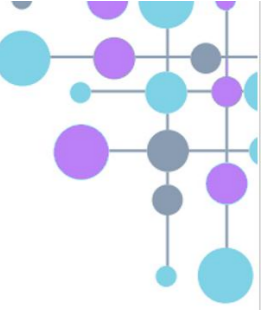


Heaton Avenue & Millbridge Academy: 2020/2021

Year Group: Y1

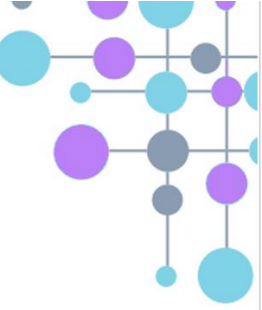
Subject	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
English Writing	<p>Consolidate Reception list; Introduce: Fiction: Planning Tools: Story map / story mountain (Refer to Story-Type grids); Plan opening around character(s), setting, time of day and type of weather; Understanding - beginning /middle /end to a story; Understanding - 5 parts to a story: Opening Once upon a time... ; Build-up One day... ; Problem / Dilemma Suddenly,.. / Unfortunately... Resolution Fortunately,... ; Ending Finally,....</p> <p>Non-fiction: Planning tools: text map / washing line; Heading; Introduction Opening factual statement; Middle section(s) Simple factual sentences around a them Bullet points for instructions Labelled diagrams; Ending Concluding sentence</p>					
Reading	<p>A continuous focus on a range of reading domains: Retrieval skills – who, what, where, when Comprehension skills – compare, predict, infer, explain, find</p> <p>Across a range of text types/genres: Stories <i>Archaic:</i> The Tale of Peter Rabbit (23 book series); 1 or 2 in story time/The Cat in the Hat <i>Non-linear:</i> The Trouble with Trolls <i>Complex:</i> The Very Smart Pea and the Princess to be <i>Figurative:</i> Owl Babies/The Tiger Who Came to Tea <i>Resistant:</i> Lost and Found/Not Now Bernard <i>Class Reads:</i> Elmer /The Flower/The Night Pirates/The Bad-tempered Ladybird/The Diary of a Wombat/Pumpkin Soup/Frog and Toad Together Poetry: The Frog by Hilarie Belloc/The More it Snows by AA Milne/The Three Little Kittens by Eliza Lee Follen/Scissors by Allen Ahlberg/Ning Nang Nong by Spike Milligan Recount: My first day of school/Tibs the post office cat/Egg to chick/What’s the weather like today? Letter: The Jolly Postman Letters/Dear Greenpeace/Postcard from France/Letter from weather man Instructions: Directions to treasure/Christmas craft/Make a wind vane/Pets/Fruit Salad</p>					
Phonics (Secure in)	All Phase 3 Phonemes HF & Tricky Words	Phase 4 Phonemes HF & Tricky Words	Phase 5 alternative spellings for phonemes	Phase 5 Split Digraphs	Blending real/alien words using all graphemes taught	Pass Phonics Screener
Mathematics	Investigating Number Systems- Number and Place Value Pattern Sniffing- Number and Place Value Solving Calculation Problems- Addition and Subtraction Exploring Shape-Shape Reasoning with measures- Measurement Discovering Equivalence- Fractions		Generalising Arithmetic- Addition and Subtraction Investigating Statistics- Statistics Solving Problems with numbers- Multiplication and Division Reasoning with fractions- Fractions Visualising Shape- Shape		Exploring Change- Time / Position and Movement Reasoning Proportionality- Multiplication and Division Describing Position- Position and Direction. Measuring and Estimating- Measurement	
Science	Materials Electricity		Living things Animals and Humans		Plants Seasons	
Art (Shapes)	Painting: primary/secondary colours/tints and tones (Mondrian, Kandinsky) Sculpture: lines/texture, mixed materials, cutting/moulding/carving (simple 3D shapes)		Collage: cut/tear/glue (Matisse snail) Print: repeated patterns (simple 2D shapes)		Textiles: weaving, plaiting, dip dye (simple shapes out of netting) Digital Media: wide range of tools (paint software)	





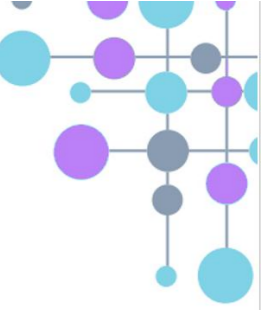
Computing / ICT	E-safety: Using the internet safely	Coding with Beebots	Coding: Kodable	Coding: Artist Hour of code	Participate in class social media accounts. Understand online risks and the age rules for sites	Coding: Code your hero
Design / technology	Project 3 (8 hours: Pringle Challenge – Post a Pringle - Materials: cut, shape, measure, join - Construction: drilling, screwing, gluing, nailing		Project 1 (8 hours): Make a fruit salad - Food: cut, peel, grate, measure, weigh, assemble		Project 2 (8 hours): Continuous provision - Construction: Building structures and experimenting with strength, stiffness and stability	
French	Greetings; introductions- Getting to know Camembear-Introduce yourself and say yes/no-Say how you are- Please and thank you- Colours and Numbers to 10- Camembear’s family, pets and his birthday					
Geography	Investigate England: locations, locality, human/physical features		Compare and contrast a small area of the United Kingdom with that of a European country: France		Explore weather and climate in the United Kingdom and around the world.	
History (Significant events and Significant people)	Christopher Columbus, Gun Powder Plot, Plague , Great fire of London		Steam Engine, Industrial revolution, Queen Victoria, Grace Darling, Florence Nightingale		Neil Armstrong, Moon landing, Tim Berners-Lee	
Music (I got rhythm) Instrument: Percussion	A focus on: • Cups song • Clapping song • We will rock you		A focus on: • YMCA/In the Navy • Percussion • Big Band		A focus on: • Bollywood • Iko Iko	
Physical Education	Invasion Games	Gymnastics	Dance	Net/wall games	Striking and fielding	Athletics
Religious Education	1. Which books and stories are special?	2. How do we celebrate special events?	3. What does it mean to belong to a church or mosque?	4. How and why do we care for others?	5. Who brought messages about God and what did they say?	
PSHE / Jigsaw	Being Me in my world Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Celebrating Difference Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Dreams and Goals Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Healthy Me Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Relationships Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Changing Me Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies Linking growing and learning Coping with change Transition
Visits and Visitors	Eureka		Blue Cross- for pets		Skipton Castle	





