Castor CE Primary School Long Term Curriculum
Core Themes and Values 2023-2024

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		This is Me!	**Let's Celebrate**	**Walk with Me**	**Let's be healthy**	**It's a wonderful world!**	**Are we nearly there yet?**
EYFS	Communication and Language	• Understand how to listen carefully and why listening is important • Engage in story time	• Ask questions to find out more and to check they understand what has been said to them • Develop social phrases • Engage in story times	• Articulate their ideas and thoughts in well-formed sentences • Connect one idea or action to another using a range of connectives • Engage in non-fiction books • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary	• Describe events in some detail • Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.	• Listen to and talk about stories to build familiarity and understanding • Engage in non-fiction books • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary	• Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Use new vocabulary in different contexts
		Learn new vocabulary	Listen carefully to rhymes and songs, paying attention to how they sound.		Use new vocabulary in different contexts		Use new vocabulary through the day
			Learn rhymes, poems, and songs				
	PSED	**Being me in My World** • *Self-identity* • *Understanding feelings* • *Being in a classroom* • *Being gentle* • *Rights and responsibilities*	**Celebrating Difference** • *Identifying talents* • *Being special* • *Families* • *Where we live* • *Making friends* • *Standing up for yourself*	**Dreams and Goals** • *Challenges* • *Perseverance* • *Goal-setting* • *Seeking help* • *Jobs* • *Achieving goals*	**Healthy Me** • *Exercising bodies* • *Physical activity* • *Healthy food* • *Sleep* • *Keeping clean* • *Safety*	**Relationships** • *Family life* • *Friendships* • *Breaking friendships* • *Falling out* • *Dealing with bullying* • *Being a good friend*	**Changing Me** • *Bodies* • *Respecting my body* • *Growing up* • *Growth and change* • *Fun and fears* • *Celebrations*
	PD	• School day routines: lining up and queuing, mealtimes, personal hygiene • Work with others to manage large items • Show a preference for a dominant hand with a comfortable pencil grip • Draw a picture	• Revise and refine fundamental movement skills: rolling, crawling, walking, jumping, running, hopping, skipping, climbing • Show good pencil control when mark making and drawing • Use cutlery and other one-handed equipment	• Develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming • Begin to hold a pencil in a tripod grip • Begin to use scissors with some accuracy	• Know and talk about factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian • Sit comfortably at a table to write • Hold a pencil in a tripod grip • Use scissors with some accuracy	• Combine different movements with ease and fluency • Develop the foundations of a handwriting style which is fast, accurate and efficient	• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group • Show strength, balance and co-ordination in movement • Hold a pencil effectively (tripod) to write and draw with accuracy • Use a range of tools e.g. scissors confidently
		Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility					

Understanding the World	• Talk about members of their immediate family and community • Name and describe people who are familiar to them • Talk about the different jobs people do • Talk about myself and some of the ways I have changed.	• Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries.	• Recognise some environments that are different to the one in which they live • Materials: Ice Melting / Freezing and change of state • Learning about the world and the North and South Pole • World Maps and Our Planet • Comparing cold places with our own country	• Understand that some places are special to members of their community • Draw information from a simple map • Baby Animals Easter Celebrations Easter Baking and chocolate melting.	• Explore the natural world around them • Life Cycles Pond Creatures • Building Castles – joining materials	• Comment on images of familiar situations in the past • Compare and contrast characters from stories, including figures from the past
	Across the year: **Understand the effect of changing seasons on the natural world around them** **Describe what they see, hear, and feel whilst outside**					
Expressive Arts and Design	• Start to join materials together • Explore art materials and colour mixing freely • Develop own ideas for art and start to talk about them (with adult support) • Develop stories linked to what is known through role & small world play	• Sing in a group or on their own, increasingly matching the pitch and following the melody • Use various tools for artwork and design e.g. playdough tools • Independently select their own art and design materials to create with • Explain what their artwork is and signal key parts e.g. this is mummy, this is her hair etc. • Recreate familiar stories (with adult support)	• Return to and build on their previous learning, refining ideas and developing their ability to represent them	• Create collaboratively sharing ideas, resources, and skills. • Use scissors and one-handed tools to create art safely and more accurately (playdough tools, paintbrushes etc.) • Combine different techniques e.g. collage, paint, crayon, clay to create art • Talk about artwork or designs- linked to some of the materials/ techniques used • Use materials and props to retell stories and create imaginary situations	• Listen attentively, move to and talk about music, expressing their feelings and responses	• Watch and talk about dance and performance art, expressing their feelings and responses • Safely use tools e.g. scissors • Explore using materials and techniques • Design art/ a product thinking about colour, texture and function • Explain what has been made and talk about how it was made it • Use props and materials when role playing familiar stories
	Explore, use, and refine a variety of artistic effects, to including drawing, to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups					

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Mathematics	• Numbers to 5 • Comparing Groups • Change within 5 (One more & one less) • Sorting (into groups) • Time (my day) • 2D shape • Money (1p, 2p, 5p) • Time (Identifying numbers on a clock)	• Consolidate to 5 • Numbers to 10 (counting & comparing groups) • Composition of numbers to 5 • Number bonds to 5 • Comparing quantities of identical then non-identical objects • 1 more / 1 less • Introduce taking away	• Consolidate numbers bonds to 5 • Addition to 10 (combining 2 groups, number bonds using 10-frame and part-whole model) • Numerical Patterns • (Odds & Evens) • (Doubling & Halving) • Introducing 0 • 3D shapes • The 'numberness' ness of 6, 7, 8 and 9 • Measure	• Counting to 10 • The Ten-ness of 10 • Combining two groups to find the whole • Number bonds to 10 • Number bonds to 10 – part whole model • Comparing groups up to 10 • Time – related to things we do in the day • Time – yesterday, tomorrow, before, after	• Numbers to 20 (counting) • Count on and back (Adding/ taking away by counting on/ back) • Numerical Patterns (Doubling, Halving, Sharing, Odds & Evens) • Counting to 11 • The 'numberness' of 11, 12, 13, 14, 15, 16, 17, 18 and 19 • Exploring Pattern (making simple patterns, exploring more complex patterns) • Measure	• Counting to 20 • To 20-ness of 20 • Numbers to 20 • Pattern
	Formation of numbers Name of numbers How numbers are made Subitising Counting on and backwards Patterns in numbers and the natural world Time Money Home tasks supporting maths work in class					
Literacy	**Word Reading** • *match most of the set 1 sounds and letters.* • *identify the sounds including the digraphs ch, ng, nk, qu, sh, th, nk* • *say new sounds in CVC words* • *start to blend the sounds together* • *segment and blend CVC words* • *read the tricky words I, of, my, to, the, no and me* • *start to read captions e.g. the cat and the dog* • *ready to read ditty's* **Reading** • *retell the key events in stories* • *start to recall facts from non-fiction* • *talk about what has happened in a story so far* • *listen carefully to stories, rhymes, non-fiction and songs* **Writing** • *write some lower-case letters correctly* • *write some upper-case letters that are familiar (e.g. name, Mum, Dad, sibling name, etc)* • *identify known letters to match initial sounds set 1* • *match set 1 letters and sounds* • *write CVC words and labels e.g. c-a-t* • *write simple labels* • *start to write simple captions* • *say a simple sentence for writing (oral and count words)*		**Word Reading** • *match all set 1 sounds* • *identify the set 1 sounds and diagraphs and some set 2 diagraphs.* • *segment the sounds in CVC words for reading* • *blend the sounds in CVC words for reading* • *segment and blend simple words matched to phonics knowledge* • *read the tricky words the, your, said, you, my, I, he, are, of and no.* • *read captions* • *read phonics matched tricky words* • *ready to read green books.* **Reading** • *retell key events from stories read* • *describe key events in detail* • *recall facts from a non- fiction book* • *say what might happen next linked to other similar stories* • *talk about stories, rhymes, non-fiction and songs* **Writing** • *write most lower-case letters correctly* • *write some upper-case letters correctly* • *use a tripod grip* • *match set 1 letters and sounds* • *write CVC words and labels using set 1 and some set 2 sounds.* • *spell some tricky words* • *write captions* • *write short sentences* • *start to use finger spaces between my words read sentences back*		**Word Reading** • *match the letter and sound for all set 1 single sounds and digraphs* • *identify all of the set 1 sounds and at least 10 diagraphs,* • *read CVC words containing set 2 sounds* • *read words containing set 2 diagraphs including alien words.* • *read simple sentences and books matched to phonics* • *read tricky words from the autumn and spring term but also the, of, to, I, my, me, go, he, baby, said, are, you, paint, your, he.* • *read green books confidently and are ready for reading pink books* **Reading** • *explain what has been read* • *retell simple stories* • *recall facts from information* • *say what might happen next* • *use new vocabulary throughout play* **Writing** • *write most upper- and lower-case letters correctly* • *hold a pencil in a good tripod grip* • *write CVC words with sounds and letters I know.* • *write some tricky words* • *write simple sentences* • *read own sentences* • *teacher can read sentences*	
	Daily exposure to reading relevant to the theme **Mark making/Writing opportunities in all provision** **Daily phonics** **Letter formation and spelling linked to phonics** **Home tasks supporting literacy work in class**					

