



## William Penn Curriculum Overview – Foundation Stage, Key Stage 1 and Key Stage 2

	Autumn	Spring	Summer
Year R/1/2 Cycle A	The Wonder Of You	Shiver and Sizzle (Equator and Poles and Weather patterns)	In The Toy Box
Year R/1/2 Cycle B	Who Lives Here? (Houses, Homes – Castles)	Spring Has Sprung (Environmental Area, Trees)	Seaside (Four countries in Great Britain and Capital Cities)
Year R/1/2 Cycle C	What's On Your Plate? (Food And Harvest, Seven Continents and Five oceans)	People That Help Us	Minibeasts (Environmental Area)
Year 3/4 Cycle A	Raging Rivers and Marvellous Mountains (Rivers and Mountains - include Europe and Americas)	The Roman Empire	Groovy Greeks (Ancient Olympics, Greek legacy and culture)
Year 3/4 Cycle B	Ancient Ancestors (Stone Age to Iron Age)	We're Sailing down the Nile (Ancient Egypt)	Watch Out – There's a Dragon About (Study over time – how national history is reflected in our locality)
Year 5/6 Cycle A	We'll Meet Again (WWII links with Coolham airfield and Battle of Britain)	Rulers of the Rainforest (Ancient Mayan Civilization and rainforests)	Vikings (Life and Legend)
Year 5/6 Cycle B	Wonders of the Universe	Super Settlers (Anglo Saxons and Scots)	Friends And Heroes (Quakerism and Democracy) A local History Study

Year R/1/2 Cycle A	The Wonder Of You	Shiver and Sizzle	In The Toy Box
	Autumn	Spring	Summer
<b>Literacy</b>	<p><b>Stories with familiar settings Y1 U1 Narrative (4 weeks)</b> Funny Bones (2 weeks) Once there were Giants (2 weeks)</p> <p><b>Poetry Using the senses Y1 U1 (4 weeks)</b> Senses Poems</p> <p><b>Information/Explanation Texts Non-Fiction Y1 U4 / Y2 U2 (3 week)</b> Flow charts – explanation of how my ear works Labelling the body All about me fact file</p>	<p><b>Information Texts – Labels lists and captions Y2 U3 / Y1 U1 Non Fiction (4 weeks)</b> Report writing about Antarctica Captions for different parts of a penguin Non-fiction book about penguins Keeping safe in the sun leaflet Advert for a hot holiday</p> <p><b>Recount Non-Fiction Y1 U5 (3 weeks)</b> Diary of an Emperor penguin Meerkat Mail - postcard</p> <p><b>Stories about a fantasy world Narrative Y1 U4 (3 weeks)</b> Penguin Pete Sequence story Story Opening Penguin Small Character and Setting</p> <p><b>Poetry – Really looking Y2 U2 (2 weeks)</b> Sun poems</p>	<p><b>Dictionaries Non Fiction Y1 U3 (2 weeks)</b> Toy dictionary Toy glossary</p> <p><b>Stories from a range of cultures/Predictable patterned language Y1 U2/ Pattern and Rhyme Narrative (3 weeks)</b> We're going on a bear hunt</p> <p><b>Non-Chronological Report Non-fiction Y2 Y4 (3 weeks)</b> Report writing about the bicycle (different parts and history of)</p> <p><b>Extended Stories/Significant Authors Narrative Y2 U4 (3 weeks)</b> Mrs Armitage on wheels Write an extended story Look at other stories by Quentin Blake</p>
<b>Mathematics</b>	<p><b><u>Reception</u></b> <b>Unit 1 – Number:</b> 'Tidying' (R) <b>Unit 2 – Calculating</b> <b>Unit 3 – Shape, space and measures</b> <b>Unit 4 – Calculating:</b> 'Number rhymes' (R) <b>Unit 5 – Numbers</b> <b>Unit 6 – Shape, space and measures:</b> 'Making Footprints' (R) <b>Unit 7 – Calculating</b> <b>Unit 8 – Number</b> <b>Unit 9 – Shape, space and measures:</b> 'Making Caterpillars' (R)</p> <p><b><u>Year 1 and Year 2 - Paul Broadbent Unit Plans (a is own unit)</u></b></p> <p><b>Unit 1 - Number and place value</b> – 'Writing Digits' (Y1), 'Buzzy Bee' (2)</p> <p><b>Unit 2 - Addition and subtraction</b> – '2,4,6,8' (1), 'Getting the Balance' (2), 'Number Round up'(2)</p> <p><b>Unit 3 - Shape and patterns:</b> 'Shaping it' (1), 'Shapely Lines' (2)</p>	<p><b><u>Reception</u></b> <b>Unit 1 – Number:</b> 'Incey Wincey Spider' (R) <b>Unit 2 – Calculating</b> <b>Unit 3 – Data Handling</b> <b>Unit 4 – Calculating:</b> 'Maths Story Time' (R) <b>Unit 5 – Shape, space and measures:</b> 'Presents' (R) <b>Unit 6 – Calculating</b> <b>Unit 7 – Number</b> <b>Unit 8 – Calculating</b> <b>Unit 9 – Position, direction and movement</b> <b>Unit 10 - Calculating</b></p> <p><b><u>Year 1 and Year 2 - Paul Broadbent Unit Plans (a is own unit)</u></b></p> <p><b>Unit 7 - Number and place value</b> – 'Shut the box' (1), 'Snail one hundred' (2)</p> <p><b>Unit 8 - Addition and subtraction</b> – 'How do you see it?', 'One Big Triangle' (1)</p> <p><b>Unit 9 - Shape and patterns:</b> 'Chain of changes' (2), 'Building with Solid shapes' (2)</p>	<p><b><u>Reception</u></b> <b>Unit 1 – Number:</b> 'Dice'(R) <b>Unit 2 – Shape, space and measures</b> <b>Unit 3 – Calculating</b> 'Number Rhymes' (R) <b>Unit 4 – Number</b> <b>Unit 5 – Time</b> <b>Unit 6 – Calculating</b> <b>Unit 7 – Number and data handling</b> <b>Unit 8 – Calculating</b> <b>Unit 9 – Number and shape</b></p> <p><b><u>Year 1 and Year 2 - Paul Broadbent Unit Plans (a is own unit)</u></b></p> <p><b>Unit 13 - Number and place value</b> – 'Biscuit Decorations' (1), 'How We'd Count' (2)</p> <p><b>Unit 14 - Addition and subtraction</b> – 'Ladybirds in the garden' (1), 'Cuisenaire Environment' (2)</p> <p><b>Unit 15 - Shape and patterns:</b> 'Colouring Triangles' (2), 'Skeleton shapes' (2)</p> <p><b>Unit 15a - Data Handling:</b> 'If the World were a village' (2)</p>

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Year R/1/2 Cycle A	The Wonder Of You	Shiver and Sizzle	In The Toy Box
	Autumn	Spring	Summer
	<b>Unit 3a - Data Handling:</b> 'Sticky Data' (2)  <b>Unit 4 - Measures:</b> 'Times of Day' (1), 'Stop the Clock' (2)  <b>Unit 5 - Fractions, position and movement:</b> 'Happy Halving' (1), 'Queuing' (R), 'Tangram Tangle' (1), 'Poly plug pattern' (2)  <b>Unit 6 - Multiplication and division:</b> 'Lots of biscuits!' (1), 'Odd Times Even' (2),	<b>Unit 9a - Data Handling:</b> 'The hair colour Game' (2)  <b>Unit 10 - Measures:</b> 'How Tall?' (1), 'Little Man' (2)  <b>Unit 11 - Fractions, position and movement:</b> 'Halving' (1), 'Tangram Tangle' (1), 'Triple cubes' (2)  <b>Unit 12 - Multiplication and division:</b> 'Share Bears' (1), 'Ordering Cards' (2)	<b>Unit 16 - Measures:</b> 'Sizing them up' (1), 'Order, Order!' (2), 'The Puzzling Sweet Shop' (2)  <b>Unit 17 - Fractions, position and movement:</b> 'Making Longer, Making Shorter' (2), 'Olympic rings' (1), 'Turning man' (2)  <b>Unit 18 - Multiplication and division:</b> 'Lots of biscuits' (1), 'Our numbers' (2)
<b>Science</b>	<b>Working scientifically</b> <b>Animals including humans</b> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <b>Living things and their habitats</b> Explore and compare the differences between things that are living, dead, and things that have never been alive.	<b>Working scientifically</b> <b>Seasonal changes</b> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. <i>(Different seasons in Antarctica and Africa/ Comparing Day length in light and dark)</i>	<b>Working scientifically</b> <b>Uses of everyday materials</b> Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <i>(In addition children to explore simple pushes and pulls and how these are used in toys)</i>
<b>ICT</b>	<b>Communication/Collaboration</b> 1.5 Producing a talking book  <b>Computational Thinking</b> 2.2 Exploring how computer games work	<b>Productivity</b> 1.6 Creating a card electronically  <b>Computer networks</b> 1.4 Finding images using the web	<b>Programming</b> 1.1 Using programmable toys  <b>Creativity</b> 1.3 Illustrating an ebook
<b>History</b>	Own family history back to grandparents	Captain Scott of Antarctica	Teddy bears – the history of them History of the bicycle Old and new toys
<b>Geography</b>	Maps and plans – linked to Funny bones house	Looking at climate and place of Antarctica / Environmental link?  Comparing Antarctica and Africa	Map to help Mrs Armitage find Breakspear
<b>Art</b>	Observational drawing – parts of the body Using a mirror to draw self portraits Explore a range of drawing media (sketching pencils, pastels, crayons)	Colour Mixing, hot and cold colours Mixing different shades of blue etc Collage~ use paintings to create a collage dragon, create detail by adding additional torn/cut pieces of other papers/materials	Sculpture – clay teddy bears Become aware of of form, feel, texture & pattern. Experiment with basic tools to create different effects
<b>DT</b>	Straw skeletons Making glasses / hand puppets	Icarus Winding toy	Crazy vehicle for Mrs Armitage
<b>RE</b>	CAS: Exploring me unit 12 Hinduism and Diwali	Easter and Palm Sunday Community with a significant local presence – Blue Idol	CAS: Special books and stories – Unit 10 Judaism