Subject	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
English	<p>Consolidate Year 1 list Introduce: Fiction Secure use of planning tools: Story map / story mountain / story grids/ 'Boxingup' grid (Refer to Story Types grids) Plan opening around character(s), setting, time of day and type of weather; Understanding 5 parts to a story with more complex vocabulary; Opening e.g. In a land far away.... One cold but bright morning..... ;Build-up e.g. Later that day; Problem / Dilemma e.g. To his amazement Resolution e.g. As soon as; Ending e.g. Luckily, Fortunately, Ending; should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.</p> <p>Non-Fiction- Introduce: Secure use of planning tools: Text map / washing line / 'Boxing –up' grid; Introduction: Heading Hook to engage reader Factual statement / definition Opening question; Middle section(s) Group related ideas / facts into sections Sub headings to introduce sentences /sections; Use of lists – what is needed / lists of steps to be taken Bullet points for facts Diagrams; Ending Make final comment to reader Extra tips! / Did-you-know? facts / True or false? The consistent use of present tense versus past tense throughout texts Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)</p>					
Reading	<p>A continuous focus on a range of reading domains: Retrieval skills – who, what, where, when Comprehension skills – compare, predict, infer, explain, find</p> <p>Across a range of text types/genres: Stories <i>Archaic:</i> The Enchanted Wood/Where the Wild Things Are <i>Non-linear:</i> Voices in the Park <i>Complex:</i> Fantastic Mr Fox/The 3 Little Wolves and the Big Bad Pig/The Wild Robot <i>Figurative:</i> Grandad's Island/Dinosaurs and All That Rubbish <i>Resistant:</i> The Red Tree <i>Class Reads:</i> Meerkat Mail/George's Marvellous Medicine/Matilda Poetry: Aesop's Fables/A Good Play, The Swing and My Shadow by Robert Louis Stevenson/Who Has Seen the Wind by Christina Rossetti/The Night Before Christmas by Clement Clarke Moore/Remember Remember, Recount: Fire! Fire!/Phileas Fogg Diary/Voices in the Park Letter: Letter to Lord Monteaagle/Christmas Truce 1914/The Day the Crayon's Quit Instructions: Christmas Craft/Make cupcakes/Bookbags/Sunflower seed</p> <p>Use of Letters and Sounds to develop phonics knowledge and understanding daily.</p>					
Phonics (Secure in)	Phase 5b	Phase 5c* *Phase 5c should continue to be revisited throughout year 2.	Phase 6 suffixes -ing -ed -er - est -y	Phase 6 suffixes -ment -less - full -ly -tion	Phase 6 Homophones	Phase 6 Days of the week Months of the year
Mathematics	Investigating Number Systems- Number and Place Value Pattern Sniffing- Number and Place Value Solving Calculation Problems- Addition and Subtraction Exploring Shape-Shape Reasoning with measures- Measurement Discovering Equivalence- Fractions		Generalising Arithmetic- Addition and Subtraction Investigating Statistics- Statistics Solving Problems with numbers- Multiplication and Division Reasoning with fractions- Fractions Visualising Shape- Shape		Exploring Change- Time / Position and Movement Reasoning Proportionality- Multiplication and Division Describing Position- Position and Direction. Measuring and Estimating- Measurement	
Science	Investigate materials – Distinguish materials of objects and describe properties and compare their suitability for particular uses Light and sound: Observe and investigate a variety of light and sound sources		Living things – Investigate micro-habitats; understand food chains Animals and humans – identify birds, fish, reptiles, amphibians, mammals, invertebrates and compare their structures; understand exercise and hygiene		Plants – Observe seed growth; describe conditions plants need for growth Earth's movement in space – Describe weather associated with seasons; investigate day length	

