|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Year 1** | | | **Year 2** | | | **Year 3** | | | **Year 4** | | | **Year 5** | | | **Year 6** | | |
| Topic/  Theme | Superheroes of Erd/Bir/UK | Let there be light | Once Around the World | Life on Earth | All Dressed Up | Getting Away | Rumble in the Jungle | Wonders of the World | Early Man | Out and About | Keen to be Green | What a Performance! | How we used to live | The Greatest Show on Earth | Out of this World | Your Country Needs You | Disaster/  Dynamic  Decades | Making Life Easier |
| Term | Autumn | Spring | Summer | Autumn | Spring | Summer | Autumn | Spring | Summer | Autumn | Spring | Summer | Autumn | Spring | Summer | Autumn | Spring | Summer |
| Careers  Linked to Theme  <https://www.firstcareers.co.uk/job-titles/> | Careers:  Emergency Services  Doctor/Nurse | Careers  Theatre Technician  TV Camera Operator | Careers  Sailor  Hot Air Balloon  Operator | Careers  Zookeeper  Zoo Vet | Careers  Costume Designer  Jewellery Designer | Careers  Aircraft Tester  Pilot | Careers  Botanical Horticulturist | Careers  Photographer  Model Maker | Careers  Archaeologist  College/University | Careers  Tour Guide  Forester | Careers  College/University Farmer | Careers  Drama Director  Puppeteer | Careers  Curator  Architect | Careers  Acting/  Entertainment  University | Careers  Astronaut  Science Presenter | Careers  The Armed Forces  Press Officer | Careers  Search and Rescue  PR/Celeb Manager | Careers  Inventor/Entrepeneur  College/University |
| Science | Everyday Materials | Plants  Seasonal Changes | Animals including  humans | Animals including Humans  Living things and habitats | Uses of Everyday Materials ` | Plants | Plants | Light  Forces and Magnets | Animals including humans  Rocks | States of Matter  Animals including humans | Living things and their habitats | Sound  Electricity | Animals including humans  Living things and their habitats | Properties and changes in materials  Forces | Earth and Space | Animals including humans  Evolution and inheritance | Electricity | Living things and habitats  Light |
| Concepts | Investigate materials  Work scientifically  M1 | Understand plants  Understand the Earth’s movement in space  Work scientifically  M1 | Understand animals and humans  Work scientifically  M1 | Investigate living things  Work scientifically  M1 | Investigate materials  Work scientifically  M1 | Understand Plants  Work scientifically  M1 | Understand plants  Work scientifically  M2 | Investigate Light and seeing  Understand movement  ,forces and magnets  Work scientifically  M2 | Understand animals and humans  Investigate materials  Work scientifically  M2 | Investigate materials  Understand humans and animals  Work scientifically  M2 | Investigate living things  Work scientifically  M2 | Investigate sound and hearing  Understand electrical circuits  Work scientifically  M2 | Understand animals and humans  Investigate living things  Work scientifically  M3 | Investigate materials  Understand movement, forces and magnets  Work scientifically  M3 | Understand the earths movement in space  Work scientifically  M3 | Understand animals and humans  Understand evolution and inheritence  Work scientifically  M3 | Understand electrical circuits  Work  Scientifically  M3 | Investigate living things  Investigate light and seeing  Work scientifically  M3 |
| Geography | Investigate the countries and capitals of the UK. |  | Explore the weather and climate in UK and around the world. |  | Describe locations using physical and human features. | Investigate the World’s Oceans and Continents. | Study focus on South America. |  | Investigate the key geographical features of countries of the UK and how they have changed over time. |  | Use of natural resources in relation to economic activity. | Study focus on European countries that interest pupils. |  | Key aspects of Physical Geography such as volcanoes, rivers, mountains and the water cycle. | Compare and contrast local area with another European country. | Human geography linked to settlements, land use, economic factors and trade links. |  | A local fieldwork study. |
| Concepts | Investigate places  Communicate geographically  M1 |  | Identify patterns  Communicate geographically  M1 |  | Investigate places  Investigate pattern  M1 | Investigate places  Communicate geographically  M1 | Investigate places  Communicate geographically  M2 |  | Investigate pattern  Communicate geographically  M2 |  | Investigate pattern  Communicate geographically  M2 | Investigate places  Communicate geographically  M2 |  | Investigate places  Communicate geographically  M3 | Investigate places  Investigate patterns  M3 | Investigate places  Communicate geographically  M3 |  | Investigate places  Investigate Pattern  M3 |