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	Culture Capital	Owl Visit linked to 'Owl Babies' book. Linked to autumn learning.	Diwali talk with Rupi Kaur.	'Bikeability' training Chinese New Year – Chinese takeaway	Trip to Sacrewell Farm Park. Easter Egg hunt at Castor Care Home. Visit from an EYFS parent whose sibling is in the school.	Caterpillars and butterflies observational knowledge for lifecycle learning. 900th anniversary of the consecration of St Kyneburgha's Church.	Seaside trip to Hunstanton. Visitors from around the world to discuss their native country.
Year 1		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Themes	**All about Castor!**	**Pastimes**	**What Makes Britain Great?**		**The World at our Feet**	**All at Sea!**
	Science	**Seasonal Changes** • observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies. • (continue with observations and recordings throughout year)	**Everyday Materials** • distinguish between an object and the material from which it is made • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock	**Everyday Materials** • distinguish between an object and the material from which it is made • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock	**Animals including humans** • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	**Animals including humans** • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	**Plants** • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the basic structure of a variety of common flowering plants, including trees. **Animals Including humans** • identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. • identify and name a variety of common animals that are carnivores, herbivores and omnivores

	Geography	**Human and Physical geography** • 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 • use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office and shop **Geographical skills and fieldwork** • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans • 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 use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features in Thurlby; devise a simple map; and use and construct basic symbols in a key • 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 **Link to previous learning:** Walk with me in EYFS **Creates readiness for:** Farming in China in Year 2	**Locational Knowledge** • *name and locate the world's seven continents and five oceans* • *name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas* **Human Geography-** • *key human features, including: city, town, port, and shop* **Geographical skills and fieldwork** • *use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features in London* **Link to previous learning:** Are We Nearly There Yet? in EYFS **Creates readiness for:** Forest Rangers in Year 2	**Place Knowledge** *understand geographical similarities and differences through studying the human and physical geography of Cambridgeshire and an African country* **Link to previous learning:** Are We Nearly There Yet? in EYFS **Creates readiness for:** Farming in China in Year 2	**Human and physical geography** • *use basic geographical vocabulary to refer to:* • *key physical features, including: beach, cliff, coast, sea, ocean, season and weather* • *key human features, including: city, town, port, harbour and shop* **Link to previous learning:** Are We Nearly There Yet? in EYFS **Creates readiness for:** Castles in year 2

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	History	**<u>All About Castor</u>** This unit will teach and encourage the ongoing use of common words and phrases relating to the passing of time. This will link with learning in maths. Our school and our village will the inspiration to be used to explore change over time. A visit from a villager will be arranged to give first-hand knowledge about changes in our locality. This will link with learning in geography. **Builds on prior learning in EYFS in relation to:** Their knowledge and understanding of the world: everyday language about the passing of time, ordering and sequencing familiar events. **Creates readiness for** This unit will form the foundation for further work undertaken in Y1 and Y2 where children will be increasingly looking a events and individuals from the past.	**<u>Pastime</u>** This unit will continue to teach and encourage the ongoing use of common words and phrases relating to the passing of time. This will link with learning in maths. Our leisure activities, toys and games will be the inspiration to be used to explore change over time. A visit from Peterborough Museum will be arranged to give first-hand knowledge about toys from the past. **Builds on prior learning in** This builds upon learning in term 1 in relation to: Their knowledge and understanding of words and phrases relating to the passing of time. This unit builds on learning in EYFS in relation to: The sequencing of events across the day and the lives of their peers Similarities and differences between themselves. **Creates readiness for** This unit will form the foundations of all future history learning as it is a core unit in relation to the understanding of basic chronology. In Year 1 they will start to investigate time beyond living memory	**<u>Why will Queen Elizabeth be remembered?</u>** This unit will continue to teach and encourage the ongoing use of common words and phrases relating to the passing of time. Exploring the life of Queen Elizabeth 11 will provide opportunities to develop curiosity about changes within living memory and an understanding of the ways we can find out about these changes. **Builds on prior learning in** This builds upon learning in term 1 in relation to: Their knowledge and understanding of words and phrases relating to the passing of time 'All about Castor' topic from term 1 This unit builds on learning in EYFS in relation to: The 'Are we nearly there yet?' theme – London buildings. **Creates readiness for** This unit will form the foundations of all future history learning as it is a core unit in relation to the understanding of basic chronology. In Year 2 the children will look at life in castles - Norman and Victorian			**<u>All at sea</u>** This unit will continue to teach and encourage the ongoing use of common words and phrases relating to the passing of time. Exploring the life of Grace Darling will provide opportunities to develop curiosity and knowledge about change over time and also about a significant female individual who made a huge impact. A visit to Hunstanton Lifeboat Station will be arranged to give a context to the learning and a further layer to the learning experience. This will link to learning in geography. **Builds on prior learning in** This builds upon learning in term 1 in relation to: Their knowledge and understanding of words and phrases relating to the passing of time Term 3 learning about Queen Elizabeth II (developing an understanding of the past and how other people are different from them yet share some of the same characteristics This unit builds on learning in EYFS in relation to: Learning about the past through talking to their parents, grandparents, and friends. **Creates readiness for** This unit will form the foundations of all future history learning as it is a core unit in relation to the understanding of basic chronology. In Year 2, the role of women in history will be explored through Florence Nightingale, Amy Johnson, Mae Jemison In Year 5, the children will look at the impact of the railway during the Industrial Revolution
	Values	Kindness	Forgiveness	Friendship	Respect	Trust	Honesty

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	Rationale for Values	*How can we be kind to our planet?* *We will discuss how we can be kind to our planet and link this to the changing seasons, how summer is coming to an end and how the insects will have been busy pollinating all the flowers. Relating this significance to the healthy continuation of our natural world.*	*Why should we forgive people who have done something wrong?* *We will discuss a simple view of climate change and some of the reasons it occurs. This will lead us into thinking about forgiveness of people in the past who did not realise their actions were causing an issue and how we can make better choices and do the right thing when we understand something better.*	*What is a friend?* *During the first term of the new year, we will be reforming and exploring our friendships and special bonds we have had all year so far. We will discuss changes that have happened to us in our living memory including key moments of friendship e.g., starting school/pre-school and making friends and how people often have new year resolutions and one of ours could be to make new friendships in this new year, as well as maintain our current ones.*	*How do we show respect to someone else?* *We will discuss how we can show respect to others from a different culture and their way of life. We will talk about being open and listening and observing without judgement.*	*How do we know when to trust someone or something?* *We will read stories and information and decide whether we can trust what is written in them. This will lead us into thinking about what is real and factual and what is not. We will then discuss what we can trust and what we cannot.*	*How do we know when something is true or correct?* *We will look at different sources of information (e.g., photos of toys vs drawings of toys) and discuss how truthfully, they share information. A link to honesty will be made to illustrate the meaning of both – primary sources like photographs are honest and true, whereas drawings are interpretations.*
	PE	Unit 1 Personal Dance - Moving words	Unit 2 Social Dance – Weather Chance to Shine Cricket	Unit 3 Cognitive Gymnastics- Jumping Jacks	Unit 4 Creative Creative Fundamentals Unit 1	Unit 5 Physical Dance weather	Unit 6 Health and Fitness Fundamental Unit 2
	RE	Who am I? What does it mean to belong? (1.8)	What do Christians believe God is like? (1.1)	Who is Jewish and how do they live? (1.7)	Who is Jewish and how do they live? (1.7)	Who made the world? (1.2)	What makes some places sacred to believers? (1.9)
	PSHE	Beginning and belonging	Family and Friends Anti-Bullying	Diversity and Communities	Personal Safety	Sex & Relationships Education Drug Education	Managing Change
	Art	Self-Portrait- Colour mixing wheel	2D Modelling- Clay tile	Collage- London Megan Coyle	3D sculpture- Using recycled materials to make animals		
	DT	Templates and Joining- *Make a kite* Designer: Peter Lynn https://www.peterlynnkites.com/		Cookery *Design and make a savoury sandwich*		Levers and Sliders *sea scene (lifeboat, leaping fish etc)* Designer: Maike Biederstdädt https://www.maikebiederstaedt.de/cards	Templates and Joining- *Make a kite* Designer: Peter Lynn https://www.peterlynnkites.com/
	ICT	*Computing systems and networks – Technology around us*	*Creating media – Digital painting*	*Creating media – Digital writing*	*Programming A – Moving a robot*	*Data and information – Grouping data*	*Programming B – Introduction to animation*
	Music	Hey you!	Rhythm In the way we walk and Banana Rap	In the Groove Round and Round	Round and Round	Your Imagination	Reflect, Rewind and Replay
	MFL	**Animals**		**Shapes**		**I Can**	