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Year R/1/2 Cycle A	The Wonder Of You	Shiver and Sizzle	In The Toy Box
	Autumn	Spring	Summer
<b>Music</b>	Timbre, Structure, Form, Rhythm, Pulse, pattern. Action Songs Body percussion – sound effects – own musical instruments Create Graphic Scores for compositions.	Investigating cold sounds. Cold compositions and 2Music (ICT) graphic scores. Tempo – fast, slow Dynamics – loud, quiet, sound, silence/	Introduction to the Orchestra: Young person's guide to the orchestra. DUMS ICT programme investigating orchestral instruments. Invite musicians into school? Toy sounds and advert theme for toys. Teddy Bear Songs Story Sound effects: We're going on a Bear Hunt and PB Bear's Spooky Game
<b>PE</b>	Gym – balancing Dance work – Funny bones Ball skills – throwing and catching – 'Top's cards	Gym – using frozen and melting Penguin dances Bat and ball Invasion games	Athletics Striking and fielding
<b>PSHCE</b>	New beginnings SEAL Good to be me SEAL	Relationships SEAL Getting on and falling out SEAL	Going for goals Changes
<b>Trips/Visitors</b>	Family members to talk about their past	Drusillas	Amberly Working Museum – old bicycles Teddy bears picnic
<b>Cultural Study Links</b>	Welcoming a new baby in different cultures	Inuit culture	Toys from different cultures
<b>Economic Study Links</b>	NHS - healthcare	Plan expedition to the south pole	Toy Shop – role play and resources
<b>Community Cohesion</b>	Your own identity within school community/role/responsibilities	Working together to look after each other	Toys parents/grandparents played with. Passing on games played in different communities.
<b>Eco Links</b>	Keeping Healthy by using the environment	Global Warming Sustainability of Antarctica	Re-using materials to make toys
<b>International Links</b>	Family links to other countries	Awareness of other countries Africa/Antarctica Travel agency role play – booking a holiday to another country Where have you been on holiday?	Toys from other countries

Year R/1/2 Cycle B	Who Lives Here? (Houses, Homes – Castles)	Spring Has Sprung (Environmental Area)	Seaside
	Autumn	Spring	Summer

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Year R/1/2 Cycle B	Who Lives Here? (Houses, Homes – Castles)	Spring Has Sprung (Environmental Area)	Seaside
	Autumn	Spring	Summer
<b>Literacy</b>	<p><b>Traditional Stories and Fairytales / including plays Narrative Y1 U3 (5 weeks)</b>  3 Little Pigs  Goldilocks and the Three Bears  Estate Agent advert for a fairy tale characters home</p> <p><b>Information Texts Non-Fiction Y1 U4 (3 weeks)</b>  Zig zag book of different types of houses/homes.  Look at features of information books.  Digger information book.  Label a castle.</p> <p><b>Non-Chronological Report Non-Fiction Y2 U4 (2 weeks)</b>  Features of a castle.</p>	<p><b>Stories about a fantasy world Narrative Y1 U4 (3 weeks)</b>  Jack and the Beanstalk, story map  Write own story, where would your beanstalk take you</p> <p><b>Instructions Non-Fiction Y1 U2 (3 weeks)</b>  Jack and the Beanstalk Planting a bean  Mr Wolf's pancakes, write a recipe for pancakes</p> <p><b>Poetry Really looking Y2 U2 (1 week)</b>  Wordsworth daffodil poem</p> <p><b>Poetry Silly Stuff Y2 U3 (2 weeks)</b>  Frog riddles</p> <p><b>Explanation Non-Fiction Y2 U2 (2 weeks)</b>  Life cycle of a frog</p>	<p><b>Information Texts Non-Fiction Y2 U3 (3 weeks)</b>  Pirate code of conduct (CADBURY)  Glossary of Pirate Words (CADBURY)  Beware Pirates! Non-fiction writing about pirates  Imagine you're a Pirate – Guided reading</p> <p><b>Stories about a fantasy world Narrative Y1 U4 (2 week)</b>  Design, draw and label own pirate  Write a character description – Rainbow Fish  Rainbow Fish – story endings, adjectives for seaside/sea creatures (CADBURY)  Invitations to pirate day (CADBURY)  Pirate speech bubbles (CADBURY)  Pirate story planner and story  Pirate day – Dressed as pirates/pirate songs/instructions for making grog/pirate games(Speaking and listening)/Pirate money bags/rescue letters.</p> <p><b>Recount Non-Fiction Y1 U5 (2 week)</b>  Structuring a recount – time adverbials  Write a recount of pirate day</p> <p><b>Traditional Stories Narrative Yr 2 U (3 weeks)</b>  Plan and write own story based on structure of Lighthouse Keepers lunch  Lighthouse Keeper's Lunch – Guided Reading  Lighthouse Keeper's Lunch – Menu/shopping/make sandwiches/list/letters.</p> <p><b>Patterns on the page Poetry Y2 U1 (2 weeks)</b>  Sea poems  Seaside poems – tongue twister and seaside poem (Fox)  Poems about the rainbow fish  Seaside poem Guided reading (FOX)</p>
<b>Mathematics</b>	<p><b>Reception</b>  <b>Unit 1 – Number:</b> 'Washing Line' (R)  <b>Unit 2 – Calculating:</b> 'Number Rhymes' (R)  <b>Unit 3 – Shape, space and measures:</b> 'Paths' (R),  <b>Unit 4 – Calculating</b>  <b>Unit 5 – Numbers</b>  <b>Unit 6 – Shape, space and measures:</b> 'Making Caterpillars' (R)  <b>Unit 7 – Calculating</b>  <b>Unit 8 – Number</b>  <b>Unit 9 – Shape, space and measures</b></p> <p><b>Year 1 and Year 2 – Paul Broadbent Unit plans (a is own</b></p>	<p><b>Reception</b>  <b>Unit 1 – Number</b>  <b>Unit 2 – Calculating:</b> 'Maths Story time' (R)  <b>Unit 3 – Data Handling</b>  <b>Unit 4 – Calculating</b>  <b>Unit 5 – Shape, space and measures:</b> 'Building towers' (R), 'Presents' (R)  <b>Unit 6 – Calculating</b>  <b>Unit 7 – Number</b>  <b>Unit 8 – Calculating</b>  <b>Unit 9 – Position, direction and movement:</b> 'Queuing' (R)  <b>Unit 10 – Calculating</b></p>	<p><b>Reception</b>  <b>Unit 1 – Number</b>  <b>Unit 2 – Shape, space and measures:</b> 'Timing' (R),  <b>Unit 3 – Calculating:</b> 'Nursery Rhymes' (R)  <b>Unit 4 – Number</b>  <b>Unit 5 – Time</b>  <b>Unit 6 – Calculating</b>  <b>Unit 7 – Number and data handling</b>  <b>Unit 8 – Calculating</b>  <b>Unit 9 – Number and shape</b></p> <p><b>Year 1 and Year 2 – Paul Broadbent Unit plans (a is own unit)</b></p>

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Year R/1/2 Cycle B	Who Lives Here? (Houses, Homes – Castles)	Spring Has Sprung (Environmental Area)	Seaside
	Autumn	Spring	Summer
	<u>unit)</u>  <b>Unit 1 - Number and place value</b> – ‘Grouping Goodies’ (1), ‘How We’d Count’ (2)  <b>Unit 2 - Addition and subtraction</b> – ‘Number Lines’ (1), ‘Two Dice’ (1), ‘Strike it out’ (2), ‘Jumping Squares’ (2)  <b>Unit 3 - Shape and patterns:</b> ‘What’s Happening?’ (1), ‘Exploded Squares’ (2)  <b>Unit 3a - Data Handling:</b> ‘Plants’ (2)  <b>Unit 4 - Measures:</b> ‘Wallpaper’ (1), ‘Discuss and Choose’ (2), ‘Stop the clock’ (2)  <b>Unit 5 - Fractions, position and movement:</b> Halving’ (1), ‘2 rings’ (1), ‘Caterpillar’ (2)  <b>Unit 6 - Multiplication and division:</b> ‘Share Bears’ (1), ‘Two Numbers under the Microscope’ (2), ‘Which Symbol’ (2),	<u>Year 1 and Year 2 – Paul Broadbent Unit plans (a is own unit)</u>  <b>Unit 7 - Number and place value</b> – ‘Robot Monsters’ (1), ‘Dotty Six’ (1), ‘Tug of War’ (2)  <b>Unit 8 - Addition and subtraction</b> – ‘Find the difference’ (1), ‘Number Balance’ (2), ‘The add and take-away path’ (2)  <b>Unit 9 - Shape and patterns:</b> ‘Complete the Square’ (2), ‘Cubes’ (2)  <b>Unit 9a - Data Handling:</b> ‘Mixed –up socks’ (2)  <b>Unit 10 - Measures:</b> ‘Sizing them up’ (1), ‘Order, order’ (2)  <b>Unit 11 - Fractions, position and movement:</b> ‘Happy Halving’ (1), ‘Turning’ (1), ‘Walking round a triangle’ (2)  <b>Unit 12 - Multiplication and division:</b> ‘Lots of Biscuits’ (1), ‘Even and Odd’ (2), ‘Magic Plant’ (2)	<b>Unit 13 - Number and place value</b> – ‘All Change’ (1), ‘Sort them out’ (2), ‘Domino Sequences’ (2)  <b>Unit 14 - Addition and subtraction</b> – ‘Sort them out’ (1), ‘Secret Number’ (2)  <b>Unit 15 - Shape and patterns:</b> ‘Let’s investigate Triangles’ (2), ‘Shadow Play’ (2)  <b>Unit 15a - Data Handling:</b> ‘In the playground’ (2)  <b>Unit 16 - Measures:</b> ‘How Tall’ (1), ‘Little man’ (2)  <b>Unit 17 - Fractions, position and movement:</b> ‘Making Longer, making shorter’ (2), ‘Tangram Triangle’ (1), ‘Poly plug pattern’ (2)  <b>Unit 18 - Multiplication and division:</b> ‘Share Bears’ (1), ‘Ring a ring of numbers’ (2), ‘The Amazing splitting plant’ (2)
<b>Science</b>	<b>Working Scientifically</b> <b>Uses of everyday materials</b> Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a variety of everyday materials ( <b>Year 2: identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</b> ). Compare and group together a variety of everyday materials on the basis of their simple physical properties.	<b>Working Scientifically</b> <b>Animals including Humans</b> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). Notice that animals, including humans, have offspring which grow into adults. <i>(In addition children to study the life cycle of frog which will link to a frogs habitat)</i> <b>Plants</b> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees.	<b>Working Scientifically</b> <b>Seasonal changes</b> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.
<b>ICT</b>	<b>Programming</b> 2.1 Programming on screen  <b>Computational thinking</b> My world - Goldilocks and the three bears (school developed unit)	<b>Communication/Collaboration</b> Word processing ‘Gigantic’ words (school developed unit)  <b>Creativity</b> 2.3 Taking, selecting and editing digital images	<b>Computer Networks</b> 2.4 Researching a topic  <b>Productivity</b> Design a Rainbow Fish (school developed unit)
<b>History</b>	Homes past and present Castles		Grace Darling – newspaper reports (Fox) discussion/role play

