

Year 6

| Subject Area  | Autumn 1 (7wks)   | Autumn 2 (7wks)                           | Spring 1 (7wks)                                      | Spring 2 (6wks)   | Summer 1 (5wks)                                     | Summer 2 (7wks)                                 |
|---|---|---|--|---|---|---|
| <b>Trip</b>   | Space Dome  |   | The Box - WWII and the Blitz in Plymouth session     |   | Residential   |   |
| <b>English units</b>  | The Firework Maker's daughter (F)<br>Journey (F)          | Hope-lo-Docus (P)                         | Thornhill (F)<br>Goldilocks (NF)                     | Letters From the Lighthouse (NF)                          | Pet peeves (NF)<br>Paperman (F)                     | Independent                                     |
| <b>Class novel</b>  | Clockwork - Philip Pullman                                |   |  |   |   |   |
| <b>Maths</b>  | Place Value<br>Four operations 1<br>Four operations 2     | Fractions 1<br>Fraction 2<br>Geometry     | Decimals<br>Percentages<br>Algebra                   | Measure<br>Ratio and Proportion                           | Geometry<br>Problem Solving<br>Statistics           | Problem solving                                 |
| <b>RE</b>   | Domestic Church<br>Baptism/Confirmation                   | Baptism/Confirmation<br>Judaism<br>Advent | Community<br>Eucharist                               | Eucharist<br>Hinduism<br>Lent                             | Pentecost<br>Judaism                                | Reconciliation<br>Universal Church              |
| <b>PSHE/SMSC</b> <i>(Live life to the full modules throughout the year)</i> | Transitions<br>Aspirations                                | Road safety                               | Rail safety<br>My community                          | Economic well being                                       | Water safety<br>Drugs education                     | Transition<br>Responsibilities                  |
| <b>Science</b>  | Light   | Electricity<br><b>Planning- WS skills</b> | Living things and habitats<br><b>Data- WS skills</b> | Evolution and inheritance<br><b>Evaluation- WS skills</b> | Animals including humans                            |   |
| <b>Art/DT</b>   | Art and design skills<br>Make my voice heard              |   | Photography  |   | Still life  |   |
|   | Steady hand game  |   | Come dine with me                                    |   | Design a playground                                 |   |
| <b>Computing</b>  | Communication   | 3D modelling                              | Webpage creation                                     | Spreadsheets  | Variables in games                                  | Sensing   |
| <b>Online safety</b><br>Twice a term  | Self-image and identity and online reputation             | Online relationships                      | Online bullying                                      | Managing online information                               | Health, wellbeing and lifestyle                     | Privacy and security<br>Copyright and ownership |
| <b>Geography</b>  | North America - What is it like to live in North America? |   | Water - Can water be trusted or is it a foe?         |   | Climate - How does Climate differ across the world? |   |
| <b>History</b>  | Who were the heroes in British history?                   |   | What impact did WW2 have on life in Britain?         |   | Who are the Maya and what was their life like?      |   |
| <b>Music</b>  | Happy<br>Classroom jazz 2                                 |   | A new year carol<br>You've got a friend              |   | Music and me<br>Reflect, rewind and replay          |   |
| <b>PE</b>   | Invasion Game - Hockey                                    | Gymnastics                                | Dance  | Gymnastics  |   | Athletics                                       |

|            |                      |  |  |  |                              |  |
|------------|----------------------|--|--|--|------------------------------|--|
|            |                      |  |  |  | Invasion Game - Tag<br>Rugby |  |
| <b>MFL</b> | Spanish and Classics |  |  |  |                              |  |