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	Culture Capital	Walk around Castor to explore our local area. Joined with EYFS for their owl visit.	Peterborough Museum visitor Mimi and the Mountain Dragon at The New Theatre. The class wrote for the local village magazine about their study of toys.	Heritage Day celebrating the Roman heritage of our site.	Jewish visitor came in to have a talk with the class. Invited all the mums in to celebrate Mother's Day, combined with our learning about sandwich making in DT.	Multi skills festival	Visit to the RNLI centre in Hunstanton. Seaside visit with EYFS.

Year 2		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Themes	**Upstairs, Downstairs**	**Remembering Heroes and Celebrating Heroines**	**From Castor to Beijing**	**Up, Up and Away!**	**Forest rangers**	**Fire, Fire!**
	Science	**Animal Offspring** • Naming and classifying animals according to their physical features. • To know the names of animals and their babies. • Lifecycle of a frog.	**Habitats and Microhabitats** • Classify objects as alive, never been alive or used to be alive. • Identify different plants and animals in different habitats. • Identify how habitats provide animals with what they need to survive. • Identify and classify minibeasts, planning a fair test.	**Materials** Recognising that materials are suitable for specific purposes and understanding their properties, exploring how actions such as stretching and bending affect the shape of solid objects and comparing the suitability of materials by carrying out tests and recording data.	**Life cycle and health** Identifying and describing the different stages of animal life cycles, including that of humans, recording and interpreting data to show growth in humans and explaining how to keep healthy.	**Plants Growth** Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	**Materials** Bringing together pupils' learning from multiple Science units, helping them to make connections between the key concepts and skills.
	History	**Compare aspects of life in different periods-** *e.g. Lincoln Castle William the Conqueror (First Norman castle) And Windsor Castle (Queen Elizabeth II)* **Link to previous learning:** What makes Britain Great? In year 1 **Creates readiness for:** Ancient Egypt in year 3 where they compare the differences between the pyramids in different eras.	**Events beyond living memory and Significant Individuals-** *To know how and why we remember those that died in WW1 and know where we can commemorate those in our local area.* *To compare Florence Nightingale and Mary Seacole and their achievements and how their lives changed after the Crimean War.* **Link to previous learning:** What makes Britain Great? And All at sea in year 1 **Creates readiness for:** Alexander the Great in year 3 when the children learn about how life changed after the Persian war.	**An overview of where and when the first civilizations appeared- The Shang Dynasty.** We will learn about Fu hao and her importance in the Shang Dynasty and studying artefacts that were buried in her tomb. **Link to previous learning:** Pastimes in year 1 **Creates readiness for:** The Indus Valley in year 4	**Lives of significant individuals who have contributed to national and international achievements-** *To know how air travel has changed-* *To know who Mae Jeminson is and that she was the first black woman in space in 1992.* *To know facts about Amy Johnson flight, duration, distance, start and end location.* *Learn and discover who Neil Armstrong is and what he achieved.* *Discover who the Wright brothers are and their developments in air travel.* **Link to previous learning:** What makes Britain great? In year 1 **Creates readiness for:** Roman Britain in year 4 (learning about powerful women (Boudicca) and Black Romans in Britain)	**Prehistoric and Stone Age** (Opening Worlds) -Revisit adaptation -Stone Age, Iron Age, Bronze Age, Prehistoric Age. -Evolution -Extinct -Hunters and gatherers -2022-23 – 3 weeks on Prehistoric, 3 weeks on Stone Age -Changes in Britain from the Stone Age to the Iron Age (NC). **Creates readiness for:** Coastal Processes and Landforms in year 4 (How the land has changed since the stone age and continues to change now due to natural occurrences.)	**Significant individual who has contributed to national and international achievement-** *Christopher Wren* *Samuel Pepys* **Significant events-** *Great Fire of London* **Link to previous learning:** Let's celebrate What makes Britain great? In year 1 **Creates readiness for:** Britain in the era of the second world war in year 6 (It will have been four years since their learning in year 2, so a recap on their learning about Sir Christopher Wren (designer of St Paul's Cathedral) will be needed. Links can be made to SPC's significance as part of London's history and how it was protected during WWII)

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Geography	**Geographical skills and fieldwork** *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* **Human and physical geography** *use basic geographical vocabulary to refer to key physical features (location of castles), including: beach, cliff, coast, forest, hill, mountain, sea, river, valley* **Link to previous learning:** All about Castor in year 1 **Creates readiness for:** Mountains in year 3		**Place knowledge-** *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 China* **Link to previous learning:** All about Castor and The world at our feet in year 1 **Creates readiness for:** Mountains in year 3		**Human and physical geography** *use basic geographical vocabulary to refer to key physical features, including: forest, hill, soil, vegetation, season and weather* **Link to previous learning:** The world at our feet in year 1 **Creates readiness for:** Mountains and Cradles of Civilisation in year 3	
	• *name and locate the world's seven continents and five oceans* • *name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas* • *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* • *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*					
Values	Kindness	Forgiveness	Friendship	Respect	Trust	Honesty
Rationale for Values	*How can showing kindness ensure everyone starts the new school well?* *We will think about how daunting it can be to start a new school year, or to start at a new club, or to move to a new area. Showing a person kindness by being considerate, asking them questions about themselves or trying to share an interest are all ways of showing kindness that we would appreciate being shown if we were the new person starting something.* *Link this to our PSHE unit of work.*	*How does forgiveness help people to change for the better?* *We will explore forgiveness between characters in our class texts and novels. This will enable discussion about how forgiveness allows people to change their ways and learn from mistakes or poor decisions.*	*How can we stretch friendship all around the world?* *We will explore friendship between characters in our class texts and novels. Links will be made to our school UNICEF work as well considering how friendships can be formed between people in the UK and as far away as China.*	*How can we show respect for our local area and the wider world?* *We will explore our school and local environment to identify ways in which greater respect can be shown. We will share our thinking in school and beyond to persuade others to show more respect too, especially to those who have great ambitions like the significant adults we are studying. Would they have achieved their greatness if their ideas/ambitions hadn't been respected or did they have to overcome adversity to gain respect? Discuss how this links to having self-respect.*	*How important it is to be able to trust our sources of information about the past? If we invented a fossil, how would this change how we research prehistoric times? Did Mary Anning tell the truth? How can we prove this?* *We will learn about the life and work of Mary Anning and explore the ideas of interpreting the past through fossils and artefacts that arise from this.*	*Who can we trust?* *We will discuss people who help us and how we know to trust them because of their honesty. Links will be made to e-safety learning too about trustworthiness online and how sometimes, people can be dishonest.*
PE	Unit 1 Personal Dance – Magical Friends	Unit 2 Social Gymnastics – Ball, Tall and Wall points of contact	Unit 3 Cognitive Gymnastics – Points of contact	Unit 4 Creative Fundamentals Unit 1	Unit 5 Physical Dance – Great Fire of London May Day practice Multi skills	Unit 6 Health and Fitness Fundamental Unit 2
RE	Who is Muslim and how do they live? Part 1 (1.6)	Why does Christmas matter? (1.3)	Who is Muslim and how do they live? Part 2 (1.6)	Why does Easter matter? (1.5)	What is the good news that Jesus brings? (1.4)	How should we care for the world and for others, and why does it matter? (1.10)