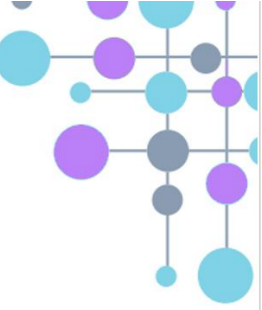




Art (flowers)	Painting: primary/secondary colours/tints and tones (palette knife flowers) Sculpture: lines/texture, mixed materials, cutting/moulding/carving (icing – cake decoration)		Collage Print: repeated patterns – simple flowers using celery stalks bound together (mothers day) Drawing: line and colour (Bouquet of Peace – Picasso)		Textiles: weaving, plaiting, dip dye Digital Media: wide range of tools (use of paint to create basic flowers) Collage: cut/tear/glue (cubism flower art)/ painting and pressing flowers	
Computing / ICT	E-safety: Staying safe on the internet	Coding: Code your hero	Coding: Kodable	Coding with Beebots	Participate in class social media accounts. Understand online risks and the age rules for sites	Coding: Artist Hour of code
Design / technology	Project 1 (8 hours): Design a model car		Project 2 (8 hours): Cup cakes		Project 3 (8 hours): Book bag project (a bag to protect books from weather etc)	
French	Greetings; introductions-Getting to know Camembear- Introduce yourself and say yes/no- Say how you are- Please and thank you- Colours and Numbers to 10- Camembear’s family, pets and his birthday					
Geography	Investigate the countries and capitals of the United Kingdom: human/physical features		Compare and contrast a small area of the United Kingdom with that of Australia		Investigate the world’s continents and oceans – Around the world in 80 Days	
History (Significant events and significant people)	Christopher Columbus, Gun Powder Plot, Plague , Great fire of London		Steam Engine, Industrial revolution, Queen Victoria, Grace Darling, Florence Nightingale		Neil Armstrong, Moon landing, Tim Berners-Lee	
Music (Disney) Instrument/focus: Voice	A focus on: <ul style="list-style-type: none"> Aristocats Fantasia 		A focus on: <ul style="list-style-type: none"> Lion King 		A focus on: <ul style="list-style-type: none"> Lilo & Stitch: Hawaiian Roller Coaster Ride Moana Tarzan- Trashin’ the camp 	
Physical Education	Invasion Games	Gymnastics	Dance	Net/wall games	Striking and fielding	Athletics
Religious Education	1. How is new life welcomed?	2. How can we make good choices?	3. How and why do people pray?	4. How can we look after the planet?		5. What did Jesus teach and how did he live?
PSHE / Jigsaw	Being Me in my world Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Celebrating Difference Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Dreams and Goals Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Healthy Me Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Relationships Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Changing Me Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies Assertiveness Preparing for transition
Visits and Visitors		Pantomime		Yorkshire Wildlife		

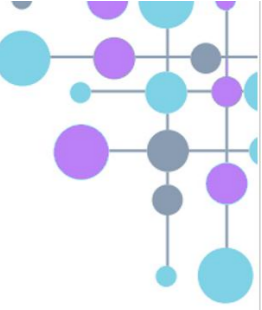


Subject	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
English Writing	<p>Consolidate Year 2 list- Introduce: Fiction Secure use of planning tools: Story map /story mountain / story grids / 'Boxing-up' grid (Refer to Story-Type grids); Plan opening around character(s), setting, time of day and type of weather; Paragraphs to organise ideas into each story part; Extended vocabulary to introduce 5 story parts: Introduction –should include detailed description of setting or characters; Build-up – build in some suspense towards the problem or dilemma; Problem / Dilemma –include detail of actions / dialogue Resolution - should link with the problem; Ending – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.</p> <p>Non-Fiction Introduce: Secure use of planning tools: e.g. Text map, washing line, 'Boxing –up' grid, story grids Paragraphs to organise ideas around a theme Introduction Develop hook to introduce and tempt reader in e.g. Who....? What....? Where....? Why....? When....? How....? Middle Section(s) Group related ideas /facts into paragraphs Sub headings to introduce sections / paragraphs Topic sentences to introduce paragraphs Lists of steps to be taken Bullet points for facts Flow diagram Develop Ending Personal response Extra information / reminders e.g. Information boxes/ Five Amazing Facts Wow comment Use of the perfect form of verbs to mark relationships of time and cause e.g. I have written it down so I can check what it said. Use of present perfect instead of simple past. He has left his hat behind, as opposed to He left his hat behind</p>					
Reading	<p>A continuous focus on a range of reading domains: Retrieval skills – who, what, where, when Comprehension skills – compare, predict, infer, explain, find</p> <p>Across a range of text types/genres: Stories <i>Archaic:</i> How the Camel Got His Hump/The Lion the Witch and the Wardrobe <i>Non-linear:</i> The Butterfly Lion <i>Complex:</i> Toys Go Out <i>Figurative:</i> The Iron Man <i>Resistant:</i> Cloud Busting <i>Description:</i> Charlie and the chocolate factory (character)/The red eye (setting) <i>Class Reads:</i> The Sheep Pig/Cats Tales/The Battle of Bubble and Squeak/The Abominables/Hansel and Gretel/Nothing to see here hotel/Me and Mister P Poetry: Topsy Turvy World by William Brightly Rands/Revolting Rhymes by Roald Dahl/Ducks Ditty by Kenneth Grahame/There was a Young Lady Whose Nose... and There was an Old Man with a Beard by Lewis Carroll Playscripts: Recount: The true story of the three little pigs – Jon Scieszka, Explanation, The book that eats people – John Perry Biography: Steve Brown (Artist)/Lesley Garrett (Musician) Newspaper: Link to current affairs in Yorkshire/First News subscription Advert: Poster/Leaflet: Leaflet for Danelaw Letter: The boy who biked the world – Alastair Humphreys</p> <p>Use of phonics catch-up interventions to address gaps in phonics knowledge and understanding.</p>					
Mathematics	Investigating Number Systems- Number and Place Value Pattern Sniffing- Number and Place Value Solving Calculation Problems- Addition and Subtraction Exploring Shape-Shape Reasoning with measures- Measurement Discovering Equivalence- Fractions		Generalising Arithmetic- Addition and Subtraction Investigating Statistics- Statistics Solving Problems with numbers- Multiplication and Division Reasoning with fractions- Fractions Visualising Shape- Shape		Exploring Change- Time / Position and Movement Reasoning Proportionality- Multiplication and Division Describing Position- Position and Direction. Measuring and Estimating- Measurement	
Science	Animals and Humans Living things (Continuous) Evolution		Plants (Continuous) Investigating Materials Weather (Continuous) Circuits		Light and Seeing (Continuous) Sound and Hearing Movement, Forces and Magnets	