| Subject Area  | Autumn 1  | Autumn 2  | Spring 1  | Spring 2                               | Summer 1  | Summer 2   |
|---|---|---|---|--|---|--|
| <b>Trip/experience</b>  | Space Dome  |   | The Box   |  | Dartmoor Zoo  |  |
| <b>English units</b>  | The flying books of<br>Morris Lessmore (F)<br>Gorilla (F)                             | Mars Transmission (NF)                                      | The Malfeasance (P)<br>Rose Blanche (F)                                     | Plastic pollution<br>Speech (NF)       | The Explorer (F)  | David Attenbrough (NF)                               |
| <b>Class novel</b>  |   |   |   |  |   |  |
| <b>Maths</b>  | Number and place<br>Value<br>Number and Place<br>Value<br>Addition and<br>subtraction | Statistics<br>Multiplication and<br>division<br>Measurement | Multiplication and<br>division<br>Fractions, decimals and<br>percentages    | Fractions decimals<br>and percentages  | Fractions, decimals<br>and percentages<br>Properties of shape<br>Properties of shapes | Position and direction<br>Measurement<br>Measurement |
| <b>RE</b>   | Domestic Church<br>Baptism/Confirmation   | Baptism/Confirmation<br>Islam<br>Sikhism<br>Advent          | Community<br>Eucharist  | Eucharist<br>Hinduism<br>Lent          | Pentecost<br>Judaism  | Reconciliation<br>Universal Church                   |
| <b>PSHE/SMSC</b> ( <i>Live life to<br/>the full modules<br/>throughout the year</i> ) | Transitions   | Aspirations   | Road safety<br>My community   | Economic well-being<br>Drugs education | Water safety<br>Rail safety   | Responsibilities<br>Transition                       |
| <b>Science</b>  | Forces<br>Planning- WS skills   | Earth and space   | Properties and changes of material<br>Data- WS skills                       |  | Living things and<br>their habitats<br>Evaluation- WS skills                          | Animals including<br>humans                          |
| <b>Art/DT</b>   | Formal elements: architecture<br>Art and design skills                                |   | Every picture tells a story   |  | Design for a purpose  |  |
|   | Making a pop-up book  |   | Bridges   |  | What could be healthier?  |  |
| <b>Computing</b>  | Sharing information   | Vector drawing  | Video editing   | Flat file databases                    | Selection in physical<br>computing  | Selection in quizzes                                 |
| <b>Online safety</b><br>Twice a term  | Self-image and<br>identity and online<br>reputation                                   | Online relationships  | Online bullying   | Managing online<br>information         | Health, wellbeing<br>and lifestyle  | Privacy and security<br>Copyright and<br>ownership   |
| <b>Geography</b>  | The angry Earth - Why and where do<br>earthquakes occur?                              |   | South America - Where is South America with a<br>particular look at Brazil? |  | Trade and Economics - Where does our food<br>come from?                               |  |
| <b>History</b>  | What was life like for children in Victorian Britain?                                 |   | Where were the Viking raids and invasions?                                  |  | How do we use Greek ideas today?  |  |
| <b>Music</b>  | Livin' on a Prayer<br>Classroom Jazz 1  |   | Make You Feel My Love<br>The Fresh Prince of Bel-Air                        |  | Dancing in the Street<br>Reflect, Rewind, Replay                                      |  |

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|------------|------------------------------|-------|------------------------------|------------|----------------------------|-----------|
| <b>PE</b>  | Invasion Games -<br>Football | Dance | Swimming<br>Gymnastics (PPA) | Gymnastics | Invasion Game -<br>Netball | Athletics |
| <b>MFL</b> | Spanish and Classics         |       |                              |            |                            |           |