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	PSHE	Beginning and belonging	Jigsaw Celebrating Difference	Jigsaw Dreams and Goals	Jigsaw Healthy Me	Jigsaw Relationships	Jigsaw Changing Me
	Art	Paul Klee 'Castle and Sun'- oil pastels (Link to Geography unit)	Watercolours (Poppies) Drawing skills (Link to Theme: Heros/Heroines, English work about WWI)		Observational drawing of vegetables (Link to Science: Food Chains and the food animals eat)	Printing – Orla Kiely (Link to Science: Plants. O.K. has various prints of flowers, fruits etc that can be looked at for inspiration)	Collage (Link to Theme: Fire, Fire! And the History topic about TGFoL.)
	Drawing & opportunities for digital media use across EVERY unit of art						
	DT	**Freestanding Structures** *Design a drawbridge*		**Cookery** *Chinese cuisine*		**Wheels and Axels** *Design a ranger's buggy.*	
	ICT	*Computing systems and networks – IT around us*	*Creating media – Digital photography*	*Creating media – Making music*	*Programming A – Robot algorithms*	*Data and information – Pictograms*	*Programming B – An introduction to quizzes*
	Music	**Should be Hands, Feet and Heart**	**Ho Ho Ho**	**I Wanna play in a band**	**Zootime**	**Friendship Song**	**Reflect, Rewind and Replay**
	MFL	**Vegetables**	Nursery Rhymes	In the Jungle	Colour and Numbers	Greetings	Transport
	Culture Capital		Mimi and the Mountain Dragon visit to The New Theatre. Nativity performance with EYFS and KS1.	Chinese New Year – takeaway meal	Maya discussed her mosque and her faith in Islam.	Visit to Flag Fen for our study of The Stone Age.	Cricket festival at AMVC.

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Year 3		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	History	**Ancient Egypt** Location, origin in settlements around the Nile, living by the Nile, the role of the Nile in developing belief systems as well as agriculture. How the power structures (pharaohs, the double crown) were linked to the geography of Egypt; how they were sustained through art, writing, belief systems. Ancient Egyptian religion, government, art, great monuments, beliefs about death, farming. How Egypt changed through time - kingdoms, art, pyramids, beliefs and writing Disciplinary focus: change/continuity How much did Ancient Egypt change over time? **Builds on prior learning in** Fire Fire! and Real-Life Superheroes in Year 2. **Creates readiness for:** Indus Valley and Ancient Greece in Year 3, Roman Empire and Roman Britain in Year 4, (rulers/ruling, ancient civilizations)	**Cradles of Civilisation** The land between two rivers: Ancient Mesopotamia – the unique 'cradle' (development of writing to record trade). Then, geographical overview of ancient civilisations of the world, inc. big map seeing where they all were & geographical similarities. Depth study of ancient Sumer in Mesopotamia via rivers & settlements (reinforce geography knowledge so far) and via art of ancient civilisations. Ziggurats Disciplinary focus: similarity and difference How similar and how different were Ancient Egypt and Ancient Sumer? **Builds on prior learning in** Ancient Egypt **Creates readiness for** Indus Valley Civilisation	**Indus Valley Civilisation** Sites and artefacts in the Indus Valley (including the dancing girl, the priest king, seals, the threshing platforms, pots and potsherds, beads, weights, toys) Bricks, buildings, baths, bathrooms, drainage Mohenjo Daro, Harappa, Lothal Similarities and differences between Indus Valley and Sumer and Egypt (e.g. writing, monuments) Craftsmanship, trade, barter Puzzles for historians, including rulers and religion Disciplinary focus: evidential thinking How do we know a **Builds on prior learning in** Explorers in Year 2 and Cradles of Civilisation **Creates readiness for** Roman Empire and Roman Britain in Year 4, Ancient Greece in Year 3 (ancient civilizations)	**Persia and Greece** Start with ancient Persia and its empire to set geographical & political context. Ancient Greek city states, inc. Sparta and Athens. Why/how did they form? Homer's Iliad Greco-Persian wars, inc. battle of Marathon, Thermopylae, Salamis Ancient Greek language Peloponnese War Greek religion – gods and goddesses Disciplinary focus: similarity and difference What did Greek city-states have in common? **Builds on prior learning in** Cradles of Civilisation **Creates readiness for** Ancient Greece and Alexander the Great	**Ancient Greece** Athenian democracy and empire Art, culture & learning in Ancient Greece Greek architecture, inc. Parthenon Greek religion in Greek stories (use stories to revisit content from Greek politics, culture and religion in Spring 2) Greek literature, inc. epic poetry – inc. Homer's Odyssey. Tragedy in Greek theatre Philosophy and enquiry in Ancient Greece, inc. Aristotle – depth on Aristotle. Disciplinary focus: evidential thinking What can historians learn from the sources from Ancient Greece? **Builds on prior learning in** Ancient Egypt, Indus Valley and Persia and Greece in **Creates readiness for** Roman Empire and Roman Britain in Year 4 (ancient civilizations, empire)	**Alexander the Great** Where did Alexander come from? Backstory of Philip of Macedon and the Macedonian empire. Alexander the Great: childhood, education (link to Aristotle in Summer 1), early battles, conquest of Persia, death. Library of Alexandria (laying the ground for Y4 Rome and Y5 Baghdad) Meanwhile in Egypt…. Egypt under the Ptolemy family. Greece and Egypt – where do our stories converge? Why did the Egyptian empire last so long? Why did it fizzle out this time? What have we learned about why empires rise and fall? Disciplinary focus: causation; how did Alexander the Great conquer so much land? **Builds on prior learning in** Persia and Greece **Creates readiness for** Roman Empire and Roman Britain in Year 4

