

History

Cycle A	Term 1 - Autumn	Term 2 - Spring	Term 3 - Summer
EYFS - Setting the foundations for their studies in history	<u>Transition - All about me and Emotions</u> Families - connections and family history. <u>Long, Long Ago</u> Local history – <i>Bishop Jocelyn</i> , dragons and castles <u>People who shaped us</u> Key people in the community <i>Florence Nightingale</i> - Bonfire Night, St Andrew's Day, Remembrance Day	<u>Our Planet</u> Explorers and their journeys <i>Jane Goodall</i>	<u>A World of Discovery</u> Holidays in the past
Year 1 and 2 - Oak Class	<u>Long, Long Ago</u> Historical Artefacts <i>Great Fire of London and Queen Victoria</i> History Driver - Use of artefacts to tell us about the past. A focus on London.	<u>Our Planet</u> <i>Cambodia - Angkor Wat</i>	<u>Let Us Grow</u> Tapestries as artefacts
Year 3 and 4 - Willow Class	<u>Long, Long Ago</u> Ancient Greece and Ancient Egypt	<u>Our Planet</u> Major volcanic eruptions and earthquakes in the past, impacts on their communities (<i>Vesuvius and Pompeii and Herculaneum</i>), ongoing discovery of details about everyday life, power and society.	<u>Let Us Grow</u> Key figures in Botany - <i>Rachel Carson</i> - and responses to her discoveries. Key dates relating to climate change (e.g. establishment of 'Green' parties/movements, critical dates for global temperature rises, significant impact of studies or actions leading to improvement).
Year 5 and 6 - Chestnut Class	<u>Long, Long Ago</u> Ancient Islamic Civilisation	<u>Our Planet</u> North and South America Migration and exploration, colonialism, racism	<u>Let Us Grow</u> Evolution Equality and power - women's rights/suffrage, WW1 and WW2, Cold War changes in society.

Cycle B	Term 1 - Autumn	Term 2 - Spring	Term 3 - Summer
EYFS Setting the	<u>Transition - All about me and Emotions</u> Families - connections and family history.	<u>Our Planet</u> Explorers and their journeys	<u>A World of Discovery</u> Holidays in the past

foundations for their studies in history	<u>Long, Long Ago</u> Local history – <i>Bishop Jocelyn</i> , dragons and castles <u>People who shaped us</u> Key people in the community <i>Florence Nightingale</i> - Bonfire Night, St Andrew's Day, Remembrance Day	<i>Jane Goodall</i>	
Year 1 and 2 - Oak Class	<u>People who shaped us</u> Nurses and the differences between now and in the past - <i>Florence Nightingale</i> and <i>Mary Seacole</i> . Prejudice and contextualising the era.	<u>Location, Location, Location</u> Wookey and Wells in the past - geography, traditions, key events. <i>Isambard Kingdom Brunel</i>	<u>A world of discovery</u> Investigate how new species have been discovered, key scientists, technological developments, discovery/extinction.
Year 3 and 4 - Willow Class	<u>People who shaped us</u> Monarchs in Britain from Romans to Tudors and Stuarts. <i>Local focus: Wells' mediaeval history</i> - Vicar's Close, the Cathedral and Bishop's Palace. How the Cathedral survived the Reformation while Glastonbury Abbey did not, the impact of the Civil War on the Cathedral. Charterhouse on the Mendips was a Roman town.	<u>Location, Location, Location</u> Mining in the South West, including on the Mendips, by the Romans.	<u>A world of discovery</u> The impact of light on human civilisation, use through time - pyramids, sundials - Stonehenge, light bulb, <i>Biography - Thomas Edison and Joseph Swan</i>
Year 5 and 6 - Chestnut Class	<u>People who shaped us</u> Anglo-Saxons, Vikings and Normans Anglo Saxons and Vikings to Normans Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Local links: <i>King Alfred and King Arthur</i>	<u>Location, Location, Location</u> School/village history: school since 1844, view headteachers' written accounts, trace local families to the early years of the school. Impact of illness and farming on schooling. Wells: Visit Wells and the Bishop's Palace - the local area is rich in Iron Age, Anglo-Saxon, Mediaeval and Stuart history. Talks and experiences available in all areas as well as tours and exhibitions which can be tailored to the interests of the children. Also related to the slave trade.	<u>A world of discovery</u> Changes in Britain from Stone Age to Iron Age, including study of Stonehenge. Space - history of exploration

Geography

Cycle A	Autumn	Spring	Summer
EYFS - Setting the foundations for their learning in	<u>Transition - All About Me and Emotions</u> Welly Walks of the local environment.	<u>Our Planet</u> Explorers and how they travelled. <i>Antarctica,, Arctic</i>	<u>Let Us Grow</u> Farming Growing