| Subject Area  | Autumn 1  | Autumn 2  | Spring 1  | Spring 2                          | Summer 1   | Summer 2  |
|---|---|---|---|-----------------------------------|--|---|
| <b>Trip/experience</b>  |   |   |   |                                   | Residential (Roman Baths -trip to Bath)              |   |
| <b>English units</b>  | The Whale (F)<br>Still I Rise (Poetry)  | Float (F)   | Charlie and the Chocolate Factory (F)                                     | The Lost Thing (F)                | Theseus and the Minotaur (F)                         | Sicily Holiday Brochure (NF)  |
| <b>Class novel</b>  |   |   |   |                                   |  |   |
| <b>Maths</b>  | Place Value<br>4-digit numbers (1)<br>4-digit numbers (2)<br><br>Addition and subtraction | Measure- Perimeter<br><br>Multiplication and Division (1) | Multiplication and Division 1-2<br><br>Measure- Area<br><br>Fractions (1) | Fractions 1-2<br><br>Decimals (1) | Decimals (2)<br><br>Money<br><br>Time                | Statistics<br><br>Geometry-angles and 2D shapes<br><br>Geometry - position and direction. |
| <b>RE</b>   | Domestic Church<br>Baptism/Confirmation   | Baptism/Confirmation<br>Islam<br>Sikhism<br>Advent        | Community<br>Eucharist  | Eucharist<br>Hinduism<br>Lent     | Pentecost<br>Judaism                                 | Reconciliation<br>Universal Church  |
| <b>PSHE/SMSC</b> ( <i>Live life to the full modules throughout the year</i> ) | Transition  | Economic well-being                                       | Road safety<br>My community   | Aspirations<br>Drugs education    | Water safety<br>Rail safety                          | Responsibilities<br>Transition  |
| <b>Science</b>  | Sound<br>Evaluation- WS skills  | Living things and their habitats                          | States of matter<br>Data- WS skills                                       |                                   | Animals including humans                             | Electricity<br>Planning- WS skills  |
| <b>Art/DT</b>   | Formal elements of art<br>Art and design skills   |   | Every picture tells a story   |                                   | Sculpture  |   |
|   | Torches   |   | Adapting a recipe   |                                   | Fastenings   |   |
| <b>Computing</b>  | The internet  | Audio editing   | Photo editing   | Data logging                      | Repetition in shapes                                 | Repetition in games   |
| <b>Online Safety</b><br>Twice a term  | Self-image and identity and online reputation   | Online relationships                                      | Online bullying   | Managing online information       | Health, wellbeing and lifestyle                      | Privacy and security<br>Copyright and ownership   |
| <b>Geography</b>  | Rivers - Why are Rivers important to us?  |   | The UK - How has the UK changed over time?                                |                                   | Our Local Area - Our Local National Park<br>Dartmoor |   |
| <b>History</b>  | How did England change under the Tudors?  |   | How has Plymouth changed over the last 100 years?                         |                                   | What impact did the Romans have on Britain?          |   |

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|--------------|--|-------|------------------------------|------------|-------------------------------------|-----------|
| <b>Music</b> | Mamma Mia<br>Glockenspiel Stage 2      |       | Stop!<br>Lean on Me          |            | Blackbird<br>Refect, Rewind, Replay |           |
| <b>PE</b>    | Invasion Games - Ball<br>on the ground | Dance | Swimming<br>Gymnastics (PPA) | Gymnastics | Invasion Games - Net<br>games       | Athletics |
| <b>MFL</b>   | Spanish and Classics                   |       |                              |            |                                     |           |