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	Geography	**Rivers** Depth focus: The River Indus - its source, course, uses, and some of its environmental challenges. How rivers get their water - the source, springs, the water cycle (and so prepares for relationship between mountains and weather in Autumn 2). How do rivers shape the land? The river's load. Flooding Depth focus: River Severn: builds sense of place (and so prepares for later work on agriculture & Wales) Wildlife in the River Severn Fishing, local agriculture, pollution problems. Geographical skills: Using photographs Disciplinary focus: interaction How do rivers, people and land affect each other? **Builds on prior learning in** EYFS learning about the River Nene, Year 1 learning about the Thames, Year 2 learning about the Yellow River in China **Creates readiness for** Settlements in Year 3 The Amazon and Interconnected Amazon in Year 5 Ethiopia in year 6	**Mountains** Highest mountain in each of the four countries of the UK. Mountain ranges and mountainous regions: Brecon Beacons, Highlands, Lake District, Snowdonia, Pennines, Yorkshire Dales. Why do people live on mountains? Depth focus: Andes and terraced farming Depth focus: Snowdonia (in preparation for Wales…see Cardiff in Spring 1) Sustained geographical theme: Relationship between mountains and weather, Relationship between mountains and people Geographical skills: Describing location using 4- point compass Disciplinary focus: Interaction - How do mountains and people affect each other? **Builds on prior learning in** Explorers in Year 2. **Creates readiness for** Volcanoes in Year 3 (living near mountains compared to living near volcanoes) Rivers in Year 4 (mountain rivers)	**Settlements** Settlement types, hamlet, village, town, city etc; land use, settlements by rivers. Major cities in the UK – locational overview London as a conurbation and London boroughs Two cities: Cardiff and London, including economy & transport. How do people move about in Cardiff? How do people move about in London? Patterns of settlement in Cardiff and London. Disciplinary focus: diversity How are settlements similar and different? **Builds on prior learning in** Local area (Castor) and London in EYFS Make Britain Great Again in Year 1 Castles and castor to Beijing in Year 2 Rivers in Year 3 **Creates readiness for** Tourism in Year 4 Migration and The round city of Baghdad in Year 5	**Agriculture** Arable farming, pastoral farming, mixed farming, how farming changes the landscape. How the food we eat affects farming (seasonal food, local food, pesticides, organic food, vegetarian and plant-based diets that do not use animals; link to fish farming, builds on fish farming in Indus River Y3 Autumn 1). Sheep farming in Wales - Snowdonia. Locational knowledge revisited: Wales, Snowdonia, Gloucestershire New locational knowledge: Sussex Geographical theme: links between food consumption patterns and farming; issues arising e.g. local sourcing. *Geographical skills: Optional local fieldwork investigating local shops - their sourcing, economic and ethical considerations.* Disciplinary focus: interaction How are we connected to farmers? **Builds on prior learning in** Let's Be Healthy in EYFS The world at our feet in Year 1 Farming in China in Year 2 **Creates readiness for** Plant reproduction in Science in Year 3 Tourism in Year 4 Migration and The round city of Baghdad in Year 5	**Volcanoes** Structure and composition of the earth How and why volcanoes erupt Types of volcanoes Formation of volcanoes Active, dormant and extinct volcanoes Link to settlements with section on why people still live near volcanoes Deepen Mediterranean place focus via Mount Etna and human settlements around it. Why people visit volcanoes (work, tourism, farming, science) *Geographical skills: Using diagrams, describing distribution* Disciplinary focus: interaction How do volcanoes affect a place? **Builds on prior learning in** Mountains in Year 3. **Creates readiness for** Earthquakes in Year 4 (tectonic plates, specific vocabulary including heat, energy and earth's core)	**Climate and Biomes** (Situated, through its examples, in Europe, so that European place focus is launched simultaneously) Continent of Europe Climate zones - first mention of Equator, Arctic, Antarctic and the North/South poles. Climate and relationship with oceans. Climate and biomes within climates Depth focus 1) Mediterranean climate Depth focus 2) Temperate climate, using examples of Rhine & UK ready for ongoing regional comparison *Geographical skills: World map and key lines of latitude* Disciplinary focus: interaction How does the climate affect the way people live? **Builds on prior learning** in Explorers and All at Sea in Year 2. **Creates readiness for** Coastal Processes in Year 4

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Science	**Rocks and Soil** • *To know that animals can be grouped based on the presence of a skeleton.* • *To know that the skeleton in humans and some animals is used for movement, protection and support.* • *To know that the muscular system in humans and some animals works with the skeleton for movement.* • *To know the main bones in the body.* • *To know that animals, including humans, need the right types and amount of nutrition.* • *To understand that humans cannot make their own food and therefore eat to get the nutrition needed.* • *To know the main food groups (carbohydrates, protein, fats, fibre, vitamins, minerals and water) and their simple functions.* • *To know that a balanced diet should include all food groups.* • *To describe the diets of different animals.*	**Movement and Nutrition** • *To know that animals can be grouped based on the presence of a skeleton.* • *To know that the skeleton in humans and some animals is used for movement, protection and support.* • *To know that the muscular system in humans and some animals works with the skeleton for movement.* • *To know the main bones in the body.* • *To know that animals, including humans, need the right types and amount of nutrition.* • *To understand that humans cannot make their own food and therefore eat to get the nutrition needed.* • *To know the main food groups (carbohydrates, protein, fats, fibre, vitamins, minerals and water) and their simple functions.* • *To know that a balanced diet should include all food groups.* • *To describe the diets of different animals.*	**Forces and Magnets** • *To know that animals can be grouped based on the presence of a skeleton.* • *To know that the skeleton in humans and some animals is used for movement, protection and support.* • *To know that the muscular system in humans and some animals works with the skeleton for movement.* • *To know the main bones in the body.* • *To know that animals, including humans, need the right types and amount of nutrition.* • *To understand that humans cannot make their own food and therefore eat to get the nutrition needed.* • *To know the main food groups (carbohydrates, protein, fats, fibre, vitamins, minerals and water) and their simple functions.* • *To know that a balanced diet should include all food groups.* • *To describe the diets of different animals.*	***Light and Shadows*** • *To know that animals can be grouped based on the presence of a skeleton.* • *To know that the skeleton in humans and some animals is used for movement, protection and support.* • *To know that the muscular system in humans and some animals works with the skeleton for movement.* • *To know the main bones in the body.* • *To know that animals, including humans, need the right types and amount of nutrition.* • *To understand that humans cannot make their own food and therefore eat to get the nutrition needed.* • *To know the main food groups (carbohydrates, protein, fats, fibre, vitamins, minerals and water) and their simple functions.* • *To know that a balanced diet should include all food groups.* • *To describe the diets of different animals.*	***Plant Reproduction*** • *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.*	***Making Connections*** Kapow will make this unit available with all learning intentions and resources, as well as how it fits into the National Curriculum and the progression of skills the children will attain on 31st May 2024.
PE	Unit 1 Personal Swimming	Gymnastics – patterns and pathways Swimming Cross country Gym and dance festival	Unit 3 Cognitive Invasion Games – Ball handling skills	Unit 4 Creative Striking and Fielding games – links to cricket	Unit 5 Physical Dance- Machines May Day practice Orienteering	Unit 6 Health and Fitness Athletics – triathlon Athletics
RE	What do Christians learn from the Creation story? (L2.1)	What does it mean to be a Sikh in Britain today? Part 1 (L2.8)	What are the deeper meanings of festivals? (L2.9)	Why do Christians call the day Jesus died Good Friday? (L2.5)	What is the Trinity? (L2.3)	What does it mean to be a Sikh in Britain today? Part 2 (2.8)
PSHE	Beginning and Belonging	Jigsaw Celebrating Difference	Jigsaw Dreams and Goals	Jigsaw Healthy Me	Jigsaw Relationships	Jigsaw Changing Me

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Art	Skill: Printing using foam tiles. Artist: Xgaoc'o X'are. We will utilise elements of Access Art's 'Mono Printing' Pathway and Print Foam – Making Relief Prints' for this unit to create prints based on our Ancient Egypt history topic.		Skill: Painting using poster paint to develop line, shape, colour (shade and tone) and a simple understanding of composition and perspective. Artist: Paul Cezanne (traditional) compared to one other (contemporary): Hilary Pecis or Bas Meeuws.			Skill: Sculpture using papier Mache to create Ancient Greek tragedy or comedy masks. Children discover how emotions can be represented through sculptural choices, as well as through painting and drawing taught previously. Children make sketches and research ideas from existing, historical products in their sketchbooks before planning their own
DT		DT - Textiles Kapow's 'Cross-stitch and applique' Egyptian collar (tie into history topic)		DT – Mechanical Systems Kapow's 'Pneumatic Toys' (tie into science forces and magnets unit)	DT – Food Kapow's 'Eating seasonally' Linked with plants in Science	
ICT	Creating media – Animation	Computing systems and networks – Connecting computers	Creating media – Desktop publishing	Programming A – Sequence in music	Data and information – Branching databases	Programming B – Events and action
	E- Safety throughout the year					
Music	Let your Spirit Fly	Glockenspiel Stage 1	Three Little Birds	The Dragon Song	Bringing us Together	Reflect, Rewind and Replay
MFL	**Phonetics 1 I am Learning Spanish**	**Animals**	**Seasons**	**Fruits**	**Little Red Riding Hood**	**Ancient Britain**
Values	Kindness	Forgiveness	Friendship	Respect	Trust	Honesty
Rationale for Values	*Is it right if a person only behaves in a kindly way out of fear?* *We will explore kindness through the idea that Egyptians believed that the kinder a person was, the lighter their heart would be. Heavy hearts would be eaten by Anubis and they would not live on in the afterlife, so Egyptians tried to be kind to others.*	*Can philosophical thinking make a person more forgiving?* *We will study the ideas of ancient Greek philosophers and how their understanding of forgiveness and morality helped others live alongside each other in peace. We will think about how their ideas help us today.*	*If teammates are friends, does it make them a better team?* *We will explore the ideas of friendship and teamwork in relation to the danger involved in climbing a mountain. Working together enables us to achieve greater things.*	*How can we show respect for the natural earth?* *We will discuss the need for respect in choices made in order to sustain plant and animal life across all climates and biomes.*	*What might happen if people didn't trust professionals in their specialist field of expertise?* *We will learn about people who live near active volcanoes and how trusting in scientists and vulcanologists helps keep them safe.*	*How does a tradesperson gain the trust of his/her customers?* *We will explore the concept of ancient trade and the need for honesty when trading and bartering.*
Culture Capital	Egypt Day	Sikh temple visit Mimi and the Mountain Dragon trip to The New Theatre.	Hertiage Day celebrating the heritage of our site – Romans	Netball competition at AMVC Touch Rugby competition at AMVC	Orienteering at AMVC Visit to Sacrewell Farm Park. Visit from Britain Symphonia	