Geography	<u>Long, Long Ago</u> Local Geographical Area - Wookey and the Bishops Palace. Fieldwork - Seasonal changes - <i>Autumn</i> <u>People who Shaped Us</u> Introduction to maps and globes	Fieldwork - Seasonal Changes - <i>Winter</i> Fieldwork - Follow a map and make their own of the school. <u>Location, Location, Location</u> Woodland and Rainforests Building an understanding of their local environment Seasonal Changes - <i>Spring</i>	Fieldwork - Seasonal Changes - <i>Summer</i> <u>World of Discovery</u> Under the sea
Year 1 and 2 - Oak Class	<u>Long, Long Ago</u> Countries that make up the UK Capital cities of the UK <i>London case study</i>	<u>Our Planet</u> Continents and oceans Human and Physical Feature identification Cambodia case Study Fieldwork - Human and Physical features of the school. Use of a compass.	<u>Let Us Grow</u> Climate Change Humans can have an impact on the planet. How can we protect the environment Fieldwork - Traffic/litter survey
Year 3 and 4 - Willow Class	<u>Long, Long Ago</u> Ancient Egyptians and Ancient Greeks - Locations of the countries they have learnt about so far. Location of Greece and Egypt and their human and physical features. <i>River Nile</i> Fieldwork - Identifying locations in the local area that could have been used to build a temple according to the Ancient Greeks.	<u>Our Planet</u> Natural Disasters - Volcanoes and Earthquakes (<i>Vesuvius, Pompeii, Italy</i>) Flooding in the local area - <i>River Axe</i> Fieldwork - Identifying why flooding has increased in the local area.	<u>Let Us Grow</u> <i>Climate Change</i> <i>Water Cycle</i> <i>Biomes - Polar</i> Fieldwork - Interviewing/surveying locals about climate change.
Year 5 and 6 - Chestnut Class	<u>Long, Long Ago</u> Ancient Islamic Civilisation - trade links, natural resources, human and physical features - <i>River Tigris</i> Fieldwork - Landuse of Baghdad compared with Wells. .	<u>Our Planet</u> Identification of latitude, longitude, N and S hemisphere. Natural resources, trade links and human and physical features. <i>North and South America - Amazon River</i>	<u>Let Us Grow</u> How has the local area changed? <i>Wells and Wookey - War prospective</i> Fieldwork - Population data, land use maps, past and present maps, interviews with locals to say how the local area has changed.

Cycle B	Autumn	Spring	Summer
EYFS - Setting the foundations for their learning in Geography	<u>Transition - All About Me and Emotions</u> Welly Walks of the local environment. <u>Long, Long Ago</u> Local Geographical Area - Wookey and the Bishops Palace. Fieldwork - Seasonal changes - <i>Autumn</i> <u>People who Shaped Us</u> Introduction to maps and globes	<u>Our Planet</u> Explorers and how they travelled. <i>Antarctica,, Arctic</i> Seasonal Changes - <i>Winter</i> Fieldwork - Follow a map and make their own of the school. <u>Location, Location, Location</u> Woodland and Rainforests Building an understanding of their local	<u>Let Us Grow</u> Farming Growing Fieldwork - Seasonal Changes - <i>Summer</i> <u>World of Discovery</u> Under the sea

		environment Seasonal Changes - <i>Spring</i>	
Year 1 and 2 - Oak Class	<u>People Who Shaped Us</u> Oceans and continents Human and physical features of the <i>Jamaica</i> Maps and aerial image use. Fieldwork -Sketching of the local area and identify key human and physical features.	<u>Location, Location, Location</u> Geographical study on <i>Wookey, Wells and Bristol</i> - Similarities and differences. Fieldwork - Observations, note taking and sketching of Wookey.	<u>World of Discovery</u> <u>Oceans and continents</u> Introduction to biomes and their locations - <i>Tropical</i> Location of new discoveries and the human and physical features of the area. Fieldwork - Quadrant/species survey
Year 3 and 4 - Willow Class	<u>People Who Shaped Us</u> Use of old maps to identify Roman settlements. Use of maps to identify countries that the Romans invaded and settled in. Roman settlement features. Fieldwork - Using maps, sketches and observations where locally would suit the Romans to build a settlement?	<u>Location, Location, Location</u> Regional study of the Southwest - Mining Fieldwork - Surveys, sketches and graphs to enhance mining learning.	<u>World of Discovery</u> Incidental Geography with a focus on how early structures used for telling the time were dependent on the physical landscape. <i>Salisbury Plain, The Great Pyramid of Giza, River Avon</i>
Year 5 and 6 - Chestnut Class	<u>People Who Shaped Us</u> Anglo-Saxons, Vikings and Normans Settlements and where they were located. Human and Physical features of the areas. Fieldwork -Observations of the local area to make maps which includes height of land, population and vegetation types.	<u>Location, Location, Location -</u> Detailed Geographical Study of <i>Wookey/Cheddar</i> - mapping, contour lines and keys, analyse statistics. How transport, land use, house building and jobs have changed the local area. Fieldwork - Surveys, interviews, data collection and analysis of data to form conclusions.	<u>World of Discovery</u> Stone Age - Where did the stones come from? How were the structures built? (Avebury) Cheddar Man