**Year 3**

|                     |                 |                 |                 |                 |                 |                 |
|---------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| <b>Subject Area</b> | <b>Autumn 1</b> | <b>Autumn 2</b> | <b>Spring 1</b> | <b>Spring 2</b> | <b>Summer 1</b> | <b>Summer 2</b> |
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|---|--|--|--|---------------------------------------|---|---|
| <b>Trip/experience</b>  | Kent's Cavern<br>Campfire in school                              |  | The Garden House   |                                       | The Box - Ancient Egyptian workshop                   |   |
| <b>English units</b>  | Stone Age Boy (F)<br>Skara Brae (NF)                             | Street Beneath my Feet<br>(NF)                     | Autumn is here (P)<br>Skeletons and Muscles<br>(NF)                              | The Incredible Book<br>Eating Boy (F) | I Asked the Little Boy<br>who Couldn't See (P)        | Wolves in the Wall (F)<br>The Secret of Black Rock<br>(F) |
| <b>Class novel</b>  | Stig of the Dump   | The Firework Maker's<br>Daughter                   | Charlotte's Web  | The Butterfly Lion                    | The Witches   | The Midnight Fox  |
| <b>Maths</b>  | Place value<br>Addition and<br>subtraction                       | Multiplication and<br>division                     | Multiplication and<br>division, Statistics,<br>Money                             | Length, Fractions                     | Fractions, Time                                       | Angles, Mass, Capacity                                    |
| <b>RE</b>   | Domestic Church<br>Baptism/Confirmation                          | Baptism/Confirmation<br>Islam<br>Sikhism<br>Advent | Community<br>Eucharist   | Eucharist<br>Hinduism<br>Lent         | Pentecost<br>Judaism                                  | Reconciliation<br>Universal Church                        |
| <b>PSHE/SMSC</b> ( <i>Live life to<br/>the full modules<br/>throughout the year</i> ) | Transition   | Road safety<br>Rail safety                         | My community<br>Drugs education  | Economic well-being                   | Aspirations<br>Water safety                           | Responsibilities<br>Transition                            |
| <b>Science</b>  | Light  | Rocks<br>Planning- WS skills                       | Animals including<br>humans<br>Data- WS skills                                   | Plants                                | Forces and magnets<br>Evaluation- WS skills           | STEM global learner                                       |
| <b>Art/DT</b>   | Prehistoric art  |  | Formal elements of art<br>Art and design skills                                  |                                       | Craft   |   |
|   | Cushions   |  | Constructing a castle  |                                       | Eating seasonally                                     |   |
| <b>Computing</b>  | Connecting computers   | Animation  | Branching databases  | Desktop publishing                    | Sequence in music                                     | Events and actions  |
| <b>Online safety</b><br>Twice a term  | Self-image and<br>identity and online<br>reputation              | Online relationships                               | Online bullying  | Managing online<br>information        | Health, wellbeing<br>and lifestyle                    | Privacy and security<br>Copyright and<br>ownership        |
| <b>Geography</b>  | Europe - Where is Europe?  |  | Mountains - What are the<br>advantages/disadvantages of living on a<br>mountain? |                                       | Rainforests - Why are rainforests important to<br>us? |   |
| <b>History</b>  | What changes occurred between the Stone Age<br>and the Iron Age? |  | Who were the Anglo-Saxons?   |                                       | What was life like in Ancient Egypt?                  |   |
| <b>Music</b>  | Let your Spirit Fly<br>Glockenspiel stage 1                      |  | Three Little Birds<br>The Dragon Song  |                                       | Bringing us together<br>Reflect, rewind and replay    |   |

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|-----------|-------------------------------|-------|------------|-------|--|-----------|
| <b>PE</b> | Invasion Games- Ball handling | Dance | Gymnastics | Dance | Striking Fielding Games- Throwing and Catching | Athletics |
|-----------|-------------------------------|-------|------------|-------|--|-----------|