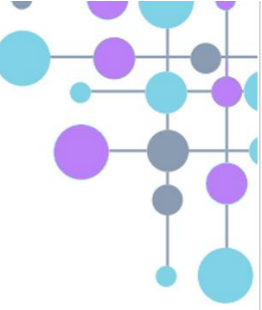
Art (Animals)	Sculpture: recognizable forms, texture, moulding Collage: coiling, overlapping, tessellation, mosaic (Giraffe)		Digital Media: image, video, sound Print: 2 or more colours/precise repeating patterns		Textiles: cross/back stitch, colour, weave (quilting) Drawing: shading, hatching/cross-hatching (Steve Brown) Painting: colour mix, water colours, mood (Steve Brown)	
Computing / ICT	E-safety: Google Share with care	Coding: Artist Hour of code	-Contribute to blogs that are moderated by teachers. -Give examples of the risks posed by online communications. -Understand the term 'copyright'.	Coding: Create Animations that talk Scratch	Coding: Make Music with Scratch	Coding: Harry Potter: Learn to Code and Make Magic Kano
Design / technology	Project 1: 10+ hours – Catapult (levers, sawing, gluing)		Project 2: 8 hours – Heirloom Quilt (patchwork)			
French	'Brown bear , Brown bear' 'Ours brun dis- moi' Verb to see Recap colours and animals		'Goodnight moon' 'Bonsoir lune' Greetings , phrase, bedroom objects		'The very hungry caterpillar' 'La chenille qui fait des trous' Verb to eat (past tense) Days of the week, food recap numbers	
Geography	Understand geographical similarities and differences through the study of human and physical geography the UK (York) Knowledge categories – physical features, human features, physical processes, techniques		Locate the world's countries, with a focus on Europe and countries of particular interest to pupils (based on around the world in 80 days inc France, Italy, Scotland)		Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time. (coast, hills, coal, causeway)	
History	The Roman Empire and its Impact on Britain: Hadrian's Wall York		Theme study – Buildings since 1066		Britain's settlement by Anglo Saxons (Danelaw)	
Music (Yorkshire) Instrument: Chimebars	A focus on: <ul style="list-style-type: none"> Tony Christie – Amarillo Artic Monkeys – Check for appropriate lyrics Arthur Wood – Archers theme music 		A focus on: <ul style="list-style-type: none"> Lesley Garrett – variety of opera Kate Rusby – Blooming Heather John Barry – James Bond Theme Music 		A focus on: <ul style="list-style-type: none"> Brighthouse and Rastrick Band – CHIME BARS Fredrick Delius – Song of Summer 	
Physical Education	Invasion Games	Gymnastics	Dance	Net/wall games	Striking and fielding	Athletics
Religious Education	1. How do Jews remember God's covenant with Abraham and Moses?	2. What is Spirituality and how do people experience this?	3. What do Christians believe about a good life?	4. What do the creation stories tell us?	Additional unit: Who can inspire us?	
PSHE / Jigsaw	Being Me in my world Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Celebrating Difference Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Dreams and Goals Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Healthy Me Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Relationships Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	Changing Me How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
Visits and Visitors	York					Danelaw





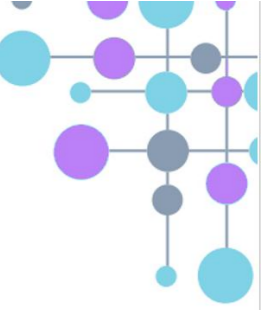
Subject	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
English Writing	<p>Consolidate Year 3 list – Introduce: Secure use of planning tools: e.g. story map /story mountain /story grids /'Boxing-up' grids (Refer to Story Types grids); Plan opening using: Description /action ; Paragraphs: to organise each part of story to indicate a change in place or jump in time ; Build in suspense writing to introduce the dilemma; Developed 5 parts to story Introduction- Build-up; Problem / Dilemma; Resolution; Ending Clear distinction between resolution and ending. Ending should include reflection on events or the characters.</p> <p>Non-Fiction Secure use of planning tools: Text map/ washing line/ 'Boxing –up' grid; Paragraphs to organise ideas around a theme Logical organisation Group related paragraphs Develop use of a topic sentence Link information within paragraphs with a range of connectives. Use of bullet points, diagrams Introduction Middle section(s) Ending Ending could Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader. Appropriate choice of pronoun or noun across sentences to aid cohesion</p>					
Reading	<p>A continuous focus on a range of reading domains: Retrieval skills – who, what, where, when Comprehension skills – compare, predict, infer, explain, find</p> <p>Across a range of text types/genres: Stories <i>Archaic:</i> Charlotte’s Web <i>Non-linear:</i> Five Children and It <i>Complex:</i> The Case of the Lost Boy <i>Figurative:</i> The Tunnel <i>Resistant:</i> The Mysteries of Harris Burdick <i>Class Reads:</i> Why the Whales Came/Perry Angel’s Suitcase/The Firework Makers Daughter/The Snow-walker's Son/BFG/Voices in the park/Gangsta Granny/Buried Alive Poetry: You Are Old Father William by Lewis Carroll/Catch a Little Rhyme by Eve Merriam/Something Told the Wild Geese by Rachel Field/Dream Variations by Langston Hughes/How Doth the Little Crocodile by Lewis Carroll Playscripts: Recount: Making a Splash Explanation: Spectacular film stunts/How Do They Do That/National Geographic magazine subscription Biography: Micro Man makes Big News/Science Shocks Newspaper: First News subscription Advert: The Amazon Poster/Leaflet: Facing Danger Letter:</p> <p>Use of phonics catch-up interventions to address gaps in phonics knowledge and understanding.</p>					
Mathematics	Investigating Number Systems- Number and Place Value Pattern Sniffing- Number and Place Value Solving Calculation Problems- Addition and Subtraction Exploring Shape-Shape Reasoning with measures- Measurement Discovering Equivalence- Fractions		Generalising Arithmetic- Addition and Subtraction Investigating Statistics- Statistics Solving Problems with numbers- Multiplication and Division Reasoning with fractions- Fractions Visualising Shape- Shape		Exploring Change- Time / Position and Movement Reasoning Proportionality- Multiplication and Division Describing Position- Position and Direction. Measuring and Estimating- Measurement	
Science	Light and seeing - shadows Sound and hearing - vibrations Animals and humans - food chains and digestion (Plan, observe, measure, record, classify, report, present, conclude, investigate, prove).		Plants Movement, forces and magnets Electrical circuits (Plan, observe, measure, record, classify, report, present, conclude, investigate, prove)		Living things - classification keys, changes to environments and habitats Evolution and inheritance Investigating materials - rocks, fossils, water cycle (Plan, observe, measure, record, classify, report, present, conclude, investigate, prove)	