Science

Cycle A	Term 1 - Autumn	Term 2 - Spring	Term 3 - Summer
EYFS - Setting the foundations for learning about Science	<u>Long, Long Ago</u> Floating and sinking and seasonal changes	<u>Our Planet</u> Our planet - the importance of looking after Earth, and how we can help to do that seasonal changes. Freezing and melting <u>Location, Location, Location</u> Plant/animal life cycles, nocturnal animals and their homes Minibeasts and their homes.	<u>Let Us Grow</u> Plant/animal life cycles, planting seeds and observing growth <u>World of Discovery - Under the sea</u> Sea creature names and key features. Man-made and natural materials, fossils and revisiting states of matter. Exploring materials and their properties.
Oak	<u>Long, Long Ago</u>	<u>Our Planet</u>	<u>Let Us Grow</u>

	Electricity and living things - animal habitats, food chains and life cycles.	Seasonal changes and weather patterns.	Plants - life cycles, classification, survival needs and parts.
Willow	<u>Long, Long Ago</u> Sound and hearing.	<u>Our Planet</u> Movement, forces and magnets.	<u>Let Us Grow</u> Living things - plants and animals. Parts, reproduction, classification, survival needs and environmental changes that affect growth.
Chestnut	<u>Long, Long Ago</u> The circulatory system, water transportation through the body. Changes as humans develop from birth to old age.	<u>Our Planet</u> Gravity and drag forces.	<u>Let Us Grow</u> Life cycles – plants and animals. Reproductive processes and famous naturalists, adaptation, fossils and evolution.

Cycle B	Term 1 - Autumn	Term 2 - Spring	Term 3 - Summer
EYFS - Setting the foundations for learning about Science	<u>Long, Long Ago</u> Floating and sinking and seasonal changes	<u>Our Planet</u> Our planet - the importance of looking after Earth, and how we can help to do that seasonal changes. Freezing and melting <u>Location, Location, Location</u> Plant/animal life cycles, nocturnal animals and their homes Minibeasts and their homes.	<u>Let Us Grow</u> Plant/animal life cycles, planting seeds and observing growth <u>World of Discovery - Under the sea</u> Sea creature names and key features. Man-made and natural materials, fossils and revisiting states of matter. Exploring materials and their properties.
Oak	<u>People Who Shaped Us</u> Living things - animals and plants. Habitats and microhabitats and how they provide for their basic needs.	<u>Location, Location, Location</u> Investigate materials - properties, suitability for purpose and grouping/sorting.	<u>World of Discovery</u> Living things - animals and humans. Life cycles, classification, body parts and basic needs.
Willow	<u>People Who Shaped Us</u> Understanding electrical circuits.	<u>Location, Location, Location</u> States of matter and rocks and soil.	<u>World of Discovery</u> Living things - animals and humans. Nutrition and how it impacts different parts of the body/systems. Light and seeing.

Chestnut	<u>People Who Shaped Us</u> Electrical circuits and symbols and gears, pulleys and levers.	<u>Location, Location, Location</u> Properties of materials, dissolving, separation, reversible changes and new substances.	<u>World of Discovery</u> Space (movement) and light.
----------	---	--	--

Art

Cycle A	Term 1 - Autumn	Term 2 - Spring	Term 3 - Summer
Preschool - Acorns	<u>Expressive Arts and Design</u> Exploring paints. Develop their own ideas, then decide on their own materials to express them. Join different materials and explore different textures.	<u>Expressive Arts and Design</u> Make imaginative and complex small words, developing their ideas through materials Explore materials, using all senses to investigate. Developing manipulation. Expressive ideas and feelings through mark making.	<u>Expressive Arts and Design</u> Starting to make marks intentionally, expressing their ideas and feelings. Make simple models using their imagination to express their ideas. Draw with increasing complexity, including emotions. Explore colour and colour mixing.
Reception - Rowan	<u>Expressive Arts and Design</u> Know how to use a paint brush to create simple representations of events, people and objects.	<u>Expressive Arts and Design</u> To know how to make any necessary changes to representations in order to achieve intended outcomes.	<u>Expressive Arts and Design</u> To know how to mix colours to achieve a desired end result. To know how to use materials to create different textures on pieces of art.
Oak	<u>Sculpture</u> Making their own historical artefact that represents themselves out of a range of malleable materials	<u>Painting and Digital Media</u> Using a range of paint and tools to create pieces of art inspired by the Cambodian Flag.	<u>Textiles</u> Weaving, plaiting, stitching and dip dyeing to create a final piece
Willow	<u>Sculpture</u> Creating a Greek Vase out of clay	<u>Painting</u>	<u>Print</u> Creating printing blocks with coiled string inspired by plants and flowers inspired by

		Using a range of brush techniques and watercolours to create a piece inspired by natural disasters and a wide range of artists	William Morris
Chestnut	<u>Printing</u> Geometric Tiles Linked to The Ancient Islamic Civilization Textiles - linked to DT. Creating a felt phone case	<u>Digital Media</u> Creating pixel art & creating and responding to soundscapes	<u>Paint</u> Using a range of hues, tints, tones and shades to create a personal piece of art. <u>Collage</u> Create mosaic stepping stones for the garden/wild area inspired by plants and

