


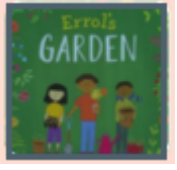




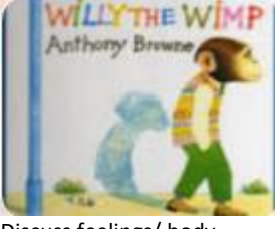





Year R LTP						
	Term 1 Me and My Family/Harvest	Term 2 Festivals and Celebrations	Term 3 People Who help us	Term 4 Fairytales	Term 5 On the Farm	Term 6 Minibeasts
English	<p>Super Duper You Fiction Rhyming words/discussing our own personalities (linked to PSED)</p> <p>The Little Red Hen Fiction: meeting tale Instructions- making and ordering (linked to C&L)</p>	<p>Pumpkin Soup Fiction: Meeting Tale Talk for writing</p> <p>The Jolly Christmas Postman Fiction: Journey Tale Letter writing</p>	<p>Burglar Bill Fiction: Character Flaw Simple sentence structure</p> <p>Cops and Robbers Fiction: Character Flaw Simple sentence structure</p>	<p>Jack and the Beanstalk Fiction: Conquering the monster Talk for writing</p> <p>Goldilocks and the three bears Fiction: Conquering the monster Instruction writing</p>	<p>Farmer Duck Fiction: Meeting Tale Recount of school farm trip</p> <p>What the Ladybird heard Fiction: Journey tale Story writing</p>	<p>The Very Hungry Caterpillar Fiction: Repetitive tale Retelling a story (linked to C&L)</p> <p>Mad about Mini-beasts Fiction: Rhyming Fact Writing</p>
Reading	Starting at School, Owl Babies, There's a Monster in Your Book, Who's In A Family?, Only one you, Olivers vegetables. We're going on a leaf hunt, Guided reading – whole class colins big cat reader (3xweekly)	Room on the broom, five little pumpkins, Harry and the dinosaurs make a Christmas wish, The snowman, The Stickman, Guided reading – whole class colins big cat reader (3xweekly)	Guided reading – whole class colins big cat reader (3xweekly)	Cinderella, The princess and the pea, The three little pigs, Billy goats gruff, Sleeping beauty, Hansel and Gretel, Little red Riding Hood Guided reading – whole class colins big cat reader (3xweekly)	Click, Clack, Moo, Cows that Type, Rosie's Walk, Farmer Duck, Where, Oh Where, is Rosie's Chick? Guided reading – whole class colins big cat reader (3xweekly)	Aaaaaarrggg Spider! Mad about minibeasts, The bad tempered ladybird, Super worm, Norman the slug, The very greedy Bee. Guided reading – whole class colins big cat reader (3xweekly)
Reading: Equality, Diversity & Inclusion	 The Tiger who came to Tea – Celebrating diversity within the class	 Kipper's birthday – creating a positive culture of sharing own beliefs	 Simon Sock Celebrations of self. All different, all welcome regardless of race, religion, abilities.	 Nurture and care for our school community. To give positive and negative ways in which humans change the environment locally and, in the world.	 To celebrate and understand diversity. What makes us different?	 To promote an understanding that everyone has the equal opportunity to make the most of their lives and talents
Phonics (Little Wandle)	Phase 2 graphemes	Phase 2 graphemes	Phase 3 graphemes	Phase 3 graphemes	Phase 4 graphemes	Phase 4 graphemes
Maths (WRM) Number sense Numerical Patterns	<p>Getting to know you 3w (baseline) opportunities for settling in/class routines 3w</p> <p>Just like me! 3w Number: Match and sort Compare amounts Measure, Shape and Spatial thinking: Compare size, mass and Capacity Exploring Pattern</p>	<p>It's me 1,2,3! 3w Number: Representing 1,2 & 3 Comparing 1,2, & 3 Composition of 1,2, & 3 Measure, Shape and Spatial thinking: Circles and Triangles Positional Language</p> <p>Light and Dark 3w Number: Representing numbers to 5 One more and less Measure, Shape and Spatial thinking: Shapes with 4 sides</p>	<p>Alive in 5! 3w Number: Introducing zero Comparing numbers to 5 Composition of 4&5 Measure, Shape and Spatial thinking: Compare Mass Compare Capacity</p> <p>Growing 6,7,8 3w Number: 6,7 & 8 Combing 2 amounts Making pairs Measure, Shape and Spatial thinking: Length & Height Time</p>	<p>Building 9 and 10 3w Number: Counting to 9 & 10 Comparing numbers to 10 Bonds to 10 Measure, Shape and Spatial thinking: 3D shapes Spatial Awareness Patterns Consolidation – based on assessments</p>	<p>To 20 and beyond 3w Number: Building numbers beyond 10 Counting patterns beyond 10 Measure, Shape and Spatial thinking: Spatial reasoning (1) Match, rotate, manipulate First, then, now 3w Number: Adding more Taking away Measure, Shape and Spatial thinking: Spatial reasoning (2) Compose and decompose</p>	<p>Find my pattern 3w Number: Doubling Sharing & Grouping Even & Odd Measure, Shape and Spatial thinking: Spatial reasoning (3) Visualise and Build On the move 3w Number: Deepening understanding Patterns and relationships Measure, Shape and Spatial thinking: Spatial reasoning (4) Mapping</p>
Personal Social and Emotion Development Self-regulation Managing self Building relationships	Jigsaw: Being Me	Jigsaw: Celebrating differences	Jigsaw: Dreams and Goals	Jigsaw: Healthy Me	Jigsaw: Relationships (SRE)	Jigsaw: Changing Me
Communication and Language Speaking Listening and Attention	Children's listening skills will progress throughout the year. This progresses in what they listen to, at the beginning of the year it may be a short story with pictures and puppets by the end of the year they will be expected to listen for longer amounts of time and to be able to stay focused even without pictures or puppets. Children's understanding will be developed in day to day activities throughout the provision with adults intervening to help to develop language and also in direct lessons where means of words will be explored. Speaking is modelled by all adults in the setting and children are expected to use whole sentences and correct speech throughout the year. Vocab is extended through learning and opportunities on a daily basis					
Physical Development Fine Motor skills Gross Motor skills	Power of PE- Autumn	Power of PE- winter and Christmas	Power of PE- Superheroes	Power of PE- Growing	Power of PE- Minibeasts	Power of PE- Under the sea
Understanding the World People, Culture and Communities Past & Present The Natural World	Hindu Festival- Diwali Black History Month Seasonal changes- Autumn My Body	Christian festival - Christmas Jewish festival – Hanukkah Guy Fawkes/Fireworks Christmas- Past & Present	Chinese New Year Christian festival- Easter Queens Platinum Jubilee Mother's Day Different occupation talks Seasonal changes Winter		Father's day Growing- Food on the farm Seasonal changes- Spring	
Expressive Art and Design Creating with Materials Being imaginative & expressive	Art unit- Colour – self-portraits (van Gogh)	Art unit -Pattern: Mehndi patterns Charanga: My stories	Art unit -Tone: Light and Dark pictures Charanga: Everyone!	Art unit -Line & Shape: shapes pictures of scenes (Paul Klee)	Art unit -Texture Different materials Charanga: Big Bear Funk	Art unit -Form & Space: Collage minibeast pictures



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	<p>Charanga: ME! Explore: growing, homes, colour, toys, how I look</p> <p>Baking bread (linked to Literacy)</p>	<p>Explore: using your imagination, Christmas, Festivals, Fairies, Pirates, Treasure, Superheroes, Let's pretend, Once upon a time</p> <p>Christmas baking</p>	<p>Explore: family, friends, people, and music from around the world</p>	<p>Charanga: Our World Explore: animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space</p>	<p>1.Listen and Appraise 2.Musical Activities - learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments 3.Perform and Share</p>	<p>Charanga: Reflect, Rewind and Replay Consolidation of learning and contextualising the history of music.</p>



Year 1 LTP						
	Term 1 What's The Weather Like Today?	Term 2 What do I know about where I live?	Term 3 How were our grandparents' toys different to ours?	Term 4 Why is London our capital city?	Term 5 Why can't a meerkat live in the North Pole? Why can't a penguin live near the equator?	Term 6 Dinosaurs
Driver	Geography	History	History	Geography	Geography	Geography
Enrichment		Christmas Craft (calendars)	Grandparent Day			Dinosaur park visit Gulliver's park
Novels			Winnie The Pooh The Velveteen Rabbit	Claude in the City	Meerkat Madness	Dinosaur Cove Series
English	<p>Elmer and the Rainbow by David McKee Fiction: To write a simple sentence</p> <p>The Story by Same Usher Non-fiction: To write instructions</p> <p>Tree by Britta Teckentrup Non-fiction: To write sentences that rhyme</p>	<p>In every house on every street by Jess Hithcam Fiction: To retell a story.</p> <p>Naughty Bus Non chron report</p> <p>Traditional Rhymes/No Place Like Home! Poetry: To write a rhyming phrase</p> <p>Dear Santa Non-fiction: write a letter</p>	<p>Dogger by Shirley Hughes Fiction: To write a diary entry.</p> <p>Paper Dolls by Julia Donaldson Nonfiction: to write a set of instructions on how to make a toy (DT link).</p>	<p>The Buildings that made London by David London Non-fiction: To create a mini leaflet using sentence writing.</p> <p>Katie in London by James Mayhew Fiction: to write a recount</p>	<p>Lost and Found by Oliver Jeffers Fiction: To write an alternative ending.</p> <p>Meerkat Mail by Emily Gravett Fiction: To write a fact file</p>	Stomp, Chomp, Big Roars Poetry
Reading		Big Cat Collins – ability groups	Big Cat Collins – ability groups	Big Cat Collins – ability groups	Big Cat Collins – ability groups	The Dinosaur Diary The Dinosaur who popped a Planet Harry and His Bucket Full of Dinosaurs
Reading: Equality, Diversity & Inclusion	 To know about significant individuals in history	 Discuss feelings/ body language, self confidence and belief.	 To know about significant individuals in history.	 To discuss our similarities and differences.		
Maths	Number: Place Value (within 10) 4w Number: Addition and Subtraction (within 10) 5w	Number: Addition and Subtraction (within 10) 5w Geometry: Shape 1w Geometry: Shape 2w	Number bonds to 10 Addition and Subtraction (within 20) 3w 2D shapes 1w 3D shapes 1w	Number: Place Value 2w Measurement: Length and Height 2w Measurement: Mass and Volume 2w	Number: Multiplication and Division 3w Number: Fractions 2w Geometry: Position and Direction 1w	Number: Place Value (within 100) 2w Measurement: Money 1w Measurement: Time 2w
Science	<p>Developing Experts: Animals Including Humans: About Me</p> <p>To master this unit learners should be able to:</p> <ul style="list-style-type: none"> Name basic parts of the human body Understand what senses are and what they do Explore the human body and growth 	<p>Developing Experts: Exploring Everyday Materials</p> <p>To master this unit learners should be able to:</p> <ul style="list-style-type: none"> Describe and sort materials depending how they feel Can describe the kinds of tasks materials are useful for Can identify materials that can be attracted to magnets Can describe materials which are magnetic and non-magnetic Can understand how magnets work and how they are attracted to one another Can describe materials which are strong for an object i.e. a bridge 	<p>Developing Experts: Everyday materials</p> <p>To master this unit learners should be able to:</p> <ul style="list-style-type: none"> Can children re-sort objects using different criterion other than the material from which it is made? Can children use the table to evidence grouping of different material types? Can children suggest why different materials might be used to make the same thing? Watch children and talk to them as they carry out their observations and sorting. Can children identify the difference between translucent, transparent and opaque materials? Can children use a magnifier to make simple observations about an object? 	<p>Developing Experts: Animals Including Humans: About Animals</p> <p>To master this unit learners should be able to:</p> <ul style="list-style-type: none"> Understand what animals need to grow. Know where birds live and what they eat. Explore how animals need to be cared for. Discover how an animal's offspring is the same as its parents. Identify a variety of animals including fish, amphibians, reptiles, birds and mammals. Identify a variety of common animals that are carnivores, herbivores and omnivores.  	<p>Developing Experts: Seasonal changes</p> <p>To master this unit learners should be able to:</p> <ul style="list-style-type: none"> Recognise different types of weather. Learn about clouds and rainfall. Recognise the different types of cold weather. Explain how to keep safe during thunderstorms. Look at different types of weather and how it affects places on Earth. Identify the four seasons. 	Introduction to Plants
Computing	Teach Computing: Technology Around Us Identifying technology around us and developing mouse and keyboard skills.	Teach Computing: Digital Painting Learning how to use the computer to create artwork	Teach Computing: Digital writing Learn how to use a computer to write, add and remove text and how to change the	Teach Computing: Grouping Data Learn how to label, match, group and count objects. Then, learn how to describe	Teach Computing: Programming – Moving A Robot Learn how to use the buttons on a robot before identifying the directions and programming it to	Programming Animations