| History | Investigate a national or global event that is commemorated annually. | A significant local event. |  | The life of a significant individual | A significant person from their own locality. |  |  | Early civilisations achievements. Ancient Egypt. | Changes in Britainfrom Stone Age to the Iron Age. | British settlement by Romans, Anglo-Saxons and Scots. | Viking and Anglo-Saxon struggle for the Kingdom of England | A local history study. | A non-European society that contrasts with British history | Ancient Greece. |  | A study of a theme in British history beyond 1066  WW2 | A non-European  society that  contrasts with  British History. |  |
| Concepts | Investigate and interpret the past  Communicate historically  M1 | Build an overview of world history  Communicate historically  M1 |  | Understand chronology  Build an overview of world history  M1 | Understand chronology  Investigate and interpret the past  M1 |  |  | Investigate and interpret the past  Understand chronology  M2 | Investigate and interpret the past  Communicate historically  M2 | Investigate and interpret the past  Understand chronology  M2 | Understand chronology  Communicate historically  M2 | Investigate the past  Communicate historically  M2 | Build an overview of world history  Understand chronology  M3 | Investigate and interpret the past  Build an overview of world history  M3 |  | Understand chronology  Communicate historically  M3 | Investigate and interpret the past  Build an overview of world  M3 |  |
| DT |  | Prepare a meal for an event. | Understand where food comes from. | Explore the use of mechanisms. |  | Build structures, exploring how to make them stronger. | Use of electrical systems in a product. | Ingredients added to water to make a savoury dish |  | Use of mechanical systems in movement. M2 | Understand the principles of a healthy diet. |  | Design appealing products to solve a problem.  M3 |  | Understand how key events or individuals have shaped the world. |  | Evaluating and improving structures. | Investigate inventions that have changed the world. |
| Concepts |  | Design, make, evaluate and improve.  M1 | Take inspiration from design throughout history.  M1 | Design, evaluate and improve.  Take inspiration from design throughout history.  M1 |  | Master practical skills.  Design, make, evaluate and improve.  M1 | Master practical skills.  Design, make, evaluate and improve.  M2 | Design, make, evaluate and improve.  Master practical skills.  M2 |  | Take inspiration from design through history.  Design, make, evaluate and improve.  M2 | Master practical skills.  Design, make, evaluate and improve.  M2 |  | Master practical skills.  Design, make, evaluate and improve.  M3 |  | Take inspiration from design throughout history.  Master practical skills.  M3 |  | Master practical skills.  Design, make and evaluate and improve.  M3 | Take inspiration from design throughout history.  Master practical skills.  M3 |
| Art | Painting | Printing | Collage | Textiles | Sculpture | Digital Media | Digital Media | Painting | Printing | Collage | Sculpture | Textiles | Painting | Sculpture | Digital Media | Printing | Collage | Textiles |
| Concepts | Mix primary colours to make secondary/ colour wheels  M1 | Press, roll, rub and stamp to make prints.  M1 | Use a combination of materials that are cut, torn and glued.  M1 | Use rolled up paper, straws, paper, card and clay as materials  M1 | Join materials using glue and/or a stitch and use weaving to create a pattern  M1 | Use tools to create different textures, lines, tones, colours and shapes  M1 | Create images, video and sound recordings  M2 | Create mood with colour  M2 | Make printing blocks and use layers of two or more colours  M2 | Use coiling, overlapping, tessellation, mosaic and montage  M2 | Use mouldable materials and include texture t feelings,  expression or movement.M2 | Create weavings and use basic cross stitch and back stitch  M2 | Combine colours, tones and tints to enhance mood & create texture  M3 | Use tools to carve and add shapes, texture and pattern  M3 | Enhance digital media by editing  M3 | Build up layers of colours and create an accurate pattern, showing fine detail  M3 | Use ceramic mosaic materials and techniques  M3 | Create pieces from a range of stitching technique  M3 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Music | Voices as an instrument | Appreciation of Live/recorded Music | Play tuned/untuned instruments musically | Voices as an instrument | Play tuned/untuned instruments musically. | Appreciation of live/recorded music | Appreciation of music from traditions and compose | Using voices and instruments to compose pieces | Develop an understanding in the History of Music | Play and perform an instrument | Use musical notation | Appreciation of music from traditions or composers | Develop and understanding of the History of Music | Plat and perform using voices/instruments. | Appreciation of Music from traditions or composers | Appreciation of music from traditions or composers | Develop and understanding of the History of Music | Play and perform using voices/instruments |