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Year R/1/2 Cycle B	Who Lives Here? (Houses, Homes – Castles)	Spring Has Sprung (Environmental Area)	Seaside
	Autumn	Spring	Summer
			Seaside – Now and then booklets
<b>Geography</b>	Where do we live? Homes from around the world.	Signs of Spring. Looking at our environment	Map work Treasure maps N/E/S/W Google Earth – coastlines (FOX) Ordnance survey map (FOX) Seaside environment
<b>Art</b>	Charcoal sketches of castles Watercolour paintings of dream homes Sculpture of clay castles Pattern work	Sewing Colour mixing Sponge painted frogs Printing Painting daffodils	Van Gogh seascapes – front cover of topic book Design own pirate and treasure map Wax resistant lighthouses Pirate Display – collage ship Pirates – paint and glue wash Collage lighthouse (tissue paper)
<b>DT</b>	Design and make a house	Pond jelly. Seed packet design	Design and make an underwater theatre (Fox) 3D lighthouses (Junk modelling) Underwater scene (Cadbury) sand, paint tissue, printing sponge fish (Cadbury)
<b>RE</b>	Religious buildings – Church related Advent	CAS: Why is the Bible special? Unit 4 CAS: How do people celebrate in non-Christian religions? Unit 9	QCA Unit RC 'Who was Noah?' QCA unit 1B – What does it mean to belong in Christianity?
<b>Music</b>	<b>Rhythm, Duration</b> , unturned, tuned, percussion, rhythm, pulse, beat. Action songs Sounds around the home and building site – stomp style percussion and dance. Copycat rhythms Sounds on a building site – class composition using objects. Introducing and naming untuned percussion instruments and how they are played. Pitch – which instruments have high/low sounds? Goldilocks and the 3 Bears – voice pitch of bears and sound effects.	Pitch, Texture. Listening for sounds in the outside area. Creating class 'voice' compositions using spring animal sounds. Representing a growing plant through composition sound effects. Songs Peter and the Wolf story and soundtrack listening and appraising. Telling another story through musical ideas in class.	Dynamics, Tempo, Timbre. Listening to extracts from 'seascapes' by different British composers (Debussy, Britten, bridge etc). Discussing what they represent. Music and movement for seascapes, picture drawing in response, feelings discussion. Exploring making sea sounds with instruments, voice and other objects. Creating a 4-beat motif to represent a character (eg rainbow fish). Create composition to accompany rainbow fish story. Record compositions Seasons – Makaton "I went to see the sea, sea, sea" (Clapping rhyme)
<b>PE</b>	Bob the Builder dance Gym rolling Games – sending and receiving Building houses – gross motor	Gym – over / under apparatus – climbing Dance – daffodils Games – invasion games	Gym – balance Dance – pirate actions/songs/movements/trimtrail/ Dance sea movements Built boats out of PE equipment Games – striking and fielding/team games
<b>PSHCE</b>	What is a family? Sense of belonging	Looking after animals and the environment	Keeping safe – RNLI/Lifeguards safety picture Pollution Map feelings through the Rainbow Fish
<b>Trips/Visitors</b>	Estate agent visit Walk around the local area to find different types of houses Arundel Castle	Woods Mill	Visit to sea life centre in Brighton and lunch on beach

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Year R/1/2 Cycle B	Who Lives Here? (Houses, Homes – Castles)	Spring Has Sprung (Environmental Area)	Seaside
	Autumn	Spring	Summer
<b>Cultural Study Links</b>	Homes in other countries	Comic Relief/ Sport Relief	Importance of water in different religions/cultures - baptism
<b>Economic Study Links</b>	Kids for Kids Charity link Estate Agents – role play and resources	Garden Centre – role play and resources Growing and selling own vegetables	Rock pool/shells role play and resources
<b>Community Cohesion</b>	Brick making day – local business in community	School community growing veg/fruit. Environmental area support from garden centre.	Seaside community
<b>Eco Links</b>	Sustainability of housing Eco friendly housing Energy saving	Looking after our environmental area Fruit and veg growing	Looking after the seaside environment
<b>International Links</b>	Houses around the world	How do different countries celebrate new life/birthdays	Importance of water in different religions/cultures - baptism



Year R/1/2 Cycle C	What's On Your Plate? (Food And Harvest)	People That Help Us	Minibeasts (Environmental Area)
	Autumn	Spring	Summer
<b>Literacy</b>	<p><b>Stories from a range of cultures/Predictable patterned language Y1 U2/ Pattern and Rhyme (4 weeks)</b>  Handa's Surprise  If the story was set in this country what animals and fruit would be in it and why?  Poem describing fruit  Retell story through drama and write in own words  Sequence Oliver's vegetables story wheel</p> <p><b>Instructions Non-Fiction Y2 Y1 (3 weeks)</b>  Write shopping to make a fruit salad  Recipe to make a cereal</p> <p><b>Non-Chronological Reports Non Fiction Y 2 U4 (2 weeks)</b>  Non-chronological report about bread.</p> <p><b>Explanation Non-Fiction Y2 U2 (1 week)</b>  Flow chart of how milk is delivered</p>	<p><b>Traditional Stories and Fairytales Narrative Y1 U3 (4 weeks)</b>  The jolly postman story writing  Write postcards/letter based on story</p> <p><b>Information Texts Non-Fiction Y1 U4/Y1 U2 (4 weeks)</b>  Newspaper report about the Great Fire of London  Advert/information writing about a nurse</p> <p><b>Recount Y1 U5 (2 week)</b>  Features of a report  Write a police report</p>	<p><b>Silly Stuff Y2 U3 Poetry (2 weeks)</b>  Minibeast silly poems tongue twisters and riddles, alliteration</p> <p><b>Non-Chronological Reports Non-Fiction Yr U4 (2 weeks)</b>  Minibeasts</p> <p><b>Explanation Non-Fiction Y2 U2 (1 week)</b>  Life cycle of a butterfly</p> <p><b>Traditional Stories including plays Narrative Y1 U3 (2 weeks)</b>  Play script of the Hungry caterpillar</p> <p><b>Different Stories by the same author Narrative Y2 U3 (2 weeks)</b>  Eric Carle The Hungry Caterpillar, The bad tempered ladybird, The very busy spider, The very quiet cricket  Common themes that run through the stories  Character descriptions</p>
<b>Mathematics</b>	<p><b><u>Reception</u></b>  <b>Unit 1 – Number:</b> 'Packing' (R)  <b>Unit 2 – Calculating</b> Number Rhymes (R)  <b>Unit 3 – Shape, space and measures:</b> 'Exploring 2D Shape' (R)  <b>Unit 4 – Calculating</b>  <b>Unit 5 – Numbers</b>  <b>Unit 6 – Shape, space and measures:</b> 'Presents' (R)  <b>Unit 7 – Calculating</b>  <b>Unit 8 – Number</b>  <b>Unit 9 – Shape, space and measures</b></p> <p><b><u>Year 1 and Year 2 – Paul Broadbent Unit plans (a is own unit)</u></b></p> <p><b>Unit 1 - Number and place value</b> – 'What's in a name' (1), 'Domino Number Patterns' (2)</p> <p><b>Unit 2 - Addition and subtraction:</b> 'Domino Sorting' (1), '4 Dom' (2)</p> <p><b>Unit 3 - Shape and patterns:</b> "Poly Plug Rectangles" (2)</p> <p><b>Unit 3a - Data Handling:</b> 'What shape and colour?' (2)</p> <p><b>Unit 4 - Measures:</b> 'Can you do it too?' (1), 'Five coins' (2), 'What's the time?' (2)</p>	<p><b><u>Reception</u></b>  <b>Unit 1 – Number</b>  <b>Unit 2 – Calculating:</b> 'Maths Story Tips' (R)  <b>Unit 3 – Data Handling</b>  <b>Unit 4 – Calculating</b>  <b>Unit 5 – Shape, space and measures</b>  <b>Unit 6 – Calculating</b>  <b>Unit 7 – Number</b>  <b>Unit 8 – Calculating</b>  <b>Unit 9 – Position, direction and movement:</b> 'Queuing' (R)  <b>Unit 10 - Calculating</b></p> <p><b><u>Year 1 and Year 2 – Paul Broadbent Unit Plans (a is own unit)</u></b></p> <p><b>Unit 7 - Number and place value</b> – 'Count the Digits' (1), 'Next Domino' (2), 'I like' (2)</p> <p><b>Unit 8 - Addition and subtraction:</b> 'Pairs of numbers' (1), '4 Dom' (2)</p> <p><b>Unit 9 - Shape and patterns:</b> 'Square it' (2), 'Rolling that Cube' (2)</p> <p><b>Unit 9a - Data Handling:</b> 'Sort the Street' (2)</p> <p><b>Unit 10 - Measures:</b> 'Shopping' (R), 'Different Sizes' (1),</p>	<p><b><u>Reception</u></b>  <b>Unit 1 – Number</b>  <b>Unit 2 – Shape, space and measures:</b> 'Making Caterpillars' (R)  <b>Unit 3 – Calculating:</b> 'Number Rhymes' (R)  <b>Unit 4 – Number</b>  <b>Unit 5 – Time</b>  <b>Unit 6 – Calculating</b>  <b>Unit 7 – Number and data handling</b>  <b>Unit 8 – Calculating</b>  <b>Unit 9 – Number and shape</b></p> <p><b><u>Year 1 and Year 2 – Paul Broadbent Unit Plans (a is own unit)</u></b></p> <p><b>Unit 13 - Number and place value</b> – 'Square Jigsaw' (2), 'That number Square' (2), 'Light the lights' (2)</p> <p><b>Unit 14 - Addition and subtraction:</b> Weighted Numbers' (1), 'What was in the box?' (2)  <b>Unit 15 - Shape and patterns:</b> 'Inside Triangles' (2), 'Data Shapes' (2)</p> <p><b>Unit 15a - Data Handling:</b> 'Ladybird Count' (2)</p> <p><b>Unit 16 - Measures:</b> 'The Games medals' (1), "The Puzzling Sweet Shop" (2)</p>