Art (Yorkshire)	Collage - David Hockney Sculpture (visual language, process, techniques, media and material, artists and artisans)		Painting - colour mix / water colour / mood - Ashley Jackson (landscapes) Print - Yorkshire rose string print (Colour theory, effects, techniques, artists and artisans, styles and periods, emotions, visual language).		Digital media - image, video and sound Drawing - shading Textiles - Yorkshire textiles (mills - Piece Hall) (Media and materials, techniques, visual language, styles and periods).	
Computing / ICT	E-safety: Google Don't fall for fake	Coding: Make Music with Scratch	Coding: Interactive - Chatbot	-Understand the term 'copyright'. -Understand that comments made online that are hurtful or offensive are the same as bullying. -Understand how online services work.	Coding: Harry Potter: Learn to Code and Make Magic Kano	Coding: codeSpark Academy with The Foos project
Design / technology	Project 3 - food - Yorkshire puddings (Food, materials, textiles)		Project 2 - The Lighthouse Keeper challenge (Materials, electrics and electronics, mechanics, computing)		Project 1 - Experiment with clay to make a free standing structure (Materials, construction)	
French	'Colour of Elmer' 'Les couleurs d'Elmer'		'Dear Zoo' 'Cher zoo'		'Goldilocks and the three bears' 'Boucle d'or et les trois ours'	
Geography	Locate the world's countries, with a focus on Europe and countries of particular interest to pupils (Location, physical features, human features, diversity, techniques).		Understand geographical similarities and differences through the study of human and physical geography of Nordic countries. (Location, physical features, human features, diversity, human processes, techniques)		Human and physical geography of a region or area of the United Kingdom (Location, physical features, human features, physical processes, human processes, techniques).	
History	Changes in Britain from the Stone Age to the Iron Age.		The Viking invasion		Early Civilizations achievements: Egyptians	
Music (Musicals) Instrument: Ocarinas (Play your Ocarina)	A focus on: <ul style="list-style-type: none"> Annie: Hard knock life Greatest Showman: This is me Joseph: Any dream will do Mamma Mia: Dancing queen 		A focus on: <ul style="list-style-type: none"> The sound of music: Do re mi / favourite things Wicked: Defying gravity Oliver: Pick a pocket or two 		A focus on: <ul style="list-style-type: none"> Cats: Memories / Mr Mistofolees Wizard of Oz: Off to see the wizard 	
Physical Education *Swimming	Invasion Games	Gymnastics	Dance	Net/wall games	Striking and fielding	Athletics
Religious Education		1. How are important events remembered?	2. What faiths are shared in our country?	3. How do the Five Pillars guide Muslims?	4. Why are Gurus at the heart of Sikh belief and practice?	
PSHE / Jigsaw	Being Me in my world Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Celebrating Difference Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Dreams and Goals Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthy Me Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Relationships Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Changing Me Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Visits and Visitors	Yorkshire Sculpture Park		Imagining History- How to be a Viking God		East Coast Residential (2 Days)	



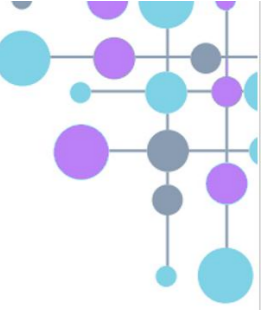


* Swimming takes place at different times of the year due to pool changes. All year 4 pupils will access swimming lessons for half a year.

