



Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<i>What's going on?</i>	<i>Toys and Treasure</i>	<i>Can you Dig it?</i>	<i>Animals around the World</i>	<i>Art Attack</i>	<i>On Holiday with Barnaby Bear</i>
Subject Focus	Science/ history	History/ DT	Science	Science/ Geography	Art/ science	Geography/ Science
Overview	<ul style="list-style-type: none"> • Ourselves and our families • Looking at the world around them • How the local area has changed • Maps • A significant person in local history – Cavell, John Clare • I like myself • People Who help us to visit 	<ul style="list-style-type: none"> • Making own toys • Looking at toys from past and present • Investigating what toys are made of • Looking after our own belongings 	<ul style="list-style-type: none"> • Planting and growing • What plants need to grow • The seasons 	<ul style="list-style-type: none"> • Habitats • Locating and naming countries and continents • Types of animal – carnivore, omnivore, herbivore • What animals need 	<ul style="list-style-type: none"> • Famous artists • Different types of art • Using different materials to create sculptures 	<ul style="list-style-type: none"> • Where do we go on holiday? • Map work • Sand sculptures • Holidays • Seaside
Book Suggestions	<ul style="list-style-type: none"> • I'm Special I'm Me • Funny Bones • Who am I? 	Toy Story Old Bear Kipper's Toybox Dogger	The Tiny Seed Jack and the Beanstalk Leaf Man	Handa's Surprise The Tiger Who Came to Tea	Katie and the Stormy Night The True Story of the Three Little Pigs Three Little Pigs The Gingerbread Man	Billy's Bucket Barnaby Bear The Lighthouse Keepers Lunch
Science	Pupils should be taught to: <input type="checkbox"/> observe changes across the four seasons <input type="checkbox"/> observe and describe weather associated with the seasons and how day length varies. identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense		Pupils should be taught to: <input type="checkbox"/> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees <input type="checkbox"/> identify and describe the basic structure of a variety of common flowering plants, including trees.	Pupils should be taught to: <input type="checkbox"/> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals <input type="checkbox"/> identify and name a variety of common animals that are carnivores, herbivores and omnivores	Pupils should be taught to: <input type="checkbox"/> distinguish between an object and the material from which it is made <input type="checkbox"/> identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock <input type="checkbox"/> describe the simple physical properties of a variety of everyday materials <input type="checkbox"/> compare and group together a variety of everyday materials on the basis of their simple physical properties.	
History	Pupils should be taught about: <input checked="" type="checkbox"/> significant historical events, people and places in their own locality.	Pupils should be taught about: <input type="checkbox"/> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life				
Geography	Pupils should be taught to: Locational knowledge <input type="checkbox"/> use world maps, atlases and globes to identify the United Kingdom and its countries <input type="checkbox"/> name and locate the world's seven continents and five oceans <input type="checkbox"/> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Geographical skills and fieldwork <input type="checkbox"/> use simple fieldwork and observational skills to study the			Geographical skills and fieldwork <input type="checkbox"/> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage		Pupils should be taught to: Place knowledge <input type="checkbox"/> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and physical geography <input type="checkbox"/> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

