and how it's used in music. Children will sing in two parts expression and dynamics, create and sing an ostinato and use musical			Singing as an ensemble - Musical Theatre Children are introduced to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance. They will perform a vocal ostinato as part of a layered ensemble, identify features of songs from musical theatre and compose an original piece to tell a story.		

					vocabulary to describe the detailed features of a piece of music.	
ICT	Coding	Online Safety	Spreadsheets	Databases	Game Creator 3D Modelling	Concept Mas
PE	Gymnastics Basketball	Dodgeball Netball	Football Fundamentals Swimming	Ball Skills Fitness Swimming	Tennis Rounders	Athletics Cricket
DT	Whole School DT Activity: Making a hanging decoration	Seasonal Biscuits (Food)	Whole School DT Activity: Purses (Fabric – structures)	Bridges - Structures	Whole School DT Activity: Fairground Rides (Mechanisms & Structures)	Toys with moving parts (Cam mechanisms)
Art	Formal Elements of Art Learning how to draw from observation, creating a print and drawing from different perspectives. Learning about the role of an architect and considering why houses look the way they do and whether there is scope to change and improve them.	Whole school Art Project	Art and Design Skills Designing an invention, expanding on an observational drawing, using a poem to create a portrait, painting an enlarged section of a drawn collage and learning how to 'think' like an artist.	Whole school Art Project	Every Picture Tells a Story Analysing the intentions of artist Banksy; making ink symmetry prints inspired by psychologist Rorschach; telling a story using emojis; using drama to recreate a poignant war scene and creating art inspired by the ceramic work of Magdalene Odundo.	Whole school Art Project
R.E	Words of wisdom Explore Gospels (stories of Jesus), Stories of Guru Nanak (Sikh) And Islamic Stories. What do these stories tell us? What does it mean to live as a Christian, Sikh, Muslim?	Whose World is it? How was the world created? Explore views, listen with respect. Why should I care about the world today? (Link to climate crisis)	Art and Music in Religion Crosses in Ecuador created on death to tell a person's life story. Islamic art doesn't have people depicted – how are they portrayed instead? Modern art depictions of Bible stories – Eastern Orthodox imagery. Listen to some religious music – what do you feel around this?	The Easter Story Explore and dissect the Easter story. Re-write the Christian story – own version for an audience of Year 2 children.	People of Faith What does it mean to be a person of faith today? How does being a Christian affect a Christian's life? How does being a Muslim change the way a Muslim live?	What is Islam? What is our knowledge of Islam? Can we create our own version of a knowledge organiser? Key words – Koran-Hajj-99 article – prayer.
MFL	Introducing myself using the verbs with one pronoun 'I'= Ich Greetings, Saying how we are feeling, my age, likes and dislikes and where we live. Working on all four skills (Listening, Speaking, Reading and writing as well as translation skills) The 5 keys for KS2 which are built on later in KS3 onwards.	Recapping on colours and countries. Opinion phrases and extending connectives. Working with the 'keys of languages'. Working on all four skills (Listening, Speaking, Reading and writing as well as translation skills) The 5 keys for KS2 which are built on later in KS3 onwards.	Introducing animals and family members. Applying adjectives with these. Working on all four skills (Listening, Speaking, Reading and writing as well as translation skills) The 5 keys for KS2 which are built on later in KS3 onwards.	Free time. Talking about a variety of hobbies and sports. Looking at Sports they do in German speaking countries. Applying opinions and reasons with these. Working on all four skills (Listening, Speaking, Reading and writing as well as translation skills) The 5 keys for KS2 which are built on later in KS3 onwards.	Introducing school and school subjects which are studied in Germany and the UK. Recognising comparatives. Working on all four skills (Listening, Speaking, Reading and writing as well as translation skills) The 5 keys for KS2 which are built on later in KS3 onwards.	Talking about holidays and places to go and stay. Stating opinions about it. Recapping on all subjects covered this year. Working on all four skills (Listening, Speaking, Reading and writing as well as translation skills) The 5 keys for KS2 which are built on later in KS3 onwards.