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Driver	Geography	History	History	Geography	Geography	Geography
Enrichment		Christmas Craft (calendars)	Grandparent Day			Dinosaur park visit Gulliver's park
		by creating my own and using lines and shapes. 	style, colour and size. Children will be able to compare writing on paper to a computer. 	an object, make different groups with these findings and then compare and answer questions as to what they have discovered. 	move backwards and forwards. After this identifying the four directions and programming a route. 	
Art & Design	Focus: Painting: Investigating Colour: Observational Painting Monet Identifying the primary and secondary colours and using paint brushes to show mood by painting what they see. 	Focus: Collage: Natural and manmade materials to create pictures/patterns. Collage theme: Make a house with different colours, shapes and textures based on the work by Matisse. Learn to sort, cut and tear paper to create textures suitable for a house. 	Focus: Drawing: Observational Drawing Learn how to find and use different textures. Children will use a range of pencils, charcoal and IT to create textured drawings. 	Focus: Printing: Printing patterns using the London landscape as inspiration. Learn how to print with sponges, vegetables and fruit. Then, explore printing on different surfaces before creating a printing block and repeating a pattern. 	Focus: Textiles: Make weavings with a variety of materials. Learn how to sort threads and fabrics before grouping them into their colours and textures. Finally, gather skills to weave a penguin's jumper. 	Printing: Printing 3D Christopher Wren: Architect (Geography) patterns
Design & Technology	DATA: Food: Preparing fruit & vegetables – Harvest (British Values) To understand hygiene and learn how to cut safely. Then identify fruits before designing, making and evaluation a product 		DATA: Mechanisms: wheels and axles – make a push/pull toy from the past (History) To design, make and evaluate a toy car for Traction man to get away from Gran and her terrible outfits. 		Mechanisms: Slides & Levers – make a class book about The Queen (History, British Values)	
Geography	Focus: What's The Weather Like Today? Key knowledge and skills: • Pupils should name the four seasons of the year and know the weather associated with each. • Pupils should know where the equator is and point to it on a globe. • Pupils should know where the North and South Poles are and point to them on a globe. • Pupils should know which animals live close to the equator, North Pole and South Pole. Element 1: Do all countries have seasons like we do? Element 2: Why do people live the equator or at the North or South Poles? Element 3: How many people go to Spain, Turkey or Greece for their holidays? 	Focus: What do I know about where I live? Key knowledge and skills: • Know which is N, E, S and W on a compass; • Know their address, including postcode; • Know the name of their nearest town or city; • Be able to locate their town or city on a map of the United Kingdom. Element 1: What is so special about where I live? Element 2: What do road and street signs tell us? Element 3: How many ways are there to move from city to city in the UK? 		Focus: Why is London our capital city? Key Knowledge and skills: • Know the names of all the four countries in the UK; • Know the names of all the capital cities for each of the four countries in the UK; • Name the three seas that surrounds the UK; • Identify where London is on a UK map. Element 1: What is meant by the term 'capital' and why is London our capital city? Element 2: How can get around London? Element 3: Which are London's famous buildings? 	Focus: Why can't a meerkat live in the North Pole? Why can't a penguin live near the equator? Key Knowledge and skills: • Know the names of the four seasons and the weather associated with each. To know where the equator is and point to it on the globe. • To know there is a north and south pole and point to them on the globe. To know which animals live near the equator and north and south pole. Element 1: Do all countries have seasons like we do? Element 2: Why do people live near the equator or at the North or South Pole? Element 3: How many people go to Spain, Turkey or Greece for their holidays? 	The Continents Locational Knowledge Human & Physical Where did the dinosaurs live? The continents and how they have changed over time. Geographical Skills and Fieldwork: Map Skills Human & Physical Geography Weather study: Daily Weather: Seasonal changes: Summer
History			Focus: How were our grandparents' toys different to ours? Key knowledge and skills: • Know that the toys their grandparents played with were different to their own • Organise a number of artefacts by age • Know what a number of older objects were used for			



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Driver	Geography	History	History	Geography	Geography	Geography
Enrichment		Christmas Craft (calendars)	Grandparent Day			Dinosaur park visit Gulliver's park
			<ul style="list-style-type: none"> Know the main differences between their school days and that of their grandparents <p>Element 1: Focus on chronology (timelines) relevance/location/general overview. What was life like when your grandparents were children?</p> <p>Element 2: Focus on empathy and causation. What were schools like for our grandparents?</p> <p>Element 3: Focus on change. What games did our grandparents play?</p>			
Music	<p>Charanga: Hey You! Old School Hip Hop Voices and Instruments (Glocks and recorders)</p> <p>Notable composers: Kerry Andrew - There's no place like home</p>	<p>Charanga: Rhythm In The Way We Walk and Banana Rap Reggae Voices</p>	<p>Charanga: In The Groove Blues Voices and Instruments (Glocks and recorders)</p>	<p>Charanga: Round and Round Bassa Nova Voices and Instruments (Glocks and recorders)</p>	<p>Charanga: Your Imagination Pop Voices and Instruments (Glocks and recorders)</p> <p>Notable composers: Pyotr Ilyich Tchaikovsky - The Nutcracker (link to toybox theme)</p>	<p>Reflect, Rewind and Replay Classical Voices and Instruments</p> <p>Notable composers: John William – composer of Jurassic Park</p>
PE	<p>Power of PE: Agility, balance, catching and throwing</p> <p>Power of PE: Football</p>	<p>Power of PE: Dance</p> <p>Power of PE: Multi skills</p>	<p>Power of PE: Gymnastics</p> <p>Power of PE: Multi skills/Invictus</p>	<p>Primary PE Planning: Ball Skills</p> <p>Primary PE Planning: FMS</p>	<p>Primary PE Planning: Athletics</p> <p>Primary PE Planning: Ball Games</p>	<p>Striking and Fielding</p> <p>Athletics/Striking and fielding</p>
RE	<p>SACRE: Christianity – Creation Story</p> <p>Key Question: Does God want Christians to look after the world?</p> <p>To recognise the meaning of 'create' and link it to the story of the Creation Story. Then to identify how people treat the world and what God would think was his proudest moments.</p>		<p>SACRE: Christianity - People in Christianity:</p> <p>Key Question: What can we learn from Jesus and Saint Francis?</p> <p>To enables pupils to begin to understand the idea of being inspired. The unit uses stories from Christianity to enable learning about Jesus as an inspirational leader to Christians in the past, including Saint Francis, and to Christians today, and allows children to reflect on whom or what inspires them.</p>		<p>SACRE: Theme: Christianity</p> <p>Key Question: What do Christians learn from the Bible?</p> <p>To enable children to understand how the Bible and the stories contains influences into the way Christians lead their lives. The unit allows children to understand why Jesus told stories and why they are important.</p>	<p>Theme: Chanukah</p> <p>Key Question: Does celebrating Chanukah make Jewish children feel close to God?</p> <p>Religion: Judaism</p>
PSHE	<p>Jigsaw: Being Me In My World Feeling special and safe. Being part of a class. Rights and responsibilities. Rewards and feeling proud. Consequences Owning the learning charter.</p>	<p>Jigsaw: Celebrating Difference Similarities and differences. Understanding bullying and knowing how to deal with it. Making new friends Celebrating differences in everyone.</p>	<p>Jigsaw: Dreams and Goals Setting goals. Identifying success and achievement. Working well and celebrating achievement. Tackling new challenges. Identifying and overcoming new obstacles. Feeling of success.</p>	<p>Jigsaw: Healthy Me Keeping myself healthy. Healthier lifestyle choices. Keeping clean. Being safe. Medicine safety/ safety with household items. Road safety. Linking health and happiness.</p>	<p>Jigsaw: Relationships Belonging to a family. Making friends/ being a good friend. Physical contact preferences. People who help us. Qualities as a friend and a person. Self-acknowledgement. Being a good friend to myself.</p> <p>Celebrating special friendships.</p>	<p>Changing Me Life cycles – human and animal. Changes in me. Changes since being a baby. Differences between male and female body. Linking growing and learning. Coping with change. Transition.</p>



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Driver	Geography	History	History	Geography	Geography	Geography
Enrichment		Christmas Craft (calendars)	Grandparent Day			Dinosaur park visit Gulliver's park
Careers	Dog Training (Science link)	Christmas Card 'Trash to Treasure' Skills Builder Project	'Brilliant Books' and 'Making Changes' Skills Builder Project	'Free To Be Me' Skills Builder Project		Archaeologist spokesperson.



Year 2 LTP

	Term 1 and 2 Who are the famous people that have made an impact on the world?		Term 3 This is my world: Where in the world do we live?	Term 4 What do we know about the Great Fire of London?	Term 5 Which is the best route for Scaredy Squirrel?	Term 6 By the Seaside
	Geography	History	History	History	Geography	Geography
Enrichment			Visit to Rushden Railway.	Visit to a bakery.	Creating our own vegetable patch.	Trip to Sea Life Centre Birmingham.
Novels	A range from 'Famous Figures' or 'Diversity & Equality' zones from library.	Two Sides by Polly Yo-Hen	The Royal Rabbits by Santa Montefiore Charlie Changes into a Chicken by Sam Copeland	Dr Xargles Book of Earthlets. The Rainbow Bear	The Hedgehog The Enchanted Wood Badger's Parting Gifts	The Lighthouse Keepers Lunch. Oliver and the Seawigs – Philip Reeve
English	Little People, Big Dreams Collection: David Attenborough Non-Fiction: to write a biography. Little People, Big Dreams Collection: Rosa Parks Non-fiction: to write a biography. Grandad Mandela by Zazi Mandela, Zindziswa Mandela, and Zondwa Mandela Nonfiction: To write an explanation.	The Three Little Pigs & the big bad wolf/ The three little Wolves and the Big Bad Pig. Fiction: retell a story from a different perspective. Mary Seacole Florence Nightingale Fact File Non-Fiction: diary extract Jack and the Beanstalk/ Jim and the Beanstalk Non-Fiction: letter writing	Mr Benn by David Mckee Fiction: to write an adventure story Ossiri & the Bala Mengro Katharine Quarmby and Richard O'Neill Nonfiction: To write a newspaper report	Vlad & the Great Fire of London by Kate Cunningham Fiction: to write an adventure story. Samuel Pepys? By Paul Harrison Nonfiction: to write an information text.	The Secret Garden by Claire Freedman Fiction: to write a description of a garden. SATS Week The Story Machine by Tom McLaughlin Fiction: to write a set of instructions	Grace Darling Non fiction – Information Out and About: First book of Poems. (Poetry) Poetry Riddles Poetry
Reading	Malala's Magic Pencil by Malala Yousafzai Little People, Big Dreams Collection: John Lennon Grace Darling by Anita Ganeri and Bob Moulder	The Elves and the shoemaker – Vocabulary The Pied Piper – Retrieval Hansel and Gretel – Retrieval	The Snowflake by Benji Davies Magic Finger by Roald Dahl SATS Reading Paper	The Rainforest Book by Charlotte Milner The Great Kapok Tree by Lynne Cherry Left and Right (PiXL Poetry Extract)	The Hedghog by Dick King Smith Poems Aloud by Joseph Coelho	Badger's parting gifts – all (C+) Recycling – Composting with Grandad – retrieval (C+) Arctic Wolves - (FREDS) Marine Iguana - (FREDS) Giant Jelly Jaws & the Pirates (Literacy shed) Poppy and the Blooms (Literacy shed) Other weeks left flexible depending on SATs result and TAF.
Reading: Equality, Diversity & Inclusion	 To understand the importance of teamwork in school and within the local community.	 To understand What skills I have to offer, and therefore, those I can help. To understand that everyone has the right to be treated fairly and we must treat others with respect.	 To recognize the importance of different relationships.	 To understand that we are all unique and we celebrate this, and we include everyone regardless of appearance.	 To recognize the importance of working together to look after our world to protect it for the future.	 To understand that we are all unique and we celebrate this, and we include everyone regardless of appearance.
Maths	Number: Place Value 3w Number: Addition and Subtraction 5w	Addition & Subtraction (2 weeks 3 days) Geometry (3 weeks)	PiXL – <i>based on an analysis, learning reflects the areas that need to be targeted and taught</i> Number: Multiplication and Geometry: Shape and Space	Number: Fractions 4w Geometry: Properties of Shape 1w SATS Gaps	PiXL – <i>based on an analysis, learning reflects the areas that need to be targeted and taught</i> 2w SATS Week 1w Measurement: Length and Height 1w Measurement: Mass, Capacity and Temperature 2w	Measurement: Time 2w Consolidation 1w Geometry: Position and Direction 2w
Science	Developing Experts: Living Things & their Habitats	Developing Experts: All about Diet & Health	Developing Experts: Everyday Materials	Developing Experts: Animals including Humans: Growth -	Developing Experts: Plants: Growth & Care	Living Things and their Habitats: Habitats around the World (Geography)







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	Term 1 and 2 Who are the famous people that have made an impact on the world?		Term 3 This is my world: Where in the world do we live?	Term 4 What do we know about the Great Fire of London?	Term 5 Which is the best route for Scaredy Squirrel?	Term 6 By the Seaside
	Geography	History	History	History	Geography	Geography
Enrichment			Visit to Rushden Railway.	Visit to a bakery.	Creating our own vegetable patch.	Trip to Sea Life Centre Birmingham.
	<p>To master this unit learners should be able to:</p> <ul style="list-style-type: none"> Know how living things are suited and adapted to their habitats Describe life and changes in habitats Explore and identify solutions to the dangers that face habitats 	<p>To master this unit learners will:</p> <p>Understand the needs of animals Describe how animals obtain their food. Know about a healthy diet. Understand about the importance of exercise and hygiene.</p>	<p>To master this unit learners will:</p> <ul style="list-style-type: none"> Know how new materials have helped solve problems Sort and classify materials Use suitable materials to build models 	<p>To master this unit learners will:</p> <ul style="list-style-type: none"> Learn about the life cycle of birth, growth reproduction and death. Learn about growth and reproduction in animals. Learn about how humans grow. Describe the stages of life from adulthood to old age. Compare generations of families to understand how characteristics are inherited. Know the life cycle of a frog and butterfly. 	<p>To master this unit learners will:</p> <ul style="list-style-type: none"> Understand what conditions plants need to grow healthily in. Know what bulbs and seeds are and their properties. Understand how plants make their food and grow. Describe how a seed grows into a plant. Know the importance of flowers and seeds. 	
Computing	<p>Teach Computing: Information Technology Around Us <i>Identifying the importance of computing technology in and beyond school and why it will help us.</i></p>	<p>Teach Computing: Digital Photography – Creating Media <i>Use a digital device to make choices and decide how photographs can be improved. Evaluate photographs by recognised how they can be changed and what makes a good photograph.</i></p>	<p>Teach Computing: Robot Algorithms <i>To recognise sequences and the importance of ordering them. Use codes (algorithms) to sequence instructions for a robot to follow.</i></p>	<p>Teach Computing: Pictograms <i>To compare objects using tally charts to then create pictograms. Then, select objects by common attributes and collect data to present findings using a computer.</i></p>	<p>Teach Computing: Making Music <i>To describe how music makes us feel and that there are patterns in music. This will allow to experiment with sound and using a computer to create a musical pattern for a purpose.</i></p>	An Introduction To Quizzes
Art & Design	<p>Focus: Collage: Create opaque and transparent pictures of overlapping circles inspired by Matisse. <i>Understanding the terms transparent and opaque to create collages in groups and independently. Skills will include using computing software to create a flower.</i></p>	<p>Focus: 3D/Textiles: Create textured pictures of food. <i>Use ICT and pictures to make a fruit bowl of foods. Children then learn how to join fabric with glue and thread to make their own fruit item.</i></p>	<p>Focus: Printing: To use a range of materials creatively. <i>Use Alma Thomas as inspiration to produce a picture.</i></p>	<p>Focus: Drawing: To create a silhouette of the Great Fire of London Link: History <i>Make a shading strip using HB, BB and 4B pencils as well as experimenting with charcoal, pastels and pencils. Discover Christopher Wren and Stephen Wiltshire to support inspiration to sketching a London skyline and creating Great Fire of London objects on the computer.</i></p>	<p>Focus: Painting: To produce a painting of a sunflower with the inspiration from Van Gogh. <i>Predict and mix paint to create secondary colours before making tints and tones when adding white and black paint. Using the work of Van Gogh, children will practise on the computers and then create their own portrait of the sunflower.</i></p>	<p>Printing: Tessellation, Printing Picasso</p>
Design & Technology	<p>DATA: Food: Preparing Fruit & Vegetables <i>To recognise different fruits and their names before seeing them in a shop. Then receive a brief for them to design a product, which grows from a tree or grows from the ground or grows in England. Build on Y1 safety before making final product and evaluating it.</i></p>		<p>DATA: Structures: Freestanding Structures <i>To investigate and evaluate playground equipment and then design their own. Children to use straws to build and explore freestanding structures. Children then evaluate their structures.</i></p>			<p>Textiles: Textures & Joining Techniques Sunglasses Case</p>
Geography			<p>Focus: Where in the world do we live? Key knowledge and skills: • Know about the different sources they could use to find out more about their locality;</p>		<p>Focus: Which is the best route for Scaredy Squirrel? Key knowledge and skills: • Use world maps, atlases and globes to identify the UK and its countries, as well as the countries,</p>	<p>Investigating Coasts Locational Knowledge Human & Physical Geographical Skills & Fieldwork Maps, atlases & globes Which Seas have we paddled in?</p>