	geography of their school and its grounds and the key human and physical features of its surrounding environment.					<input type="checkbox"/> use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <input type="checkbox"/> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather <input type="checkbox"/> key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
Art	<p>Self Portraits</p> <ul style="list-style-type: none"> • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • <input type="checkbox"/> about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 			<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <input type="checkbox"/> to use a range of materials creatively to design and make products <input type="checkbox"/> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 	<p>Sand sculpting</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination <input type="checkbox"/> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	
DT		Design, Make, Evaluate: Create own toy.	Design, Make, Evaluate: Gardening	Design, Make, Evaluate: using tools to create sculpture.		
Residential/ Trips	Walk around local area Visit from people who help us e.g. school nurse	Peterborough Museum Toy Workshop	Moor Farm	Woburn Safari Park/		Hunstanton
PE	Gymnastics	Dance	Dance	Gymnastics	Multi-Skills: Partner Work	Aiming Games/ Sports Day
Music	Charanga	Charanga	Charanga	Charanga	Charanga	Charanga
Computing	1.5 We are Story Tellers	1.4 We are Collectors	1.3 We are Painters	1.2 We are TV Chefs	1.1 We are Treasure Hunters	1.6 We are Celebrating
RE	How are babies welcomed into different families? (Christianity and Islam)	Why are people remembered on their birthdays? (Christianity and Hinduism)	Why are weddings such special occasions? (Christianity and Islam)	What makes a place special for Christian people? (Christianity) + church visit	How does being Christian make a difference to a family? (Christianity)	How are people of faith remembered? (Christianity, Islam and Hinduism)
PSHCE	Myself and My Relationships Beginning and Belonging	Myself and My Relationships Me and My Emotions	Healthy and Safer Lifestyles Managing Risk	Myself and My Relationships Anti-bullying	Healthy and Safer Lifestyles Personal Safety	Healthy and Safer Lifestyles Sex and Relationships Education
Careers and Employability				Aspirations Afternoon		



Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<i>Discovering London</i>		<i>All Creatures Great and Small</i>		<i>Exciting Explorers</i>	
Subject Focus	Geography	History	Science		Science/ Geography	
Overview	<ul style="list-style-type: none"> Find out about London Tube timetables/ map Advertising River Thames Landmarks Royal family Royal style portraits (current or have a king and queen day where they sketch each other) 	<ul style="list-style-type: none"> Great fire of London Plague Samuel Pepys Fire safety 	<ul style="list-style-type: none"> Just so stories (Tinga tales) Plants Habitats Pond dipping 		<ul style="list-style-type: none"> Neil Armstrong Christopher Columbus 	
Book Suggestions	Paddington	Great Fire of London Toby and the Great Fire of London Diary of Samuel Pepys	Steven Seagul The Owl Tree The Owl Who Was Afraid of the Dark		One giant leap Whatever Next Jill Murphy	
Science	<ul style="list-style-type: none"> Uses of everyday materials <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses <input type="checkbox"/> find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 		<ul style="list-style-type: none"> Living things and their habitat Animals including humans <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> explore and compare the differences between things that are living, dead, and things that have never been alive <input type="checkbox"/> identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other <input type="checkbox"/> identify and name a variety of plants and animals in their habitats, including micro-habitats <input type="checkbox"/> describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> notice that animals, including humans, have offspring which grow into adults <input type="checkbox"/> find out about and describe the basic needs of animals, including humans, for survival (water, food and air) <input type="checkbox"/> describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 		<ul style="list-style-type: none"> Plants <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> observe and describe how seeds and bulbs grow into mature plants <input type="checkbox"/> find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 	
History	the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]	Pupils should be taught about: <ul style="list-style-type: none"> <input type="checkbox"/> events beyond living memory that are significant nationally or globally [for example, the Great Fire of London] significant historical events, people and places in their own locality.			the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]	the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
Geography	Geographical skills and		Pupils should be taught to:	Human and physical geography		<input type="checkbox"/> use simple compass directions (North, South, East and West) and locational and directional