Year Group: Y5

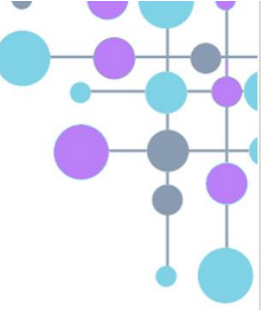
Subject	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
English Writing	<p>Consolidate Year 4 list Introduce: Secure independent use of planning tools Story mountain /grids/flow diagrams (Refer to Story Types grids) Plan opening using: Description /action/dialogue Paragraphs: Vary connectives within paragraphs to build cohesion into a paragraph Use change of place, time and action to link ideas across paragraphs. Use 5 part story structure Writing could start at any of the 5 points. This may include flashbacks Introduction –should include action / description -character or setting / dialogue Build-up –develop suspense techniques Problem / Dilemma –may be more than one problem to be resolved Resolution –clear links with dilemma Ending –character could reflect on events, any changes or lessons, look forward to the future ask a question.</p> <p>Non -Fiction Introduce: Independent planning across all genres and application Secure use of range of layouts suitable to text. Structure: Introduction / Middle / Ending; Secure use of paragraphs: Use a variety of ways to open texts and draw reader in and make the purpose clear Link ideas within and across paragraphs using a full range of connectives and signposts Use rhetorical questions to draw reader in Express own opinions clearly Consistently maintain viewpoint Summary clear at the end to appeal directly to the reader</p>					
Reading	<p>A continuous focus on a range of reading domains: Retrieval skills – who, what, where, when Comprehension skills – compare, predict, infer, explain, find</p> <p>Across a range of text types/genres: Stories <i>Archaic:</i> The Highwayman <i>Non-linear:</i> The Nowhere Emporium <i>Complex:</i> Clockwork/Kensuke’s Kingdom/Varjak Paw – used by Year 4 <i>Figurative:</i> Farther <i>Resistant:</i> Bridge to Terabithia <i>Journey:</i> The Hobbit- Journey to Lonely Mountain/Forest Adventure <i>Description:</i> The Hobbit- Gollum/Kensuke’s Kingdom/The Trench <i>Class Reads:</i> Midnight Fox/Street Child/The Wolves of Willoughby Chase/Wolf Brother/Tom’s Midnight Garden/A Christmas Carol Poetry: Silver by Walter de la Mere/Fog by Carl Sandburg/The Pobble who had no Toes by Edward Lear/Sky in the Pie by Roger McGough/Jabberwocky /Universal Soldier/Twas the Night Before Christmas/River Journey Playscripts: Midsummer Night’s Dream/Project X- Intergalactic/Pied Piper of Hamelin Recount: St George and the Dragon/Letters to Author/Letters to Soldiers/Waving Goodbye/Titanic Biography: Sam Smith (gender appropriate?) Newspaper: Emley Moor collapse/Japanese Soldier Found/The Battle for the Beaches/Midsummer Night’s Dream?/Puck/Polar Bears: changing habitats (Wolf Brother) Discussion: Little Freak (video)/Anthony Brown- Zoo. Argument: Is it ever right to lie? (Tom’s Midnight Garden)/Does Gender affect what job you do? (Highwayman)/The Atlantis Hotel (persuasive) Review: Werewolf (The Wolves of Willoughby Chase).</p> <p>Use of phonics catch-up interventions to address gaps in phonics knowledge and understanding.</p>					
Mathematics	<p>Investigating Number Systems- Number and Place Value Pattern Sniffing- Number and Place Value Solving Calculation Problems- Addition and Subtraction Exploring Shape-Shape Reasoning with measures- Measurement Discovering Equivalence- Fractions</p>		<p>Generalising Arithmetic- Addition and Subtraction Investigating Statistics- Statistics Solving Problems with numbers- Multiplication and Division Reasoning with fractions- Fractions Visualising Shape- Shape</p>		<p>Exploring Change- Time / Position and Movement Reasoning Proportionality- Multiplication and Division Describing Position- Position and Direction. Measuring and Estimating- Measurement</p>	