Cycle B	Term 1 - Autumn	Term 2 - Spring	Term 3 - Summer
Preschool - Acorns	<u>Expressive Arts and Design</u> Exploring paints. Develop their own ideas, then decide on their own materials to express them. Join different materials and explore different textures.	<u>Expressive Arts and Design</u> Make imaginative and complex small words, developing their ideas through materials Explore materials, using all senses to investigate. Developing manipulation. Expressive ideas and feeling through mark making.	<u>Expressive Arts and Design</u> Starting to make marks intentionally, expressing their ideas and feelings. Make simple models using their imagination to express their ideas. Draw with increasing complexity, including emotions. Explore colour and colour mixing.
Reception - Rowan	<u>Expressive Arts and Design</u> Know how to use a paint brush to create simple representations of events, people and objects.	<u>Expressive Arts and Design</u> To know how to make any necessary changes to representations in order to achieve intended outcomes.	<u>Expressive Arts and Design</u> To know how to mix colours to achieve a desired end result. To know how to use materials to create different textures on pieces of art.
Oak	<u>Printing</u> Create patterns and textures using a range of medium	<u>Drawing</u> Using a range of medium to draw features of the school and the local area	<u>Collage</u> Creating collages of animals and humans
Willow	<u>Digital Media</u> Creating image, video and sound recordings inspired by a range of influential artists from around the world	<u>Collage</u> Creating a mixed media collage of The Mendip Hills	<u>Drawing</u> Exploring light and shadow through pencil sketching, focusing on animals and humans

Chestnut	<u>Sculpture</u> Create a wire and clay sculpture of a person from history who has inspired them.	<u>Painting</u> Painting The Bishop's Palace.	<u>Drawing and Printing</u> Linked to light and space focus in Science
----------	---	---	--

DT

Cycle A	Term 1 - Autumn	Term 2 - Spring	Term 3 - Summer
Preschool - Acorns	Creating with materials - explore simple joining techniques such as cutting with scissors and sticking with glue. Manipulate materials - Roll dough using a rolling pin. Make clay models. Food - peeling, cutting and chopping vegetables to make vegetable soup.	Creating with materials - explore simple joining techniques such as cutting with scissors and sticking with glue and using PVA with glue spreaders. Manipulate materials - Roll dough using a rolling pin and use cutters to cut shapes.	Creating with materials - explore using simple joining techniques such as cutting with scissors and sticking with glue and using PVA with glue spreaders and sellotape. Manipulate materials - Roll dough using a rolling pin, use cutters to cut shapes and knead the dough with their hands.
Reception - Rowan	Creating with materials - explore different joining techniques - glue sticks and PVA. Food - measure using cups and spoons and use cooking techniques - spreading, cutting, threading and coring. Manipulate materials - playdough	Creating with materials - explore different joining techniques - glue sticks, PVA, masking tape, sellotape and split pins. Food - measure using cups and spoons and use cooking techniques - spreading, cutting, threading, coring, mixing and grating. Manipulate materials - playdough and clay	To plan what they are going to make - cooking, construction and junk modelling. To share creations, talk about the process, evaluate their work and adapt where necessary. Food - measure using cups and spoons and use cooking techniques - spreading, cutting, threading, coring, mixing, grating and adding flavours. Manipulate materials - playdough, clay and plasticine.
Oak	Materials - To know how to use tools safely, explore a range of joining techniques (glueing, adding hinges and combining materials), measure using a ruler to the nearest cm and tear, cut, fold and curl materials.	Food - Make fruit smoothies Safe handling of food. Peeling, chopping and blending fruit. Designing packaging for smoothies. Evaluating product.	Textiles - Shape textiles using templates, join textiles using a running stitch and colour/dye textiles.
Willow	Food - Prepare ingredients hygienically using appropriate utensils, measure to the nearest gram, follow a recipe and know how to assemble or cook ingredients.		Textiles - Select appropriate stitching (introduce seam allowance) and decorating techniques. Materials - Cut, shape, join, measure and mark out materials.
Chestnut	Textiles - Create objects using a seam allowance, join textiles with a combination of stitching techniques and know how to use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles.	Computing - Write code to control and monitor models or products.	Food - Storage and handling of ingredients, measuring and calculating ratios of ingredients, use a range of baking and cooking techniques, create and refine recipes and write