	fieldwork <input type="checkbox"/> use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key <input type="checkbox"/> use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map		Geographical skills and fieldwork <input type="checkbox"/> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	<input type="checkbox"/> describe and understand key aspects of: <input type="checkbox"/> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle		language [for example, near and far; left and right], to describe the location of features and routes on a map
Art				Pupils should be taught: <input type="checkbox"/> to use a range of materials creatively to design and make products <input type="checkbox"/> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination <input type="checkbox"/> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <input type="checkbox"/> about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.		
DT	Design, Make, Evaluate: woodwork: building house		Design, Make, Evaluate: Puppets- sewing			Design, Make, Evaluate: Sustainable home
Residential/ Trips	London – Visiting Landmarks Church Visit		Ramsey Raptor Centre		Legoland	
PE	Striking and aiming games		Gymnastics	Dance	Athletics	
Music	Charanga – hands, feet, heart	Charanga – Ho Ho Ho	Charanga – I wanna play in a band	Charanga – Zoo Time	Charanga – Friendship Song	Charanga – Reflect, Rewind, Replay
Computing	2.4 We are Researchers	2.5 We are detectives	2.6 We are Zoologists	2.2 We are game testers2	2.1 We are Astronauts	.3 We are photographers
RE	Who do Christians say Jesus was? (Christianity)	What can be learn from Jesus? (Christianity)	How do people show thanks? (Christianity and Hinduism)	Why is Christmas such an important time for so many people? (Christianity) Church visit	How does being Muslim make a difference to a family? (Islam)	What message did the prophet Muhammad (pbuh) bring? (Islam)
PSHCE	Healthy and Safer Lifestyles Drug Education Healthy and Safer Lifestyles Healthy Lifestyles	Myself and my relationships 6 Family and Friends Healthy and safer lifestyles	Citizenship Rights, Rules and Responsibilities Myself and My Relationships Managing Change	Citizenship Working Together	Economic Wellbeing Financial Capability	Citizenship Diversity and Communities
Careers and Employability	Aspirations Afternoon					



Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<i>Discovering Dinosaurs</i>		<i>Opposites Attract</i>		<i>Bella Italia</i>	
Subject Focus	Science	Science	Science		Geography/ History	
Overview	<ul style="list-style-type: none"> Teeth and bones Fossils and rocks Nutrition Dinosaur knowledge mostly through English Prehistoric Cave painting 		<ul style="list-style-type: none"> Earth, sun, moon rotation Plants and animal needs Life cycle of a plant Shadows Reflections Food chains Tones and shading skills Creating a Bug Hotel 	<ul style="list-style-type: none"> Investigations Link to DT making a car- friction ramps, pulling Magnetic attraction/ poles Choosing own equipment and materials 	<ul style="list-style-type: none"> Our area- geography skills, land use, weather Compare to Italy Look at Rome History of Romans invading Britain The Roman Empire Roman artwork- mosaics, pottery, tessellation, sewing Da Vinci and Michelangelo 	
Book Suggestions	Stone Age Boy Dilly the Dinosaur		Wendell and the Robots		Boudicca/ Romulus and Remus	
Science	<p>Rocks Animals including humans</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter. <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat identify that humans and some other animals have skeletons and muscles for support, protection and movement. 		<p>Forces and magnets</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing. 	<p>Light</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by an opaque object find patterns in the way that the size of shadows change 	<p>Plants</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	
History	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age 				<p>The Romans</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> the Roman Empire and its impact on Britain 	
Geography					<p>Comparing Britain with a European Country</p> <p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) 	