Year 2 LTP

Year 2 LTP						
	Term 1 and 2 Who are the famous people that have made an impact on the world?		Term 3 This is my world: Where in the world do we live?	Term 4 What do we know about the Great Fire of London?	Term 5 Which is the best route for Scaredy Squirrel?	Term 6 By the Seaside
	Geography	History	History	History	Geography	Geography
Enrichment			Visit to Rushden Railway.	Visit to a bakery.	Creating our own vegetable patch.	Trip to Sea Life Centre Birmingham.
			<ul style="list-style-type: none"> Know how to describe some physical features of their own locality; Know how to describe some human features of their own locality; Know the continents of the world and locate them on a globe and atlas; Know the world's oceans and locate them on a globe and atlas. <p>Element 1: Focus on location/ relevance/ general overview <i>Where is Rushden, Northampton and London?</i></p> <p>Element 2: Focus on location/ relevance/ general overview <i>What do we know about my capital city?</i></p> <p>Element 3: Physical geography <i>Where in the world can I travel to?</i></p> 		<ul style="list-style-type: none"> continents and oceans covered at this stage. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Use aerial photographs and plan perspectives to recognise landmarks and basic human/ physical features; devise a simple map and use and construct basic symbols in a key. Use simple compass directions (NESW) and locational and directional language (near/far/left/right) to describe the location of features and routes on a map <p>Element 1: Where in the United Kingdom is Rushden Primary Academy? Element 2: Why are map symbols important? Element 3: How can we plan a route for Scaredy Squirrel?</p> 	<p>Beside the Sea: Investigating the UK's coastal environments <i>(Science)</i> Geographical Skills and Fieldwork: Map Skills</p>
History	<p>Focus: Who are the famous people that have made an impact on the world?</p> <p>Key knowledge and skills:</p> <ul style="list-style-type: none"> Know about a famous person from outside the UK and explain why they are famous Recount historic details from eye-witness accounts, photos and artefacts Order dates from earliest to latest on simple timelines Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time <p>Element 1: Who were Rosa Parks and Nelson Mandela and why should we be proud of them? Element 2: Why will Neil Armstrong and Christopher Columbus always be remembered? Element 3: Who are Mother Teresa and Malala Yousafzai and why are they famous?</p> 	<p>Focus: Who are the famous people that have made an impact on the world?</p> <p>Key knowledge and skills:</p> <ul style="list-style-type: none"> Know about a famous person from outside the UK and explain why they are famous Recount historic details from eye-witness accounts, photos and artefacts Order dates from earliest to latest on simple timelines Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time <p>Element 1: Timelines of events with Florence Nightingale and Mary Seacole. Element 2: Empathy and Causation: Why has Sire David Attenborough become so famous? Element 3: Why should all women be grateful to Emily Pankhurst? Element 4: A famous person from the local area: Walter Tull.</p> 		<p>Focus: What do we know about the Great Fire of London?</p> <p>Key knowledge and skills:</p> <ul style="list-style-type: none"> Know about an event or events that happened long ago, even before their grandparents were born Know what we use today instead of a number of older given artefacts Know that children's lives today are different to those of children a long time ago <p>Element 1: What do we know about the Great Fire of London? Element 2: What was The Great Fire of London like? What did people use to save London? Element 3: What do we know about Samuel Pepys?</p>		






















Year 2 LTP						
	Term 1 and 2 Who are the famous people that have made an impact on the world?		Term 3 This is my world: Where in the world do we live?	Term 4 What do we know about the Great Fire of London?	Term 5 Which is the best route for Scaredy Squirrel?	Term 6 By the Seaside
	Geography	History	History	History	Geography	Geography
Enrichment			Visit to Rushden Railway.	Visit to a bakery.	Creating our own vegetable patch.	Trip to Sea Life Centre Birmingham.
Music	Charanga: Hands, Feet, Heart Afropop/ South African <i>Voices and Instruments (Glocks and recorders)</i>	Charanga: Ho, Ho, Ho Festivals and Christmas <i>Voices and Instruments (Glocks and recorders)</i> <i>Notable composers: Brahms and Beethoven in this era</i>	Charanga: I Wanna Play In A Band Rock <i>Voices and Instruments (Glocks and recorders)</i> <i>Notable composers: Anna Meredith - Connect It</i> Anna Meredith is a Scottish composer who writes electronic and acoustic music.	Charanga: Zootime Reggae <i>Voices and Instruments (Glocks and recorders)</i> Notable composers during Great Fire of London era: Albinoni, Pachelbel, Vivaldi, Bach and Handel	Charanga: Friendship Song Pop <i>Voices and Instruments (Glocks and recorders)</i> <i>Notable composers: Felix Mendelssohn – Overture to a Midsummer's Night Dream</i>	Reflect, Rewind and Replay Classical <i>Voices and Instruments</i>
PE	Power of PE: Agility, balance, catching and throwing 	Power of PE: Gymnastics 	Primary PE: OAA 1. How can you work with your friends to overcome a challenge? 2. How can you work with partner in different challenges? 3. How can I travel using North, South, East and West? 4. How can you work together to match up the pictures? 5. How can you work as a team? 	Primary PE: Dance: The Great Fire of London	Primary PE: Gymnastics – Pirate Fitness	Athletics
	Power of PE: Football 	Power of PE: Invictus 		Primary PE: Multi Skills	Primary PE: Athletics	Striking and fielding
RE	SACRE: The Torah: Key Question: How does the Torah influence the lives of Jewish People? <i>To understand the importance of the Torah and to find to some of its content and influence it has on Jewish people. Learn about the Ten Commandments and the lifestyles of Jewish people and the importance of the stories of Moses and Joseph.</i> 		SACRE: Christianity Key Question: Questions about God: How do a Christian's ideas about God compare with my own? <i>To enables pupils to explore the concept of God for themselves and to consider what this concept might mean for Christians. Pupils will explore the concept of God to help understand characteristics of God. Allow pupils to explore what Christians believe about God and how they respond to God.</i> 		SACRE: Judaism – Family Life Key Question: How does being Jewish make a difference to family and celebration? <i>To understand how being a member of a faith community affects a person's way of life. Exploration of being Jewish and how it affects a devout of Jew's way of life with focus on God, the Torah, the world and family to the Jewish people and how their beliefs are expressed in practice.</i> 	
PSHE	Jigsaw: Being Me In My World Feeling special and safe. Being part of a class. Rights and responsibilities. Rewards and feeling proud. Consequences. Safe and fair learning. Valuing contributions. Choices Recognising feelings. 	Jigsaw: Celebrating Difference Assumptions and stereotypes about gender. Understanding bullying. Standing up for self and others. Making new friends. Gender diversity. Celebrating difference and remaining friends. 	Jigsaw: Dreams and Goals Achieving realistic goals. Perseverance. Learning strengths. Learning with others. Group co – operation. Contributing to and sharing success. 	Jigsaw: Healthy Me Motivation Healthier choices. Relaxation Healthy eating and nutrition Healthier snacks and sharing food. 	Jigsaw: Relationships Different types of family. Physical contact boundaries. Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationship 	Changing Me Life cycles in nature. Growing from young to old. Increasing independence. Differences in female and male bodies Assertiveness. Preparing for transition
Careers		Christmas Card 'Trash to Treasure' Skills Builder Project	A trip to the local railway 'Brilliant Books' and 'Making Changes' Skills Builder Project	Visit from the Fire Station 'Free To Be Me' Skills Builder Project	A letter to a Gardener.	Lifeguard. A sea life centre marine biologist.



Year 3 LTP						
	Term 1 Who first lived in Britain?	Term 2 What Makes The Earth Angry?	Term 3 and Term 4 How advanced were the civilizations around 3000 years ago?		Term 5 How did the desire to conquer space create many heroes and heroines?	Term 6 Survival
Driver:	History	Geography	History	History	Geography	History
Enrichment				Northampton Museum (Egypt exhibition/ artefacts) A visit from a Catholic Priest- Easter celebrations A visit from a local Scout group leader A visit from an artist (clay)	Zoo trip (Woburn)- rainforest animal focus Growing vegetables and eating them (passport) Playground clean-up 	Orienteering (treasure hunt) (passport) Camping – cooking outdoors (passport) Grafham water-overnight stay?
Novels	The Wild Way Home By Sophie Kirtly	The Firework-Maker's Daughter by Philip Pullman		A Mummy Ate My Homework Thiago de Moraes	The Explorer Katherine Rundell	The Girl who stole an elephant
English	Stone Girl, Bone Girl by Laurence Anholt. Nonfiction: To write a biography How To Catch A Dragon by Caryl Hart. No-fiction: to write a set of instructions	Escape from Pompeii by Christina Balit Narrative- Journey Tale: Setting description Volcano poetry Poetry: to write and publish a calligram	Everything Ancient Egypt by Crispin Boyer Nonfiction: to write a non-chronological report about the Nile. The Egyptian Cinderella by Shirley Climo & Ruth Heller Fiction: to retell a story with a twist.	The Great Egyptian Grave Robbery by Flat Stanley Nonfiction: To write a persuasive. Marcy and the Riddle of the Sphinx by Joe Todd Stanton Nonfiction: To write a newspaper report.	Field Trip to the Moon by John Hare Nonfiction: To write an informal letter. The Darkest Dark by Chris Hadfield Fiction: To write a dilemma story.	Ice Bear Poetry: Haiku poems Ice Bear Nonfiction- Stories with issues and dilemmas: informal letter
Reading	Stone Houses (nonfiction) Stig of the Dump by Clive King (narrative) Skara Brae (nonfiction)	The Firework Maker's Daughter by Philip Pullman DK Find Out! Earth!	A Mummy Art My Homework by Thiago de Moraes (fiction)	A Mummy Art My Homework by Thiago de Moraes (fiction)	Space Band by Tom Fletcher The Skies Above My Eyes by Charlotte Guillain	Varjack Paw
Reading: Equality, Diversity & Inclusion	 To understand that anyone can do anything regardless of their gender or race.  To understand the importance of differing life experience within developing relationships.	 To understand why and how different cultures celebrate festivities.	 To learn to accept others for who they are and to be an 'includer'.	 To understand that everyone should be treated equally, and discrimination should not be tolerated.	 To understand how to protect and care for our planet on a daily basis.	 To understand the concepts of love and loss, and who supports us through good times and bad times.
Maths	Number: Place Value 3w Number: Addition and Subtraction 3w	Number: Addition and Subtraction 3w Number: Multiplication and Division 4w	PiXL – <i>based on an analysis, learning reflects the areas that need to be targeted and taught</i> 2w Number: Multiplication and Division 3w Measurement: Length and Perimeter 1w	Measurement: Length and Perimeter 1w Number: Fractions 2w Measurement: Mass and Capacity 2w	Measurement: Mass and Capacity 2w Number: Fractions 1w Measurement: Money 1w Measurement: Time 2w	Geometry: Properties of Shape 1w Consolidation 1 w
Science	Developing Experts: Living Things and Their Habitats. To master this unit learners should be able to: <ul style="list-style-type: none"> Know how rocks and mountains are formed Classify and group different types of rock Explain the changes that can happen to rocks through weathering 	Developing Experts: Light To master this unit learners should be able to: <ul style="list-style-type: none"> To 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. Children learn how to recognise that shadows are formed when the light from a light source is blocked by an opaque object 	Developing Experts: Forces and Magnets To master this unit learners should be able to: <ul style="list-style-type: none"> Learn how to compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet Identify some magnetic materials Describe magnets as having 2 poles Learn how to predict whether 2 magnets will attract or repel each other, depending on which poles are facing. 	Developing Experts: Plants To master this unit learners should be able to: <ul style="list-style-type: none"> Compare the effect of different factors on plant growth. Identify and describe functions of different parts of a plant. And how they are used in photosynthesis. Investigate the way in which water is transported within plants Explore the part that flowers play in the life cycle of flowering plants. 	Developing Experts: Animals Including Humans To master this unit learners should be able to: <ul style="list-style-type: none"> Explore the five key food groups. Learn about the nutrition in the food we eat. Learn about the different types of skeletons. Learn about the human skeleton. Learn about animals and their skeletons. Explore the role of muscles. 	Animals Including Humans – What Makes Us