| Concepts | Perform and Compose  M1 | Perform and Describe Music  M1 | Perform and Compose  M1 | Perform and Describe  M1 | Transcribe and Compose  M1 | Describe and Compose  M1 | Describe and Transcribe  M2 | Perform and Compose  M2 | Describe Music  M2 | Perform and Transcribe  M2 | Compose and Describe  M2 | Describe and compose  M2 | Describe and Perform  M3 | Describe and Perform  M3 | Describe and Transcribe Music  M3 | Describe and Transcribe  M3 | Describe and Perform  M3 | Perform and Compose  M3 |
| ICT | We are Tresure Hunters  We are Celebrating | I-Algorithm  We are Collectors | We are Painters  We are story tellers | I-Program  We are Astronauts | We are Astronauts  We are Games Testers | We are Photographers  We are detectives | I-Connect  We are Programmers | We are Programmers  I - Program | We are bug fixers  We are Presenters | We are software developers  We are Opinion  Pollsters | We are Toy Designers | We are HTML Editors  We are Musicians | We are Bloggers  We are Games Developers | We are Web Developers  We are Cryptographers | We are Cryptographers  We are Artists | We are Network Technicians  We are computational thinkers | I-Program | We are Publishers  We are Advertisers |
| Concepts | Coding  Software users and communicators | Coding  Collecting Evidence | Software users and communicators | Coding | Coding  Software Testing | Software users and Collecting Evidence  Communicators | Communicators, connector and networking  Codding and Debugging | Codding and Debugging | Coding and Debugging  Software users and communicators | Coding and Debugging  Collecting Evidence and Communicators | Coding and Debugging | Coding and Debugging  Communicators and Software Users | Communicators and Software Users  Coding and Debugguing | Coding and Debugging  Communicator | Coding, Debugging and Communicator  Software Users | Connecting and Networking  Coding and Debugging | Coding and Debugging | Software users and Communicators |
| PHSE  Paths | Basic feelings  Creating a positive classroom climate | Self-control  Sharing, caring and friendship  Basic problem solving | Intermediate and advanced feelings  Transition | Establishing a positive classroom climate  Feelings and behaviours | Self control and anger management  Friendship and feeling lonely  Anger management and problem solving | Manners and listening to others  Feelings/emotions/ behaviours | Enhancing self esteem  Basic emotions  Improving self control, anger management,and self-awareness. | Using our thinking skills  Friendship/Getting along with others 1  Feelings in relationships 1 | Getting along with others 2  Feelings and expectations  Feelings in relationships 2 | Co-operative learning skills and listening to others | Feelings and relationships  Making good decisions | Being responsible and caring for others  Problem solving | Co-operative learning skills  Recognising feelings  Controlling anger | Problem solving  Goals and Identity | Making and keeping friends  Being responsible and caring for others | Calming down techniques and handling stress  Making good decisions and getting help from others | Study and organisational skills  Conflict resolution | Respect  Endings and transiitons |
| PSHE  SRE | NSPCC Pants  Lesson  Online Safety  Mental Wellbeing | Online Safety  Mental Wellbeing | Differences and Similarities between Boys and Girls    Online Safety  Mental Wellbeing | NSPCC Pants  Lesson  Naming Body Parts  Online  Safety  Mental Wellbeing | Online Safety  Mental Wellbeing | Online Safety  Mental Wellbeing | NSPCC Pants lesson  Online Safety  Mental wellbeing | Know we take on responsibilities as we get older  Human Life cycle  Online Safety  Mental Wellbeing | Online Safety  Mental Wellbeing | NSPCC Pants  Lesson  Online Safety  Mental Wellbeing | Puberty  Physical and emotional changes  Male and Female  reroductivesystem  Online Safety  Mental Wellbeing | The Role of a parent  Online Safety  Mental Wellbeing | Different Types of Families  Professionals who support families  NSPCC Pants Lesson  Online Safety  Mental Wellbeing | Birmingham Guidance  Lesson 6  Growing and Puberty  Boys and Girls, Men and Women.  Lesson 1&2  Online Safety  Mental Wellbeing | Unhealthy Relationships  Online Safety  Mental Well being | Puberty and Personal Hygiene  NSPCC Pants Lesson  Online safety  Mental Wellbeing | Puberty and Emotions  Online Safety  Mental Wellbeing | Conception  Healthy Relationships  Mental Wellbeing |