| Subject Area   | Autumn 1  | Autumn 2  | Spring 1  | Spring 2  | Summer 1  | Summer 2  |
|--|---|---|---|---|---|---|
| <b>Trip/experience</b>   | Shallowford farm  |   | Plymouth Aquarium   |   | The Box   |   |
| <b>English Year 1 in Reception /Year 1</b>                           | The colour Monster (F)  | Firework Night (P)<br>The Train Ride (F)                                | Toys from the Past (NF-report))<br>Queen's Hat (F)  | Seasons (NF - information text)<br>The Storm Whale (F)  | The Way Back Home (F)   | Bold Women in Black History (NF - Biography)              |
| <b>English Year 1 and 2 in Year One/ Year Two</b>                    | The bear and The Piano (F)<br>Desk Diddler (P)  | My Christmas Star (F)   | How to make a bird feeder (NF - Instructions)<br>The Marvellous Fluffy Squishy Itty Bitty (F) | The Day the Crayons Quit (NF -Letter)                   | George and the Dragon (F)<br>Lost and Found (F)   | The Great Fire of London (NF - Diary)                     |
| <b>5 a term/class novel</b>  | Flat Stanley  | The Enchanted Wood  | George's Marvelous Medicine   |   | The Boy Who Grew Dragons  | Flat Stanley and the Magic Lamp                           |
| <b>Maths Year 1</b>  | Numbers to 10<br>Part whole within 10<br>Addition and subtraction within 10   | Addition and subtraction within 10<br>2D and 3D shapes<br>Numbers to 20 | Addition within 20<br>Subtraction within 20<br>Numbers to 50                                  | Numbers to 50<br>Length and Height<br>Weight and volume | Multiplication<br>Division<br>Halves and Quarters   | Position and direction<br>Numbers to 100<br>Time<br>Money |
| <b>Maths Year 2</b>  | Numbers to 100<br>Addition and subtraction (1 & 2)  | Money<br>Multiplication and Division                                    | Multiplication and Division<br>Sistatiscs<br>Length and Height                                | Property of shapes<br>Fractions                         | Position and Direction<br>Problem Solving   | Time<br>Weight, Volume and Temperature                    |
| <b>RE Year ½ - Year 2 Year R/1 - Year 1</b>                          | Domestic Church<br>Baptism/Confirmation   | Baptism/Confirmation<br>Islam<br>Sikhism<br>Advent                      | Community<br>Eucharist  | Eucharist<br>Hinduism<br>Lent                           | Pentecost<br>Judaism  | Reconciliation<br>Universal Church                        |
| <b>PSHE/SMSC (Live life to the full modules throughout the year)</b> | Transition<br>Aspirations   | Road safety   | My community  | Economic well-being                                     | Water safety<br>Rail safety   | Responsibilities<br>Transition                            |
| <b>Science</b>   | Animals including humans<br><b>Planning</b><br>-Ask questions<br>-Use observational skills<br>-Use scientific equipment |   | Uses of everyday materials<br><b>Data</b><br>-gathering<br>- presenting<br>-analysing results |   | (Y1) Plants<br>(Y2)Living things and their habitats<br><b>Evaluation</b><br>-answer questions<br>-use results to draw conclusions<br>-primary and secondary sources |   |
|  | Seasonal changes (Year One)<br>Plants (Year Two)  |   |   |   |   |   |
| <b>Art/DT</b>  | Formal elements of art<br>Art and design skills   |   | Human form  |   | Sculpture and mixed media   |   |
|  | A balanced diet   |   | Pouches   |   | Making a moving monster   |   |

|                                      |   |  |   |   |   |  |
|--------------------------------------|---|--|---|---|---|--|
| <b>Computing</b>                     | Computing systems and networks - technology around Us. Year 1 unit                    | Creating media - digital photography Year 2 unit | Creating media - digital writing Year 1 unit          | Data and information - pictograms Year 2 unit | Programming - moving a robot Year 1 unit                                    | Programming - introduction to quizzes Year 2 unit        |
| <b>Online Safety</b><br>Twice a term | Self-image and identity and online reputation. Year 2 unit                            | Online relationships Year 1 unit                 | Online bullying Year 2 unit                           | Managing online information Year 1 unit       | Health, wellbeing and lifestyle Year 2 unit                                 | Privacy and security Copyright and ownership Year 1 unit |
| <b>Geography</b>                     | You're Great Britain - Why is Britain Great?  |  | Hot and cold deserts - What is climate?               |   | Kenya - What is it like to live in Kenya compared to Plymouth?              |  |
| <b>History</b>                       | Significant historical events, people and places: Who was the greatest British queen? |  | Significant Individual: Who was Florence Nightingale? |   | Events beyond living memory: What happened during the Great Fire of London? |  |
| <b>Music</b>                         | I Wanna Play In A Band<br>Christmas   |  | Round And Round<br>Zootime                            |   | RRR<br>Practise for a performance   |  |
| <b>PE</b>                            | Games/Fundamentals (Y1)   | Gymnastics (Y2)                                  | Dance (Y2)  | Gymnastics (Y2)                               | Games/Fundamentals (Y2)   | Games/Fundamentals (Y2)                                  |