					<p>Place knowledge</p> <ul style="list-style-type: none"> <input type="checkbox"/> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p>Human and physical geography</p> <ul style="list-style-type: none"> <input type="checkbox"/> describe and understand key aspects of: <ul style="list-style-type: none"> <input type="checkbox"/> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <input type="checkbox"/> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <input type="checkbox"/> use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world <input type="checkbox"/> use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	
Art	<p>Stone Age/ Stone Henge Art</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <input type="checkbox"/> to create sketch books to record their observations and use them to review and revisit ideas <input type="checkbox"/> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] <input type="checkbox"/> about great artists, architects and designers in history. 				<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <input type="checkbox"/> to create sketch books to record their observations and use them to review and revisit ideas <input type="checkbox"/> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] <input checked="" type="checkbox"/> about great artists, architects and designers in history. 	
DT	Design, Make, Evaluate: Build a shelter		Design, Make, Evaluate: Magnetic Fishing Game		Design, Make, Evaluate: Roman Catapult/ Roman Shields	
Residential/ Trips	Peterborough Musueium		Think Tank Mosque Trip		Frankie and Benny's – Pizza making for Italian food. Stibbington inc Roman Day	
PE	Invasion Games: Hockey	Gymnastics	Swimming	Dance	Gymnastics	Net and Wall Games: Netball
Music	Charanga	Charanga	Charanga		Charanga	Charanga
Computing	3.1 We are Programmers	3.2 We are Bug Fixers	3.3 We are Presenters	3.4 We are Network Engineers	3.5 We are Communicators	3.6 We are Opinion Pollsters
French	Salut 1: Core Unit 1	Salut 1: Core Unit 2	Salut 1: Core Unit 3	Salut 1: Animals	Salut 1: Food	Salut 1: At School
RE	<p>What makes a person 'good'?</p> <p>(Christianity, Judaism and Sikhism)</p>	<p>How do people show commitment to their faith?</p> <p>(Judaism, Christianity and Sikhism)</p>	<p>What influence do the sacred writings of Islam and Sikhism have?</p> <p>(Islam and Sikhism)</p>	<p>Why are mosques in Peterborough so important to the Muslim community?</p> <p>(Islam)</p> <p>+ 2 mosque visits</p>	<p>How does the Torah influence the lives of Jewish people?</p> <p>(Judaism)</p>	<p>How do Jews celebrate their religion?</p> <p>(Judaism)</p>
PSHCE	<p>Myself and My Relationships</p> <p>Beginning and Belonging</p> <p>Citizenship</p> <p>Working Together</p>	<p>Citizenship</p> <p>Rights, Rules and Responsibilities</p>	<p>Healthy and Safer Lifestyles</p> <p>Managing Risk</p> <p>Healthy and Safer Lifestyles</p> <p>Safety Contexts</p>	<p>Healthy and Safer Lifestyles</p> <p>Healthy Lifestyles</p>	<p>Healthy and Safer Lifestyles</p> <p>Sex and Relationships Education</p>	<p>Economic Wellbeing</p> <p>Financial Capability</p> <p>Myself and My Relationships</p> <p>Managing Change</p>
Careers and Employability			Aspirations Afternoon		Academy Trade Fair STEM –Learn by Design	



Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<i>The Americas</i>		<i>Invaders and Settlers</i>		<i>George's Marvellous Medicine</i>	<i>The Awesome Egyptians</i>
Subject Focus	Geography/ Music/ Science		History	History	Science	History
Overview	<ul style="list-style-type: none"> North America/ South America NA- electricity and earthquakes SA- sound, samba, carnival Rainforest- classification of animals, food chain, habitats, Rio film Carnival masks modroc Pop Art 		<ul style="list-style-type: none"> ANGLO SAXONS Gods and Goddesses Runes (writing) 	<ul style="list-style-type: none"> VIKINGS Why the Vikings Invaded Family Life Longships King Canute Mapping Kingodms Place Names Clay Brooches 	<ul style="list-style-type: none"> Science experiments Illustrations States of matter 	<ul style="list-style-type: none"> Hieroglyphics Sewing Gods and Goddesses Mummification Discovery of Tutankhamen's Tomb Shaduf Making
Book Suggestions	Native American Tales		Beowulf	There's a Viking in my Cupboard Horrible Histories Vikings Here come the Vikings	George's Marvellous Medicine	Howard Carter
Science	<p>Electricity</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors. 	<p>Sound</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it find patterns between the volume of a sound and the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source increases. 	<p>Animals including humans</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> describe the simple functions of the basic parts of the digestive system in humans identify the different types of teeth in humans and their simple functions 	<p>Living things and their habitats.</p> <ul style="list-style-type: none"> construct and interpret a variety of food chains, identifying producers, predators and prey. 	<p>Water cycles</p> <p>Science investigations- filtering</p> <p>States of matter</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	
History			<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 		<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China