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		<ul style="list-style-type: none"> Find patterns in the way that the size of shadows change. 	 	<ul style="list-style-type: none"> Understand the pollination process. Compare the effect of different factors on plant growth. 		
Computing	Teach Computing: Connecting Computers <i>Recognise how digital devices have input and outputs and have changed the way people share information.</i> 	Teach Computing: Stop-Frame Animations <i>Understand animations are a sequence of drawings and photographs. Then, to plan and create an animation.</i> 	Teach Computing: Sequence in Music (should be Summer 1) <i>Introduce Scratch and how to identify the commands. Ordering commands to make a sequence, which includes changing the appearance of the Scratch to be an instrument for their final piece.</i> 	Teach Computing: Branching Databases <i>Begin by getting data by creating questions with yes or no answers to describe an objects attribute. Then create a branching database and structuring it to present findings/data.</i> 	Teach Computing: Creating Media – Desktop Publishing <i>Begin unit by recognising how text and pictures can convey information and that we can edit that text and the layout of the picture. Then, move on to how to choose a template for a final piece of desktop publishing which will have content relevant to the brief.</i> 	Events And Actions
Art & Design	Focus: Painting: Create a repeating pattern of a tertiary colour. <i>To revisit primary and secondary colours to help predict the colours required to make new colours. Experimenting with washes and brush strokes to reveal tertiary colours.</i> 	Focus: Collage: To embellish a real image of a mountain/volcano/earthquake <i>To use collaging techniques to embellish a real image of an earthquake, volcano or mountain.</i> 	Focus: Sketchbooks: Observational drawing of birds using John James Audubon as inspiration. <i>To research an artist and recognise how they use shape in drawing. Create tone in drawing using the computers to begin with and then explore scale and composition. Finally, look to add shading to create their final observational drawing of a bird.</i> 	Focus: Printing: To make own potato printing block of a simple leaf. To create a pattern using a variety of colours and shapes. <i>Begin by exploring Ancient Egyptian artwork and how it was made before creating printing blocks of hieroglyphics to repeat their name.</i> 	Focus: 3D/Textiles: To create a pop-up picture of space Link: Geography <i>To research an artist that creates 3D art to use as inspiration for a space inspired product. Then exploring textiles and ways to represent space using their findings.</i> 	Drawing: Observational drawing of birds in camouflage Link: History
Design & Technology			DATA: Mechanical systems: Pneumatics <i>Explore pneumatics using plastic tubing, a balloon and a book. Then, identify the use of pneumatics and what they play in our everyday lives. After that, apply learning to design and making a robot, which can open and close their beak.</i> 	DATA: Textiles: 2-D shape to 3-D product <i>Explore textiles and what kind of bracelets are already on the market. Then, learn different stitching types before designing and making a bracelet for a specific purpose.</i> 	DATA: Mechanical systems: Levers and Linkages <i>Explore moving picture books, which have levers and leverages. Then, investigate how to make a level and link to a moving picture that has been provided. Finally, design and make a space themed picture.</i> 	Mechanical systems: Levers and linkages- how to trap a...



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Geography		<p>Focus: What Makes The Earth Angry?</p> <p>Key Knowledge and skills:</p> <ul style="list-style-type: none"> Label the different parts of a volcano; Know the names of a number of the world's highest mountains; Know the names of four countries from the southern and four from the northern hemisphere; Know how a volcano becomes active; Know why people choose to live beside a volcano <p>Element 1: Where are the most famous volcanoes in the world?</p> <p>Element 2: Where are the world's most famous volcanoes and which are active and dormant?)</p> <p>Element 3: How do volcanoes impact on the lives of people and why do people choose to live near them?</p>				<p>The UK</p> <p>Location Knowledge: Geographical Skills and Fieldwork:</p> <p>Where are the counties of the UK?</p> <p>How has the landscape of the UK changed over time?</p> <p>Why is the Prime Meridian important?</p> <p>Geographical Skills and Fieldwork: Map Skills</p>
History	<p>Focus: Who First Lived in Britain?</p> <p>Key knowledge and skills:</p> <ul style="list-style-type: none"> Sequence events, artefacts or historical figures on a timeline using dates and terms related to the unit being studied and passing of time. Know that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). Suggest sources of evidence from a selection to help answer questions and say how it can be used to find out about the past Start to compare two versions of a past event <p>Element 1: Who first lived in Britain?</p> <p>Element 2: How did improvements happen throughout the Stone Age?</p> <p>Element 3: What do we learn from Skara Brae?</p>		<p>Focus: How advanced were the civilizations around 3000 years ago?</p> <p>Key knowledge</p> <ul style="list-style-type: none"> Know that there some advanced civilizations in the world 3000 years ago and know that Britain was not one of them. Know about, and name, some of the advanced societies that were in the world around 3000 years ago. Know about the key features of either: Ancient Egypt; Ancient Sumer; Indus Valley; or the Shang Dynasty. <p>Historical skills</p> <ul style="list-style-type: none"> Know how to use a timeline in relation to the unit being studied. Know that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). Know the difference between primary and secondary sources of evidence. Look at more than two versions of the same event or story in history and identify differences. <p>Element 1: Which civilizations from 3000 years ago were considered advanced?</p> <p>Element 2: What did the Ancient Egyptians give to the world?</p> <p>Element 3: Who were the pharaohs?</p>	<p>Focus: How did the desire to conquer space create many heroes and heroines?</p> <p>Key knowledge and skills:</p> <ul style="list-style-type: none"> Name a famous person/s from the past and explain why they are famous Recall a famous event from the past and explain why it is significant Order dates from earliest to latest on simple timelines Recount historic details from eye-witness accounts, photos and artefacts <p>Element 1: How can we trace space exploration?</p> <p>Element 2: Focus on empathy and causation: Why will Neil Armstrong always be remembered?</p> <p>Element 3: Is Tim Peake Britain's most famous astronaut?</p>		








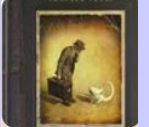












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Enrichment				Northampton Museum (Egypt exhibition/ artefacts) A visit from a Catholic Priest- Easter celebrations A visit from a local Scout group leader A visit from an artist (clay)	Zoo trip (Woburn)-rainforest animal focus Growing vegetables and eating them (passport) Playground clean-up 	Orienteering (treasure hunt) (passport) Camping – cooking outdoors (passport) Grafham water-overnight stay?
MFL	<p>Kapow French Playground Games: Number and age</p> <p>Unit Outcomes:</p> <ul style="list-style-type: none"> Recall all numbers one to six, with generally accurate pronunciation, in particular vowel and combinations sounds ('un', 'eu', 'oi' and 'in'). Join in with a song using actions. Respond to numbers by showing fingers or ticking on whiteboards. Ask and answer a question about their age. Change their answers and recognise number words. Listen carefully and relate sounds to a written phoneme. Recall numbers one to twelve with increasingly accurate pronunciation. <p>Key knowledge:</p> <ul style="list-style-type: none"> To understand that I can use known vocabulary, cognates and near cognates as clues to help me understand a text in French. To know that sentences are often structured differently in French and English. To know the sounds the common phonemes eu, oi, ou and ui make in French. To know the names of some Parisian landmarks. To know some French playground games. 	<p>Kapow: French Greetings</p> <p>Unit Outcomes:</p> <ul style="list-style-type: none"> Look carefully at the speaker and respond confidently with the appropriate gesture and phrase. Begin to recognise how some sounds ('on', 'ou', 'et' and 'oi') are represented in written form. Link actions or pictures to the new language, both in spoken and written form. Imitate the pronunciation of sounds. Take turns to speak and use appropriate intonation. <p>Key knowledge:</p> <ul style="list-style-type: none"> To know that in French there are formal and informal greetings and when it is appropriate to use each one. To know that different greetings are used at different times of the day. To know that tone of voice can indicate a question. To know that a cedilla is the tail mark under the ç and that it changes the pronunciation of the c from a hard sound to a soft 's' sound. To know that French words are pronounced differently to the way they are spelt. 	<p>Kapow: Inside the French Classrooms</p> <p>Unit Outcomes:</p> <ul style="list-style-type: none"> Show their understanding of key vocabulary with a physical response. Attempt to accurately imitate the pronunciation of vocabulary. Correctly identify masculine and feminine nouns in written form. Use modelled language to create questions or sentences using appropriate articles. Deduce the meaning of new words, matching labels to pictures using a range of language detective skills. Attempt to build their own sentences using a label as a model. Speak clearly and present simple phrases when supported visually. Use appropriate intonation to engage the audience. <p>Key knowledge:</p> <ul style="list-style-type: none"> To know that in French, a space is needed before and after ? and ! To understand some of the similarities and differences between school in France and schools in the UK. To understand that every French noun is either masculine or feminine. To know that gender affects the form of the word un or une (the definite article). To know that when we turn the statement 'j'ai un/une (I have a...)' into a negative 'je n'ai pas de (I don't have a...)' then we change the article from un/une to de. 	<p>Kapow: French Transport</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> To know the phonemes oi, au, in and on. To know that I need to change my intonation to ask and answer questions. To know some French speaking countries around the world. To understand that I can use a model sentence as a guide for building other sentences. To know that en is usually used as a preposition when the mode of transport is something you get into e.g. en train, whereas á is used when you are not getting into a form of transport e.g. à vélo (a bicycle). To know that feminine nouns often (but not always) end in e. To know that when talking about a specific noun in French we use the definite article le (m.) la (f.) l' (m./f. before a vowel) or les (m./f. plural). 	<p>Kapow: Circle of Life</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> To know that I can find the gender of a noun by looking it up in the dictionary where French nouns are followed by a gender indicator To know that a bilingual dictionary is a special dictionary to translate words from one language to another To know that a bilingual dictionary is in two parts- one where the words are listed in French and the other where the words are listed in English To know that placing ne and pas around a verb makes the verb negative To know that we use the definite article when describing something specific and that the one we use depends on the gender of the noun: le (m.), la (f.), les (m./f. plural) and l' (when followed by a vowel). 	
Music	<p>Charanga: Glockenspiel Stage 1 <i>Instrument only- glockenspiel</i></p>	<p>Charanga: NMPAT: First Access on Ukelele</p>	<p>Charanga: Let Your Spirit Fly RnB <i>Voices and Instruments</i></p> <p>Notable composers: Jean Sibelius - Finlandia Sibelius loved Finland. One of his most beloved works is Finlandia, which is about the Finnish people overcoming their enemies.</p>	<p>Charanga: The Dragon Song Pop <i>Voices and Instruments</i></p>	<p>Charanga: Bringing Us Together Disco <i>Voices and Instruments</i></p>	Reflect, Rewind and Replay Classical <i>Voices and Instruments</i>



Year 3 LTP						
	Term 1 Who first lived in Britain?	Term 2 What Makes The Earth Angry?	Term 3 and Term 4 How advanced were the civilizations around 3000 years ago?		Term 5 How did the desire to conquer space create many heroes and heroines?	Term 6 Survival
Driver:	History	Geography	History	History	Geography	History
Enrichment				Northampton Museum (Egypt exhibition/ artefacts) A visit from a Catholic Priest- Easter celebrations A visit from a local Scout group leader A visit from an artist (clay)	Zoo trip (Woburn)-rainforest animal focus Growing vegetables and eating them (passport) Playground clean-up 	Orienteering (treasure hunt) (passport) Camping – cooking outdoors (passport) Grafham water-overnight stay?
PE	Power of PE: Gymnastics	Power of PE: Dance	PE Planning Handball	PE Planning Outdoor Adventure	PE Planning Athletics	Tennis
	Power of PE: OAA	Power of PE: Netball	PE Planning Football	PE Planning Multi Skills	PE Planning Fitness	Cricket
RE	SACRE: Christianity Key Question: Is Christmas a festival of light or love? <i>Pupils will consider the meaning of Christmas for Christians, with a focus on the importance of Jesus to Christians and the symbolism of light in the celebration of his birth. Understand why Jesus is so special to Christians and just what Christians are celebrating at Christmas.</i> 		SACRE: Christianity Key Question: The Church Year: Is Easter a festival of new life or sacrifice? <i>Pupils will explore the importance of Easter to members of the Christian faith. Investigate the Christian view of the ultimate sacrifice of Jesus in death and then subsequent resurrection. Final focus is to consider what can be learned from the attitudes and beliefs of Jesus and relate these to their own experiences, beliefs and values as well as life after death.</i> 		SACRE: Christianity Key Question: Jesus: Why is Jesus an inspirational leader for some people? <i>pupils to begin to understand why and how Jesus is inspiring to Christians. Pupils use stories from the Bible to reflect on what made/makes Jesus an inspiration to some people. The focus is on the concept of inspiration and pupils will be encouraged to think for themselves about questions to do with the impact this has on the life of people inspired by Jesus.</i> 	
PSHE	Jigsaw: Being Me In My World Setting personal goals. Self-identify and worth. Positivity and challenges. Rules, rights and responsibilities. Rewards and consequences. Responsible choices Seeing things from others perspectives. 	Jigsaw: Celebrating Difference Families and their differences. Family conflict and how to manage it. Witnessing bullying and how to solve it. Recognising how words can be hurtful. Giving and receiving compliments. 	Jigsaw Dreams and Goals Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm. Recognising and overcoming obstacles. Evaluating learning processes. Managing feelings. Simple budgeting. 	Jigsaw Healthy Me Exercise. Fitness challenges. Food labelling and healthy swaps. Attitudes towards drugs. Keeping safe and why it is important online and offline. Respect for myself and others. Healthy and safe choices 	Jigsaw Relationships Family roles and responsibilities. Friendship and negotiation. Keeping safe online and who to go to for help. Being a global citizen Being aware of how my choices affect others. Awareness of how other children have different lives. Expressing appreciation for family and friends 	Changing Me How babies grow. Understanding a baby's needs. Outside body changes. Inside body changes. Family stereotypes Challenging my ideas, Preparing for transition.
Careers		Christmas Card 'Trash to Treasure' Skills Builder Project	'Brilliant Books' and 'Making Changes' Skills Builder Project	'Free To Be Me' Skills Builder Project		