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Year 4		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	History	**The Roman Republic** Foundation myth of Romulus and Remus River Tiber civilisation The early kings of Rome Development of the Roman Republic Punic wars, Hannibal, Roman army Roman religion, Roman myths & legends Roman roads Roman politics and government during the Republic Disciplinary focus: similarity and difference How much power did the senate have in the Roman Republic? **Builds on prior learning in** local history - celebrating local Roman history links across the school. **Creates readiness for:** Roman Britain in Year 4 (understanding of Roman life)		**Roman Britain** The ancient Britons – a land of diversity, a land of migrants (e.g. Celts). Celtic language, Celtic culture. Rebellions: Caractacus, Boudicca. Roman town: Aquae Sulis Life on the frontier: Hadrian's Wall Black Romans in Britain Disciplinary focus: evidential thinking What kinds of knowledge about Roman Britain have historians been able to build from the sources? **Builds on prior learning in** Roman Empire in Year 4. **Creates readiness for:** Christianity in Three Empires in Year 4 (understanding of Roman life).	**Christianity in three empires (300-600CE)** This unit focuses on three cities: Rome, Constantinople and Adulis (in the African empire of Aksum), representing three types of Christianity influenced by and influencing local culture. Stories examine the role of rulers in the spread of Christianity. Narrative as follows: 1.Revisit Christianity in Rome. Persecution etc. Constantine and Battle of Milvian Bridge. Christianity becoming official religion of Roman Empire. 2.Constantine founding of Constantinople. 3.Fall of Rome in 5th century. Byzantine Empire, including more on Constantinople - confluence of European & Asian influences in art and architecture. 4.Trade in East Africa & links with civilisations already studied. Port of Adulis on the Red Sea. Kingdom of Aksum. 5.Ethiopian Christianity: the rock churches and other cultural artefacts; ongoing importance in world Christianity. 6.Christianity spreads into Africa. Conversion of King Ezana via Eastern (Syrian) Christianity. Recent archaeological finds refining our understanding of early Christianity in Aksum. Disciplinary focus: similarity/difference What made each early Christian state special? **Builds on prior learning in** Roman Empire and Roman Britain in Year 4. **Creates readiness for:** Anglo Saxons in Year 5 (Christianity in the British Isles). Ethiopia in Year 6	**Islamic civilisations (1)** **Arabia and early Islam** Arabia before Muhammad Bedouin culture, trade and life in the desert; the place of the Makkah in the trade of the Middle East and the world. An oral culture and a land of poetry. Stories about the birth of Muhammad. Makkah, Medina and the birth of Islam. Disciplinary focus: change and continuity What kind of change did Muhammad bring about in Arabia? **Builds on prior learning in** Christianity in three empires **Creates readiness for:** Cordoba: city of light and Deserts in Year 4	**Islamic civilisations (2)** **Cordoba: city of light** The Rise of Islam Depth focus: Cordoba - city of light (draw on geography on trade, climate, locational knowledge). The glories of Islamic achievement in art, architecture, learning and science in Cordoba. How Muslims, Christians and Jews lived and worked together, collaborated on great architectural projects together and built a culture of learning together. The great library of Cordoba – how knowledge of medicine, technology, art, theology and geography was built through the work of peoples from all three religions. Disciplinary focus: similarity and difference. How did worlds come together in Cordoba? **Builds on prior learning in** Christianity in three Empires and Arabia and early Islam **Creates readiness for:** The round city: Baghdad

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	Geography	**Rivers (Yr3)** Depth focus: The River Indus - its source, course, uses, and some of its environmental challenges. How rivers get their water - the source, springs, the water cycle (and so prepares for relationship between mountains and weather in Autumn 2). How do rivers shape the land? The river's load. Flooding Depth focus: River Severn: builds sense of place (and so prepares for later work on agriculture & Wales) Wildlife in the River Severn Fishing, local agriculture, pollution problems. Geographical skills: Using photographs Disciplinary focus: interaction How do rivers, people and land affect each other? **Builds on prior learning in** EYFS learning about the River Nene, Year 1 learning about the Thames, Year 2 learning about the Yellow River in China **Creates readiness for** The Amazon and Interconnected Amazon in Year 5 Ethiopia in year 6	**Coastal processes and landforms** Diversity in the UK coastline. Processes of erosion, transportation & deposition. Coastal landforms including beaches, headlands and bays. Overview of Jurassic coast, including significance of its rocks, fossils and landforms. Coastal habitats using contrasting examples, including coasts of the Indian Ocean Depth focus: West Wales coast Disciplinary focus: interaction How does the location of west Wales affect its coast? **Builds on learning in** All at Sea in Year 1 **Creates readiness for** Tourism in Year 4 KS3 learning about	**Tourism** Depth focus: Llandudno, Wales - a seaside town (link back to coastal processes in previous unit) Types of tourism (e.g. visiting friends and family activity holidays). Skiing holidays in the Alps. The growth of tourism in the UK and overseas. Sunshine holidays in Spain. Advantages and disadvantages of tourism. Sustainable tourism. *Geographical skills: Interpreting climate data* Disciplinary focus: interaction How do tourists interact with a place? **Builds on learning in** The world at our feet in Year 1 Castor to Beijing in Year 2 **Creates readiness for** KS3 learning about tourism related to urbanisation and economic activity	**Earthquakes** Depth focus: The Christchurch earthquake, New Zealand. Causes of earthquakes: tectonic plates, fault lines Depth focus: California & San Andreas fault, Indian Ocean tsunami Effects of earthquakes How humans live in earthquake zones and adapt their settlements (e.g. Japan) *Geographical skills: Thematic maps* Disciplinary focus: interaction How do earthquakes affect people and environments? **Builds on learning in** Volcanoes and Mountains in Year 3 **Creates readiness for** 'Data Logging' in ICT during this term in year 4, Migration in Year 5	**Deserts** Distribution and climate of deserts Depth focus: The Sahara Desert How deserts are formed, variety of landscapes. Plants and animals in deserts How humans live and adapt in deserts Depth focus: The Patagonian Desert *Geographical skills: Interpreting thematic maps and satellite photographs* Disciplinary focus: Diversity Why are deserts located where they are? **Builds on learning in** Are we nearly there yet? (Australia) in EYFS **Creates readiness for** Why is California so thirsty? and North and South America in Year 5

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Science	**States of Matter** • *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.*	**Animals including Humans** • *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*	**Electricity** • *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*	**Sound** • *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.*	**Living Things and their habitats** • *recognise that living things can be grouped in a variety of ways* • *explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment* • *recognise that environments can change and that this can sometimes pose dangers to living things.*	**Making Connections** Kapow will make this unit available with all learning intentions and resources, as well as how it fits into the National Curriculum and the progression of skills the children will attain on 31st May 2024.
PE	Unit 1 Personal Invasion Games: Ball on the ground	Unit 2 Social Dance – Rugby & the Haka Cross country Sports hall athletics	Gymnastics: Principles of Balance Swimming	Unit 4 Creative Net games Swimming	Unit 5 Physical Dance- Cold Spaces May Day practice Orienteering	Unit 6 Health and Fitness Athletics – Pentathlon Athletics
RE	What is it like to follow God? (L2.2)	How and why do people show their commitments during the journey of life? (L2.10)	What kind of world did Jesus want? (L2.4)	What does it mean to be a Hindu in Britain today? Part 1 (L2.8)	When Jesus left, what was the impact of Pentecost? (L2.6)	What does it mean to be a Hindu in Britain today? Part 2 (L2.8)
PSHE	Rights, Rules and Responsibilities	Jigsaw Celebrating Difference	Jigsaw Dreams and Goals	Jigsaw Healthy Me	Jigsaw Relationships	Jigsaw Changing Me
Art	Skill: Painting using watercolour to paint a Monet inspired picture of Castor River from a photograph. Artist: Monet Digital photo editing as part of the Teach Computing curriculum.				Skill: Painting and textiles (sewing onto acrylic on calico fabric to develop mixed media skills). Artist: Alice Kettle or Hannah Rae	Skill: Sculpture using clay to create an Islamic inspired architectural statue. Artist: Peterborough Sculpture Trail to develop an appreciation of sculptures in our local area. Children continue to see the purpose of sculpture before developing their clay skills further, creating their second portrait of the term. Children use their sketchbooks to compare the process of both 2D and 3D portraits. (Burwell House project)