			a menu that caters for dietary needs/preferences.
--	--	--	---

Cycle B	Term 1 - Autumn	Term 2 - Spring	Term 3 - Summer
Preschool - Acorns	Creating with materials - explore simple joining techniques such as cutting with scissors and sticking with glue. Manipulate materials - Roll dough using a rolling pin. Make clay models. Food - peeling, cutting and chopping vegetables to make vegetable soup.	Creating with materials - explore simple joining techniques such as cutting with scissors and sticking with glue and using PVA with glue spreaders. Manipulate materials - Roll dough using a rolling pin and use cutters to cut shapes.	Creating with materials - explore using simple joining techniques such as cutting with scissors and sticking with glue and using PVA with glue spreaders and sellotape. Manipulate materials - Roll dough using a rolling pin, use cutters to cut shapes and knead the dough with their hands.
Reception - Rowan	Creating with materials - explore different joining techniques - glue sticks and PVA. Food - measure using cups and spoons and use cooking techniques - spreading, cutting, threading and coring. Manipulate materials - playdough	Creating with materials - explore different joining techniques - glue sticks, PVA, masking tape, sellotape and split pins. Food - measure using cups and spoons and use cooking techniques - spreading, cutting, threading, coring, mixing and grating. Manipulate materials - playdough and clay	To plan what they are going to make - cooking, construction and junk modelling. To share creations, talk about the process, evaluate their work and adapt where necessary. Food - measure using cups and spoons and use cooking techniques - spreading, cutting, threading, coring, mixing, grating and adding flavours. Manipulate materials - playdough, clay and plasticine.
Oak	Food - Design a healthy wrap based on a food combination which works well together. Slice food safely using the bridge or claw grip. Evaluate against a design brief.	Electricals/electronics - Diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage). Computing - Model designs using software. Evaluate against design criteria.	Mechanics - Make a moving monster using levers, pivots, wheels and winding mechanisms. Create and adjust the size of linkages. Evaluate a design against a criteria and use peer feedback to modify a design. Construction - Use materials to practise drilling, screwing, glueing and nailing materials to make and strengthen products.
Willow	Materials - Select appropriate tools and cutting, shaping and joining techniques. Measure to the nearest mm. Construction - Construct, strengthen and repair items. Mechanics - Use science knowledge to select appropriate mechanisms for a product. Electronics/electricals - Create series and parallel circuits. Computing - Control and monitor models using software designed for this purpose	Food - Prepare ingredients hygienically. Measure to the nearest gram. Follow a simple recipe. Combine and cook ingredients. Cooking and nutrition - Know the main principles of a healthy diet. Understand the process of how food is grown, reared, caught and processed.	
Chestnut	Electronics - Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips). Materials - Cut materials with precision and refine the finish with appropriate tools. Choose appropriate tools to cut and shape.		Food - Correct storing and handling of ingredients. Accurate measuring - using ratios (scale up and down). Create and refine recipes.

	Mechanics - Convert rotary motion to linear using cams. Construction - Learn practical skills to create products (such as cutting, drilling and screwing, nailing, glueing, filing and sanding).		
--	---	--	--

Computing

Cycle A	Term 1 - Autumn	Term 2 - Spring	Term 3 - Summer
EYFS - Setting the foundations	Explore a variety of devices and understand how to use them safely.	Understand how to use devices to get a designated outcome.	Begin to explore code and simple programming.
Oak	Y1 Computing systems and networks – Technology around us Y2 Computing systems and networks – IT around us	Y1 Creating media – Digital painting Y2 Creating media – Digital photography	Y1 Programming A – Moving a robot Y2 Programming A – Robot algorithms
Willow	Y3 Connecting computers Y4 The Internet	Y3 Stop-frame animation Y4 Audio production	Y3 Sequencing sounds Y4 Repetition in shapes
Chestnut	Y5 flat file databases Y6 Introduction to spreadsheets	Y5 vector drawing Y6 3D modelling	Y5 Selection in quizzes Y6 Sensing

Cycle B	Term 1 - Autumn	Term 2 - Spring	Term 3 - Summer
EYFS - Setting the foundations	Explore a variety of devices and understand how to use them safely.	Understand how to use devices to get a designated outcome.	Begin to explore code and simple programming.
Oak	Y1 Data and information – Grouping data Y2 Data and information – Pictograms	Y1 Creating media – Digital writing Y2 Creating media – Digital music	Y1 Programming B – Programming animations Y2 Programming B – Programming quizzes
Willow	Y3 branching databases Y4 Data logging	Y3 Desktop publishing Y4 Photo editing	Y3 Events and actions in programmes Y4 Repetition in games
Chestnut	Y5 Sharing information Y6 Internet Communication	Y5 Video editing Y6 Website creation	Y5 selection in physical computing Y6 variables in games

Cycle A	Term 1 - Autumn	Term 2 - Spring	Term 3 - Summer
Preschool - Acorns	Explore religions and cultural beliefs through annual celebrations such as Diwali, Christmas and Easter		
Reception - Rowan	<u>Long, Long Ago</u> Who are we? <u>People who shaped us</u> Why are some times special? (Including Diwali, Hanukkah, Christmas, Nativity)	<u>Our Planet</u> Special places - Church building and synagogue <u>Location, Location, Location</u> Special Times - Easter and Passover	<u>Let us Grow</u> Special Stories: God/Creation <u>World of Discovery</u> Special Stories: Jesus
Oak	<u>Long, Long Ago</u> What do Christians believe about Jesus?	<u>Our Planet</u> What do Christians believe about forgiveness?	<u>Let us Grow</u> What do Jewish people believe about God and the Covenant?
Willow	<u>Long, Long Ago</u> What do Christians believe about God & Incarnation? (Jesus' miracles)	<u>Our Planet</u> What do Christians believe about Salvation? (Christian salvation story)	<u>Let us Grow</u> What do Hindu people believe about Dharma, Deity and Atman? (Including Diwali)
Chestnut	<u>Long, Long Ago</u> What do Christians believe about God and Incarnation? (Different viewpoints within the gospels)	<u>Our Planet</u> What do Christians believe about salvation? (Atonement)	<u>Let us Grow</u> What do Hindu people believe about Dharma, Deity and Atman? (Including Holi)