Geography	Pupils should be taught to:		Human and physical geography <input type="checkbox"/> describe and understand key aspects of: <input type="checkbox"/> human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water		Geographical skills and fieldwork <input type="checkbox"/> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <input type="checkbox"/> use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world <input type="checkbox"/> use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	
	Locational knowledge <input type="checkbox"/> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <input type="checkbox"/> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Place knowledge <input type="checkbox"/> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography <input type="checkbox"/> describe and understand key aspects of: <input type="checkbox"/> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle					
Art	Great Artists/ Carnival Masks Pupils should be taught: <input type="checkbox"/> to create sketch books to record their observations and use them to review and revisit ideas <input type="checkbox"/> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] <input type="checkbox"/> about great artists, architects and designers in history.			<input type="checkbox"/> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]		Pupils should be taught: <input type="checkbox"/> to create sketch books to record their observations and use them to review and revisit ideas <input type="checkbox"/> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] <input type="checkbox"/> about great artists, architects and designers in history.
DT				Design, Make, Evaluate: woodwork boat- does it float?		Design, Make, Evaluate: sewing- cross stitch pattern
Residential/ Trips		Cadburys World	Norwich Museum	Metro Bank	Horstead House Residential (3days)	
PE	Swimming	Net and Wall Games: Netball	Dance	Striking and Fielding Games: Rounders	Outdoor and Adventurous	Net and Wall Games: Tennis
Music	Chiranga	Chiranga	Instrument Tuition: Brass/ Samba		Chiranga	Chiranga
Computing	4.2 We are Toy Designers	4.3 We are Musicians	Lego		4.6 We are Meteorologists	4.1 We are Software Developers
French	Salut 1: Playtime	Salut 1: My Home	Salut 1: My Town	Salut 1: Describing People	Salut 1: The Body	Salut 1: Sport
RE	Why is the Bible so important for Christians? (Christianity and Judaism)	Is Christmas a festival of light or love? (Christianity)	What is it like to be a Sikh in Peterborough? (Sikhism) + Gurdwara visit	Is Easter a festival of new life or sacrifice? (Christianity)	Is Easter a festival of new life or sacrifice? (Christianity)	Why do we celebrate certain milestones in our lives? (Christianity and Humanism)
PSHCE	Myself and My Relationships My Emotions	Myself and My Relationships Family and Friends	Myself and My Relationships Anti-bullying Citizenship Working Together	Healthy and Safer Lifestyles Drug Education Healthy and Safer Lifestyles Safety Contexts	Healthy and Safer Lifestyles Personal Safety Healthy and Safer Lifestyles Personal Safety	Economic Wellbeing Financial Capability

Careers and Employability			Aspirations Afternoon		Academy Trade Fair STEM – Engineering Project	



Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<i>To infinity and beyond...</i>		<i>Benin (West Africa)</i>	<i>The Terrible Tudors</i>	<i>Wish you were here?</i>	<i>On the move!</i>
Subject Focus	Science		History	History	Geography	Geography/ History
Overview	<ul style="list-style-type: none"> Living on an unknown planet- how to get water, exploring and classifying materials Reversible and irreversible changes Changes in humans Life cycles Reproduction of plants and animals 		<ul style="list-style-type: none"> Masks Pottery 	<ul style="list-style-type: none"> Burghley House Catherine of Aragon Cathedral Life expectancy/ living conditions Illuminated letters- drawing/sewing 	<ul style="list-style-type: none"> European geography Sell a trip to a site of a natural disasters 	<ul style="list-style-type: none"> Perkins Henry Royce Travel safety- road, train Pullys and Gears Sun safety Trip to Peterborough museum
Book Suggestions	Science Fiction					
Science	Pupils should be taught to: <ul style="list-style-type: none"> <input type="checkbox"/> describe the movement of the Earth, and other planets, relative to the Sun in the solar system <input type="checkbox"/> describe the movement of the Moon relative to the Earth <input type="checkbox"/> describe the Sun, Earth and Moon as approximately spherical bodies <input type="checkbox"/> use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. 		Pupils should be taught to: <ul style="list-style-type: none"> <input type="checkbox"/> compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets <input type="checkbox"/> know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution <input type="checkbox"/> use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating <input type="checkbox"/> give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic <input type="checkbox"/> demonstrate that dissolving, mixing and changes of state are reversible changes <input type="checkbox"/> explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. 	Pupils should be taught to: <ul style="list-style-type: none"> <input type="checkbox"/> describe the changes as humans develop to old age. Pupils should be taught to: <ul style="list-style-type: none"> <input type="checkbox"/> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird <input type="checkbox"/> describe the life process of reproduction in some plants and animals. 		Pupils should be taught to: <ul style="list-style-type: none"> <input type="checkbox"/> explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object <input type="checkbox"/> identify the effects of air resistance, water resistance and friction, that act between moving surfaces <input type="checkbox"/> recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.
History			Pupils should be taught about: <ul style="list-style-type: none"> <input type="checkbox"/> a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. 	Pupils should be taught about: <ul style="list-style-type: none"> <input type="checkbox"/> a local history study 		How transport has developed Pupils should be taught about: <ul style="list-style-type: none"> <input type="checkbox"/> a local history study
Geography			Human and physical geography <ul style="list-style-type: none"> <input type="checkbox"/> describe and understand key aspects of: <ul style="list-style-type: none"> <input type="checkbox"/> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 		Pupils should be taught to: Locational knowledge <ul style="list-style-type: none"> <input type="checkbox"/> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <input type="checkbox"/> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern 	Land use Human and physical geography human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Geographical skills and fieldwork <ul style="list-style-type: none"> <input type="checkbox"/> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

				<p>Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Human and physical geography</p> <ul style="list-style-type: none"> <input type="checkbox"/> describe and understand key aspects of: <ul style="list-style-type: none"> <input type="checkbox"/> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <input type="checkbox"/> human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Human and physical geography</p> <ul style="list-style-type: none"> <input type="checkbox"/> describe and understand key aspects of: <ul style="list-style-type: none"> <input type="checkbox"/> human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	<ul style="list-style-type: none"> <input type="checkbox"/> use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world <input type="checkbox"/> use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Art		<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <input type="checkbox"/> to create sketch books to record their observations and use them to review and revisit ideas <input type="checkbox"/> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] <input type="checkbox"/> about great artists, architects and designers in history. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <input type="checkbox"/> to create sketch books to record their observations and use them to review and revisit ideas <input type="checkbox"/> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] <input type="checkbox"/> about great artists, architects and designers in history. 		
DT	Design, Make, Evaluate: Rockets- recycled materials	Design, Make, Evaluate: Benin Pottery/ African Masks	Design, Make, Evaluate: Shields- best materials to use.		Design, Make, Evaluate: Woodwork Vehicle with working mechanisms
Residential/ Trips	Planetarium in National Space Centre (Leicester)		Burghley House, Stamford Peterborough Museum	York Residential (3 days) including - Tudor workshop	

PE	Invasion Games: Tag Rugby	Gymnastics	Outdoor and Adventurous	Dance	Athletics	Striking and Fielding: Cricket
Music	Chiranga	Chiranga	Chiranga		Chiranga	Chiranga
Computing	5.1 We are Game Developers	5.6 We are Architects	5.2 We are Cryptographers	5.3 We are Artists	Lego	5.4 We are Web Developers
French	Salut 2: Core Unit 1	Salut 2: Core Unit 2	Salut 2: Core Unit 3	Salut 2: On Holiday	Salut 2: Eating Out	Salut 2: Hobbies
RE	Is there an 'Ultimate Being'? (Christianity, Hinduism, Islam and Secular)	Why is Jesus an inspirational leader for some people? (Christianity)	What can we learn from stories shared by Christians, Jews and Muslims? (Christianity, Judaism and Islam)	Picturing Jesus: What was He like? (Christianity)	How and why do Hindus worship at home and at the Mandir in Peterborough? (Hinduism) + mandir visit	What makes a place sacred? Holy buildings and the natural world. (Hinduism and Secular) + nature walk
PSHCE	Myself and My Relationships Beginning and Belonging	Citizenship Working Together	Myself and My Relationships Family and Friends	Healthy and Safer Lifestyles Managing Risk Healthy and Safer Lifestyles Safety Contexts	Healthy and Safer Lifestyles Drug Education - visitor	Healthy and Safer Lifestyles Personal Safety
Careers and Employability			Kidzania, London	Aspirations Afternoon	Academy Trade Fair	



Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	The World at War		Aiming High	Ancient Greece		Showtime
Subject Focus	History and geography		English/ Maths/ Science	History		Speaking and Listening
Overview	<ul style="list-style-type: none"> Soldier paintings Begin with the Great War key events e.g. Treaty of Versailles and move into WW2 to give background. Poppies – Remembrance Day Grandparents in for WW2 tea dance with cards on table to prompt discussions. 	<ul style="list-style-type: none"> Opportunity to revise key skills and knowledge required for transition to secondary education. 	<ul style="list-style-type: none"> Greek pottery patterns Science linked to Greek monsters. Greek Statues Charcoal drawings 	<ul style="list-style-type: none"> States of matter Animal adaption Light Art – set design costumes Production 		
Book Suggestions	Diary of Anne Frank Goodnight Mr Tom Piano – Literacy Shed	Revision Guides	Olympic Biographies Greek Myths - E2BN Website	War Horse Matilda Harry Potter		
Science	<p>Electricity Animals including humans General revision from previous years</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans. <p>Pupils should be taught to</p> <ul style="list-style-type: none"> associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches use recognised symbols when representing a simple circuit in a diagram. 	<p>Living things and their habitat Evolution and inheritance</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals give reasons for classifying plants and animals based on specific characteristics. <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 		<p>Light</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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. 		
History	Pupils should be taught about:		Pupils should be taught about:			
	<ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 		<ul style="list-style-type: none"> Ancient Greece – a study of Greek life and achievements and their influence on the western world 			
Geography	<p>Locational knowledge</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 		<p>Locational knowledge</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 			
Art	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 			

	□about great artists, architects and designers in history.	a range of materials [for example, pencil, charcoal, paint, clay] □about great artists, architects and designers in history.	□about great artists, architects and designers in history.			
DT	Design, Make, Evaluate: Make gas mask boxes and wartime recipes.					
Residential/ Trips	PGL residential			Planetarium (shared with Y5)	The mythology of the constellations	London Show
PE	Dance	Outdoor and Adventurous	Gymnastics	Invasion Games: Tag Rugby	Striking and Fielding Games: Cricket	Athletics
Music	Chiranga	Chiranga	Chiranga	Chiranga	Chiranga	Chiranga
Computing	6.5 We are App Developers		6.1 We are App Planners	6.4 We are Interface Designers	6.6 We are Marketers	6.2 We are Project Managers
French	Salut 2: The Environment		Salut 2: Seasons	Salut 2: School Trips	Salut 2:Actions	Salut 2:In France
RE	How can we build a more respectful Peterborough? (Multi-faith and Secular)	Who was the Buddha and what did he teach? (Buddhism) + Buddhist Centre Visit	Should we care for the environment? (Christianity, Islam, Buddhism and Secular)	When and how did the world come into being? (Islam, Christianity, Hinduism and Secular)	Why is community worship important for Christians? (Christianity)	How does the church affect and serve the wider community? (Christianity) +church visit
PSHCE	Myself and My Relationships Anti-bullying	Healthy and Safer Lifestyles Sex and Relationships Education Healthy and Safer Lifestyles Sex and Relationships Education	Citizenship Diversity and Communities	Myself and My Relationships My Emotions	Healthy and Safer Lifestyles Healthy Lifestyles • What does being healthy	Economic Wellbeing Financial Capability Myself and My Relationships Managing Change
Careers and Employability			Big Bang Event, Birmingham Aspirations Afternoon		Young Enterprise Project (Our Business) Academy Trade Fair	