Year R/1/2 Cycle C	What's On Your Plate? (Food And Harvest)	People That Help Us	Minibeasts (Environmental Area)
	Autumn	Spring	Summer
	<p><b>Unit 5 - Fractions, position and movement:</b> 'Halving' (1), 'Olympic Rings' (1), 'Triple cubes' (2)</p> <p><b>Unit 6 - Multiplication and division:</b> 'Lots of biscuits' (1), 'More Numbers in the Ring' (2), 'I'm Eight' (2)</p>	<p>'Money Bags' (2)</p> <p><b>Unit 11 - Fractions, position and movement:</b> 'Happy halving' (1), '2 Rings' (1), 'City of Towers' (2)</p> <p><b>Unit 12 - Multiplication and division –</b> 'Share Bears' (1), 'How Odd' (2), 'The Tomato and the Bean' (2)</p>	<p><b>Unit 17 - Fractions, position and movement:</b> 'Making longer, making shorter' (2), 'Turning' (2)</p> <p><b>Unit 18 - Multiplication and division -</b> 'Lots of biscuits' (1), 'Doing and undoing' (2), 'Lots of Lollies' (2)</p>
<b>Science</b>	<p><b>Working Scientifically</b>  <b>Animals including humans</b>  Identify and name a variety of common animals that are carnivores, herbivores and omnivores.  Describe the importance for humans of exercise, eating the right amounts of different types of food, healthy eating and hygiene.  <i>(In addition children to explore yeast experiment).</i>  <b>Seasonal Changes</b>  Observe changes across the four seasons.  Observe and describe weather associated with the seasons and how day length varies.  <i>(Links to the approach to Harvest and harvesting crops at the right time. How bad weather can spoil a harvest).</i></p>	<p><b>Working Scientifically</b>  <b>Plants</b>  Observe and describe how seeds and bulbs grow into mature plants (link to gardeners).  Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.  <b>Everyday materials</b>  Identify and compare the suitability of a variety of everyday materials and their properties, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.  <i>(Link this to emergency services uniforms/safety clothes).</i></p>	<p><b>Working Scientifically</b>  <b>Living things and their habitats</b>  Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.  Identify and name a variety of plants and animals in their habitats, including microhabitats.  Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.  <b>Animals including humans</b>  Identify and name a variety of common animals that are carnivores, herbivores and omnivores.  Life cycles.</p>
<b>ICT</b>	<p><b>Computational thinking</b>  1.2 Filming the steps of a recipe</p> <p><b>Creativity</b>  Archibold's Fruit Faces (school developed unit)</p>	<p><b>Communication/Collaboration</b>  2.5 Communicating clues</p> <p><b>Programming</b>  Programming on screen (school developed unit)</p>	<p><b>Productivity</b>  2.6 Recording bug hunt data</p> <p><b>Computer Networks</b>  Topic research on the web (school developed unit)</p>
<b>History</b>	<p>Aztecs – first chocolate  Farming past and present</p>	<p>History of the telephone  Fire of London</p>	
<b>Geography</b>	<p>Food around the world – Map work</p>	<p>Finding our way around the school  Map of the school environment</p>	<p>Habitats  Where minibeasts live.  <b>Looking after the environment</b></p>
<b>Art</b>	<p>Sewing  Drawing fruits using pastels</p>	<p>Observational drawings  Making own stamp</p>	<p>Symmetrical butterflies  Clay minibeasts</p>
<b>DT</b>	<p>Cooking – design and make a chocolate bar wrapper</p>	<p>Design and make an outside area  Flourescent Jacket Designs  Making a wheeled toy</p>	<p>Design and make own mini beast from various materials natural and man made  Moving Caterpillars</p>
<b>RE</b>	<p>Harvest – Christian and Jewish (Sukkot )  CAS: What is special about Christmas? Unit 7</p>	<p>Helping others – Good Samaritan, helping others in different religions  Influential leaders and teachers – links with Mary Seacole and Florence Nightingale</p>	<p>Believing in God humanity and natural world  Creation Stories</p>
<b>Music</b>	<p>Dynamics, Texture.  Using instruments and creating layers.</p>	<p>Tempo, Dynamics, Pitch  Action songs</p>	<p>Rhythm, Timbre, Duration.  Minibeast composition – instruments and their names with</p>

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Year R/1/2 Cycle C	What's On Your Plate? (Food And Harvest)	People That Help Us	Minibeasts (Environmental Area)
	Autumn	Spring	Summer
	Kitchen equipment sounds. African Drumming. Harvest songs Christmas songs	Fire compositions (dynamics) What is an orchestra? Groups of instruments and where they sit (dums). Road safety songs Character songs Pitch – sirens	Pitch – an introduction to a stave. Where would the minibeasts go? High or low? Place minibeast pictures as notes. Beat – keeping a beat in a bar. Timbre, what do the different minibeasts sound like: together? Apart? What sounds do minibeasts make? High? Low? Using voices to make different sounds Listening and appraising: flight of the bumble bee.
<b>PE</b>	Harvest dance Gym – growing movements Games – sending and receiving	Gym – balance Dance fire Games – invasion	Gym – travelling Dance – mini beast ball Games – athletics/striking and fielding
<b>PSHCE</b>	Healthy eating and a healthy lifestyle	Helping others	Looking after the environment
<b>Trips/Visitors</b>	Trip to Pizza Express as available Trip to Tesco as available Visit from a chef as available	Visits from fire fighter, postman, school police liaison officer etc as available	Seven Sisters – minibeast workshop
<b>Cultural Study Links</b>	Africa – setting of Handa's Surprise, Handa's house role play area	Representation of different cultures in police/firefighters etc	Minibeasts from other places. South Africa (one off world cup link)
<b>Economic Study Links</b>	Café role play – plan a menu and cost/shopping lists	Visitors into school – parents from community, discussion of how they work to earn their living. What jobs would you like to do when you grow up? Stamps and letter posting.	Looking after our environment and local area
<b>Community Cohesion</b>	Harvest – make corn dollies for Harvest Festival with Mrs Bailey. How food is used in celebrations in different communities/families/ cultures Cooking	Police work in the community Visitors into school – nurse, police, firefighters, parents with jobs (farrier, doctor, builder etc). Road safety	Environmental area – support from parents planting flowers/plants to attract minibeasts. National moth hunt night – parent involvement at home finding minibeasts and bringing into school. Trip to seven sisters. Looking after our environment and local area
<b>Eco Links</b>	Growing fruit and vegetables Farming	People who help us to recycle	Mini-beast environments
<b>International Links</b>	Food around the world Stories from Africa – Handa's Surprise African drumming	Helping other countries in need Supporting other countries eg. Comic Relief	Minibeasts from other countries

Year 3/4 Cycle A	Raging Rivers and Marvellous Mountains (Rivers and Mountains)	The Roman Empire	Groovy Greeks
	Autumn	Spring	Summer
<b>Literacy</b>	<p><b>Poetry Y3 U2/U1 Shape poetry and calligrams/Poems to perform (2 weeks)</b> Kennings poems about rivers Calligrams</p> <p><b>Non Fiction Y4 U1 Newspapers (2 weeks)</b> Current weather using news e.g. floods etc.</p> <p><b>Narrative Y3 U1 Stories with familiar settings (4 weeks)</b> Wind in the Willows Character and setting Story mapping and writing</p> <p><b>Non Fiction Y4 U3 Explanation texts (1-2 weeks)</b> Water cycle The drop that goes plop Sequencing</p> <p><b>Narrative Y3 U4 Authors and Letters (3 weeks)</b> Jane Simmons books</p>	<p><b>Non Fiction Y3 U2 Instructions (2 weeks)</b> Features of instructions Imperative verbs Make Roman shields and write instructions</p> <p><b>Year 4 Non Fiction Unit 1 – Recounts (2 weeks)</b> Biographical writing about Boudicca Features of biographies Note taking</p> <p><b>Narrative Y4 U1 Stories with historical settings (3 weeks)</b> Features of historical stories based on Androcles and the Lion – write new story endings from the point Androcles cart stops in Rome.</p> <p><b>Non Fiction Y3 U3 Information texts (2 weeks)</b> Information leaflets for a trip to Fishbourne Roman Palace Life in Roman Times – group presentations linked to history.</p>	<p><b>Narrative Y3 U2 Myths and Legends (4 weeks)</b> Myths and legends Identify features of myths and legends Create own mythical monster out of plasticine and write character descriptions Based on Jason and the golden fleece write own myths</p> <p><b>Non Chronological Report Writing Year 3 Non Fiction Unit 3 and Unit 1 Information texts/Reports 4 Non-fiction Unit 2- Information texts (2 Weeks)</b> Research Ancient Greek life Note making Speaking and listening Create own NC report for aspect of AG life.</p> <p><b>Non Fiction Y4 U 4 Persuasive texts (3 weeks)</b> Ancient Greek Olympics Research key events in Olympics Re-enact Olympics Persuasive language features Posters persuading people to attend</p> <p><b>Narrative Y3 U5 Scripts for TV and Non Fiction Y3 U2 Instructions (2 weeks)</b> What are instructions? Verbal and written. Look at different types of instructional writing and list features. Watch food videos instructing on creating a food dish. Teacher as chef to model creating a Greek salad outlining ingredients, method and equipment. In groups of 3 (camera man, chef and narrator) write TV script including ingredients, equipment and method needed to produce a Greek salad. Children to perform and film and evaluate.</p>
<b>Mathematics</b>	<p><b><u>Years 3 and 4 – Paul Broadbent 2 week unit plans (a is own unit)</u></b></p> <p><b>Unit 1 - Number and Place Value:</b> 'Take Three Numbers' (3), 'Spot thirteen' (3) 'Some games that may be nice or nasty' (4)</p> <p><b>Unit 2 - Addition and Subtraction:</b> 'How do you see it?' (3), 'A Square of Numbers' (3), 'Swimming Pool' (3), 'The puzzling Sweet shop' (4), 'Money Bags' (4)</p> <p><b>Unit 3 - Shape and Symmetry:</b> 'Building Blocks' (3), 'National Flags' (3), 'Nine-pin Triangles' (4)</p>	<p><b><u>Years 3 and 4 – Paul Broadbent 2 week unit plans (a is own unit)</u></b></p> <p><b>Unit 8 - Shape and symmetry:</b> 'The Third Dimension' (3), 'Sponge Sections' (3), 'Cut it Out' (4)</p> <p><b>Unit 9 - Fractions and Decimals:</b> 'Fractional Triangles' (4)</p> <p><b>Unit 10 – Measures:</b> 'Clocks' (3), 'Torn Shapes' (4)</p> <p><b>Unit 11 - Multiplication and Division:</b> 'This Pied Piper of Hamelin' (3), 'follow the Numbers' (3), 'Light the Lights</p>	<p><b><u>Years 3 and 4 – Paul Broadbent 2 week unit plans (a is own unit)</u></b></p> <p><b>Unit 14 - Shape and Symmetry:</b> 'Rolling That Cube' (3), 'Let's Reflect' (4)</p> <p><b>Unit 15 – Measures:</b> 'Olympic Starters' (3), 'Watch the clock' (3)</p> <p><b>Unit 16 - Multiplication and Division:</b> 'How do you do it?' (3), 'Multiples Grid' (4), 'Zios and Zepts' (4)</p>

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Year 3/4 Cycle A	Raging Rivers and Marvellous Mountains (Rivers and Mountains)	The Roman Empire	Groovy Greeks
	Autumn	Spring	Summer
	<p><b>Unit 4 – Measures:</b> ‘Two Clocks’ (3), ‘Wonky Watches’ (3)</p> <p><b>Unit 5 - Multiplication and Division:</b> ‘What do you need?’ (3), ‘What’s in the Box?’ (3), ‘that Number Square’ (4), ‘Carrying Cards’ (4)</p> <p><b>Unit 6 - Fractions and Decimals:</b> ‘Matching Fractions’ (3)</p> <p><b>Unit 7 - Position, movement and angle:</b> ‘Square it’ (3)</p> <p><b>Unit 7a - Data Handling:</b> ‘Our Sports’ (3), ‘If the World Were a Village’ (3), ‘Dan the Detective’ (Mathematical Challenges for able pupils 3/4)</p>	<p>Again’ (4)</p> <p><b>Unit 12 - Number and Place Value:</b> ‘Three neighbours’ (3), ‘Prison Cells’ (3), ‘Sitting round the Party Tables’ (3)</p> <p><b>Unit 13 - Addition and Subtraction:</b> ‘First Connect Three’ (3), ‘Buying a Balloon’ (3), ‘Sea Level’ (3), ‘Amy’s Dominoes’ (4)</p> <p><b>Unit 13a - Data Handling:</b> ‘Class 5’s names’ (3), ‘The Domsday Project’ (3), ‘Venn diagrams’ (4)</p>	<p><b>Unit 17 - Fractions and Decimals:</b> ‘Bryony’s Triangle’ (4)</p> <p><b>Unit 18 - Position, Movement and angle:</b> Coordinate challenge (4)</p> <p><b>Unit 19 - Data collection.</b> Collating and graphing results: Olympic website – Collect and show data. ‘Going For gold’ (3), ‘The Olympic Flame’ (3), ‘More Carroll Diagrams’ (4)</p>
Science	<p><b>Working Scientifically</b></p> <p><b>Rocks</b></p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter.</p>	<p><b>Working Scientifically</b></p> <p><b>Electricity</b></p> <p>Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p><b>Light</b></p> <p>Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by a solid object. Find patterns in the way that the size of shadows change.</p>	<p><b>Working Scientifically</b></p> <p><b>Animals including Humans</b></p> <p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>
ICT	Unit4.4 We are Meteorologists	Creating a glossary using tables and the sort function Importing pictures from a folder or the internet	Simulations Sharing information – bar/line/pie charts
History	Study of a famous person in the classroom and children’s own one at home – explorers Edmund Hilary and Scott.	Who were the Romans and timeline Invaders and settlers – Celts vs Romans Roman roads Roman way of life – rich and poor Roman feast day Legacy of the Romans	Ancient Greeks and the history of the Olympics. 2012 Olympics Ancient Greek Gods.
Geography	Investigating river and mountain environment Knepp castle visit to investigate rivers	Map of the Roman Empire Modern day Rome – physical and human features	Looking at a country which always enters the Olympic Games – culture, geographical position, tourism and key