**Reception EYFS/Year 1 - influenced by Year B objective links**

|                     |                 |                 |                 |                 |                 |                 |
|---------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| <b>Subject Area</b> | <b>Autumn 1</b> | <b>Autumn 2</b> | <b>Spring 1</b> | <b>Spring 2</b> | <b>Summer 1</b> | <b>Summer 2</b> |
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|--|--|---|---|---|--|--|
| <b>Trip/experience</b>   | Shallowford farm   |   |   |   | The Box  |  |
| <b>Role play/ Theme</b>  | <b>School.</b><br>PSED link                                  | <b>Home corner with Christmas tree then igloo</b><br><br>UTW link | <b>Florists</b><br>Science ,art, English links.                           | <b>Cafe</b><br>UTW links.                     | <b>Aquarium.</b><br>English , UTW , PSED links.                      | <b>Ice creamShop</b><br>Science ,art, English links. |
| <b>TWS English units</b>   | All About me (NF)  | Ruby's worries (F)<br>Chocolate mug cake (NF)                     | Handa's Surprise (F)<br>On Sudden hill (F)                                | We're going on a bear hunt (F)                | If Sharks disappeared. (NF)  | Jack and the Jelly beanstalk (F)                     |
| <b>Communication and Language</b>  | <i>Launch pad for language program concept stories.</i>      | Traditional tales   |   |   |  |  |
| <b>5 a term</b>  |  |   |   |   |  |  |
| <b>Maths</b>   | Numbers to 5<br>Comparing groups within 5<br>Shape 2D and 3D | Change within 5<br>Number bonds within 5<br>Space                 | Numbers to 10<br>Comparing numbers within 10<br>Addition to 10<br>Measure | Number bonds to 10<br>Subtraction<br>Patterns | Counting on and counting back<br>Numbers to 20<br>Numerical patterns | Numerical patterns<br>Measure<br>Composing shapes    |
| <b>RE Understanding the world</b>  | Domestic Church<br>Baptism/Confirmation                      | Baptism/Confirmation<br>Islam<br>Sikhism<br>Advent                | Community<br>Eucharist  | Eucharist<br>Hinduism<br>Lent                 | Pentecost<br>Judaism   | Reconciliation<br>Universal Church                   |
| <b>PSHE/SMSC (Live life to the full modules throughout the year)</b><br><b>Personal Social Emotional development</b> | Transition<br>Aspirations                                    | Road safety   | My community  | Economic well-being                           | Water safety<br>Rail safety  | Responsibilities<br>Transition                       |
| <b>Science Understanding the world</b>   | <b>Potions</b><br>Ask simple questions                       |   | <b>Growing</b><br>Make observations                                       |   | <b>Natural world</b><br>Identify and classify                        |  |
|  | Seasonal changes- months of the year.                        |   |   |   |  |  |
| <b>Art/DT Expressive Art and Design</b>  | Formal elements of art<br>Art and design skills              |   | Landscapes using different media  |   | Sculptures and collages  |  |

|  | Fruit and vegetables   |                                   | Constructing a windmill                                  |                                   | Puppets  |                         |
|--|--|-----------------------------------|--|-----------------------------------|--|-------------------------|
| <b>Computing</b><br><b>Understanding the world</b>   | Computing hardware   | Creating media - digital painting | Creating media -making music                             | Creating media - digital painting | Programming - robot algorithms<br>Code-a-pillar and bee bots                   |                         |
| <b>Online Safety</b><br>Twice a term<br><b>Personal Social</b><br><b>Emotional development</b> | Self-image and identity and online reputation  | Online relationships              | Online bullying  | Managing online information       | Health, wellbeing and lifestyle  | Privacy and security    |
| <b>Geography</b><br><b>Understanding the World</b>   | You're Great Britain - Why is Britain Great?   |                                   | Hot and cold deserts - What is climate?                  |                                   | Kenya - What is it like to live in Kenya compared to Plymouth?                 |                         |
| <b>History</b><br><b>Understanding the world</b>   | Significant historical events, people and places:<br>Who was the greatest British queen? |                                   | Significant Individual:<br>Who was Florence Nightingale? |                                   | Events beyond living memory:<br>What happened during the Great Fire of London? |                         |
| <b>Music</b><br><b>Expressive Art and Design</b>   | Learn to sing nursery rhymes and action songs  |                                   | Listening and responding to different styles of music.   |                                   | Explore and Create using voices and classroom instruments.                     |                         |
| <b>PE</b><br><b>Physical Development</b>   | Games/Fundamentals (YR)  | Dance (YR)                        | Gymnastics (Y1)  | Dance (Y1)                        | Games/Fundamentals (Y1)  | Games/Fundamentals (Y1) |