RE

Cycle B	Term 1 - Autumn	Term 2 - Spring	Term 3 - Summer
Preschool - Acorns	Explore religions and cultural beliefs through annual celebrations such as Diwali, Christmas and Easter		
Reception - Rowan	<u>Long, Long Ago</u> Who are we? <u>People who shaped us</u> Why are some times special? (Including Diwali, Hanukkah, Christmas, Nativity)	<u>Our Planet</u> Special places - Church building and synagogue <u>Location, Location, Location</u> Special Times - Easter and Passover.	<u>Let us Grow</u> Special Stories: God/Creation <u>World of Discovery</u> Special Stories: Jesus
Oak	<u>People who shaped us</u>	<u>Location, Location, Location</u>	<u>World of Discovery</u>

	What do Christians believe about God?	What do Jewish people believe about Torah?	What do Christians believe about love?
Willow	<u>People who shaped us</u> What do Muslim people believe about Islam and Iman? (Meaning of Islam and Muhammed's revelations)	<u>Location, Location, Location</u> What do Jewish people believe about God and the Covenant and Torah? (God's Covenant agreement with Abraham)	<u>World of Discovery</u> What do Christians believe about Agape? (Agape is love) What is humanism? (material world and secularism)
Chestnut	<u>People who shaped us</u> What do Muslim people believe about Islam and Iman? (Quran/prophets)	<u>Location, Location, Location</u> What do Jewish people believe about God and the Covenant and Torah? (Coming of age ceremonies/Yom Kippur)	<u>World of Discovery</u> What do Christians believe about Agape? (Selfless unconditional love in the Beatitudes) What is humanism? (Understanding of agnostic)

PSHE

Cycle A	Term 1 - Autumn	Term 2 - Spring	Term 3 - Summer
Preschool - Acorns	<u>Personal, Social, Emotional Development</u> Developing friendships with other children Play with one or more other children, extending play ideas. Following rules and routines, understand why they are important. Begin to talk about their feelings	<u>Personal, Social, Emotional Development</u> Feeling confident when exploring new environments. Being increasingly independent, meeting their own care needs. Establishing a sense of self. Safely exploring their emotions through play and stories, notice and ask questions about differences. Developing their sense of responsibility and membership within the community.	<u>Personal, Social, Emotional Development</u> Increasingly able to manage and discuss own emotions with an adult or peer. Understanding how others may feel, building confidence in new social situations. Making healthy food choices. Talk about their feelings in more elaborate ways. Find solutions to conflict and rivalries, finding appropriate ways to be assertive. Thrive as they develop their self-assurance, feeling strong enough to express a range of emotions.
Reception - Rowan	<u>Personal, Social, Emotional Development</u> How does my body feel? Feelings and emotions	<u>Personal, Social, Emotional Development</u> How can we be ready to learn? How can we manage our feelings?	<u>Personal, Social, Emotional Development</u> How can we keep ourselves safe and healthy?

Oak	<u>Relationships:</u> How does our behaviour affect others? What makes a good friend? <u>Living in the Wider World:</u> What are rules? <u>Health and Wellbeing</u> How do rules and age restrictions keep us safe?	<u>Living in the Wider World:</u> What does it mean to belong to a group? <u>Relationships:</u> How can we keep our bodies safe? What is bullying?	<u>Living in the Wider World:</u> What jobs do people do? What is money? <u>Health and Wellbeing:</u> What are feelings?
Willow	<u>Relationships</u> How can we be a good friend? <u>Health and wellbeing</u> How can we manage our feelings?	<u>Health and Wellbeing</u> Why should we eat well and look after our teeth? How can we manage risk in different places?	<u>Relationships</u> What are families like? <u>Health and wellbeing</u> What strengths, skills and interests do we have? How will we grow and change?
Chestnut	<u>Relationships</u> How can friends communicate safely?	<u>Health and wellbeing</u> How can drugs, common to everyday life, affect health?	<u>Living in the wider world</u> What decisions can people make with money? <u>Health and Wellbeing (Y6 only)</u> Relationships, Sex and Health Education <u>Relationships</u> What will change as we become more independent? How do friendships change as we grow?

Cycle B	Term 1 - Autumn	Term 2 - Spring	Term 3 - Summer
Preschool - Acorns	<u>Personal, Social, Emotional Development</u> Developing friendships with other children Play with one or more other children, extending play ideas. Following rules and routines, understand why they are important. Begin to talk about their feelings	<u>Personal, Social, Emotional Development</u> Feeling confident when exploring new environments. Being increasingly independent, meeting their own care needs. Establishing a sense of self. Safely exploring their emotions through play and stories, notice and ask questions about differences. Developing their sense of responsibility and membership within the community.	<u>Personal, Social, Emotional Development</u> Increasingly able to manage and discuss own emotions with an adult or peer. Understanding how others may feel, building confidence in new social situations. Making healthy food choices. Talk about their feelings in more elaborate ways. Find solutions to conflict and rivalries, finding appropriate ways to be assertive. Thrive as they develop their self-assurance, feeling strong enough to express a range of emotions.
Reception - Rowan	<u>Personal, Social, Emotional Development</u> How does my body feel? Feelings and emotions	<u>Personal, Social, Emotional Development</u> How can we be ready to learn? How can we manage our feelings?	<u>Personal, Social, Emotional Development</u> How can we keep ourselves safe and healthy?