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Year 3/4 Cycle A	Raging Rivers and Marvellous Mountains (Rivers and Mountains)	The Roman Empire	Groovy Greeks
	Autumn	Spring	Summer
		Compare Rome to Britain	issues Physical and human features of Greece
<b>Art</b>	Collage ~ produce a river/mountain scene using a variety of papers, including some marbled by pupils Develop awareness of contrasts in texture & colour. Develop skills in overlapping and overlaying	Mosaic pictures	3D work; Design / make a new Olympic medal Create texture using rigid materials and a variety of tools Shows an awareness of texture, form and shape by recreating a 3d artefact
<b>DT</b>	Making a hat – textiles – suitable for hills walking / climbing in our country	Roman foods – research recipes and ingredients Cook foods as part of Roman feast day	Tragedy Masks – papier mache and paint
<b>RE</b>	What do signs and symbols mean in religion? (QCA 3A) How and why do Hindus and Sikhs celebrate Diwali? (QCA 3B)	Why is Easter important to Christians? (QCA unit 4C) What is faith and what difference does it make? (QCA 3E)	Jewish worship and community (Plan B) Why are Jesus parables important to Christians? (CAS unit 9 KS2)
<b>Music</b>			
<b>PE</b>	Tennis Multiskills Gym Football	Gym Hockey Netball Roman invasion games – Harpustrum/legionnaire training	Swimming Cricket Rounders Athletics
<b>PSHCE</b>	Water: hygiene and developing countries, safety link to rivers	Punishment linked to cruelty in Roman times Rules and responsibilities What makes someone brave?	Democracy Olympic values Worries
<b>Trips/Visitors</b>	Science Festival Trip Knepp Castle a river study	Fishbourne Roman Palace	Olympic experience / role play / Sports Day Doctor
<b>Cultural Study Links</b>	Rights of children in different societies Knowing the difference between right and wrong	Cultures in Rome and Italy	Cultures of countries taking part in the Olympics
<b>Economic Study Links</b>	Saving water/ water wastage/ conservation	Costs of food and ingredients for Roman feast day	Costs of travelling to other countries Travel Agents role Currency exchange rates Make Greek money - trading
<b>Community Cohesion</b>	Harvest – Mrs Bailey to make corn dollies Christmas at the Parish Church Learning to share – successful relationships with peers and developing one's own place in the class/community Southern Water	Easter as important to the Christian community Relationships – working with others and resolving conflicts Other religious buildings	Sports Day – WP Olympics Celebrating success at Sports Day with the wider community Greek culture
<b>Eco Links</b>	Endangered environments Eco-tourism	Growing and harvesting food	Healthy lifestyles – sport linked. Greek Medicine – Hippocratic oath.
<b>International Links</b>	Mountain ranges around the world Websites of current expeditions by modern explorers	Rome and other countries which were part of the Roman Empire.	Greek culture – food/dress etc Holidaying in Greece
<b>MFL: French</b>	Conversation: geography of France, greetings, numbers, classroom instructions, saying and asking age	Conversation: Festival of the Kings, numbers Topic: A l'école 1870, colours, shapes, parts of the body	Conversation: pets and animals, numbers Topic: Les Sports

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<b>Year 3/4 Cycle A</b>	<b>Raging Rivers and Marvellous Mountains (Rivers and Mountains)</b>	<b>The Roman Empire</b>	<b>Groovy Greeks</b>
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	Topic: Les Animaux		

Year 3/4 Cycle B	Our Ancient Ancestors	We're Sailing Down the Nile	Watch Out There's a Dragon About!
	Autumn	Spring	Summer
<b>Literacy</b>	<p><b>Narrative Yr 3 Unit 3 Adventure and mystery (3 weeks)</b> Text: Stone Age Boy Use drama to empathise with characters Settings and character description Use paragraphs and adventurous language Write own story about returning to the Stone Age</p> <p><b>Non-Fiction Y3 U3 and Y4 U1 Information texts/Reports (2 weeks)</b> Drama role playing different aspects of life in the stone age Time travel and interview a stone age person Describe different tools, lifestyle Use features of a non- chronological report to create fact page for the museum on life in the Stone Age</p> <p><b>Narrative Y4 U1 Stories with a historical setting (2 weeks)</b> Visit from a Celtic time traveller Write a day in the life of a Celt diary</p> <p><b>Non-fiction Y4 U3 Explanation texts (2 weeks)</b> Interview Phillipa Malins, Curator Cuckfield Museum Role play discovery of real artifacts Research how archaeological finds are described Create Archaeological labels for the Museum</p> <p><b>Non Fiction Y4 Unit 4 Persuasive texts</b> Features of a persuasive text Try to persuade others to do things they don't want to Compare different types of flyers Create flyer for the museum to draw in visitors</p> <p><b>Poetry Y3 U2/U1 Shape poetry and calligrams/Poems to perform (2 weeks)</b> Calligrams based on Stone Henge or other aspect of Prehistoric life Use of simile, alliteration and onomatopoeia</p>	<p><b>Narrative Yr 4 U3 Stories from other cultures (2 weeks)</b> Text: Riddle of the Nile Character role and dialogue Recorded dialogue Speech marks Write own story based on riddle of the Nile</p> <p><b>Non-Fiction Y4 U1 Recounts Newspapers/magazines (3 weeks)</b> Howard Carter – the story of the finding of the tomb Drama in role as excavation team Designed and described artefacts Short descriptions for museum Features of Newspaper reports Research the discovery of tomb using internet and note taking Write own report</p> <p><b>Non-Fiction Y3 U2 Instructions (2 weeks)</b> Instructions imperative verbs Mummifying dolls</p> <p><b>Narrative Y4 U1 Stories with a historical setting (2 weeks)</b> The Scarab's Secret by Nick Wouda Retell story from point of view of beetle, what happens in the tomb?</p>	<p><b>Non-fiction Y4 U3 Explanation texts (2 weeks)</b> Life cycle of a dragon Visit from Professor Drake – note taking Act out life cycle Write own explanation using flow chart idea</p> <p><b>Poetry – Y3 U3 – Language play (2 weeks)</b> Chinese New Year stimulus. Poems describing dragon/festival</p> <p><b>Narrative Y4 U5 Plays (2 weeks)</b> Play scripts – George and the Dragon Drama and video</p> <p><b>Non-fiction Y4 U2- Information texts (3 weeks)</b> A creative non-chronological report about a dragon for inclusion in the Secret and Ancient Society of Dragonologist's new book. Research about Komodo dragon Role play interview between David Attenborough and Prof Drake</p>



Year 3/4 Cycle B	Our Ancient Ancestors	We're Sailing Down the Nile	Watch Out There's a Dragon About!
	Autumn	Spring	Summer
<b>Mathematics</b>	<p><u><b>Years 3 and 4 – Paul Broadbent 2 week unit plans (a is own unit)</b></u></p> <p><b>Unit 1 - Number and Place Value</b> - Roman numerals (linked to topic), 'Square Subtraction' (3), 'Magic Vs' (3), 'Dotty Six' (3)</p> <p><b>Unit 2 - Addition and Subtraction:</b> 'A Bit of a Dicey Problem' (3), 'Buying a Balloon' (3), 'GOT IT' (3), 'Escape from the Castle' (4), 'Fifteen Cards' (4)</p> <p><b>Unit 3 - Shape and Symmetry</b> - symmetry designing knot gardens (linked to topic): 'Rolling That cube' (3), 'National Flags' (4), 'Coordinate Challenge' (4)</p> <p><b>Unit 4 – Measures:</b> 'The time is..' (3)</p> <p><b>Unit 5 - Multiplication and Division:</b> 'Ordering cards' (3), 'Multiplication Square jigsaw' (4), 'Trebling' (4)</p> <p><b>Unit 6 - Fractions and Decimals:</b> 'Fair Feast' (4)</p> <p><b>Unit 7 - Position, movement and angle:</b> 'Square it ' (3)</p> <p><b>Unit 7a - Data Handling:</b> 'The Domesday project' (3), 'Now and Then' (3), 'Treasure Hunt' (Mathematical Challenges for Able Pupils3/4)</p>	<p><u><b>Years 3 and 4 – Paul Broadbent 2 week unit plans (a is own unit)</b></u></p> <p><b>Unit 8 - Shape and symmetry:</b> 'Inky Cube' (3), 'Symmetry challenge' (4), 'Stringy Quads' (4)</p> <p><b>Unit 9 - Fractions and Decimals:</b> 'Fractions in a Box' (4)</p> <p><b>Unit 10 – Measures:</b> 'How Many Times?' (3)</p> <p><b>Unit 11 - Multiplication and Division:</b> 'Music to my Ears' (3), 'Shape' (4), 'All the digits' (4)</p> <p><b>Unit 12 - Number and Place Value: Ancient Egyptian number system linked to place value:</b> 'Planning a School trip' (3), 'Number Difference' (3), 'The Deca Tree' (4)</p> <p><b>Unit 13 - Addition and Subtraction:</b> 'Make 37' 93), 'Consecutive Numbers' (3), 'Super Shapes' (3), 'Sealed Solution' (4), 'Roll These Dice' (4)</p> <p><b>Unit 13a - Data Handling:</b> 'The Car that Passes' (3), 'Plants' (4)</p>	<p><u><b>Years 3 and 4 – Paul Broadbent 2 week unit plans (a is own unit)</b></u></p> <p>Dragons Den TV show – 2D dragon games teaching Y3/4 children.</p> <p><b>Unit 14 - Shape and Symmetry:</b> 'Triple cubes' (3), 'A Puzzling Cube' (3) 'A Cartesian Puzzle' (4)</p> <p><b>Unit 15 – Measures:</b> '5 on the Clock' (3), 'Discuss and choose' (4)</p> <p><b>Unit 16 - Multiplication and Division:</b> 'A Square of Numbers' (3), "Table patterns go wild!" (4), 'Let's Divide Up!' (4)</p> <p><b>Unit 17 - Fractions and Decimals:</b> 'Chocolate' (4)</p> <p><b>Unit 18 - Position, Movement and angle:</b> 'Coordinate challenge' (4)</p> <p><b>Unit 18a - Data handling:</b> 'It's a Tie' (3), 'Nick names' (Mathematical Challenges for able pupils 3/4), 'Ski Lift' (Mathematical Challenges for able pupils 3/4)</p>
<b>Science</b>	<p><b>Working Scientifically</b></p> <p><b>States of Matter</b></p> <p>Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p><b>Animals including humans</b></p> <p>Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>Identify the different types of teeth in humans and their simple functions.</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p><b>Working Scientifically</b></p> <p><b>Forces and Magnets</b></p> <p>Compare how things move on different surfaces.</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</p> <p>Describe magnets as having two poles.</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p><b>Working Scientifically</b></p> <p><b>Plants</b></p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</p> <p>Investigate the way in which water is transported within plants.</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p><b>All living things and their habitats</b></p> <p>Recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p>