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	DT			DT - Electrical Systems Kapow's 'Torches' (Link to science electricity unit)	DT – Mechanical Systems Kapow's 'Making A Slingshot Car' (link to previous work on Roman defences) Whole school Textiles inspired Mother's Day project (previously funded by Friends of Castor School – each child has £1 to create a gift)	DT – Structures Kapow's 'Pavilions' (tie into reading 'Tiger, Tiger' building 'Roman fortresses')	
		Food and nutrition for homework					
	ICT	Creating media – Photo editing	Creating media – Audio editing	Computing systems and networks – The Internet	Programming A – Repetition in shapes	Data and information – Data logging	Programming B – Repetition in games
	E-safety Resources						
	Music	Mamma Mia	Glockenspiel 2	Stop!	Lean on Me	Blackbird	Reflect, Rewind and Replay
	MFL	Phonetics 1 and 2	Fruits Vegetables	Ancient Britain	Presenting Myself	Classroom	Family
	Values	Kindness	Forgiveness	Friendship	Respect	Trust	Honesty
	Rationale for Values	*How should kindness be considered when changing the landscape when building rivers?* *We will explore the ways in which the development of rivers around the world impact on the people and animals in those places and how kind decision making is vital to ensure the people and animals in particular places are not forced out due a change in the landscape.*	*How different would things have been if the Romans had been able to forgive?* *We will study Roman life and the part revenge and brutality played in this. This will lead us to think about how things might have been if they were more forgiving.*	*What kind of world did Jesus want?* *By using stories such as The Good Samaritan, we will consider the teachings of Jesus through his parables. This will lead us think more deeply about what it means to be a true friend to someone, without judgement or prior bias.*	*How can we respect the planet if we want to go on holiday?* *We will discuss places we have visited and how our tourism will have impacted the environment of those places we visited.* *This will lead us to think about how we should aim to holiday in sustainable and responsible ways so as to preserve the beauty of our planet.*	*How does trust in God help us win the battle?* *We will look at examples of situations where people have put their trust in God, for example of the birth of Islam, and how this trust enables them to achieve success.*	*Should we always be honest if we don't know the answer to a question – even if it's an 'embarrassing' question?* *We will discuss the ways in which the body changes during puberty in PSHE and will discuss some topics that some may find embarrassing. However, we should always be honest when we don't know something, especially if it's about something important that we can ask about in a safe environment.*
	Culture Capital	Buddy reading with year 2 children.	Visits to St Kyneburgha's Church for the Eucharist service and Christmas Services. Archery session with Elite Sports on 1.12.23 Athletics festival at AMVC	The whole school celebrated the heritage of our site with our Romans Heritage Day on 5.1.24.	Joining with the Year 5s for Peterborough Sings! at The Cresset Theatre. Visit to the Hindu Mandir for our RE topic. Netball competition at AMVC Touch Rugby competition at AMVC	Orienteering at AMVC	Residential visit to Burwell House.

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Year 5		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	History	**Islamic civilisations (1) Arabia and early Islam** Arabia before Muhammad Bedouin culture, trade and life in the desert; the place of the Makkah in the trade of the Middle East and the world. An oral culture and a land of poetry. Stories about the birth of Muhammad. Makkah, Medina and the birth of Islam. Disciplinary focus: change and continuity What kind of change did Muhammad bring about in Arabia? **Builds on prior learning in** Christianity in three empires **Creates readiness for:**	**The Roman Republic** Foundation myth of Romulus and Remus River Tiber civilisation The early kings of Rome Development of the Roman Republic Punic wars, Hannibal, Roman army Roman religion, Roman myths & legends Roman roads Roman politics and government during the Republic Disciplinary focus: similarity and difference How much power did the senate have in the Roman Republic? **Builds on prior learning in** local history - celebrating local Roman history links across the school. **Creates readiness for:**	**Lady of the Mercians** The first Viking raids and invasions King Alfred of the Kingdom of Wessex The 'Great Heathen Army' Alfred in Athelney Alfred's victory over Guthrun, Guthrun's baptism Danelaw Scandinavian settlements Viking links to rest of world - Russia, Constantinople, Muslim trade. How Vikings changed as they settled in other parts of the world and interacted with diverse cultures Aethelflaed growing up. Women in Wessex and in Mercia Aethelflaed & Aethelred take on the Vikings Aethelflaed & Edward build burhs and press into the Danelaw. Raid on Bardney and Battle of Tettenhall. Aethelflaed ruling in her own right from 911 as Lady of the Mercians. Disciplinary focus: change/continuity How did the Vikings change England? **Builds on prior learning** Rivers (year 3), Anglo-Saxon Britain **Creates readiness for:** Changing Rulers, Changing Worlds and Norse Culture	**Norse culture** Including sagas, art, poetry, folklore. Norse gods, goddesses, stories and customs. Beowulf - depth. What does Beowulf have in common with stories from contrasting world civilisations? (e.g. epics such as Gilgamesh and Iliad from Y3 history) Disciplinary focus: similarities What connections* and similarities did the Norse peoples have with other peoples? *(both direct interactions with people, e.g. trading and exploring, and similarities with other cultures, e.g. sagas and ancient epics) **Builds on prior learning** in Anglo Saxon Britain, The round city: Baghdad **Creates readiness for:** Changing Rulers, Changing Worlds	**Changing Rulers, Changing Worlds** Case study of Jorvik in 910, told through fictional story of two Viking children. Consolidates stories from Norse culture and views expansion of Wessex/Mercia from perspective of Vikings. Why we must tell differing stories (Vikings & Anglo-Saxon; rulers and ordinary people; men, women and children); and reasons why some stories go missing (interpretations of the period involving Aethelflaed only surfacing more recently). Aethelflaed presses north into Tamworth, Derby and Leicester, her closeness to attacking York and uniting the country before her death in 918. Athelstan coronation and creation of England. Vikings shaping Britain: i) government (focus on Canute); ii) Viking-British cultural fusions (the case of the hogsbacks – Cumbria and southern Scotland) Disciplinary focus: change/continuity How did Angles, Saxons and Vikings shape England and Scotland? **Builds on prior learning** in Anglo Saxon Britain, Lady of the Mercians **Creates readiness for:** KS3 the teaching of development of Church, state and society in Medieval Britain 1066-1509	**Local history study – school planned unit** See local history guidance document for guidance on how to shape a strong local history study and how to make good use of prior knowledge within it. Enquiry question developed by school to suit school-planned local study