Year 4 LTP						
	Term 1 How Much Water Is Around Me?	Term 2 Which European Country Would Alice Visit Next?	Term 3 Who were the Romans and why were they so powerful?	Term 4 What were the battles like between the Anglo-Saxons and the Vikings for the kingdom of England?	Term 5 What causes an earthquake?	Term 6 Belonging
	Geography	Geography	History	History	Geography	Science/History
Enrichment					Harry Potter World	A Night Under The Stars
Novels	Why The Whales Came	Lion, the Witch and the Wardrobe by CS Lewis	Escape From Pompeii by Christina Balit Ben Miller – The Day I Fell Into A Fairytale	I Was There: 1066 THE Norman Conquest	Harry Potter and the Philosopher's Stone	
English	The Girl Who Thought Her Mother Was A Mermaid by Tania Unsworth Fiction: To write own finding tale Non-Fiction Why the Whales Came by Michael Morpurgo Nonfiction: to write a debate	Alice in Wonderland by Lewis Carroll Fiction: Write own journey tale Alice in Wonderland by Lewis Carroll Fiction: to write a 'stories set in imaginary worlds' recount	Defenders: Dark Arena by Tom Palmer Fiction: To write own flashback story Roman Diary the Journal of Iliona by Richard Platt Nonfiction: To write a diary account	Poem: The Ruin Fiction: to write a poem based on an Anglo-Saxon village. Battle of Hastings Nonfiction: To write a newspaper article.	Harry Potter and the Philosopher's Stone by JK Rowling Nonfiction: to write a letter Harry Potter and the Philosopher's Stone by JK Rowling Nonfiction: to write a set of instructions The Apprentice Witch by James Nicol Fiction: to write an alternative problem/resolution	Belonging by Jeannie Baker The Journey by Francesca Sanna
Reading	Flotsam by David Wiesner The Brilliant Deep: Rebuilding The World's Coral Deep by Kate Mesner and Matthew Forsythe	Alice's Adventures in Wonderland by Lewis Carroll	Defenders: Dark Arena by Tom Palmer	Viking Voyages by Jack Tite Anglo-Saxon Boy by Tony Bradman	Harry Potter and the Philosopher's Stone by JK Rowling The Apprentice Witch by James Nicol	Journey by Aaron Becker
Reading: Equality, Diversity & Inclusion	 Understand the relationship between human impact, climate and living organisms in a biome/habitat.	 To learn the importance of those close to others and appreciate the feelings we may have if they are no longer there.	 Analyse viewpoints and identify whether they are fair or biased.	 To understand how people with different qualities need to work together for the good of the many.	 To understand that we are all unique and we celebrate this and we include everyone regardless of appearance  To understand why people may have to leave their home countries	 To understand that people should be treated equally without discrimination.  To understand why people may have to leave their home countries
Maths	Number: Place Value 4wNumber: Addition and Subtraction 3w	Measurement: Length and Perimeter 2w Number: Multiplication and Division 3w	PiXL – based on an analysis, learning reflects the areas that need to be targeted and taught 2w Number: Multiplication and Division 3w	PiXL – based on an analysis, learning reflects the areas that need to be targeted and taught 2w Measurement: Area 1w Number: Fractions 3w	Number: Fractions 1w PiXL – based on an analysis, learning reflects the areas that need to be targeted and taught 2w Number: Decimals 3w	Statistics 1w Geometry: Properties of Shape 2w Geometry: Position and Direction 2w Consolidation 1w Measurement: Money 2w Measurement: Time 2w Number: Decimals 3w
Science	Developing Experts: States of Matter To master this unit learners should be able to: • Know different ways to classify animals • Group animals dependant on their characteristics • Describe the habitats of different animals   	Developing Experts: Classifying living things and their habitats To master this unit learners should be able to: • Know different ways to classify animals • Group animals dependant on their characteristics • Describe the habitats of different animals   	Developing Experts: Electricity To master this unit learners should be able to: • Understand how to work safely with electricity. • Explore how electricity is transported. • Describe the basic parts of a circuit. • Identify when a lamp will light in a simple circuit. • Explain how to recognise electrical conductors and insulators. • Understand the difference between a series and a parallel circuit.	Developing Experts: Sound To master this unit learners should be able to: • Identify how sounds are made • Explore how vibrations from sounds travel through a medium to the ear. • Explore sound insulation • Explore volume • Explore pitch • Explore sounds from near and from far.  	Developing Experts: Nature and the Environment To master this unit learners should be able to: • Know about the balance of nature • Describe ecosystems and how they are affected by changes in the environment • Understand human impact on the environment • Explore air pollution • Understand water pollution • Explore methods that can be used to conserve water.  	Animals Including Humans – Food and Digestion



Year 4 LTP						
	Term 1 How Much Water Is Around Me?	Term 2 Which European Country Would Alice Visit Next?	Term 3 Who were the Romans and why were they so powerful?	Term 4 What were the battles like between the Anglo-Saxons and the Vikings for the kingdom of England?	Term 5 What causes an earthquake?	Term 6 Belonging
	Geography	Geography	History	History	Geography	Science/History
Enrichment					Harry Potter World	A Night Under The Stars
Computing	<p>Teach Computing: The Internet</p> <p>Describe and recognise how networks connect devices to use the internet via the World Wide Web. Describe how content is created by people and is shared.</p>	<p>Teach Computing: Audio Editing</p> <p>Identify that sound can be recorded and edited. Learn about podcasts and apply editing skills by writing, recording and evaluation a new podcast.</p>	<p>Teach Computing: Photo Editing</p> <p>Changing digital images focusing on the composition and for different uses. Learn how to retouch images and how to identify fake images. Use learning to make and evaluate a photo of themselves as a roman soldier.</p>	<p>Teach Computing: Data Logging</p> <p>Answer questions and collecting the findings to then logging that information on a database system. This data can then be analysed, and conclusions can be made.</p>	<p>Teach Computing: Repetition In Shapes</p> <p>Programme a screen turtle with letters, patterns and repeats before using loops to create shapes. Then break things down for others to follow and finally create a program for everyone to access and follow.</p>	Repetition In Games
Art & Design	<p>Focus: Painting: Watercolour paintings Reproduce a small part of an artist's water painting, matching colours using a viewfinder. Suggested artists: Turner, Cezanne</p> <p>Experiment with colours to create a mood and feeling using artists portraits. Practise elements using a device before a final piece.</p>	<p>Focus: 3D/Textiles: Weaving: weave within a circle to create a Lion's main Link: English</p> <p>Experiment with materials and processes to make a 3D form using a basic weave. Research the history of weaving, use iPads to reinvent a wave before using sewing skills to create a jumper for the White Rabbit.</p>	<p>Focus: Collage: Roman style mosaic</p> <p>Explore Roman mosaics and their history. In groups, create a group mosaic before using computer software to create a mosaic of colour. Finally, use coloured squares of paper to complete an excavated mosaic artefact.</p>	<p>Focus: Sketch Book: Create a sketch of an Anglo Saxon as an Action Figure Link: History</p> <p>Begin by learning how to sketch facial expressions before moving on to sketching a person using a manakin for support. Finally, combine learning by sketching an Anglo-Saxon soldier holding a weapon.</p>	<p>Focus: Printing Printing basic on Andy Warhol</p> <p>Explore the work by Andy Warhol before printing using four colours and creating an accurate printing block, which can be printed repeatedly on to different material surfaces.</p>	<p>Construction: Create a 3D Harry Potter themed hanging mobile Link: English</p> <p>Drawing: Create observational drawings of how light and dark is conveyed in Pompeii pictures Link: History</p>
Design & Technology		<p>DATA Structures: Shell structures using computer-aided design (CAD)</p> <p>Investigate shell structures including packaging before practising skills of how they are made using Word. Explore features and reinvent a box for Alice's mushrooms using CAD software.</p>	<p>DATA Electrical systems: Simple circuits and switches</p> <p>Explore torches and their purpose, practise making switches to be added to a simple circuit before designing and making an electrical torch perfect for a Roman soldier.</p>		<p>DATA Electrical systems: Simple programming and control</p> <p>Investigate light up display lettering and signs and how they work using a switch. Develop skills using a Crumble to produce a sign warning people of an earthquake occurring.</p>	Food: Healthy and varied diet
Geography	<p>Focus: How Much Water Is Around Me?</p> <p>Key knowledge and skills:</p> <ul style="list-style-type: none"> Know, name and locate the main rivers in the UK; Know and label the main features of a river; Know the name of and locate a number of the world's longest rivers. <p>Element 1: How is a river formed and where are the most well-known rivers of the UK?</p>	<p>Focus: How Much Do We Know About European Countries?</p> <p>Key knowledge and skills:</p> <ul style="list-style-type: none"> Know, name and locate the main rivers in the UK; Know and label the main features of a river; Know the name of and locate a number of the world's longest rivers. <p>Element 1: How much do we know about European countries?</p> <p>Element 2: Why do so many British people enjoy going to the Mediterranean for their holiday?</p>			<p>Focus: What causes an earthquake?</p> <p>Key knowledge and skills:</p> <ul style="list-style-type: none"> Know what a tectonic plate is; Know the names of some of the world's highest mountains; Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map; Know what is meant by the term 'tropics'; Know what causes an earthquake. 	Geographical Skills and Fieldwork: Map Skills












Year 4 LTP						
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	Geography	Geography	History	History	Geography	Science/History
Enrichment					Harry Potter World	A Night Under The Stars
	<p><i>Element 2: How can you create a model of a river from source to mouth?</i> <i>Element 3: What impact do rivers have on the lives of people?</i></p>	<p><i>Lesson: Where is the Mediterranean?</i> <i>Element 3: What do we know about Europe's most famous cities and landmarks?</i></p>			<p><i>Element 1: Where did the world's most famous earthquakes take place?</i> <i>Element 2: Why are Earthquakes dangerous?</i> <i>Element 3: What is a tsunami and how is different to an earthquake?</i></p>	
History			<p>Focus: Who were the Romans and why were they so powerful?</p> <p>Key knowledge</p> <ul style="list-style-type: none"> Know how Britain changed from the Iron Age to the end of the Roman occupation Know how the Roman occupation of Britain helped to advance British society Know how there was resistance to the Roman occupation and know about Boudica Know about at least one famous Roman emperor <p>Key knowledge and skills:</p> <ul style="list-style-type: none"> Look at more than two versions of the same event or story in history and identify differences Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different Know how to use a timeline in relation to the unit being studied <p><i>Element 1: Why did the Romans invade Britain?</i> <i>Element 2: Why were the Romans so powerful and were the Britons happy to see them?</i> <i>Element 3: What did the Romans do for us?</i></p>	<p>Focus: Who were the Anglo-Saxons?</p> <p>Key knowledge and skills:</p> <ul style="list-style-type: none"> Know how Britain changed between the end of the Roman occupation and 1066 Know about how the Anglo-Saxons attempted to bring about law and order into the country Know that during the Anglo-Saxon period, Britain was divided into many kingdoms Know that the way the kingdoms were divided led to the creation of some of our county boundaries today Use a timeline to show when the Anglo-Saxons were in England <p><i>Element 1: Who were the Anglo-Saxons? How did the Anglo-Saxons rule?</i> <i>Element 2: Why did the Anglo-Saxons invade and settle in Britain?</i> <i>Element 3: What happened in 1066? What did the Anglo-Saxons leave behind?</i></p>		<p>Thematic Study: Journeys: the story of migration to Britain</p> <p>Why did migrants come to Britain? What were the experiences of migrants in Britain? What was the impact of migration to Britain?</p> <p>Cultural Developments and Interactions</p>
MFL	<p>Kapow French Playground Games: Number and age</p> <p>Unit Outcomes:</p> <ul style="list-style-type: none"> Recall all numbers one to six, with generally accurate pronunciation, in particular vowel and combinations sounds ('un', 'eu', 'oi' and 'in'). Join in with a song using actions. Respond to numbers by showing fingers or ticking on whiteboards. Ask and answer a question about their age. Change their answers and recognise number words. 	<p>Kapow: French Greetings</p> <p>Unit Outcomes:</p> <ul style="list-style-type: none"> Look carefully at the speaker and respond confidently with the appropriate gesture and phrase. Begin to recognise how some sounds ('on', 'ou', 'et' and 'oi') are represented in written form. Link actions or pictures to the new language, both in spoken and written form. Imitate the pronunciation of sounds. Take turns to speak and use appropriate intonation. 	<p>Kapow: Inside the French Classrooms</p> <p>Unit Outcomes:</p> <ul style="list-style-type: none"> Show their understanding of key vocabulary with a physical response. Attempt to accurately imitate the pronunciation of vocabulary. Correctly identify masculine and feminine nouns in written form. Use modelled language to create questions or sentences using appropriate articles. Deduce the meaning of new words, matching labels to 	<p>Kapow: Portraits – describing in French</p> <p>Unit Outcomes:</p> <ul style="list-style-type: none"> Understand that adjectives change depending on whether they are describing a boy or girl, for example: sérieux and sérieuse. Correctly identify a person from a description of their hair and eye colour. Place word cards in the correct order, with the adjectives following the noun. Give a spoken sentence to describe a friend. Write four sentences accurately with the correct adjectival 	<p>Kapow: French and the Eurovision song contest</p> <p>Unit Outcomes:</p> <ul style="list-style-type: none"> Answer questions based on a video of a French-speaker, getting at least half of them correct. Match a set of instrument words to the appropriate picture, getting the majority of them correct (allowing for any that they don't know in English). Say which instrument they play. Say what kind of music they like, using a whole sentence. Ask a question after listening to other pupils' attempts. 	









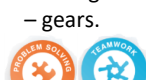



Year 4 LTP						
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	Geography	Geography	History	History	Geography	Science/History
Enrichment					Harry Potter World	A Night Under The Stars
	<ul style="list-style-type: none"> Listen carefully and relate sounds to a written phoneme. Recall numbers one to twelve with increasingly accurate pronunciation. <p>Key knowledge:</p> <ul style="list-style-type: none"> To understand that I can use known vocabulary, cognates and near cognates as clues to help me understand a text in French. To know that sentences are often structured differently in French and English. To know the sounds the common phonemes eu, oi, ou and ui make in French. To know the names of some Parisian landmarks. To know some French playground games. 	<p>Key knowledge:</p> <ul style="list-style-type: none"> To know that in French there are formal and informal greetings and when it is appropriate to use each one. To know that different greetings are used at different times of the day. To know that tone of voice can indicate a question. To know that a cedilla is the tail mark under the ç and that it changes the pronunciation of the c from a hard sound to a soft 's' sound. To know that French words are pronounced differently to the way they are spelt. 	<p>pictures using a range of language detective skills.</p> <ul style="list-style-type: none"> Attempt to build their own sentences using a label as a model. Speak clearly and present simple phrases when supported visually. Use appropriate intonation to engage the audience. <p>Key knowledge:</p> <ul style="list-style-type: none"> To know that in French, a space is needed before and after ? and ! To understand some of the similarities and differences between school in France and schools in the UK. To understand that every French noun is either masculine or feminine. To know that gender affects the form of the word un or une (the definite article). To know that when we turn the statement 'j'ai un/une' (I have a...) into a negative 'je n'ai pas de' (I don't have a...) then we change the article from un/une to de. 	<p>agreement, helped by a support sheet.</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> To know that, in French, adjectives change if they describe a girl or a feminine noun and that this is called adjectival agreement. To know that most (but not all) adjectives take an extra 'e' at the end of the word to make it feminine. To know that most adjectives go after the noun in French. To know that if the noun in a sentence is plural then the adjective describing it also becomes plural. To know that the Louvre is a famous French art gallery. To know that the feminine and masculine form of some adjectives can sound quite different e.g. vert/verte, heureux/heureuse. 	<ul style="list-style-type: none"> Read and understand music genres in written form. Recall country names with accurate pronunciation. Use a full sentence to say 'J'habite en/au/aux ...' Write information in French about a character from a different country. Use familiar language to write several phrases or short sentences. Perform a song from memory with accurate pronunciation. <p>Key knowledge:</p> <ul style="list-style-type: none"> To know that 'de' becomes 'du' (not 'de le') when followed by a masculine noun. To know that sentences can be extended using 'et' or 'mais'. To know that countries have different names in French and that each country is either masculine or feminine. To know that the definite article is used in French when saying the country, e.g. la France, le Royaume-Uni, les Pays-Bas. 	
Music	<p>Charanga: Mamma Mia Pop <i>Voices and Instruments</i></p>	<p>Charanga: Blackbird Pop. Civil Rights link <i>Voices and Instruments</i></p> <p>Notable composers: Aaron Copland Rodeo-Hoe-Down</p>	<p>Charanga: Glockenspiel Stage 2 Mixed styles <i>Instrument only – glockenspiel</i></p> <p>Notable composers: Carl Orff - Carmina burana – 'O fortuna'</p>	<p>Charanga: Lean On Me Gospel <i>Voices and Instruments</i></p>	<p>Charanga: Stop Grime <i>Voices</i></p> <p>Notable composer: John Williams (Harry Potter composer):</p>	<p>Reflect, Rewind and Replay Classical <i>Voices and Instruments</i></p>
PE	<p>Power of PE: Swimming</p> <p>Power of PE: Orienteering</p>	<p>Power of PE: Dance</p> <p>Power of PE: Football</p>	<p>PE Planning Gymnastics</p> <p>PE Planning Football</p>	<p>PE Planning Indoor Athletics</p> <p>PE Planning Basketball</p>	<p>PE Planning Athletics</p> <p>PE Planning Fitness</p>	<p>Rounders</p> <p>Tennis</p>
RE	<p>SACRE: Islam:</p> <p>Key Question: Keeping the Five Pillars - what difference does it make?</p> <p><i>Learn what is important to Muslims in Britain today, relating this to the Five Pillars of Islam. Explore ways in which Muslims express their faith and focus on how Muslim beliefs impact on their way of life.</i></p>		<p>SACRE: Christianity</p> <p>Key Question: Values: What matters most to Christians and Humanists?</p> <p><i>Pupils to identify values in human life and to think about their own values, with special reference to Christianity and Humanism. Pupils are enabled, by various conceptual and active learning approaches, to think for themselves about questions to do with what matters in life.</i></p>		<p>SACRE: Christianity</p> <p>Key Question: Christianity in Action: What difference do Christians make towards addressing some problems in the UK today?</p> <p><i>Understand how the Christian faith responds to global issues of human rights, fairness and social justice. Children will engage in activities that will allow them to explore the relationship between what a person believes and what they do, drawing on their own experiences and those of other people, including Christians.</i></p>	
PSHE	<p>Jigsaw: Being Me in My World Being part of a class team. Being a school citizen. Rights, responsibilities and democracy. Rewards and consequences. Group decision making Having a voice.</p>	<p>Jigsaw: Celebrating Difference Challenging assumptions Judging by appearance. Accepting self and others. Understanding influences. Understanding bullying Problem solving</p>	<p>Jigsaw: Dreams and Goals Hopes and dreams. Overcoming disappointment. Creating new realistic dreams. Achieving goals. Working in a group Celebrating contributions Resilience</p>	<p>Jigsaw: Healthy Me Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength.</p>	<p>Jigsaw: Relationships Jealousy Love and loss Memories and loved ones Getting on and falling out. Girlfriends and boyfriends. Showing appreciation to people and animals.</p>	<p>Changing Me Being unique. Having a baby. Girls and puberty. Confidence and change. Accepting change Preparing for transition. Environmental change.</p>



Year 4 LTP						
	Term 1 How Much Water Is Around Me?	Term 2 Which European Country Would Alice Visit Next?	Term 3 Who were the Romans and why were they so powerful?	Term 4 What were the battles like between the Anglo-Saxons and the Vikings for the kingdom of England?	Term 5 What causes an earthquake?	Term 6 Belonging
	Geography	Geography	History	History	Geography	Science/History
Enrichment					Harry Potter World	A Night Under The Stars
	What motivates behaviour.  	Identifying how special unique everyone is. First impressions.   	Positive attitudes.  	 		
Careers	Job of an underwater explorer: Jacques Cousteau (1910 – 1997 and Ken Nedimyer)	Christmas Card 'Trash to Treasure' Skills Builder Project				Career's Week Project














Year 5 LTP						
	Term 1 Who Were The Vikings?	Term 2 Raging Rivers	Term 3 I'm a Year 5 pupil, how can I get out of here?	Term 4 How did the Tudors change the way we worshipped?	Term 5 Why should rainforests matter to all of us?	Term 6 Who let the Greeks Out?
Driver	History	Geography	Geography	History	Geography	History
Enrichment					Leicester Space Centre trip/ Planetarium	Local walk to the High Street – Completed in Term 2 for this year only. Greek food tasting Y5 passport- do a blind taste test
Novels	There's a boy in the Girls' Bathroom by Louis Sachar and The Saga of Erik by Terry Jones	My Brother Is A Superhero by David Solomons	The Boy at the Back of the Class by Onjali Q. Raúf	Cogheart by Peter Bunzi	Cosmic by Frank Cottrell Boyce	Who let the Gods out
English	Beowulf by Michael Morpurgo Fiction: Balanced Argument Beowulf by Michael Morpurgo Non-fiction: Explanation text Arthur and the Golden Rope by Joe Todd Stanton Non-fiction: Debate	Rang Tan Video Green Peace website Non-fiction: Persuasive letter – 'Save the Orangutans' Journey to River Sea Narrative: Adventure story	The Promise by Nicola Davies Non-fiction: To write a newspaper report. Spiderwick Chronicles by Holly Black and Tony DiTerlizzi Narrative: To write a character description	Street Child by Berlie Doherty Non-fiction: Discussion text Treason by Berlie Doherty Fiction: To write a story about Nick.	Literacy shed – Planets Space Monkey Fiction: Imaginary worlds: Finding Tale: Phoenix by SF Said and Dave McKean Nonfiction: To write a discussion to the question: Should the Daleks be allowed to live on Earth?	Text: Farther Non-fiction: Persuasive text Text: Beasts of Olympus: Beast Keeper Instructional writing Poetry
Reading	Beowulf by Michael Morpurgo Arthur and the Golden Rope by Joe Todd Stanton	Journey to the River Sea by Eva Ibbotson	The Promise by Nicola Davies Spiderwick Chronicles by Holly Black and Tony DiTerlizzi - Chapter 1	Treason by Berlie Doherty	Phoenix by SF Said and Dave McKean Unfolding Journeys Amazon Adventure by Lonely Planet Kids	Reading curriculum: Shaun Tan Author study The arrival The lost thing Cicada The viewer
Reading: Equality, Diversity & Inclusion	 Understand the theme of transformation	 To understand how different people can view the same situation from different perspectives.	 To give positive and negative ways in which humans change the environment.	To understand the impact that changes in vegetation can have on citizens and their local area. 	 To understand the importance of life experience within developing relationships.	 To understand why people may have to leave their home countries
Maths	Place value Addition and subtraction	Multiplication and division Fractions	PiXL – based on an analysis, learning reflects the areas that need to be targeted and taught Fractions 2w Multiplication and Division 2w	PiXL – based on an analysis, learning reflects the areas that need to be targeted and taught Fractions 2w Decimal and Percentages 2w	PiXL – based on an analysis, learning reflects the areas that need to be targeted and taught Properties of Shape – Angles 2w Position and direction 1w	Converting Measurement
Science	Developing Experts: Properties of Materials To master this unit learners should be able to: <ul style="list-style-type: none"> Group and compare everyday materials and their uses Explore materials extracted from natural resources, explaining their uses Investigate the properties of materials 	Developing Experts: Living things and their habitats To master this unit learners should be able to: <ul style="list-style-type: none"> Can describe how sexual reproduction occurs and asexual reproduction works. Can outline the method to clone a plant Deeper understanding of the life cycle of a butterfly and a frog Can identify similarities and differences between the life cycles of two animals Is able to explain why protecting endangered species is important Can explain why the work she did was so important 	Developing Experts: Changes of Materials To master this unit learners should be able to: <ul style="list-style-type: none"> Use evaporation to recover the solute from a solution. Recognise and describe a reversible change. Observe chemical reactions and describe how we know new materials are made. Investigate rusting reactions. Investigate burning reactions. Investigate chemical reactions (acid and bicarbonate of soda). 	Developing Experts: Forces To master this unit learners should be able to: <ul style="list-style-type: none"> Explore gravity and the life and work of Isaac Newton. Examine the connection between air resistance and parachutes. Explore factors which affect an object's ability to resist water. Investigate the effects of friction on different surfaces. Investigate mechanisms, levers and pulleys. Investigate mechanism – gears. 	Developing Experts: Earth and Space To master this unit learners should be able to: <ul style="list-style-type: none"> Explore the Solar System and its planets Understand the Heliocentric model of the Solar System Explain the Earth's movement in space. Explain the Earth's rotation and night and day. Explain the movement of the moon. 	Animals Including Humans – The Human Life Cycle



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Driver	History	Geography	Geography	History	Geography	History
Enrichment					Leicester Space Centre trip/ Planetarium	Local walk to the High Street – Completed in Term 2 for this year only. Greek food tasting Y5 passport- do a blind taste test
Computing	<p>Teach Computing Sharing Information</p> <p><i>To recognise systems and how they are managed to support search engines and how they are ranked.</i></p>	<p>Teach Computing Flat-File Databases</p> <p><i>To create a paper-based database, which can then be displayed using computer software. This information can then be filtered using search tools and compared visually, which is similar to what people would do in everyday jobs.</i></p>	<p>Teach Computing Selection In Physical Computing A</p> <p><i>To control a simple circuit connected to a computer, which a program is written for including count-controlled loops. To do this, children need an understanding of how loops stop, how a loop can be used repeatedly to check if a condition has been met.</i></p>	<p>Teach Computing Video Editing</p> <p><i>To identify what makes a video effective to then use a digital device to record a video using a range of techniques. With this video record, children will create a storyboard and then edit their final piece.</i></p>	<p>Teach Computing Vector Drawings</p> <p><i>To identify that drawing tools can be used to produce different outcomes and create a vector drawing by combing shapes. Then use tools to achieve a desired effect and ensure the end piece has layers like a vector drawing.</i></p>	Selection In Quizzes B
Art & Design	<p>Focus: Painting</p> <p><i>To explore emotional colours using paint, pastel, tissue and develop this looking at an artists style.</i></p>	<p>Focus: Collage:</p> <p><i>To use artwork by Gaudi and Joseph William Mallard Turner to learn how to decoupage and overlay a variety of materials to create a mountain.</i></p>	<p>Focus: Drawing</p> <p>Use colour tonally in still life and create a self-portrait in their dream career.</p> <p><i>Using inspiration of Amedeo Modigliani, children will draw themselves adding texture, shading and tone to create a mood.</i></p>	<p>Focus: Printing</p> <p>Using Paul Klee as inspiration, produce a piece of print design. Link: History</p> <p><i>Using foam, tools, and rollers children will use acrylic paint to print colours on to paper then create a design similar to Paul Klee, which can be repeatedly printing onto textile.</i></p>	<p>Focus: 3D/Textiles:</p> <p>Create a project based on rainforests. Inspiration: Henri Rousseau</p> <p><i>Using Henri Rousseau as inspiration, combine materials to make a 3-D/ textile form based on rainforests. Use mouldable materials to make a 3D form and then using textile skills to create a part of a class rainforest.</i></p>	<p>Sketch Books</p> <p>Create a patterned design for a mug/plate vase out of clay Link: History</p>
Design & Technology		<p>DATA Food Celebrating culture and seasonality</p> <p><i>To design a savoury score recipe using ingredients sourced locally and appropriately using utensils. To learn how to be hygienic.</i></p>		<p>DATA Mechanical systems Cams</p> <p><i>Investigate moving toys before designing and making a moving Tudor toy with rotating, oscillating or reciprocating movement.</i></p>	<p>DATA Mechanical systems Pulleys or Gears</p> <p><i>To investigate existing pulley and gear models to then survey and design their own invention, which is to remove meteorites.</i></p>	
Geography		<p>Focus: How were mountains formed?</p> <p>Key knowledge and skills:</p> <ul style="list-style-type: none"> Know how a mountain was formed; Know the names of some of the world's highest mountains; Know where the main mountain regions are in the UK; Know where the Equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map; Use maps and globes to locate the Equator, the Tropics of Cancer 	<p>Focus: I'm a Year 6 pupil, how can I get out of here?</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> Know how to use Digimap; Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc.; Know what most of the ordnance survey symbols stand for; Know how to use six-figure grid references; Be familiar with topographical maps and know about contours, etc. 		<p>Focus: Why should rainforests matter to all of us?</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> Pupils should know what a biome is; Pupils should know where many of the world's rainforest are situated; Pupils should know about the main features of a rainforest; Pupils should use the terms: biome, emergent layer, canopy, understory and forest floor. <p>Element 1: What is a rainforest and why</p>	<p>Geographical Skills and Fieldwork: Map Skills</p>