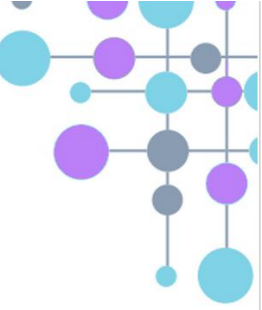
Science	Movement, forces and magnets – Explore gravity, friction, air/ water resistance, (Physics- Understand movement, forces and magnets.) Understand evolution and inheritance. Investigate living things (continuous provision).	Plants – Relate knowledge of plants to studies of all living things. (Biology- Understand Plants).	Light and seeing – Investigate light travelling in straight lines; explain formation of shadows. (Physics- Understand light and seeing.) Evolution and inheritance – Revise offspring and animal adaptation/ suitability to environments (from LKS2) Living things – Explore differences in life cycles and life processes of animals and plants (Biology- Understand animals & humans.)
Art (Mythical beasts)	Collage: mixed textures, visual/tactile (mythical beast mash up) Sculpture: use of tools (shape, texture, pattern), (mythical beasts – Medusa). (Develop ideas, Master techniques). NB – Links to Ancient Greek mythical beasts – Pegasus, Medusa, Minotaur etc	Print: layers of colour/fine detail (company logos and coats of arms) Textiles: range of stitching techniques (mermaid tails). (Develop ideas, Master techniques) Digital Media: animation (Scratch to animate a mythical beast).	Drawing: reflections/shadows, variety of styles, movement (Develop ideas, Master techniques.) Painting: sketch 1st, colour palettes, water colour and acrylic (Ivan Belevov acrylic beasts/ Kousyuuuya dragon art). (Develop ideas, Master techniques). Take inspiration from the greats.
Computing / ICT	E-safety: Google Secure your secrets Coding: Make Music with Scratch RaspberryPi	Coding: Kodable - Space Junk Game Coding: Code it!- Images and Animations	Coding Adventure CodeMonkey Studios Collaborate with others online on sites approved and moderated by teachers. Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.
Design / technology	Project 3 (8+ hours): Build a glider (Flying mythical beasts – e.g. Pegasus) <ul style="list-style-type: none"> Construction: cutting, drilling and screwing, nailing, gluing, filing and sanding Materials: precision cutting, refining the finish, understanding the quality of materials. Forces (Design, make, evaluate and improve. Master practical skills. Take inspiration from design throughout history).	Project 2 (6 hours): Make a rhubarb crumble – link to the history and location of the rhubarb triangle in Wakefield <ul style="list-style-type: none"> Food: Storage and handling of ingredients, measuring/ratio of ingredients, range of baking and cooking techniques, creating and refining recipes. (Design, make, evaluate and improve. Master practical skills. Take inspiration from design throughout history).	Project 1 (8 hours): Emley Moor mast – create replica model (to scale) and find out about history including collapse and rebuild <ul style="list-style-type: none"> Construction: cutting, drilling and screwing, nailing, gluing, filing and sanding Materials: investigating the reasons behind its collapse and suggesting design improvements Electrics: Circuits with a number of components (light the mast) (Design, make, evaluate and improve. Master practical skills. Take inspiration from design throughout history).
French	‘Green eggs and ham’ ‘Oeufs verts au jambon’ I like.... I do not like	‘Handa’s surprise’ fruits, animals (more advanced animals)	‘The enormous turnip’ ‘L’énorme navet’ –people/animals/adjectives/verb=to pull
Geography	Locate the world’s countries, with focus on North and South America and countries	Understand geographical similarities and differences through the study of the human and physical geography of a Brazil (Rio) and Louisiana (New Orleans)	4 hour flight path - Describe and understand key aspects of: Physical geography, Human geography
History	Theme beyond 1066- Industrial revolution A local history study: Luddites/ mills/ Piece-Hall	Ancient Greece: influence on western world	Theme beyond 1066 – The monarchy (Queen Victoria, King Henry VIII & Queen Elizabeth II)
Music (The greats) Instrument: Recorders (Recorder: From the beginning)	A focus on: <ul style="list-style-type: none"> Tchaikovsky: 1812/Dance of Sugar Plum Fairies (linked with collage-art). Beethoven: Moonlight Sonata & Symphony No5 	A focus on: <ul style="list-style-type: none"> Adele: including Hometown Beatles: including Revolution 	A focus on: <ul style="list-style-type: none"> Stevie Wonder: including Place in the Sun Elvis Frank Sinatra





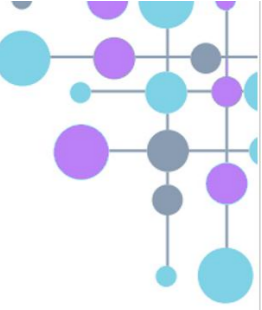
					<ul style="list-style-type: none"> • Diana Ross • Green Day (American Idiot) • Louis Armstrong: including What a Wonderful World • John Lennon: Imagine 	
Physical Education	Invasion Games	Gymnastics	Dance	Net/wall games	Striking and fielding	Athletics
Religious Education		1. Why are some journeys and places special?	2. What values are shown in codes for living?	3. Should we forgive others?	4. What do Christians believe about the old and new covenants?	
PSHE / Jigsaw	Being Me in my world Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Celebrating Difference Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Dreams and Goals Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Healthy Me Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Relationships Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Changing Me Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Visits and Visitors	Piece Hall		Jeffrey Andrews Creative Archaeology - Greeks			Yorkshire Show