| PSHE  No-Outsiders | Making choices | Making Friends  Different Generations | Exploring differences  Disability | Diversity  Respecting Difference | Feeling  Proud | Diversity and working with others. | Accepting Difference  Discrimination | Finding solutions  Expressing ourselves | Welcoming Outsiders | Being Assertive | Why do people get married?  Overcoming Language Barriers | Making Choices  Speaking up for yourself | Learning from our past.  Making Decisions | Showing empathy | Self expression through art  Accepting differences | Diversity  Discrimination | Challenging Racism | UNICEF’s  Rights of the Child |
| PE | Dance  Gymnastics | Net/Wall Games  Invasion Games | Striking/Fielding  Team Building | Dance  Gymnastics | Net//Wall Games  Invasion Games | Striking/Fielding  Team Building | Dance  Gymnastics | Net/Wall Games  Invasion Games | Striking/Fielding  Team Building | Dance  Gymnastics | Net/Wall Games  Invasion Games | Striking/Fielding  OAA | Dance  Gymnastics | Net/Wall Games  Invasion Games | Striking/Fielding  OAA | Dance  Gymnastics | Net/Wall Games  Invasion Games | Striking/Fielding  OAA |
| Concepts | Develop practical skills to participate, complete and lead a healthy lifestyle | Develop practical skills to participate, complete and lead a healthy lifestyle | Develop practical skills to participate, complete and lead a healthy lifestyle | Develop practical skills to participate, complete and lead a healthy lifestyle | Develop practical skills to participate, complete and lead a healthy lifestyle | Develop practical skills to participate, complete and lead a healthy lifestyle | Develop practical skills to participate, complete and lead a healthy lifestyle | Develop practical skills to participate, complete and lead a healthy lifestyle | Develop practical skills to participate, complete and lead a healthy lifestyle | Develop practical skills to participate, complete and lead a healthy lifestyle | Develop practical skills to participate, complete and lead a healthy lifestyle | Develop practical skills to participate, complete and lead a healthy lifestyle | Develop practical skills to participate, complete and lead a healthy lifestyle | Develop practical skills to participate, complete and lead a healthy lifestyle | Develop practical skills to participate, complete and lead a healthy lifestyle | Develop practical skills to participate, complete and lead a healthy lifestyle | Develop practical skills to participate, complete and lead a healthy lifestyle | Develop practical skills to participate, complete and lead a healthy lifestyle |
| RE | A study of Christian studies | A study of Christian studies | A study of another religion | A study of Christian | Study of Islam | A study of Christian | Study the beliefs festivals and celebrations of Christianity. | In depth study of Buddhism |  | In depth study of Islam | Study the beliefs festivals and celebrations of Christianity. |  | In depth study of Judaism |  | Study the beliefs festivals and celebrations of Christianity. |  | A depth study of Hinduism | A depth study of Sikhism |
| Concepts | Understand beliefs and teachings  M1 | Understand how beliefs are conveyed.  M1 | Understand practices and lifestyles  M1 | Understand how beliefs are conveyed.    Understand values.  M1 | Understand beliefs and teaching.  Reflect  M1 | Understand values.  Reflect  M1 | Understand beliefs and teachings. Understand practices and lifestyles.  Reflect  M2 | Understand beliefs and teaching. Understand practices and lifestyles.  Understand values.  M2 |  | Understand beliefs and teaching.  Understand how beliefs are conveyed.  M2 | Reflect.  Understand values.  M2 |  | Understand beliefs and teachings.  Understand practices and lifestyles.  Reflect  M3 . |  | Understand how beliefs are conveyed.  Understand values.  M3 |  | Understand beliefs and teachings.  Understand practices and lifestyles.  Reflect  M3 | Understand beliefs and teaching.  Understand practices and lifestyles.  Understand values.  M3 |
| Spanish | To confirm if following Cover Curriculum |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |