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| **Subject** | **Autumn 1** | | **Autumn 2** | | **Spring 1** | | **Spring 2** | | **Summer 1** | | **Summer 2** | |
| **English Texts EYFS** | People who help us  Little Red Hen  Dear Zoo | | Brown Bear  Whatever Next  The Gingerbread Man | | How to catch a star  The Big Book of Dinosaurs  Owl Babies | | Goldilocks and the three bears  Lost and Found  Tadpole to Frog | | Dear Dinosaur  Bear’s Don’t eat jam Sandwiches  Sam plants a sunflower | | The Ugly Vegetables  The Lighthouse Keeper’s Lunch  A big Book of Bugs | |
| **English Texts Year 1 and 2** | Sylvia and Bird | My Day at the Zoo | Zim Zam Zoom | How to Catch Santa | Little Red Riding Hood | Hot and Cold | Mixed Up Fairy Tales | The Slime Book | Mrs Armitage and the Big Wave | Creature Features | A First Poetry Book | Traction Man is Here |
| **English Texts Year 3 and 4** | Outdoor Wonderland | Lord of the Forest | A River | Mog’s  Christmas Calamity | Until I met Dudley | Jack and the Dreamsack | I am not a Label | Carry Me Away | Oliver and the Seawigs | An Anthology of intriguing animals | Beachcomber | The works |
| **English Texts Year 5 and 6** | The Tear Thief | 101 things to do to become a superhero | The Day the Crayons Quit | I am Cat/  Bethlehem | Dragonology | Inside the Villains | Wallace and Grommit | | How the Whale became | Usbourne Thesaurus ( YR 5 Only) | Ripley’s Believe it or Not | Is this a poem? |
| **Maths** | Year Specific White Rose – See Separate Timetables for Coverage | | | | | | | | | | | |
| **EYFS Understanding the World**  **( Humanities link)** | Draw information from a simple map.  Recognise some similarities and differences between life in this country and life in other countries.  Explore the natural world around them.  Recognise some environments that are different to the one in which they live.  Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.  Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps  Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.  Understand some important processes and changes in the natural world around them, including the seasons | | | | | | | | | | | |
| **Humanities KS1** | **History** | | **Geography** | | **History** | | **Geography** | | **History** | | **Geography** | |
| Why does it matter where my food comes from?  (Farming, where we live) | | History Makers  Who is the greatest history maker? | | Kings and Queens  Queen Elizabeth, Queen Victoria and King Charles | | How does the weather affect our lives?  (Weather) | | Sappho  How do we know so much about where Sappho used to live? | | How does the Geography of Kampong Ayre compare?  (Comparing where we live to somewhere different) | |
| **Humanities KS2** | How is climate change affecting the world? | | Iron age – changes in Britain    How do artefacts help us to understand the lives of people in Iron Age Britain? | | Maya    Why did the ancient maya change the way they lived? | | Beyond the magic kingdom. | | Ancient Greece – The Trojan Horse    The story of the Trojan Horse: historical fact, legend or classical myth? | | Who are Britain’s national parks for? | |
| **Science EYFS** | **Nursery and R Matrices:**  Humans- People who help us  **R Matrices:**  Weather and Seasons Seasonal Changes  Living things(inc Plants) and their habitats –Animals | | | | **Nursery and R Matrices:**  Materials including changing materials :  Building and construction | | | | **R Matrices:**  Animals ( Farms)  Living things(inc Plants) and their habitats- At the Seaside  **Nursery Matrices:**  Animals ( Farms)  Plants | | | |
| **Science Year 1** | Seasonal Changes  Plants - Trees | | | | Seasonal changes  Materials | | | | Seasonals Changes  Humans and animals  Plants | | | |
| **Science Year 2** | Living things in their habitats  Plants | | | | Uses of Everyday Materials | | | | Humans and animals  Plants | | | |
| **Science Year 3 and 4** | Light | | Electricity | | Animals including Humans – teeth and digestion | | | | Plants | | Living Things | |
| **Science Year 5 and 6** | Light | | Electricity | | Animals including Humans – the circulatory system | | | | Living things – life cycles and reproduction | | Living Things – Classification | |
| **IT KS1** | 1.1 Technology around us  Year 1 and Year 2 Schemes of work | | 1.2 Creating Media  Year 1 and Year 2 Schemes of work | | 1.3 Programming A  Year 1 and Year 2 Schemes of work | | 1.4 Data and Information  Year 1 and Year 2 Schemes of work | | 1.5 Digital Writing  Year 1 and Year 2 Schemes of work | | 1.6 Programming B animations  Year 1 and Year 2 Schemes of work | |
| **IT KS2** | Year 3 and Year 6 scheme of work | | | | | | | | | | | |
| **MFL KS2** | Year 3 and Year 5 Scheme of work | | | | | | | | | | | |
| **RE year R** | Being special: where do we belong?  F2 INCARNATION: Why do Christians perform Nativity play at Christmas? | | | | What time / stories are special and why?    F3 SALVATION: Why do Christians put a cross in an Easter garden? | | | | F1 GOD/ CREATION: Why is the word ‘God’ so important to Christians?    What places are special and why? | | | |
| **RE year 1 and 2** | 1.2 CREATION: Who made the world?  Harvest.  1.10 What does it mean to belong to a faith community? | | | | 1.12 What do Christians believe God is like?    1.7 Who is Jewish and how do they live (part 1) | | | | 1.7 Who is Jewish and how do they live (part 2)    1.9 - How should we care for the world and for others, and why does it matter? | | | |
| **RE KS2** | What do Hindus believe God is like? | | What does it mean to be a Hindu in Britain today? | | How do people from religious and non-religious communities celebrate key festivals? | | What does it mean if God is holy and loving? | | What do religious and non-religious worldviews teach about caring for the earth? | | What would Jesus do? | |
| **DT KS1** |  | | Dips and Dippers | |  | | Fabric bunting | |  | | Seasonal salads | |
| **DT KS2** |  | | Battery Operated Lights (3/4)/Moving Vehicles (5/6) | |  | | Marbulous Structures | |  | | The Great Bread Bake Off | |
| **ART KS1** | Drawing & Sketchbook- Explore and Draw | |  | | Print, Colour and Collage- Exploring the world through monoprint. | |  | | Collaboration and community- Music and Art | |  | |
| **ART KS2** | Print, Colour and Collage – Exploring Pattern | |  | | Working in 3D - Set Design | |  | | Collaboration and Community – Using natural materials to make images. | |  | |
| **PSHE R/ KS1** | Being me in my world | | Celebrating difference | |  | |  | |  | | Changing me | |
| **PSHE KS2** | Being me in my world | | Celebrating difference | | Dreams and goals | | Healthy me | | Relationships | | Changing me | |
| **Music R** | Me! | | My Stories | | Everyone | | Our World | | Big Bear Funk | | Reflect, rewind and Replay | |
| **Music Year 1 and 2** | My Musical Heart beat  Pulse Rhythm and Pitch | | Dance Sing and Play  Playing in an Orchestra | | Exploring Sounds  Inventing a musical story | | Learning to listen  Recognising different sounds | | Having fun with improvisation  Exploring Improvisation | | Let’s perform together  Our big concert | |
| **Music KS2** | Year 3/4 Explore feelings when you play.  Year 5/6 Developing ensemble skills | | | | Year 3/4 More musical styles  Year 5/6 Enjoying musical styles | | | | Year 3/4 The show must go on  Year 5/6 Farewell Tour | | | |