Year 3/4 Cycle B	Our Ancient Ancestors	We're Sailing Down the Nile	Watch Out There's a Dragon About!
	Autumn	Spring	Summer
<b>ICT</b>	Unit 3.1 We are programmers. Programming an animation of a druid at Stone Henge using Scratch/Snap!  Unit 4.1 We are software developers. Developing a simple educational game for the Museum using Scratch/2DIY/Snap!	Exploring simulations – using initially BBC science site and then other simulations Word Processing – poster enticing people to visit Egypt.	Google maps – print screen and label maps. Save and print work Text boxes Databases linked to habitats
<b>History</b>	What is Prehistory? Examining the evidence: cave painting Neolithic Farmers: What was life like at Skara Brae? Iron Age Farming Changing houses: Caves to Hill forts Celtic alphabet	Life in Ancient Egypt Mummification Gods and Goddesses/the Afterlife Tutankhamun Pyramids	Changes to the local area over time. Ernest Drake – history of dragons.
<b>Geography</b>	Prehistoric global migration Climate change	The River Nile – past and present Egypt – geographical features, climate, location. Continents – Atlas work	The geography of the local area – past, present and future – map based. Continents of the world – physical and human geography.
<b>Art</b>	Cave painting Warrior portraits using cabbage for paint	3D work; Pottery – canopic jars Begins to look at colour and pattern in 3d structures, transferring their knowledge to own work. Learn how to join clay together to ensure strength & rigidity	Observational drawing / watercolour painting of local environment. Uses line, tone and shade to represent things seen, remembered or imagined Explore perspective Introduces different brushes for different uses
<b>DT</b>	Clay Torcs (Bronze, silver and gold) Model Iron Age Hill Fort Book mark making	Stable structures - Photo Frame	Design and make a kite – Chinese new year link.
<b>RE</b>	How and why do Hindus worship at home and in the Mandir?(QCA 4A) How is Christmas celebrated around the world? (CAS Unit 2 KS2)	What is the Bible and why is it important to Christians? (3D) What Christians believe about Jesus (CAS Unit 4 KS2)	What makes us special? (humanism introduction KS1) <a href="http://humanismforschools.org.uk/">http://humanismforschools.org.uk/</a> What can Christians learn from the Saints? (CAS Unit 6 KS2)
<b>Music</b>			
<b>PE</b>	Topic themed Dance Netball Invasion games	Tag Rugby Dance Multiskills Gymnastics	Dragon dance Rounders Cricket Swimming Athletics
<b>PSHCE</b>	New beginnings SEAL Good to be me SEAL	Moral issues of digging up the past. Slavery – ancient and modern day. Differences and similarities and people. Roles in society – link AE jobs. Why and how rules and laws are enforced. Actions affecting themselves and others.	Environmental – caring for the world. Pollution Charities helping the world. Animal Welfare – link to Zoo visit Zoo visit – habitats

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	Autumn	Spring	Summer
<b>Trips/Visitors</b>	Visit from: Miranda Mitchell, Education Officer, Horsham Museum. Phillipa Malins, Curator, Cuckfield Museum  Hold a Prehistoric Museum in school.	Brighton Museum Egyptian Dig Day	Residents from Coolham interview about changes over the years. Walk around the local area. Visit to Marwell Zoo linked to habitats
<b>Cultural Study Links</b>	Evidence of stone and iron age excavations in West Sussex	Place in the community Modern Egypt	Chinese culture – Chinese new year. George and the Dragon.
<b>Economic Study Links</b>	Compare life of a hunter gatherer with a farmer		Comparing villages/towns/cities. Migration of people for work/housing etc.
<b>Community Cohesion</b>	Investigations into nomadic lifestyle of stone age dwellers	Study Egyptian culture. River Nile – sustainability and diversity.	Residents interviewed about Coolham past and present
<b>Eco Links</b>	How stone age evidence has been sustained	River Nile – changed over time. Survival of the River Nile.	Pollution, lifecycles and habitats. Keeping our local environment safe and clean.
<b>International Links</b>	Stone Age settlements in other parts of the world	Egyptians – geographical and culture. Compare Egypt past and present. Holidaying in Egypt. River Nile – sustainability and diversity.	Chinese culture – Chinese new year.
<b>MFL: French</b>	Greetings, how you feel, Names, Harvest, numbers, classroom instructions, French speaking world, traditional tale	Conversation: numbers, days of the week, months, seasons, weather Topic: Le Voyage de Plume	Conversation: numbers, ice-creams, likes and dislikes Topic: Le Petit Déjeuner

Year 5/6 Cycle A	We'll Meet Again (Coolham links with WWII and Battle of Britain)	Rulers of the Rainforest (Ancient Mayan Civilization)	Vikings: Life and Legend
	Autumn	Spring	Summer
<b>Literacy</b>	<p><b>Y5 U1 Non-fiction Instructions (2 weeks)</b>  Instruction writing – War time cooking recipes and how to make an air raid shelter  Use variety of layout features  Subject verb agreement  Clauses</p> <p><b>Y5 U1 Novels and Stories by Significant children's Writers (4 weeks)</b>  Lion and the Unicorn by Shirley Hughes  Friend or Foe. Michael Morpurgo  Use of speech marks  Apostrophes for omission and possession  Make connections between the plot and theme of a book  Dramatisation and journal writing</p> <p><b>Y6 U3 Non-fiction Argument (3 weeks)</b>  Friend or Foe balanced argument – sheltering an enemy - right or wrong?  Was evacuation a good thing for children?  Present an argument using evidence  Conjunctions  Subjective  Convert nouns and adjectives into verbs  Modal verbs  Use cohesive devices to refer to previous point in discussion</p> <p><b>Y5 U1 Poetic style (2 weeks)</b>  Analyse and imitate  Word play, rhyme, metaphor and personification in composing 'Badge'  Can discuss the meaning beyond the literal in poems</p> <p><b>Report Unit (3 weeks)</b>  Reports about WWII topic: evacuation in the home counties, the role of Quakers in the ambulance service, the Battle of Britain from the point of view of Coolham airfield and the home front (from local historical recounts).  Write expanded noun phrases  passive  prepositions</p>	<p><b>Y6U2 journalistic writing (2 weeks)</b>  'Mantle of the expert' dramatisations about a lost family in 'Tikal'  Use fronted adverbials and adverbial phrases  Use subjunctive  Linking ideas across a texts using cohesive devices  Write newspaper report about disappearance of family</p> <p><b>Y6 U1 Power of Imagery. (2 weeks)</b>  Analyse poetry which uses imagery and personification  Use poetic language to create wonder  Choose appropriate adjectives and adverbs  Use images and sounds of the rainforest to compose a strange and surreal poem.</p> <p><b>Explanation Unit (2 weeks)</b>  Written explanation of how is chocolate is grown and made  Use formal phrases  Use subjunctive  Semicolon, dash and commas to mark boundary between clauses</p> <p><b>Y6 U3 Stories from other cultures (3 weeks)</b>  'Giant Kapok Tree' by Lynne Cheery' 'the Vanishing Rainforest' by and 'The Shaman's Apprentice'  Awareness of writer's point of view  Comment on effect of writer's language on reader  Write an additional scene in story</p> <p><b>Y6 U4 Formal/Impersonal Writing (2 weeks)</b>  Research 'Fair trade' farming and produce  Can use formal form of writing  Passive voice  Use subjunctive  Write an informal letter to lunch providers about using fair trade products</p> <p><b>Y5 U3 Persuasive writing (2 weeks)</b>  Analyse and write persuasive leaflets about buying fair trade products and saving the rainforests  Use brackets, commas and dashes to indicate parenthesis  Modal verbs  Adverbs for possibility</p>	<p><b>Y6 U1 Biography and Autobiography (3 weeks)</b>  Create timeline of key events in King Alfred's life  Analyse key features of the genre and shared write examples  Commas after fronted adverbials  Adverbials of time, place and number  Use relative clauses  Use subjunctive  Write a Biography about the life of King Alfred</p> <p><b>Y5 U2 Classic/Narrative Poems (2 weeks)</b>  <b>Y5 U2/3 traditional stories and stories from other cultures (combined)</b>  Dramatisation, analysis and comparisons of Beowulf versions  Subject verb agreement  Write Kennings poems</p> <p><b>Persuasion Unit (3 weeks)</b>  Analyse persuasive adverts  Design and market Viking brooches  Colon to introduce a list  Indicating degrees of possibility with adverbs  Write persuasive texts and posters to sell products</p> <p><b>Y5 U2 Traditional stories, fables, myths and legends (4 weeks)</b>  Analyse and shared write openings, build ups, climax, resolutions and endings to a variety of myths  Use wide range of devices to build cohesion between paragraphs</p> <p>Plan and write own myth</p> <p><b>Explanation Unit (2 weeks)</b>  Analysis of explanation text and shared imitation  Explain how to make a model longboat float</p>
<b>Mathematics</b>	<b><u>Years 5 and 6 – Paul Broadbent Unit Plans (a,b,c, own</u></b>	<b><u>Years 5 and 6 – Paul Broadbent Unit Plans (a,b,c, own</u></b>	<b><u>Years 5 and 6 – Paul Broadbent Unit Plans (a,b,c own</u></b>

