

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
English	<p><u>Autumn 1</u> How to wash a woolly mammoth Outcome – Instructions Lost and found Outcome - Narrative</p> <p><u>Autumn 2</u> You can't take an Elephant on the Bus by Patricia Cleveland-Peck Outcome – Poetry Midnight at the Zoo by Faye Hanson Outcome – Narrative</p> <p><u>Spring 1</u> Dinosaur Roar by Henrietta Stickland Outcome –To inform Dear Dinosaur Chae Strathie Outcome – Postcard Letters</p> <p><u>Spring 2</u> Toby and the Great Fire of London by Margaret Nash (Hopscotch) Outcome – Diary Fact Sheet</p> <p><u>Summer 1</u> The Tin Forest by Helen Ward Outcome – Instructions Stanley's Stick by John Hegley Outcome – Recounts</p> <p>Summer 2 Claude on Holiday by Alex Smith The Lighthouse Keeper's Lunch by Ronda and David Armitage</p>	<p><u>Autumn 1</u> Supertato by Sue Hendra Outcome: narrative Super Stan Outcome: Write a diary as a character from the text.</p> <p><u>Autumn 2</u> Lars the polar bear Outcome- fact file Rascally cake Outcome- instructions</p> <p><u>Spring 1</u> Jack and the Baked Beanstalk by Colin Stimpson Design a persuasive The True Story of the 3 Little Pigs! Book by Jon Scieszka Write a series of letters</p> <p><u>Spring 2</u> Fantastically Great Women Who Changed The World Book by Kate Pankhurst Outcome- autobiography, diary of a real event, non-chronological report.</p> <p><u>Summer 1</u> The owl who is afraid of the dark. Non-chronological report about owls.  That Rabbit belongs to Emily Brown. Narrative</p> <p><u>Summer 2</u> Sir Charlie Stinky Socks Narrative</p>	<p><u>Autumn 1</u> George's Marvellous Medicine Outcome - Instructions Narrative</p> <p><u>Autumn 2</u> The Secrets of Stonehenge (Mick Manning; Illus.Brita Granstrom) Stone Age Boy (Satoshi Kitamura) Outcome – Fact Page Non-Chronological</p> <p><u>Spring 1</u> You wouldn't want to be a Roman Gladiator Outcome – Non-Chronological Report</p> <p><u>Spring 2</u> Gangster Grannie- David Williams Outcome – Diary Letter Change a chapter</p> <p><u>Summer 1</u>  <b>To be confirmed</b></p> <p><u>Summer 2</u> Mr Gum (Andy Stanton) Outcome - Narrative</p>	<p><u>Autumn 1</u> Mr Gum (Andy Stanton) Outcome - Narrative</p> <p><u>Autumn 2</u> The Secrets of Stonehenge (Mick Manning; Illus.Brita Granstrom) Stone Age Boy (Satoshi Kitamura) Outcome – non-chronological report</p> <p><u>Spring 1</u> There may be a Castle <b>Outcome to be confirmed</b></p> <p><u>Spring 2</u> Avoid /being a Roman Soldier Outcome – Non-Chronological Report</p> <p><u>Summer 1</u> Lob Outcome: Narrative Persuasive letters</p> <p><u>Summer 2</u> My Dad's a Birdman – David Almond Outcome: Diaries Newspaper Report</p>	<p><u>Autumn 1</u> Minpins (Roald Dahl) Outcome - Setting Description Diaries, newspaper report</p> <p><u>Autumn 2</u> The Last Viking Outcome: Non Chronological Report</p> <p><b>Outcome to be confirmed</b></p> <p><u>Spring 1</u> Rooftoppers</p> <p><b>Outcome to be confirmed</b></p> <p><u>Spring 2</u> Wonder – R.J Palacio <b>Outcome to be confirmed</b></p> <p><u>Summer 1</u> Tales of the Greek Heroes <b>Outcome to be confirmed</b></p> <p>Summer 2 The storm keepers island <b>Outcome to be confirmed</b></p>	<p><u>Autumn 1</u> The Wonder Garden Outcome- non-chronological report. The explorer Outcome- narrative</p> <p><u>Autumn 2</u> Fantastic Beasts and where to find them Outcome - Newspaper report Non-Chronological Report</p> <p><u>Spring 1</u> You would not want to be an Egyptian Mummy. Outcome- Non-chronological report Explanation Text</p> <p><u>Summer 1</u> Tin Outcomes:Diary Entries Viewpoint - Narrative</p> <p><u>Summer 2</u> Macbeth (Shakespeare) Outcome – Diary Setting description Monologues</p>
Science	<p><u>Topic 1:</u> Animals including humans</p> <p><u>Topic 2:</u> Materials</p> <p><u>Topic 3:</u> Plants</p> <p><u>Topic 4:</u> Variation and Evolution</p>	<p><u>Topic 1:</u> Animals including humans</p> <p><u>Topic 2:</u> Forces</p> <p><u>Topic 3:</u> Plants</p> <p><u>Topic 4:</u> Variation and Evolution</p>	<p><u>Topic 1:</u> Forces</p> <p><u>Topic 2:</u> Light</p> <p><u>Topic 3:</u> Rocks and soils</p> <p><u>Topic 4:</u> Animals: Skeletons and Digestion</p>	<p><u>Topic 1:</u> Electricity</p> <p><u>Topic 2:</u> Materials</p> <p><u>Topic 3:</u> Plants</p> <p><u>Topic 4:</u> Variation and evolution</p>	<p><u>Topic 1:</u> Materials</p> <p><u>Topic 2:</u> Forces</p> <p><u>Topic 3:</u> Earth and Space</p> <p><u>Topic 4:</u> Light</p> <p><u>Topic 5:</u> Animals</p>	<p><u>Topic 1:</u> Sound</p> <p><u>Topic 1:</u> Variation and evolution</p> <p><u>Topic 1:</u> Electricity</p>

			<p><u>Topic 5:</u> Variation and evolution</p>			