Oak	<u>Relationships</u> Why do we need friends? <u>Health and Wellbeing</u> What helps us stay healthy? What can help us grow and stay healthy?	<u>Living in the Wider World</u> Why do people use the internet? Why is the internet useful?	<u>Relationships</u> What is a family? <u>Health and Wellbeing</u> How do we recognise our feelings? How do our bodies change as we get older?
Willow	<u>Living in the Wider World</u> What makes a community? <u>Living in the Wider World</u> How can our choices make a difference to others and the environment?	<u>Health and wellbeing</u> What keeps us safe? <u>Relationships</u> How do we treat each other with respect?	<u>Health and wellbeing</u> Why should we keep active and sleep well? How will we grow and change?
Chestnut	<u>Health and wellbeing</u> How can we help in an accident or emergency? What makes up our identity?	<u>Living the wider world</u> How can the media influence people? <u>Health and Wellbeing</u> How can we keep healthy as we grow?	<u>Living in the wider world</u> What jobs would we like? <u>Health and Wellbeing (Y6 only)</u> Relationships, Sex and Health Education <u>Relationships</u> What will change as we become more independent?

Music

Cycle A	Term 1 - Autumn	Term 2 - Spring	Term 3 - Summer
EYFS	<u>Long, Long Ago and People who shaped us</u> Sing and perform nursery rhymes Join in with whole school singing assemblies Experiment with different instruments and their sounds Create musical patterns using body percussion Learn and perform songs for the Nativity. Pitch match Sing the melodic shape of familiar songs Begin to build up a repertoire of songs Sing entire songs Active Music: YR Rhythm and Pulse Start YR Singing games	<u>Our Planet and Location, Location, Location</u> Create musical patterns using untuned instruments Talk about whether they like or dislike a piece of music Say whether a piece of music is being played high or low. Copy simple patterns. Active Music: YR Singing games Start YR Pitch - songs, games and musical activities	<u>Let us Grow and World of Discovery</u> Follow a musical pattern to play tuned instruments Join in with whole school singing assemblies Create own compositions using tuned instruments Active Music: YR Pitch - songs, games and musical activities YR Instrumental Activities
Oak	<u>Long, Long Ago</u> Take part in singing, accurately following the melody. Imitate changes in pitch. Clap rhythms. Create short, musical patterns. Active Music: Y1 Singing games Y2 Instrumental activities	<u>Our Planet</u> Follow instructions on how and when to sing or play an instrument. Create a mixture of different sounds (long and short, loud and quiet, high and low). Identify the beat of a tune. Active Music: Y2 Singing Games Y1 Instrumental Activities	<u>Let us Grow</u> Make and control long and short sounds, using voice and instruments. Create a sequence of long and short sounds. <i>Use symbols to represent a composition and use them to help with a performance.</i> Active Music: Y2 Rhythm and Pulse

	Harvest Celebration performance		Extend with activities of composition using given and created symbols/representations of sounds, rhythms and rests.
Willow WCET Instrumental tuition all year	<u>Long, Long Ago</u> Maintain a simple part within a group. Play notes on an instrument with care so that they are clear. Perform with control and awareness of others. Compose and perform melodic songs. Use sound to create abstract effects. Devise non-standard symbols to indicate when to play and rest. Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music Active Music: Y3 Rhythm and Pulse Y4 Instrumental Activities	<u>Our Planet</u> Sing from memory with accurate pitch. Sing in tune. Pronounce words within a song clearly. Show control of voice. Recognise the notes EGBDF and FACE on the musical stave. Active Music: Y3 Pitch - songs, games and musical activities Easter Celebration performance	<u>Let us Grow</u> <i>Play notes on an instrument with care so that they are clear. Perform with control and awareness of others.</i> Choose, order, combine and control sounds to create an effect. Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. Understand layers of sounds and discuss their effect on mood and feelings. Explore resources to combine learning from the year to play instruments and sing, performing compositions to the class and wider school.
Chestnut	<u>Long, Long Ago</u> Sing or play expressively and in tune. Create songs with verses and a chorus. Create rhythmic patterns with an awareness of timbre and duration. Use and understand simple time signatures Active Music: Y5 Rhythm and pulse Y6 instrumental Activities	<u>Our Planet</u> Sustain a drone or a melodic ostinato to accompany singing. Use drones and melodic ostinati (based on the pentatonic scale). Read and create notes on the musical stave .Understand and use the # (sharp) and ♭ (flat) symbols. Describe how lyrics often reflect the cultural context of music and have social meaning. Active Music: Y5 Instrumental Activities Explore additional resources to investigate music from other cultures. Appreciate, use appropriate language to appraise and reflect.	<u>Let us Grow</u> Sing a harmony part confidently and accurately. Sing or play from memory with confidence. Perform with controlled breathing and skillful playing. Convey the relationship between the lyrics and the melody. Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. Active Music: Y6 Rhythm and Pulse Y5 Singing Games Learn and sing parts in the school production