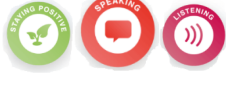


Year 5 LTP						
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Enrichment					Leicester Space Centre trip/ Planetarium	Local walk to the High Street – Completed in Term 2 for this year only. Greek food tasting Y5 passport- do a blind taste test
		and Capricorn and the Greenwich Meridian. <i>Element 1: Focus on location/ general overview Where are the world's highest and most famous mountains?</i> <i>Element 2: Physical geography How are mountains formed?</i> <i>Element 3: Human geography How do people live on and enjoy mountains?</i> 	<i>Element 1: Where on Earth am I?</i> <i>Element 2: How are your map reading skills?</i> <i>Element 3: How can you recreate an accurate reconstruction of your locality?</i>  		<i>should they matter to us all?</i> <i>Element 2: Why is the rainforest endangered and what does this mean to the world?</i> <i>Element 3: Why should we all be concerned about the Amazon rainforest?</i>  	
History	Focus: Who were the Vikings? Key knowledge and skills: <ul style="list-style-type: none"> Know how Britain changed between the end of the Roman occupation and 1066 Know where the Vikings originated from and show this on a map Know that the Vikings and Anglo-Saxons were often in conflict Know why the Vikings frequently won battles with the Anglo-Saxons <i>Element 1: Who were the Vikings?</i> <i>Element 2: Why did the Vikings win most of their battles with the Anglo-Saxons?</i>   			Focus: How did the Tudors change the way we worshipped? Key knowledge: <ul style="list-style-type: none"> Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history Know how to place historical events and people from the past societies and periods in a chronological framework Know how Britain has had a major influence on the world. <i>Element 1: Who were the Tudors and what do we know about them?</i> <i>Element 2: Was life the same for all the people that lived during this period?</i> <i>Element 3: Why was the Tudor times often known as the time of exploration and discovery?</i>   		Ancient Greece A study of Greek life and achievements and influence on western world Governance and economic systems
MFL	Kapow French Playground Games: Number and age Unit Outcomes: <ul style="list-style-type: none"> Recall all numbers one to six, with generally accurate pronunciation, in particular vowel and combinations sounds ('un', 'eu', 'oi' and 'in'). Join in with a song using actions. Respond to numbers by showing fingers or ticking on whiteboards. Ask and answer a question about their age. Change their answers and recognise number words. 	Kapow: French Greetings Unit Outcomes: <ul style="list-style-type: none"> Look carefully at the speaker and respond confidently with the appropriate gesture and phrase. Begin to recognise how some sounds ('on', 'ou', 'et' and 'oi') are represented in written form. Link actions or pictures to the new language, both in spoken and written form. Imitate the pronunciation of sounds. Take turns to speak and use appropriate intonation. 	Kapow: Inside the French Classrooms Unit Outcomes: <ul style="list-style-type: none"> Show their understanding of key vocabulary with a physical response. Attempt to accurately imitate the pronunciation of vocabulary. Correctly identify masculine and feminine nouns in written form. Use modelled language to create questions or sentences using appropriate articles. Deduce the meaning of new words, matching labels to pictures using a 	Kapow: French Monster Unit outcomes: <ul style="list-style-type: none"> Notice cognates and near cognates in the text. Recognise some previously known words. Use a dictionary resource to research the meaning of relevant vocabulary. Recognise and sort nouns by gender and number, and to explain the effect this may have on an adjective. Confidently modify sentences to use the correct articles/pronouns (un/une and il/elle) according to gender. 	Kapow: Space Exploration in French Unit Outcomes: <ul style="list-style-type: none"> Listen and identify cognates in French, noticing differences with spelling and pronunciation, e.g. for planet names. Write their own metaphors using a writing model, replacing nouns with original vocabulary. Make the correct choice of un/une for gender and add colour adjectives when writing. Form a factually and grammatically accurate phrase to compare two 	



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Enrichment					Leicester Space Centre trip/ Planetarium	Local walk to the High Street – Completed in Term 2 for this year only. Greek food tasting Y5 passport- do a blind taste test
	<ul style="list-style-type: none"> Listen carefully and relate sounds to a written phoneme. Recall numbers one to twelve with increasingly accurate pronunciation. <p>Key knowledge:</p> <ul style="list-style-type: none"> To understand that I can use known vocabulary, cognates and near cognates as clues to help me understand a text in French. To know that sentences are often structured differently in French and English. To know the sounds the common phonemes eu, oi, ou and ui make in French. To know the names of some Parisian landmarks. To know some French playground games. 	<p>Key knowledge:</p> <ul style="list-style-type: none"> To know that in French there are formal and informal greetings and when it is appropriate to use each one. To know that different greetings are used at different times of the day. To know that tone of voice can indicate a question. To know that a cedilla is the tail mark under the ç and that it changes the pronunciation of the c from a hard sound to a soft 's' sound. To know that French words are pronounced differently to the way they are spelt. 	<p>range of language detective skills.</p> <ul style="list-style-type: none"> Attempt to build their own sentences using a label as a model. Speak clearly and present simple phrases when supported visually. Use appropriate intonation to engage the audience. <p>Key knowledge:</p> <ul style="list-style-type: none"> To know that in French, a space is needed before and after ? and ! To understand some of the similarities and differences between school in France and schools in the UK. To understand that every French noun is either masculine or feminine. To know that gender affects the form of the word un or une (the definite article). To know that when we turn the statement 'j'ai un/une (I have a...)' into a negative 'je n'ai pas de (I don't have a...)' then we change the article from un/une to de. 	<ul style="list-style-type: none"> Unscramble jumbled sentences without any errors in word order. Recognise rules of agreement in longer phrases. Produce a short, structured paragraph using a range of familiar structures, with some manipulation of language and use of a word bank for support. <p>Key knowledge:</p> <ul style="list-style-type: none"> To know that bilingual dictionaries should not be used to look up every single word in a text. To know that there are usually four forms of an adjective to describe- a noun that is singular masculine, a noun that is singular feminine, a noun that is plural masculine and a noun that is plural feminine. To revise that adjectives of size go before the noun and adjectives of colour go after the noun. 	<p>planets in terms of their size or temperature.</p> <ul style="list-style-type: none"> Adapt a model text to create an original sentence of their own, including descriptive phrases. <p>Key knowledge:</p> <ul style="list-style-type: none"> To know that, in French, the days of the week (with the exception of Sunday – Dimanche) were named after bodies in the solar system. To know that metaphors and similes are also used in French and that a metaphor is when we say an object is another object and that a simile is when we liken an object to another. To know that I can compare nouns by placing plus/moins and que around the adjective (e.g. Neptune est plus grande que Mercure). To know that I can use parce que (because) to extend my sentence and give a justification. 	
Music	<p>Charanga: Livin' On A Prayer Rock Voices and Instruments</p> <p>Notable composers: Einar Selvik – Viking backing track</p>	<p>Charanga: Classroom Jazz 1 Bossa Nova and Swing Instruments only</p> <p>Notable Composers: Benjamin Britten - 'Storm'</p>	<p>Charanga: The Fresh Prince Of Bel-Air Hip Hop Voices and Instruments</p>	<p>Charanga: Dancing In The Street Motown Voices and Instruments</p> <p>Notable Victorian composers: Tchaikovsky, Beethoven, Verdi and Chopin</p>	<p>Charanga: Make Your Feel My Love Pop Ballad Voices and Instruments</p> <p>Space link Composer: Gustav Holst 'Mars' from 'The Planets.'</p>	<p>Reflect, Rewind and Replay Classical Voices and Instruments</p>
PE	<p>Power of PE: Basketball</p>	<p>Power of PE: Swimming/Health Related Fitness</p>	<p>PE Planning: Football</p>	<p>PE Planning: Gymnastics</p>	<p>PE Planning: Athletics</p>	<p>Gymnastics</p>
	<p>Power of PE: OAA</p>	<p>Power of PE: Dance</p>	<p>PE Planning: Tag Rugby</p>	<p>PE Planning: Basketball</p>	<p>PE Planning: Fitness</p>	<p>Cricket</p>
RE	<p>SACRE: Sikhism in Britain</p> <p>Key Question: Words of Wisdom: What can we learn from reflecting on Christian, Sikh and Muslim wisdom?</p> <p>Pupils will learn "words of wisdom" from Sikhs, Christians and Muslims to enable them to think for themselves about sources of guidance or wisdom in their own lives. Stories and sayings from the religions are used, not for</p>	<p>SACRE: Christianity</p> <p>Key Question: Whose World Is It? How was the world created and why should I care about it today?</p> <p>To explore the question about how the world was created and issues around the relationship between humans and the environment. They will consider the teachings of a number of religions as well as their</p>	<p>SACRE: Sikhism</p> <p>Key Question: Sikhism in Britain: What is important to a Sikh in Britain today?</p> <p>To understand what is important to Sikhs in Britain today, relating this to the origins of the Sikh faith. To explore some of the ways in which Sikhs express their faith and its impact on a Sikh's way of life.</p>	<p>SACRE: Christians, Jews and Muslims</p> <p>Key Question: Stories of Faith: What can we learn from stories shared by Christians, Jews and Muslims?</p> <p>This unit focuses on why the ancient stories of the Bible are still so significant for Christian communities today. The children will explore four stories from Genesis to explore questions of identity, mystery, family and giving thanks. Through these stories, children will explore their own beliefs.</p>		



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Enrichment					Leicester Space Centre trip/ Planetarium	Local walk to the High Street – Completed in Term 2 for this year only. Greek food tasting Y5 passport- do a blind taste test
	skills of recall and memory, but for the opportunity they provide for pupils to reflect on their own experiences. 	own beliefs. They will learn about the beliefs of Christians, Jews, Muslims and Hindus as well as exploring scientific views about how the world began. They will focus on how the beliefs that faiths hold may determine how followers relate to, and care for, the natural world. 				
PSHE	Jigsaw: Being Me in My World Planning the forthcoming year, Being a citizen Rights and responsibilities. Rewards and consequences How behaviour effects groups Democracy, having a voice, participating. 	Jigsaw: Celebrating Difference Cultural differences and how they can cause conflict Racism Rumours and name calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures. 	Jigsaw: Dreams and Goals Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others Motivation  For 2022-2023 year only, this unit is going to be missed due to the cohort of children needing 'getting on and falling out SEAL sessions.'	Jigsaw: Healthy Me Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour 	Jigsaw: Relationships Self-recognition and self-worth. Building self-esteem. Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMAART internet safety rules. 	Changing Me Self and body image. Influence of online and media on the body Puberty for girls Puberty for boys Conception Growing responsibility Coping with change Preparing for transition
Careers	Bill Flood, a potter at Sheepscot River Pottery in Maine, talks about making pots (Developing Experts).	Gender pay gap- how have times changed the way jobs are perceived.				



Year 6 LTP






	Term 1 What is Rushden best known for?	Term 2 How did World War 2 impact our local area?	Term 3 How has Rushden changed over the last 100 years?	Term 4 How has crime and punishment changed through the ages?	Term 5 When was the Golden Age of Islamic History?	Term 6 Amazing Americas
Driver	History	History	History	History	Geography	History
Enrichment						
Novels	Boy in the Tower by Polly Ho-Yen	Friends or Foe by Michael Morpurgo	Sky Song by Abi Elphinstone	A Monster Calls by Patrick Ness	Holes by Louis Sachar	The Curse of the Maya
English	Goodnight stories for Rebel Girls/Boys Non-fiction: biography of H.E. Bates The Moth by Isabel Thomas Non-fiction: Explanation text	War Game by Michael Foreman Fiction: Poetry writing The Piano (Literacy Shed Video) Fiction: Flashback narrative	The Rainbow Bear by Michael Morpurgo Fiction: To write a wishing tale. Nature Is Speaking by Liam Neeson Nonfiction: To write a formal letter.	Room 13 by Robert Swindells Nonfiction: To write a newspaper report Francis Literacy Shed Clip and Voice Over Text Fiction: To write a suspense narrative	Black dog by Levi Pinfold Fiction: To write a narrative integrate dialogue in narratives to convey character and advance the action Blessing by Imtiaz Dharker https://www.bbc.co.uk/programmes/p00x4mk3 Nonfiction: To write a diary entry.	Mythopedia – descriptive paragraphs Middle world- Advertisement/ leaflet
Reading	Boy in the Tower by Polly Ho-Ye	Friend or Foe by Michael Morpurgo	Sky Song by Abi Elphinstone	A Monster Calls by Patrick Ness Revision: Nonfiction Panda Text from 2018 SATS paper Revision: Poetry Text from 2018 SATS paper Revision: CGP books	Revision: SATS GAP	
Reading: Equality, Diversity & Inclusion	 "To know about LGBTQ community and about marriage equality and democracy	 To accept people for who they are and not discriminate. To understand how groups of people have been treated differently throughout history due to prejudice	 To question gender stereotypes	 To celebrate diversity, inclusivity and the importance of making friends rather than enemies	 To celebrate diversity, inclusivity and the importance of making friends rather than enemies	
Maths	Place Value Addition/ subtraction and multiplication/ division Converting Units	Fractions Ratio	Fractions 1w Decimals/percentages 1w Area, perimeter and volume 2w Converting Units 1w	Ratio 1w MOCK SATS 1w Algebra 2w Position and Direction 1w	SATs and Revision	Investigations Statistics Problem solving
Science	Developing Experts: Evolution and Inheritance To master this unit learners should be able to: • Know the theory of evolution • Explain what natural selection is • Explore and challenge modern scientific approaches to genetic modification 	Developing Experts: Light To master this unit learners should be able to: • 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 	Developing Experts: Living things & their habitats To master this unit learners should be able to: • Classify living organisms • Understand the kingdoms of life. • Classifying living things using the Linnaean system. • Identify characteristics of micro-organisms. • Classify and describe living organisms. 	Developing Experts: Electricity To master this unit learners should be able to: • Describe the parts of an electric circuit. • Explore voltage and its effect on an electrical circuit. • Apply knowledge to identify and correct problems in a circuit. • Investigate what affects the output of a circuit. • Build a set of traffic lights. • Apply knowledge of conductors and insulators. 	Developing Experts: Animals inc. Humans: Blood & Transport To master this unit learners should be able to: • Understand the function of the heart and its role in the circulatory system. • Identify and compare blood vessels. • Explore blood. • Learn how the body transports water and nutrients • Investigate what affects your heart rate • Learn about the impact of drugs and alcohol on your body. 	Animals inc. humans: The heart & health