Year 5/6 Cycle A	We'll Meet Again (Coolham links with WWII and Battle of Britain)	Rulers of the Rainforest (Ancient Mayan Civilization)	Vikings: Life and Legend
	Autumn	Spring	Summer
	<p><b><u>units</u></b></p> <p><b>Unit 1 - Number and Place Value:</b> 'Tug harder' (5), 'How Many Zeros?' (Beam we can do it year 5),</p> <p><b>Unit 2 - Addition and Subtraction:</b> Twenty Divided Into Six' (5)</p> <p><b>Unit 3 – Geometry:</b> 'The Number's Give the Design' (5), 'Where are they?' (6), 'Transformations on a pegboard' (5), 'Cops and Robbers' (6)</p> <p><b>Unit 4 – Measures:</b> 'Area and perimeter' (5), 'Numerically Equal' (5)</p> <p><b>Unit 5 - Multiplication and Division: Conversions to old money and measures:</b> 'Multiplication Squares' (5), 'Exploring Number patterns You make' (6), 'Four Go' (6)</p> <p><b>Unit 6 - Fractions, decimals and percentages:</b> 'Route product' (5)</p> <p><b>Unit 7 - Patterns and number:</b> Numicon Investigations KS2 into Number</p> <p><b>Unit 7b - Data Handling:</b> 'Match the Matches' (6)</p>	<p><b><u>units</u></b></p> <p><b>Unit 8 - Addition and subtraction:</b> 'Reach 100' (5)</p> <p><b>Unit 9 – Geometry:</b> 'Six Places to Visit' (5), 'Quadrilaterals' (6), 'Square Corners' (5), 'Coordinate Tan' (6)</p> <p><b>Unit 10 – Measures:</b> 'Next Size up' (6)</p> <p><b>Unit 11 - Multiplication and Division:</b> numbers 61 – Make 5 numbers, 62 – Maze, 65, age old problems, 66 – Zids and zods, Slick Jim – 76 (Mathematical challengers for more able pupils)</p> <p><b>Unit 12 - Fractions, decimals and Percentages:</b> 'Forgot the Numbers' (5),</p> <p><b>Unit 13 - Number and Place Value: Ancient Mayan Maths system:</b> 'One million to 7' (6), 'Factor Track' (5), 'one wasn't Square' (5)</p> <p><b>Unit 13a - Data Handling:</b> 'Birdwatch' (6), 'Probably' 96)</p>	<p><b><u>units</u></b></p> <p><b>Unit 13b - Test Revision Unit</b></p> <p><b>Unit 13c - BBC Trade your Way – Entrepreneurial Skills Business Unit</b></p> <p><b>Unit 14 – Geometry:</b> 'How Safe are you?' (5), 'More Transformations on a Pegboard' (5), 'Eight hidden Squares' (6)</p> <p><b>Unit 15 - Patterns and Number:</b> 'Up and Down Staircases' (5)</p> <p><b>Unit 16 – Measures:</b> 'Shaping it' (5). 'Cubes' (5)</p> <p><b>Unit 17 - Multiplication and division:</b> 'Flashing Lights' (5), 'Become maths Detectives' (6)</p> <p><b>Unit 18 - Fractions, decimals and percentages:</b> 'Andy's Marbles' (6)</p> <p><b>Unit 18a - Data Handling:</b> 'Odds or sixes' (6)</p>
Science	<p><b>Working scientifically</b></p> <p><b>Let it Shine</b> <b>Light</b> Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> <p><b>Electrifying</b> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit Compare and give reasons for variations in how</p>	<p><b>Working scientifically</b></p> <p><b>Classifying Critters</b> <b>All living things and their habitats</b> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.</p> <p><b>Staying Alive</b> <b>Animals including humans</b> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p><b>Working scientifically</b></p> <p><b>Material World</b> <b>Properties and changes in materials</b> Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new</p>

Year 5/6 Cycle A	We'll Meet Again (Coolham links with WWII and Battle of Britain)	Rulers of the Rainforest (Ancient Mayan Civilization)	Vikings: Life and Legend
	Autumn	Spring	Summer
	components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram.		materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.  <b>Super Scientists</b>
ICT	<b>Y6 Computer Networks</b> – Planning to create an app <b>Y6 Computational Thinking</b> – Develop project management skills	<b>Y6 Productivity</b> – Researching the app market <b>Y6 Communication/Collaboration</b> – Design an interface for an app	<b>Y6 Programming</b> – Develop a simple app <b>Y6 Creativity</b> – Creating a video and web copy for an app
History	WW2 – Causes and key events linked to the locality Remembrance Day – links with British Legion The role of Coolham Airfield in the 'Battle of Britain' Quakers/Conscientious Objectors to war	Timeline of events in Ancient Mayan civilization Causes and effects of end to Ancient Mayan civilization	Causes of Viking Invasions The Struggles between the Saxons and Vikings History Timeline from 700AD to 1066AD Investigation into Viking way of life: Longboats, beliefs, lives and trade links
Geography	Look at Europe and where things took place home and abroad (Connecting with the world)	Rainforest investigations. Why are they the 'lungs of the world?' and the environmental / global issues arising e.g. deforestation.	Settlements and different types of settlements 'Street through Time' settlement illustrations
Art	Famous War time art and artists – Henry Moore Drawing skills; use a range of materials to produce line, tone & shade. Select appropriate media to achieve a specific outcome	'Tiger in a Storm' by Henri Rousseau Use viewfinders to draw enlarged section in detail & develop idea of composition. Re-make an enlarged class 'Tiger in a Storm'. Use a range of materials to produce line, tone and shade.	Artefacts 'jewels' and talismans. Shield designs and patterns using original letter designs and symbols Explore how stimuli can be used as starting point for 3D work, with particular focus on form, shape, pattern, colour & texture – making clay coil pots
DT	Shelters – Anderson shelters and their gardens Gas masks Morse code – buzzing circuits Making WWII recipes	Chocolate Making and recipes	Craft day to start the unit off. – sewing, making longboat models etc. Make a wooden framed 'treasure box' for copies of Erik the Viking. Maths and DT: card game packaging (post SATs)
RE	Where did the Christian Bible come from? (QCA 5C) Christmas gospels – Comparisons of Luke and Matthew - TES	Why is Muhammad important to Muslims? (QCA 5A) How do Muslims express their beliefs through practice? (QCA 5B)	Worship in our community (PB or QCA 6B) How do the beliefs of Christians influence their actions? (QCA 5D)
Music	War time songs: We'll Meet again and Lambeth Walk <b>Tuned percussion instruments: reading notation and composing.</b>	Adapted song to tune of Conkers 'Chocolate' Play it again – Music express including a jungle rap  <b>Great Green Forest soundtrack</b>	'Viking Rock' and 'We are the Vikings' to Depeche Mode tune (You tube Version)
PE	Dance – Lindyhop Gymnastics for ½ a term Invasion games – hockey Skipping – gymnastics	Dance – Mayan dance Gymnastics Basket ball	Athletics Cricket/rounders Baseball Interschool sport competitions: Weald Mini-Olympics and Schools' District Sports Competition
PSHCE	ACRO Democracy for young citizens Persecution link to RE	ACRO Seal Going for Goals Seal Getting on and Falling Out	ACRO Seal Changes Transition visits to secondary schools

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Year 5/6 Cycle A	We'll Meet Again (Coolham links with WWII and Battle of Britain)	Rulers of the Rainforest (Ancient Mayan Civilization)	Vikings: Life and Legend
	Autumn	Spring	Summer
	Seal New Beginnings Seal Say no to Bullying Seal Good to be me		Road safety
<b>Trips/Visitors</b>	David Parker (Sooty Otters) – WWII Expert Visit to Coolham Airfield Fort Newhaven/Imperial War Museum (London) VE Day celebrations with local residents who may remember or know someone who remembered WWII	Kew Gardens or Wakehurst Place	Mantle of the Expert – Viking Day Visit to Viking/Saxon exhibitions at 'The British Museum'
<b>Cultural Study Links</b>	Loans of RE artefacts via wsglf (Nigel Bloodworth) Use of RE artefacts (kept in school)	Visit to Medina Mosque, Horsham	Circle of Life (how do we deal with birth, ageing and death?)
<b>Economic Study Links</b>	Price comparisons then and now	Amazon Adventure Week (flights, costs, eco tourism etc) cross curricular.	Make/buy and sell items for the School PTA Fair
<b>Community Cohesion</b>	Local community Remembrance Day Invitation of community to celebrate VE day Quaker experiences	Traditional medicines from Amazon and Western drugs. Ethics and culture.	Global School Partnership – ongoing links to grow year on year. Letters, emails etc
<b>Eco Links</b>	Growing your own foods Recycling and reusing in times of need Appreciating our world (in times of war – <i>counting our blessings</i> )	Fair trade research and item identification in shops and stores – eco schools links	Create items to sell at school fair which have been recycled
<b>International Links</b>	Experiences of refugee children in Europe – how this differed from the British experience. Autobiography of Martin and Erika's Journey (Jewish persecution and new laws as a result)	Register with 'Save the Rainforest' or 'Rainforest concern' organisations	Other cultures, our inter dependence and shared/collective history as a result of colonisation.
<b>MFL: French</b>	Conversation: Francophone countries, numbers, greetings, date Topic: Le Départ	Conversation: numbers, where you live, places in town, directions Topic: La Chasse	Conversation: numbers, money Topic: Voici La France!

Year 5/6 Cycle B	The Wonders of the Universe - Space	Super Settlers – The Scots and Saxons	Friends And Heroes (Quakerism, Who's Who and Chocolate)
	Autumn	Spring	Summer
<b>Literacy</b>	<b>Non-Chron Report Unit (3 weeks)</b> Analysis of report writing features Subject-verb agreement Convert nouns to adjectives Clauses	<b>Y6 Unit 2 Poetry/poetry from other Cultures: Robert Burns and Tennyson (1 week)</b> Read, listen to, analyse, dramatise and internalise 'To a mouse', 'The Puddock' and the 'Lady of Shallot' Perform at class 'Burn's Supper'	<b>Y6 U4 Formal report writing (3 weeks)</b> Investigate features of formal writing Research about William Penn Structures of formal and informal language Active and passive voice