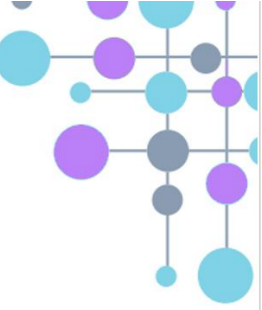
Subject	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
English Writing	<p>Consolidate Year 5 list Secure independent planning across story types using 5 part story structure. Include suspense, cliff hangers, flashbacks/forwards, time slips Start story at any point of the 5 part structure Maintain plot consistently working from plan Paragraphs -Secure use of linking ideas within and across paragraphs Secure development of characterisation</p> <p>Non-fiction: Secure planning across nonfiction genres and application Use a variety of text layouts appropriate to purpose Use range of techniques to involve the reader –comments, questions, observations, rhetorical questions Express balanced coverage of a topic Use different techniques to conclude texts Use appropriate formal and informal styles of writing Choose or create publishing format to enhance text type and engage the reader Linking ideas across paragraphs using a wider range of cohesive devices : semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and elision Layout devices, such as headings, sub -headings, columns, bullets, or tables, to structure text</p>					
Reading	<p>A continuous focus on a range of reading domains: Retrieval skills – who, what, where, when Comprehension skills – compare, predict, infer, explain, find</p> <p>Across a range of text types/genres: Stories <i>Archaic:</i> The Hobbit/The Raven/Swallows and Amazons <i>Non-linear:</i> Holes <i>Complex:</i> Wonder/Pig Heart Boy/Begone the Raggety Witches/Room 13 <i>Figurative:</i> Skellig/The Girl of Ink and Stars <i>Resistant:</i> The Arrival/The Island <i>Description:</i> The Manor House/The Old Mill <i>Class Reads:</i> Riverboy/Fireweeds Poetry: Charge of the Light Brigade by Alfred Lord Tennyson/Advice from a caterpillar by Rachale Rooney/Bluebottle by Judith Nichols/Owl by Pie Corbett/A Poem to be spoken silently by Pie Corbett/City Jungle by Pie Corbett/So hope will live by Daniel Mark Extrom/The Eagle by Alfred Lord Tennyson/If by Rudyard Kipling/The Tyger by William Blake (link to Skellig)/Jabberwocky by Lewis Carroll/Daffodils by William Wordsworth/In Flanders Fields by John McCrae Recount: British Barn Owl/Cheetahs Biography: Edgar Allen Poe Newspaper: Claudia Winkleman’s daughter accident/Rare Rubies Robbed/Little Mix Split Advert: Arguments: Should mobile phones be banned in schools?/Is homework necessary?</p> <p>Use of phonics catch-up interventions to address gaps in phonics knowledge and understanding.</p>					
Mathematics	Investigating Number Systems- Number and Place Value Pattern Sniffing- Number and Place Value Solving Calculation Problems- Addition and Subtraction Exploring Shape-Shape Reasoning with measures- Measurement Discovering Equivalence- Fractions		Generalising Arithmetic- Addition and Subtraction Investigating Statistics- Statistics Solving Problems with numbers- Multiplication and Division Reasoning with fractions- Fractions Visualising Shape- Shape		Exploring Change- Time / Position and Movement Reasoning Proportionality- Multiplication and Division Describing Position- Position and Direction. Measuring and Estimating- Measurement	
Science	Earth’s movement in space* – Describe the Earth’s movement in the solar system Light and seeing* Explain the relationship between light and our eyes investigate light sources and how we see		Investigate materials – Explore tests of solubility, dissolving and solutions; Investigate reversible and irreversible changes and oxidation Animals and humans – Recognise the significance of diet, exercise, drugs, alcohol on humans; Identify and explore the circulatory system Living things –		Plants – Relate knowledge of plants to studies of evolution and inheritance Movement, forces and magnets – Explore propulsion. Understand the effects of mechanisms (levers, pulleys, springs and gears) on force, in terms of weight transference Describe the movement of the Moon relative to the Earth;	





	Continuous- Explain day and night Recognise the significance of diet and exercise on humans		Classify living things into groups and give reasons why Evolution and inheritance – Explore fossils and revise rock formation (from LKS2)			
Art (People)	Textiles: range of stitching techniques		Painting: sketch 1st, colour palettes, water colour and acrylic (Van Gogh self-portrait) Collage: mixed textures, visual/tactile (portraits out of photographs) Sculpture: use of tools (shape, texture, pattern), frameworks for stability (Angel of the North/ Antony Gormley) Drawing: reflections/shadows, variety of styles, movement (self-portrait in proportion – detailed features)		Print: layers of colour/fine detail (e.g. Andy Warhol/Roy Lichtenstein – screen prints) Digital Media: Pop Art/ Banksy	
Computing / ICT	E-safety: Google It's cool to be kind	Coding: Vidcode: Code the News RaspberryPi	Coding: scratch maths Building with Numbers	<ul style="list-style-type: none"> • Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder. • Understand the effect of online comments and show responsibility and sensitivity when online. • Understand how simple networks are set up and used 	Coding: Code it! Images and Animations	Coding: Little Dot Adventure Toxicode
Design / technology	Project 1 (6 hours): Bayeux Tapestry <ul style="list-style-type: none"> • Textiles: Seam allowance, combination of stitching techniques, visual and tactile effects. 		Project 2 (8 hours): Design a new product from plastic: https://practicalaction.org/our-work/knowledge-that-inspires/inspiring-schools/plastics-challenge/		Project 3 (8 hours+): Jaguar Maths Day (or unit) – build a computer generated car which will 'survive' around a race track <ul style="list-style-type: none"> • Computing: write code to control 	
French	'We're going on a bear hunt' 'La chasse a l'ours' prepositions/places/weather		'Where the wild things are' ' Max et les Maximonstres' animals/places/rooms in house/family members?/objects/time (days/months etc)..... (Guess how much I love you' ' Devine combine je t'aime' distance, movement.		'The Gruffalo' body parts/animals/places/colours/food where are you going to ?	
Geography	Locate the world's countries, with focus on North and South America and countries of particular interest to pupils.		Islands - describe and understand key aspects of Physical and Human geography		Understand the significance of the geographic zones of the world.	
History	A study of a theme in British history beyond 1066: Conflict (Battle of Hastings/War of the Roses)		Explorers A non-European Society that contrasts with British history – Mayan Civilisation		A study of a theme in British history beyond 1066: Law/order/democracy	
Music (Films) Instrument: Ukuleles (Ukulele Magic)	A focus on: <ul style="list-style-type: none"> • When I'm cleaning windows • Pink Panther • Shrek 		A focus on: <ul style="list-style-type: none"> • The Holiday: Video store scene • Pitch Perfect • James Bond 		A focus on: <ul style="list-style-type: none"> • Harry Potter • Ghostbusters 	
Physical Education	Invasion Games	Gymnastics	Dance	Net/wall games	Striking and fielding	Athletics





Religious Education		1. How do Sikhs show commitment?	2. What do Christians believe about Jesus' death and resurrection?	3. How does growing up bring responsibilities?		4. How do Jews remember the Kings and Prophets in worship and life?
PSHE / Jigsaw	Being Me in my world Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Celebrating Difference Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Dreams and Goals Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Healthy Me Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Relationships Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Changing Me Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
Visits and Visitors	Artis Britain at War – WWII				London - Residential	Bradley Woods