Cycle B	Term 1 - Autumn	Term 2 - Spring	Term 3 - Summer
EYFS	<u>Long, Long Ago and People who shaped us</u> Sing and perform nursery rhymes Join in with whole school singing assemblies Experiment with different instruments and their sounds Create musical patterns using body percussion Learn and perform songs for the Nativity. Pitch match Sing the melodic shape of familiar songs Begin to build up a repertoire of songs Sing entire songs Active Music: YR Rhythm and Pulse Start YR Singing games	<u>Our Planet and Location, Location, Location</u> Create musical patterns using untuned instruments Talk about whether they like or dislike a piece of music Say whether a piece of music is being played high or low. Copy simple patterns. Active Music: YR Singing games Start YR Pitch - songs, games and musical activities	<u>Let us Grow and World of Discovery</u> Follow a musical pattern to play tuned instruments Join in with whole school singing assemblies Create own compositions using tuned instruments Active Music: YR Pitch - songs, games and musical activities YR Instrumental Activities
Oak	<u>People who shaped us</u> Take part in singing, accurately following the melody. Imitate changes in pitch. Choose sounds to create an effect. Active Music: Y1 Pitch - songs, games and musical activities Explore use of instruments to practise learning in Y1 lessons. Focus on sounds to create an effect. Harvest Celebration performance	<u>Location, Location, Location</u> Follow instructions on how and when to sing or play an instrument. Create short, rhythmic phrases. Recognise changes in timbre, dynamics and pitch. Active Music: Y1 Rhythm and Pulse Extend with additional activities to compose and perform focusing on changes in timbre, dynamics and pitch.	<u>World of Discovery</u> Make and control long and short sounds, using voice and instruments. Sequence sounds to create an overall effect. Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. Active Music: Y2 Pitch - songs, games and musical activities Extend with activities using symbols for a minim, crotchet and semibreve

Willow WCET Instrumental tuition all year	<u>People who shaped us</u> Maintain a simple part within a group. Play notes on an instrument with care so that they are clear. Perform with control and awareness of others. Create accompaniments for tunes. Use drones as accompaniments. Devise non-standard symbols to indicate when to play and rest. Evaluate music using musical vocabulary to identify areas of likes and dislikes. Active Music: Y4 Singing Games Y4 Pitch - songs, games and musical activities	<u>Location, Location, Location</u> Sing from memory with accurate pitch. Sing in tune. Pronounce words within a song clearly. Show control of voice. Recognise the notes EGBDF and FACE on the musical stave. Active Music: Y4 Rhythm and Pulse Y3 Singing Games Easter Celebration performance	<u>World of Discovery</u> Play notes on an instrument with care so that they are clear. Perform with control and awareness of others. Use digital technologies to compose pieces of music. Create repeated patterns with a range of instruments. Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. Active Music: Y3 Instrumental Activities Extend to use digital technologies to compose pieces of music. Extend with activities using symbols for a minim, crotchet and semibreve and say how many beats they represent.
Chestnut	<u>People who shaped us</u> Perform solos or as part of an ensemble. Combine a variety of musical devices, including melody, rhythm and chords. Choose from a wide range of musical vocabulary to accurately describe and appraise music. Active Music: Y5 Pitch - songs, games and musical activities Extend using activities to listen to, explore and appraise music of a range of styles/ periods/purposes. Christmas classical theme.	<u>Location, Location, Location</u> Hold a part within a round. Thoughtfully select elements for a piece in order to gain a defined effect. Understand the purpose of the treble and bass clefs and use them in transcribing compositions. Active Music: Y6 Singing Games Extend to explore written music using bass and treble clefs. Write music on a stave.	<u>World of Discovery</u> Sing a harmony part confidently and accurately. Sing or play from memory with confidence. Perform with controlled breathing Use digital technologies to compose, edit and refine pieces of music. Active Music: Y6 Pitch - songs, games and musical activities Extend to use digital technologies Perform and sing in the play

French

Cycle A	Term 1 - Autumn	Term 2 - Spring	Term 3 - Summer
Willow	I am Learning French Animals	Fruits I am able to....	Romans In the Classroom
Chestnut	The Date Tudors	Do you have a pet? Clothes	Me in the World Vikings

Cycle B	Term 1 - Autumn	Term 2 - Spring	Term 3 - Summer
Willow	Instruments Shapes	Vegetables Ice Creams	Presenting Myself Goldilocks
Chestnut	Family At the Tea Room	What's the Weather? Olympics	Planets Healthy Lifestyles

PE

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Invasion and team games (tag rugby, football)	Dance and gymnastics	Health and fitness	Ball control (tennis, hockey, netball)	Athletics	Hitting/Fielding games (rounders, cricket)