Year 6																		
	Autumn 1			Autumn 2			Spring 1			Spring 2			Summer 1			Summer 2		
History	The Longitudinal Study The Victorians <i>Is it fair for the Victorian period to be called 'The Golden Years'?</i>						Causation The World at War <i>Why did the world go to war and what impact did this have in the world?</i>						Change & Continuity Empire and Democracy <i>How have people's rights in Europe changed over time?</i>					
Geography				Improving the Environment						Living on the Edge						I am a Geographer		
Reading	Cogheart						Letters from the Lighthouse						Holes					
Writing Core Text	Far From Home – Berlie Doherty			Darwin's Dragons – Lindsay Galvin			Piano – Literacy Shed			The Boy in the Girl's Bathroom – Louis Sachar			Holes – Louise Sachar					
Writing	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction
	Personification Poem – Cotton mill machines	using text as stimulus	Cotton Mill non-chronological report	Tyger Tyger The tale of custard The dragon The highway man performance	using text as stimulus	Information text	The book of wonder – based on magic box	using text as stimulus	Newspaper	Alphabet poem	using text as stimulus	Balanced argument	Image poem	using text as stimulus	Discussion	Rap/rhyme	using text as stimulus	Persuasive
Science	Physics Electricity			Biology Evolution			Physics Light			Biology Further Classification			Biology Functions of the Human Body			Chemistry Physical and Chemical Changes		
Music	Advanced rhythm and pulse Children will explore the Kodaly music method and identify the difference between pulse and rhythm. They will explore rhythmic patterns in order to develop a sense of pulse before composing and using this understanding to create a composition of their own. **NMPAT FIRST ACCESS** 14.9.2021- 30.10.2021			Dynamics, pitch and texture (Theme: Fingal's cave) Appraising the work of Mendelssohn and further developing the skills of improvisation and use dynamics, texture and pitch to create a group composition. ** NMPAT FIRST ACCESS** 14.9.2021- 30.10.2021			Singing, Pitch and singing as an ensemble - Songs of World War 2 Developing pitch and control. Learning how to identify pitches and notate a melody using pitches. Children will sing in harmony with expression and dynamics, improve accuracy in pitch using the Kodaly solfa method. Developing pitch, control and confidence when singing			Rhythm, pulse and timbre - Transposition (Pop Art) Children explore the musical concept of theme and variations and discover how rhythms can 'translate' onto different instruments. They will perform rhythms using the Kodaly method, identify sounds and compose a rhythmic theme and variation.			Timbre and soundscapes - Film Music Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film. Pupils will create and notate a composition which uses sounds to represent a theme.			Performing as an ensemble - Composing and performing a leavers song Children will create their very own leavers' song personal to their experiences as a class. They will improvise, compose and sing in an ensemble with 2 or more independent parts, perform a song as a class with accuracy, fluency, control and expression.		

			Link: History			
ICT	Coding	Online Safety	Spreadsheets	Blogging Text Adventures	Networks Quizzing	Understanding Binary Spreadsheets
PE	Football Tag Rugby Swimming	Dodgeball Gymnastics Swimming	Ball Skills Fitness	Basketball Netball	Tennis Cricket	Athletics Rounders
DT	Whole School DT Activity: Making a hanging decoration	Lighting it Up (Control)	Whole School DT Activity: Purses (Fabric – structures)	Victory Soups (Food)	Whole School DT Activity: Fairground Rides (Mechanisms & Structures)	A case for your device (Textiles)
Art	Art and Design Skills Design, drawing, craft, painting and art appreciation; working as a group to design a hat, creating zentangle patterns and subsequent prints, painting in the style of impressionist painters and exploring the piece ‘Nighthawks’ by Edward Hopper.	Whole school Art	Make my Voice Heard Analysing world by artists Picasso and Kollwitz, and through the mediums of graffiti, drawing, painting and sculpture, creating artworks that speak to the viewer.	Whole school Art	Photography Through developing their photography skills, children cover useful artistic concepts in a new context, looking at: composition, colour, light, abstract images and underlying messages.	Whole school Art
R.E	Stories of Faith: Gospels What do they tell us? How do stories and beliefs from the Bible impact on how Christians live? What can I learn from ancient sacred stories for myself?	What does it mean to be a Christian? Listen, share, explore ideas. Respect thoughts of others and reflect on them. What are the different denominations in Christianity? Roman Catholic Eastern Orthodox Oriental Orthodox (Miaphysite) Church of the East (Nestorian) Anglican Lutheran Reformed Anabaptist Evangelical Nontrinitarian	Exploring Buddhism Explore – Could I be a Buddhist? Ensure good understanding of 8 paths, Siddhartha, and Buddhism around the world. Explore resources – box of and various video clips – images and artefacts.	Exploring Buddhism Explore – Could I be a Buddhist? Ensure good understanding of 8 paths, Siddhartha, and Buddhism around the world.	What happens when we die? Explore different beliefs and religions say about death and stories around this. Discuss our own ideas – listen, share and respect others.	Key Religious figures in the media How does religion impact on lives of these people? Bear Grylls Mo Farrah
MFL	Introducing myself using the verbs with one pronoun ‘I’= Ich Greetings, Saying how we are feeling, my age, likes and dislikes and where we live. Working on all four skills (Listening, Speaking, Reading and writing as well as translation skills)	Recapping on colours and countries. Opinion phrases and extending connectives. Working with the ‘keys of languages’. Working on all four skills (Listening, Speaking, Reading and writing as well as translation skills)	Introducing animals and family members. Applying adjectives with these. Working on all four skills (Listening, Speaking, Reading and writing as well as translation skills)	Free time. Talking about a variety of hobbies and sports. Looking at Sports they do in German speaking countries. Applying opinions and reasons with these. Working on all four skills (Listening, Speaking, Reading and writing as well as translation skills)	Introducing school and school subjects which are studied in Germany and the UK. Recognising comparatives. Working on all four skills (Listening, Speaking, Reading and writing as well as translation skills)	Talking about holidays and places to go and stay. Stating opinions about it. Recapping on all subjects covered this year. Working on all four skills (Listening, Speaking, Reading and writing as well as translation skills)

	The 5 keys for KS2 which are built on later in KS3 onwards.	The 5 keys for KS2 which are built on later in KS3 onwards.	The 5 keys for KS2 which are built on later in KS3 onwards.	The 5 keys for KS2 which are built on later in KS3 onwards.	The 5 keys for KS2 which are built on later in KS3 onwards.	The 5 keys for KS2 which are built on later in KS3 onwards.
Trips/Experiences		Holdenby House	Beau Manor	Buddhist Temple	In school science experience	