History	<p><u>Topic 1: Spring Term</u> Events beyond living memory - Great Fire of London Samuel Pepys</p> <p><u>Topic 2: Summer 1</u> Changes within living memory – history of transport or beach (seaside) from Victorians to now</p>	<p><u>Topic 1: Spring Term</u> Lives of significant individuals - Compare Mary Seacole and Florence Nightingale</p> <p><u>Topic 2: Summer Term</u> Local history: Queen Victoria and the war. She wrote a diary about her visit to Aldershot.</p>	<p><u>Topic 1: Autumn Term</u> Stone Age, Bronze Age and Iron Age</p> <p><u>Topic 2: Spring Term</u> Roman Empire and its impact on Britain</p> <p>Include within this unit – study of theme in British History – Legacy of Roman Culture (art, literature, architecture) on later periods in British History, including the present day</p>	<p><u>Topic 1: Autumn Term</u> Stone Age, Bronze Age and Iron Age</p> <p><u>Topic 2: Spring Term</u> Roman Empire and its impact on Britain</p> <p>Include within this unit – study of theme in British History – Legacy of Roman Culture (art, literature, architecture) on later periods in British History, including the present day</p> <p><i>N.B – The following academic Year will need to be Anglo-Saxons and Local History study</i></p>	<p><u>Topic 1: Autumn term</u> Vikings and Anglo-Saxon struggle for Kingdom of England</p> <p><u>Topic 2: Summer Term</u> Ancient Greeks – study of Greek life and achievements and their influence on the western world</p> <p>Include within this unit – study of theme in British History – Legacy of Greek Culture (art, literature, architecture) on later periods in British History, including the present day</p>	<p><u>Topic 1: Spring Term</u> The achievements of the earliest civilizations (Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China) – an overview of where and when the first civilizations appeared and a depth study of one of the following: <b>Ancient Egypt</b></p> <p><u>Topic 2: Summer Term</u> A non-European Society that provides contrasts with British History – Early Islamic Civilization or Mayan Civilization</p>
Geography	<p><b>Autumn 1</b> Name, locate and identify characteristics of the four countries and capital cities of the united kingdom and its surrounding seas.</p> <p>Identify seasonal and daily weather patterns in UK</p> <p>Maps, Field work, aerial photographs and plans of their school</p>	<p><b>Autumn 1</b> Name and locate the world’s seven continents and five oceans.</p> <p>Locate the equator and the location of hot and cold area of the world in relation to the equator</p> <p>Compare London with Tokyo</p> <p>Maps, Field work, aerial photographs and plans of local environment (Aldershot)</p>	<p><b>Summer Term</b> Overall topic is:</p> <p><b>UK – Mountains</b> <b>The Lake District/Snowdonia</b></p> <p>Identify the position and significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere</p> <p>Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical regions (hills, mountains, coasts and rivers), land use patterns; understand how some of these have changed over time.</p> <p><b>Linked to the Lake District children must learn the following:</b> Understanding geographical similarities and differences through the study of human and physical geography of a region of the UK</p>	<p><b>Summer Term</b> Overall topic is:</p> <p><b>UK - Mountains</b> <b>The Lake District/Snowdonia</b></p> <p>Identify the position and significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere</p> <p>Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical regions (hills, mountains, coasts and rivers), land use patterns; understand how some of these have changed over time.</p> <p><b>Linked to the Lake District children must learn the following:</b> Understanding geographical similarities and differences through the study of human and physical geography of a region of the UK</p>	<p><b>Spring Term</b> Overall topic is:</p> <p><b>North America – Rivers and the water cycle</b> <b>Arizona and the Colorado River</b></p> <p>Identify the position and significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere</p> <p>Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime Meridian and Time Zones</p> <p><b>Linked to North American and the Colorado River children must learn the following:</b> Locate the worlds countries, using maps to focus on North America, focusing on their environmental regions, key physical and human characteristics, countries and major cities</p> <p>Describe and understand key aspects of:</p>	<p><b>Autumn Term</b> Overall topic is:</p> <p><b>South America– Biomes, vegetation belts and climate zones</b> <b>South America and the Amazon Rainforest</b></p> <p>Identify the position and significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere</p> <p>Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime Meridian and Time Zones</p> <p><b>Linked to South America (Brazil/Peru) and The Amazon Rainforest children must learn the following:</b> Locate the worlds countries, using maps to focus on South America (Brazil/Peru), focusing on their environmental regions, key physical and human characteristics, countries and major cities</p> <p>Human Geography – types of settlement and land use,</p>

			Describe and understand key aspects of: Physical geography – mountains Human Geography – types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	Describe and understand key aspects of: Physical geography – mountains Human Geography – types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water  <i>N.B – The following academic Year will need to be Europe (Iceland), volcanoes and earthquakes</i>	Physical geography – rivers and the water cycle Human Geography – types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
Art	Fire pictures and - Van Gough- water colours Seaside Collage	Japanese Artist- The great Wave- water colours.				