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Year 5/6 Cycle B	The Wonders of the Universe - Space	Super Settlers – The Scots and Saxons	Friends And Heroes (Quakerism, Who's Who and Chocolate)
	Autumn	Spring	Summer
	<p>Apostrophe Bracket, dashes or commas to mark parenthesis Planet research Write report about newly discovered imaginary planet in solar system</p> <p><b>Explanation Unit (2 weeks)</b> Analysis and imitation of explanation writing Visit to Science Museum, London, Royal Observatory Greenwich, Herstmonceux Science Centre or Intech, Winchester</p> <p>Structuring paragraphs Conjunctions Relative clauses Explain why we have different day times and night times to other parts of the world</p> <p><b>Y6 U1 Sci-fi fiction genre: Dr Who series from TV and Sc-fi stories (3 weeks)</b> Character, setting and plot development Expanded noun phrases Inverted commas and other punctuation to indicate direct speech Cohesive devices Re-write different endings to chapters and/or write a new chapter</p> <p><b>Persuasion Unit (2 weeks)</b> Analyse features of a persuasive text Watch and read accounts of UFO sightings Modal verbs Active and passive Use subjunctive Adverbs showing degrees of possibility Imitation of persuasive writing Write to persuade that UFO's do exist</p> <p><b>Y6 U1 Biographies and autobiographies (3 weeks)</b> Research lives of famous astronauts Analyse and imitate biographical and autobiographical writing Layout devices and timelines Commas after fronted adverbial Active and passive Write own timeline and autobiography as an imaginary famous astronaut</p> <p><b>Y5 U1 Poetic Style (2 weeks)</b> Analyse and imitate range of space related poetry</p>	<p><b>Y5 U6 Dramatic Conventions: Adapted Shakespeare play of Macbeth (2 weeks)</b> Analyse and imitate playscript conventions Read and perform adapted form of 'Macbeth' Research the true history of Macbeth, Kenneth McAlpine and Duncan Prepositions Apostrophe Collaborate to re-write and perform part of the script</p> <p><b>Formal Explanation Unit: Famous Scottish Inventors (2 weeks)</b> Analyse and imitate formal explanation writing Research famous Scottish Inventors Differences between formal and informal language Relative clauses Passive and active voice Use subjunctive forms Noun phrases to convey complicated information concisely Write a formal letter to the school as the inventor requesting opportunity to show their invention</p> <p><b>Y5 U4 Older literature: King Arthur Legends (3 weeks)</b> Research, analyse and compare versions of the Legends of King Arthur and knights of the 'Round Table' Subject verb agreement Cohesive devices Dramatise, plan, write and re-tell as if a round table knight</p> <p><b>Report and Persuasion Unit (2 weeks)</b> Analysis and imitation of tourist guide language features Research about Sutton Hoo Hyphens to avoid ambiguity Bullet points Use subjunctive Passive voice Commas to clarify meanings or avoid ambiguity Write tourist guide to Sutton Hoo</p> <p><b>Recount: Diary writing based on visit to Butser Farm (2 weeks)</b> Analyse and imitate recount/diary writing language features Research the lives of Picts and Gaels (Scots) Experience life as a Pict at Butser Farm Write a 'Day in the life' diary entry as a Pictish child</p>	<p>Use subjunctive Class visit from Mrs Richardson and visit to Blue Idol Collaborative research and writing of a formal report about the history of one of the class names; Fry, Cadbury, Fox or JBB Present at parent's assembly</p> <p><b>Text Based Unit: Charlie and the Chocolate factory (3 weeks)</b> Character, setting and plot development Devices to build cohesion in a paragraph Adverbials to promote cohesion Appropriate adjectives and adverbs</p> <p><b>Y6 U2 Poetry: Finding a voice (1 week)</b> 'We are all born free' by Amnesty International Analysis and imitation Noun phrases Write and perform own human rights poems</p> <p><b>Y6 U2 Journalistic writing (recount + explanation + persuasion) (3/4 weeks)</b> Analysis and imitation of journalistic writing Research Quaker Oats and link to local farming – Visit from local farmer or visit to farm in locality Noun phrases to convey complicated information concisely Layout devices Visit South of England Show at Ardingly Write a newspaper report in the role of a reporter from the County Times about the show</p> <p><b>Y6 U3 Discussion: Is a little bit of sugar good for you? (2 weeks)</b> Analysis and imitation of argument writing features Debates and hot seating Active and passive Modal verbs Research about sugar, dental hygiene and microbiology Visit from a dentist/doctor/health professional Write own discussion text about the issue</p>



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	Autumn	Spring	Summer
	Layout devices Observe the sky at night and write own poems using poetic style		
Mathematics	<p><b><u>Years 5 and 6 – Paul Broadbent Unit Plans (a,b,c. own units)</u></b></p> <p><b>Unit 1 - Number and Place Value:</b> 'Abundant Numbers' (5),</p> <p><b>Unit 2 - Addition and Subtraction:</b> 'Two and Two' (5)</p> <p><b>Unit 3 – Geometry:</b> 'Olympic Turns' (5), 'Egyptian Rope' (5), 'Transformations on a pegboard' (5), 'Cops and Robbers' (6)</p> <p><b>Unit 4 – Measures:</b> Area and perimeter' (5), 'Fitted' (5)</p> <p><b>Unit 5 - Multiplication and Division: Conversions to old money and measures:</b> 'Sweets in a Box' (5), 'Curious Number' (5),</p> <p><b>Unit 6 - Fractions, decimals and percentages:</b> 'Orange Drink' (6), 'The Moons of Vuvv' (6)</p> <p><b>Unit 7 - Patterns and number:</b> 'Factor Multiple chains' (6), 'Factor Lines' (6)</p> <p><b>Unit 7b - Data Handling:</b> 'Same or Different?'</p> <p><b>Asteroid X Unit:</b> problem solving unit</p>	<p><b><u>Years 5 and 6 – Paul Broadbent Unit Plans (a,b,c. own units)</u></b></p> <p><b>Unit 8 - Addition and subtraction:</b> 'Journeys in Numberland' (5)</p> <p><b>Unit 9 – Geometry:</b> 'Round a Hexagon' (6), 'Making Spirals' (6), 'Square Corners' (5), 'Coordinate Tan' (6)</p> <p><b>Unit 10 – Measures:</b> 'Next Size up' (6), 'Brush Loads' (5)</p> <p><b>Unit 11 - Multiplication and Division:</b> 'Which is Quicker?' (5), 'Make 100' (5), '</p> <p><b>Unit 12 - Fractions, decimals and Percentages:</b> 'Jumping' (6), 'Would you Rather?' (6)</p> <p><b>Unit 13 - Number and Place Value:</b> 'Factor and Multiples Game' (5)</p> <p><b>Unit 13a - Data Handling:</b> 'Tricky Track' (6)</p>	<p><b><u>Years 5 and 6 – Paul Broadbent Unit Plans (a,b,c own units)</u></b></p> <p><b>Unit 13b - Test Revision Unit</b></p> <p><b>Unit 13c - BBC Trade your Way – Entrepreneurial Skills Business Unit</b></p> <p><b>Unit 14 – Geometry:</b> 'Cut nets' (6), 'Making cuboids' (6), 'More Transformations on a Pegboard' (5), 'Eight hidden Squares' (6), 'Ten hidden Squares' (6)</p> <p><b>Unit 15 - Patterns and Number:</b> 'Two primes Make One Square' (5), 'Cycling Squares' (5)</p> <p><b>Unit 16 – Measures:</b> 'Making boxes' (5)</p> <p><b>Unit 17 - Multiplication and division:</b> 'Mystery Matrix' (6), 'Factor Lines' (6), 'Counting Cogs' 96)</p> <p><b>Unit 18 - Fractions, decimals and percentages:</b> 'Pumpkin Pie Problem' (6)</p> <p><b>Unit 18a - Data Handling:</b> 'Winning the Lottery' (6)</p>
Science	<p><b>Working scientifically</b></p> <p><b>The Solar System</b> <b>Earth and Space</b> Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p> <p><b>Let's Get Moving: Forces Part1</b> <b>Forces</b> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction that act between moving surfaces.</p>	<p><b>Working scientifically</b></p> <p><b>Forces: Part 2</b> Recognise that some mechanisms, including levers, pulleys and gears allow a smaller force to have a greater effect (links to inventors).</p> <p><b>We're Dinosaur Hunters – We're Evolving</b> <b>Evolution and inheritance</b> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p><b>Working scientifically</b></p> <p><b>Circle of Life</b> <b>All living things and their habitats</b> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals. In addition sex education will be delivered this term in accordance with the school's policy for sex and relationships.</p> <p><b>Growing Up and Growing Old</b> <b>Animals including humans</b> Describe the changes as humans develop to old age.</p>

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<b>ICT</b>	<b>Y5 Computational Thinking</b> – Cracking Codes <b>Y5 Productivity</b> – Creating a virtual space	<b>Y5 Communication/Collaboration</b> – Sharing experiences and opinions <b>Y5 Creativity</b> – Fusing geometry and art	<b>Y5 Programming</b> – Developing an interactive game <b>Y5 Computer Networks</b> – Creating a web page about cyber safety
<b>History</b>	Research Werner Von Braun and the beginnings of NASA Space travel and moon landings	The history of the Picts and Scots	Historical facts and events for William Penn, Cadbury, Fox, Fry and Jocelyn Bell-Burnell
<b>Geography</b>	Location of NASA space centres in Texas and Florida	Location of Scotland, Orkney, Outer Hebrides and the Shetland Isles Identify patterns in settlement from the Picts, Romans and the Gaels (Scots)	Locate the state of Pennsylvania in the USA
<b>Art</b>	Modern artists- printing Compares own image with that of well-known print maker - Warhol Photography: explore use of multiple viewpoints to create 1 image	Observing and sketching Charles Rennie Macintosh designs: Observational drawing of furniture	Landscapes eg South Downs. Take photos of locality, sketch and record. Use variety of mediums to recreate the landscape.
<b>DT</b>	Electric vehicle of the time – making a moving vehicle with a simple circuit – moon buggy	Create a pulley and belt drive mechanism (links to inventors)	Design and make a wholesome cereal
<b>RE</b>	Why do some Christians go on pilgrimages? (CAS Unit 12 KS2) What can we learn from Christian religious buildings? (QCA 6E) Visit to Chichester Cathedral	What is the Qur'an and why is it important to Muslims? (QCA 6D) What do humanists celebrate and why? <a href="http://humanismforschools.org.uk/">http://humanismforschools.org.uk/</a>	How do people express their faith through the arts? (QCA 6F) Stories of Christianity (PlanB ee yr 6)
<b>Music</b>	Tuned percussion instruments: reading notation and composing.	Journey across the water – adapted from Journey into Space Promotional jingles – record and improve	African music composition with some natural instruments made by the children Kristian Bediaako Drum workshop
<b>PE</b>	Space dance based on Holst's Planets Gym Tennis/table tennis	Gym Tag rugby Scottish dancing	Athletics Cricket Dance – partner dance/mirroring Interschool's sports competitions/Weald Mini-Olympics District Schools Athletics competition
<b>PSHCE</b>	ACRO Seal New Beginnings Seal Say no to Bullying Seal Good to be me	ACRO Seal Going for Goals Seal Getting on and Falling Out	ACRO Seal changes Sex education and drugs Visit from Community Police officer
<b>Trips/Visitors</b>	Visit to Science Museum, London, Royal Observatory Greenwich, Herstmonceux Science Centre or Intech. Winchester	Visit to Butser Ancient farm to experience Pictish life	Visit to the 'Blue Idol' Visit from Mrs Richardson, Quaker Governor Visit to the South of England Show, Ardingly Visit to local farm
<b>Cultural Study Links</b>	Link to who is on the International Space Station <a href="http://www.nasa.gov/mission_pages/station/main/#.U8KlkPldXC8">http://www.nasa.gov/mission_pages/station/main/#.U8KlkPldXC8</a>	Links to school in Scotland or Germany	Links to Quaker school in Africa
<b>Economic Links</b> <b>Study</b>	Cost of Space Missions	Costs to travel to Scotland using different forms of transport	Growing own produce for School fair

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<b>Community Cohesion</b>	Write an email to the astronauts on the International Space Station	Learn about comparisons in government, and parliament in Scotland, Wales, Ireland and English	Visit to the Blue Idol
<b>Eco Links</b>	Investigations into how recycling on board a space ship	<a href="http://www.keepsotlandbeautiful.org/sustainable-development-education/eco-schools">http://www.keepsotlandbeautiful.org/sustainable-development-education/eco-schools</a>	Quaker Oats Eco links Farming Eco links
<b>International Links</b>	Links with Astronauts at Space centres	Link to an Irish Quaker School	Links to Quaker School in Africa
<b>MFL: French</b>	Conversation: reasons for learning another language, numbers, birthdays Topic: Voyage dans L'inconnu	Conversation: numbers, time Topic: French Schools	Conversation: numbers, prepositions Topic: Moi, Mes Amis et mes héros