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Driver	History	History	History	History	Geography	History
Enrichment						
Computing	<p>Teach Computing: Communication</p> <p>To explain the importance of internet addresses and how data is transferred. To recognise how people communicate and evaluate different ways of working together online.</p>	<p>Teach Computing: Web Page Creation</p> <p>To analyse a website. How it's structured, what features it has and discover who owns the images. With this knowledge, children will start to understand the importance of previewing, the need for outlining a navigation path and the implications of linking content.</p>	<p>Teach Computing: Variables In Games</p> <p>To define a 'variable' as something is changeable and be able to explain why they are used in programming. After this, children will choose a game to design that builds on using variables and be able to identify things that could go wrong and ways to improve them.</p>	<p>Teach Computing: Introduction To Spreadsheets</p> <p>To identify questions which can be answered using data and then explain that objects can be described using data. Children will be exposed to formulas and learn how to produce calculated data. With all of this learning, children will create their own spreadsheets.</p>	<p>Teach Computing: 3D Modelling</p> <p>To create and manipulate a 3d digital object and then compare the differences between doing this on paper and on a device. Children will construct a digital combining it of 3D model.</p>	Sensing
Art & Design	<p>Focus: Painting</p> <p>To explore Harmonious colours and create a picture to convey a background/foreground.</p>	<p>Focus: Collage</p> <p>To create a collage picture based on a memorial for WW1/WW2. Link: History</p>	<p>Focus: 3D Textiles</p> <p>To sketch a shop on the high street and then create it out of clay using IT to support the detail of the shop sign.</p>	<p>Focus: Drawings M.C Escher (Graphic Artist)</p> <p>Using view findings on Escher's work, reproduce certain parts focusing on shading. Then communicate emotions by choosing an admirable piece of Escher's work and use tessellation to create a double page spread of their choice.</p>	<p>Focus: Printing</p> <p>Explore printing and Islamic art and architecture. Begin using this inspiration to design and create a floor tile, which could be presented using different colours on paper.</p>	<p>Sketchbooks Artist: -Make a card template Create a Tessellating picture using more complex shapes. Link: Maths</p>
Design & Technology		<p>DATA: Structures: Frame structures – War memorial</p> <p>Children will explore different war memorials around the country before making a prototype of their own more modernised version. Children will make these designs into structures using a frame structure and saws.</p>			<p>DATA: Textiles: Combining different fabric shapes using CAD.</p>	<p>Electrical systems: Monitoring and control</p> <p>Food: Celebrating culture and seasonality Savoury food - soup</p>
Geography						<p>Mexico Study</p> <p>Human & Physical Place Knowledge Geographical Skills and Fieldwork: Map Skills</p> <p>How do the physical and human landscapes of Mexico contrast? Can I identify and map the key cities and biomes of Mexico? What are the varying vegetation biomes of Mexico and what are its key crops?</p>
History	<p>Focus: What is Rushden best known for?</p> <p>Key knowledge and skills:</p> <ul style="list-style-type: none"> Know how to place historical events and people from the past societies and periods in 	<p>Focus: How did World War 2 impact our local area?</p> <p>Key knowledge and skills:</p> <ul style="list-style-type: none"> Know about a theme in British history which 	<p>Focus: How has Rushden changed in the last 100 years?</p> <p>Key knowledge and skills:</p> <ul style="list-style-type: none"> Know about a period of history that has strong connections to their 	<p>Focus: How has crime and punishment changed through the ages?</p> <p>Key knowledge</p> <ul style="list-style-type: none"> Know about crime and punishment in British history 	<p>Focus: When was the Golden Age of Islamic history?</p> <p>Key knowledge</p> <ul style="list-style-type: none"> Describe main changes in a period in history using words such as: social, religious, 	<p>Ancient Civilizations: The Maya Where and when did the Maya live? What was Maya writing like? How did the Maya tell the time?</p>



Year 6 LTP






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	<p>a chronological framework</p> <ul style="list-style-type: none"> Describe main changes in a period in history using words such as: social, religious, political, technological and cultural <p>Element 1: Focus on timeline/ relevance and general overview <i>What was Rushden like 200 years ago?</i></p> <p>Element 2: Why was the shoe industry so important to Rushden?</p> <p>Element 3: Why did the shoe industry go from handmade to machinery?</p> <p>Element 4: Who were the most successful shoe traders in Rushden?</p> 	<p>extends beyond 1066 and explain why this was important in relation to British history</p> <ul style="list-style-type: none"> Know how Britain has had a major influence on the world Use timelines to place events, periods and cultural movements from around the world Describe main changes in a period in history using words such as: social, religious, political, technological and cultural Show an awareness of the concept of propaganda <p>Element 1: Why did we have a war in the first place?</p> <p>Element 2: Causation and empathy <i>What was it like to live in Rushden during World War Two?</i></p> <p>Element 3: Cause and consequence <i>What was the long- and short-term impact of the war on the people of Rushden?</i></p> <p>Element 3: Cause and consequence (continued) <i>What was the long- and short-term impact of the war on the people of Rushden?</i></p> 	<p>locality and understand the issues associated with the period</p> <ul style="list-style-type: none"> Know how the lives of wealthy people were different from the lives of poorer people during this time <p>Element 1: What was Rushden like 70 years ago?</p> <p>Element 2: What did Rushden Lakes used to look like?</p> 	<p>and how punishment has changed through the ages.</p> <ul style="list-style-type: none"> Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past. Order an increasing number of significant events, movements and dates on a timeline using dates accurately. Describe main changes in a period in history using words such as: social, religious, political, technological and cultural. Select relevant sections of information to address historically valid questions and construct detailed, informed responses. <p>Element 1: How has crime and punishment changed through the ages?</p> <p>Element 2: Did the Anglo-Saxons bring law and order to our country?</p> <p>Element 3: How did we get to our law and order system that we have today?</p> 	<p>political, technological and cultural.</p> <ul style="list-style-type: none"> Know the date of any significant event studied from the past and place it correctly on a timeline. Recognise when they are using primary and secondary sources of information to investigate the past. Use a wide range of different artefacts to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites. Find and analyse a wide range of evidence about the past. Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past. <p>Element 1: Why was the period known as the Golden Age?</p> <p>Element 2: Why was the Islamic Civilization important in improving our health today?</p> <p>Element 3: Why did the Golden Age come to an end?</p> 	<p>What numbers did the Maya use in Maths? Did the Maya play football like us? How do we know about the Maya? Cultural Developments and interactions</p>
MFL	<p>Kapow French Playground Games: Number and age</p> <p>Unit Outcomes:</p> <ul style="list-style-type: none"> Recall all numbers one to six, with generally accurate pronunciation, in particular vowel and combinations sounds ('un', 'eu', 'oi' and 'in'). Join in with a song using actions. Respond to numbers by showing fingers or ticking on whiteboards. Ask and answer a question about their age. Change their answers and recognise number words. Listen carefully and relate sounds to a written phoneme. Recall numbers one to twelve with increasingly accurate pronunciation. <p>Key knowledge:</p> <ul style="list-style-type: none"> To understand that I can use known vocabulary, cognates and near cognates as clues to help me understand a text in French. To know that sentences are often structured differently in French and English. 	<p>Kapow: French Greetings</p> <p>Unit Outcomes:</p> <ul style="list-style-type: none"> Look carefully at the speaker and respond confidently with the appropriate gesture and phrase. Begin to recognise how some sounds ('on', 'ou', 'et' and 'oi') are represented in written form. Link actions or pictures to the new language, both in spoken and written form. Imitate the pronunciation of sounds. Take turns to speak and use appropriate intonation. <p>Key knowledge:</p> <ul style="list-style-type: none"> To know that in French there are formal and informal greetings and when it is appropriate to use each one. To know that different greetings are used at different times of the day. To know that tone of voice can indicate a question. To know that a cedilla is the tail mark under the ç 	<p>Kapow: Inside the French Classrooms</p> <p>Unit Outcomes:</p> <ul style="list-style-type: none"> Show their understanding of key vocabulary with a physical response. Attempt to accurately imitate the pronunciation of vocabulary. Correctly identify masculine and feminine nouns in written form. Use modelled language to create questions or sentences using appropriate articles. Deduce the meaning of new words, matching labels to pictures using a range of language detective skills. Attempt to build their own sentences using a label as a model. Speak clearly and present simple phrases when supported visually. Use appropriate intonation to engage the audience. <p>Key knowledge:</p> <ul style="list-style-type: none"> To know that in French, a space is needed before and after ? and ! 	<p>Kapow: French Sport and the Olympics</p> <p>Unit Outcomes:</p> <ul style="list-style-type: none"> Accurately pronounce the name of a sport. Construct simple sentences to say whether they like a sport or not. Know where some of the countries are located in the world. Identify some of the French country words using cognates and near cognates. Use the correct form of 'aller' and the correct preposition in most cases in written exercises. Understand and accurately pronounce most words and phrases about sports. Follow the basic rules of pétanque. Write an interview article in French about their Olympic sport and visit to the Olympic Games using a writing frame. <p>Key knowledge:</p> <ul style="list-style-type: none"> To know that we use the verb 'jouer' (to play) with some sports and 'faire' (to make) with other sports. To know the French word for countries around the world. 	<p>Kapow: Visiting A Town In French</p> <p>Unit Outcomes:</p> <ul style="list-style-type: none"> Describe routes to school using pictures and word cards. Follow simple directions accurately. Describe the relationship between places using a preposition. Put modes of transport into a simple sentence. Role-play buying tickets. Use modes of transport to build sentences about going to places. Begin to use negative sentences correctly. Learn to say and read places in a town. Use a writing frame to give a reasoned opinion on a visit. Identify the grammatical elements of a text. Understand the gist of a text. Use a text to write their own description. <p>Key knowledge:</p> <ul style="list-style-type: none"> To know that when using the prepositions à côté de, près de, or loin de, the 'de' may change if followed by 'le' or 'les': de+le = du, de+les = des. To recognise some modes of transport that are used in Paris. 	



Year 6 LTP

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	<ul style="list-style-type: none"> To know the sounds the common phonemes eu, oi, ou and ui make in French. To know the names of some Parisian landmarks. To know some French playground games. 	<p>and that it changes the pronunciation of the c from a hard sound to a soft 's' sound.</p> <ul style="list-style-type: none"> To know that French words are pronounced differently to the way they are spelt. 	<ul style="list-style-type: none"> To understand some of the similarities and differences between school in France and schools in the UK. To understand that every French noun is either masculine or feminine. To know that gender affects the form of the word un or une (the definite article). To know that when we turn the statement j'ai un/une (I have a...) into a negative je n'ai pas de (I don't have a...) then we change the article from un/une to de. 	<ul style="list-style-type: none"> To know that the way verbs change to match the pronoun is called conjugation. To know each part of the verb 'aller' (to go), depending on the pronoun. To know that different prepositions are used to say going to a country: 'en' if the country is feminine singular (e.g. en France) 'au' if the country is masculine singular (e.g. au Canada) 'aux' if the country is plural (e.g. aux États-Unis d'Amérique). To know that the Tour de France is a world famous cycling race that takes place in France each year. To know that pétanque is a popular French game sometimes known as boules. To know a range of techniques that can be used to learn new vocabulary. 	<ul style="list-style-type: none"> To know that when standalone adjectives are used, such as when saying c'est amusant, we always use the singular masculine. 	
Music	<p>Charanga: Happy Pop/Neo Soul <i>Voices and Instruments</i></p> <p>Notable composers during Victorian/Darwin era: Brahms and Wagner,</p>	<p>Charanga: Classroom Jazz 2 Bacharach and Blues <i>Instruments only</i></p> <p>Notable composers during WWII era: Stravinsky, Benjamin Britten, Duke Ellington, Miles Davis</p>	<p>Charanga: A New Year Carol Classical/ Urban Gospel <i>Voices only</i></p>	<p>Charanga: You've Got A Friend 70s Ballad/Pop <i>Voices and Instruments</i></p>	<p>Charanga: Music and Me Hip Hop/Contemporary <i>Voices and Instruments</i></p> <p>Inspirational women working in music</p> <p>Notable composers: Anna Meredith, Afrodeutsche and Shiva Feshareki</p>	<p>Reflect, Rewind and Replay Classical <i>Voices and Instruments</i></p>
PE	<p>Power of PE Dance</p> <p>Power of PE OAA</p>	<p>Power of PE Gymnastics</p> <p>Swimming/Health Related Fitness</p>	<p>PE Planning Play Leader</p> <p>PE Planning Football</p>	<p>PE Planning Gymnastics</p> <p>PE Planning Basketball</p>	<p>PE Planning Athletics</p> <p>PE Planning Fitness</p>	<p>Tennis</p> <p>Cricket</p>
RE	<p>SACRE All Religions</p> <p>Key Question: Religions in Our Community: <i>How can we build a more respectful Northamptonshire?</i></p> <p><i>This is a special and original unit of RE which provides for breadth and balance, and reference to all of the six principal religions in the UK, alongside more in depth study of aspects of Hinduism and Christianity. There is an emphasis in this unit on attitudes of respect, and discussion about what this means for the class and the school should be built in to the learning opportunities offered.</i></p>	<p>SACRE Christianity - The journey of life:</p> <p>Key Question: What happens when we die?</p> <p><i>This enables pupils to consider some philosophical questions about life after death. It focuses on ideas and beliefs about this from a Christian perspective and a Hindu perspective.</i></p>	<p>SACRE Christianity</p> <p>Key Question: Beliefs and Actions in The World: <i>Can Christian Aid and Islamic Relief change the world?</i></p> <p><i>Pupils will learn about the work of two major faith-based charities, Islamic Relief And Christian Aid. They will develop their understanding of the impact of religion in the world and consider important questions of justice and fairness, thinking for themselves.</i></p>	<p>SACRE Christianity</p> <p>Key Question: What can we learn from stories shared by Christians, Jews and Muslims?</p> <p><i>Stories and sayings from the religions are used, not for skills of recall and memory, but for the opportunity they provide for pupils to reflect on their own experiences. The unit has a reflective nature and uses 'experiential' methods for learning such as stilling, guided stories and guided reflections to enable pupils to learn from religion in a way that has opportunities for spiritual development at the heart.</i></p>		
PSHE	<p>Jigsaw: Being Me In My World</p>	<p>Jigsaw: Celebrating Difference</p>	<p>Jigsaw: Dreams and Goals Personal learning goals. Success criteria Emotions in success</p>	<p>Jigsaw: Healthy Me Taking personal responsibility How substances effect the body.</p>	<p>Jigsaw: Relationships Mental health. Identifying mental health worries and sources of support.</p>	<p>Changing Me Self-image Body image Puberty and feelings</p>



Year 6 LTP						
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	Identifying goals for the year. Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy having a voice Anti social behaviour Role modelling 	Perceptions of normality. Understanding disability. Power struggles Understanding bullying Inclusion/ exclusion Differences as conflict, difference as celebration Empathy 	Making a difference in the world. Motivation. Recognising achievements. Compliments. 	Exploitation including 'county lines' and gang culture. Emotional and mental health. Managing stress. 	Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use. 	Contraception from birth Reflections about change Physical change Physical attraction Respect and consent Boyfriends/ girlfriends Sexting Transition
Careers				Lloyds TSB Recruitment Race day, HSBC workshops, Magistrates.		