DT	Will complete a DT project where the children will be required to design, make and evaluate – this will need to be linked to Topic or English- Moving Dinosaurs and puppets  Children will make a pop up card to send home for a celebration in the year.  Food Technology- Cooking	Will complete a DT project where the children will be required to design, make and evaluate – this will need to be linked to Topic or English- Frames and axels--creating a vehicle (axel, frame) for Supertato or the Evil Pea.  Levers—linked to the story- Leon and the place inbetween.  Children will make a pop up card to send home for a celebration in the year.  Food Technology- Cooking Animal themed healthy snack.	Will complete a DT project where the children will be required to design, make and evaluate – this will need to be linked to Topic or English <b>Medicine bottle, packaging for their own marvellous medicine</b>  Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Create ladders, crates that could be used to lift and move heavy stones ( <b>link to Stonehenge</b> )  Cooking	Will complete a DT project where the children will be required to design, make and evaluate – this will need to be linked to Topic or English <b>Textiles – Wings linked to ‘My Dad’s a Birdman’</b>  Understand and use electrical systems in their products (link to science electricity) <b>A torch to help Mouse (from the book ‘there may a castle) find his way around the deep, dark, forest</b>  Cooking – grow and eat ta variety of vegetables from the school garden. Use them to design and create their own dishes	Will complete a DT project where the children will be required to design, make and evaluate – this will need to be linked to Topic or English <b>Woodwork - Design and make a Viking long Boat which could include pulleys for the sails</b>  Understand and use mechanical systems in their products (gears, pulleys, Cams, levers) <b>(Link to science forces) Movable Toy</b>  Cooking	Will complete a DT project where the children will be required to design, make and evaluate – this will need to be linked to Topic or English <b>Woodwork/Textiles - Make a movable puppet, choosing from a choice of materials provided by CT</b>  Apply understanding of computing to program, monitor and control their products <b>(link to computing) Controllable vehicles</b>  Cooking
Computing						

<p>R.E.</p>	<p><u>Autumn</u> The harvest Concept- Bread as a symbol.</p> <p>Candle light (advent) Concept- Light as a symbol.</p> <p><u>Spring</u> People Jesus Met Concept- Change</p> <p>Palm Sunday Concept- Welcoming</p> <p><u>Summer</u> Special books Concept- Authority</p> <p>Creation stories Concept- Creation</p>	<p><u>Autumn</u> Harvest and Sukkot Concept- Thanking</p> <p>Christmas angels Concept- Angels</p> <p><u>Spring</u> Passover Concept- Remembering</p> <p>Easter Story Concept- Changing Emotions.</p> <p><u>Summer</u> Special Places Concept- Special</p> <p>God Concept God</p>	<p><u>Autumn</u> Creation Stories Concept: Creation</p> <p>Mary, Mother of God Concept: Holy</p> <p><u>Spring</u> Jesus Miracles Concept: Divine</p> <p>Easter: the key events of Holy week Concept: Changing emotions</p> <p><u>Summer</u> Sacred Books: the Bible and Qur'an Concept: Authority</p> <p>Muhammed Concept: Submission</p>	<p><u>Autumn</u> The Five Pillars of Islam Concept- Umma</p> <p>Advent Ring Concept: Anticipation</p> <p><u>Spring</u> Christian and Muslim Worship Concept: Worship</p> <p>Easter- Paschal Candle Concept- symbolism</p> <p><u>Summer</u> Places of Worship Concept- Sacred</p> <p>Trees Concept- symbol</p>	<p><u>Autumn</u> Divali Concept- Myth</p> <p>The Magi Concept- phrophecy</p> <p><u>Spring</u> Holi Concept- Good and evil</p> <p>Easter- the empty cross Concept- resurrection</p> <p><u>Summer</u> Community and belonging Concept- community</p> <p>Hindu mandir, beliefs Concept- Darsham</p>	<p><u>Autumn</u> Rites of passage (death ceremonies) Concept- Ritual</p> <p>The birth of narratives Concept- interpretation</p> <p><u>Spring</u> The Christian story Concept- Salvation</p> <p>Easter- the meaning of Easter Concept- sacrifice</p> <p><u>Summer</u> God talk Concept- Interpretation</p> <p>Mahashivaratri Concept- Devotion</p>
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