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	Geography	**Deserts** Distribution and climate of deserts Depth focus: The Sahara Desert How deserts are formed, variety of landscapes. Plants and animals in deserts How humans live and adapt in deserts Depth focus: The Patagonian Desert *Geographical skills: Interpreting thematic maps and satellite photographs* Disciplinary focus: Diversity Why are deserts located where they are? **Builds on learning in** Are we nearly there yet? (Australia) in EYFS **Creates readiness for** Why is California so thirsty? and North and South America in Year 5	**Population** Characteristics of population including distribution and diversity. Migration. Depth focus: multicultural London. Depth focus: multicultural Cardiff. Welsh language and culture, effect of changing demographics Welsh or British? Idea of national identity *Geographical skills: Thematic maps and using census data* Disciplinary focus: diversity How and why does population distribution vary across Great Britain? **Builds on learning in** What makes Britain great? in Year 1 Castor to Beijing in Year 2 **Creates readiness for** Migration in Year 5	**Migration** Real migration stories in people's own words, from Northern Ireland to Liverpool and from Turkey to London. Why do people migrate? Push and pull factors. Refugees, persecution, asylum, asylum seekers; challenges for refugees How does migration change places? London, Shetland Islands, Cambridgeshire Migration and identity: examples from diverse settings showing complexity of identity, dual nationalities, multiple identities, and the role of place in identity. Understanding place in relation to scale. Geographical skills: Asking questions, eight-point compass Disciplinary focus: change Why do people migrate? **Builds on prior learning in** Earthquakes in year 4 and Anglo-Saxons in Year 5. **Creates readiness for** North and South America in Year 5 (key vocab of migration) and WW2 in Year 6 (key vocab of refugee)	**North and South America** Human and physical characteristics of North and South America, including population distribution and climate. Megacities including Lima and depth focus on Brazil's megacities. Urban-rural migration in Brazil, including informal settlements, like favelas. Challenge stereotypes often held of the favelas. Geographical skills: 4-figure references, thematic maps Disciplinary focus: diversity What are the pros and cons of living in a megacity? **Builds on prior learning in** Continents in Year 1 Settlements in Year 3 **Creates readiness for** The Amazon in Year 5 (situated in South America).	**The Amazon** A depth focus on the Amazon as a region in South America, including conversations between UK children and children from the Bolivian Amazon. The Amazon river – course and characteristics. The Amazon ecosystem – vegetation, animals and food chains. Ecosystem processes. Causes and effects of deforestation. Futures for the Amazon rainforest. Geographical skills: Flow diagrams, interpreting satellite photos. Disciplinary focus: interaction and change In what ways does the geography of South America affect life in the Amazon? **Builds on prior learning in** River Nene learning in EYFS River Thames learning in Year 1 Rivers in Year 3 **Creates readiness for** Interconnected Amazon in Year 5	**Interconnected Amazon** Farming in the Amazon: depth focus on the Bolivian Amazon (starting with the same community as in Summer 1). The journey of soy produced in Bolivia. Primary, secondary, and tertiary industry. International trade. Effects of changes in trade. Trans-national companies. Environmental connections, carbon cycle, impacts of deforestation. Social connections, globalisation. Geographical skills: Interpreting and drawing bar graphs, simple enquiry process, questionnaire Disciplinary focus: interaction and change How does agriculture in the Amazon interact with other parts of the world? **Builds on prior learning in** The Amazon **Creates readiness for** KS3 international development, population and urbanisation

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	Earth and Space	Mixtures and Separation	Properties and Changes	Life cycles and reproduction	Unbalanced forces	Making Connections
Science	• *describe the movement of the Earth, and other planets, relative to the Sun in the solar system* • *describe the movement of the Moon relative to the Earth describe the Sun, Earth and Moon as approximately spherical bodies* • *use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.*	• *Define the term 'mixture' and name some common examples.* • *Define the term 'sieving' and explain how sieving separates mixtures.* • *Define the term 'filtering' and explain how filtering separates mixtures.* • *Define the terms 'solution' and 'dissolve' and name some common examples of solutions.* • *Recall some factors that affect the time taken to dissolve.* • *Describe the effect of temperature on the time taken to dissolve.* • *Define the term 'evaporating' and explain how evaporating separates solutions.* • *Identify when sieving, filtering and evaporating should be used.* • *Research a mixture to find out what substances it is made from.* • *Draw and annotate a diagram to explain how sieving separates a solid-solid mixture.* • *Identify and justify which type of enquiry to use to answer my testable question.* • *Identify solutions by observing and describing their appearance.* • *Suggest which variables to change, measure and control when investigating how temperature affects the time taken to dissolve.* • *Choose which measurements to take and how long to take them for.*	• *Determine the hardness of different materials and link this to their uses.* • *Determine the transparency of different materials and link this to their uses.* • *Determine the thermal and electrical conductivity of different materials and link this to their uses.* • *Demonstrate, identify and describe reversible and irreversible changes.* • *Evaluate the hardness test to determine the degree of trust in the results.* • *Plan and draw a table of results.* • *Write a detailed, organised and easy to follow method.* • *Write a prediction using prior knowledge of the states of matter.* • *Analyse observations about rusting and use them to support a conclusion.* • *Measure accurately in centimetres.*	• *Describe the life cycle of a plant, including the reproductive stage.* • *Describe the life cycle of a mammal.* • *Describe the life cycle of a bird and compare it with that of a mammal.* • *Describe the life cycle of an amphibian.* • *Describe the life cycle of an insect and compare it with that of an amphibian.* • *Describe asexual reproduction in plants.*	• *To describe gravity and its effects. To analyse data and write a conclusion.* • *To describe air resistance and its effects. To plan a fair test to investigate air resistance.* • *To describe water resistance and its effects. To design a results table.* • *To describe friction and its effects. To evaluate a method.* • *To describe the effects of levers, pulleys and simples machines on movement. To draw and label a diagram.* • *To describe the relationship between lever length and effort. To draw an accurate line graph.*	Kapow will make this unit available with all learning intentions and resources, as well as how it fits into the National Curriculum and the progression of skills the children will attain on 31st May 2024.
PE	Unit 1 Personal Netball	Unit 2 Social Invasion Games Football Cross country	Unit 3 Cognitive Gymnastics Pair Composition Table tennis festival	Unit 4 Creative Dance on the beach Table tennis Football	Unit 5 Physical Dance- Dance styles May Day practice Rounders	Unit 6 Athletics Heptathlon Athletics

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RE	Creation and science: conflicting or complimentary? (U2.2)	What did Jesus do to save human beings? (U2.6)	What does it mean for a Jewish person to follow God? (U2.10)		What kind of king is Jesus? (U2.8)	How do religions help people live through good times and bad times? (U2.14)
PSHE	Beginning and Belonging	Jigsaw Celebrating Difference	Jigsaw Dreams and Goals	Jigsaw Healthy Me	Jigsaw Relationships	Jigsaw Changing Me
Art	Skill: Drawing using pencils and pastels Artist: Lucian Rudaux or Leonard G. Collins		Skill: Painting using watercolour to create abstract work on a larger scale. Artist: Stacey-Ann Cole, a local artist running a workshop in person in school.		Skill: Drawing Artist: L.S. Lowry	
DT		DT – Textiles Kapow's 'Stuffed toys' - could this be linked in with a Christmas themed brief?		DT – Mechanical Structures Kapow's 'Pop-up book'		DT – Food and Nutrition Kapow's 'What could be healthier?' Choose a recipe based on the class context that can be adapted by the children and healthier choices subsidised
ICT	Computing systems and networks – Sharing information	Creating media – Vector drawing	Creating media – Video editing	Data and information – Flat-file databases	Programming A – Selection in physical computing	Programming B – Selection in quizzes
	E-safety					
Music	Livin' on a Prayer	Classroom Jazz 1	Make You Feel my Love	The Fresh Prince of Bel-Air	Dancing in the Street	Reflect, Rewind and Replay
MFL	Phonetics 1, 2 and 3 Core Vocabulary	Fruit	My Home	Clothes	Presenting Myself	Family
Values	Kindness	Forgiveness	Friendship	Respect	Trust	Honesty
Rationale for Values	*How can we show kindness to our planet and the people we visit when travelling?* *We will discuss places we have visited and how our tourism will have impacted the environment of those places we visited.* *This will lead us to think about how we should aim to holiday in sustainable and responsible ways so as to preserve the beauty of our planet.*	*What promotes tolerance and forgiveness?*	*How can migrants show friendship after emigrating?* *We will look at how migrants form lasting friendships in their new home.*	*How do the people in North and South America show respect to each other?* *We will discuss the relationship between the different parts of America and how they have and should show friendship to one another.*	*How do people in the Amazon show trust to each other?* *We will make links to the relationships between groups of people during this time and how trust and breaking trust affected their life in the Amazon.*	*How do people in the Amazon show honesty to each other?* *We will make links to the relationships between groups of people during this time and how trust and breaking trust affected their life in the Amazon.*

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Culture Capital	'Bikeability' training	Diwali – Rupi Kaur visited to discuss with Year 5 and EYFS.	Table Tennis festival at AMVC.	Viking visitor – Viking Day Visitor from the Jewish community to discuss her faith. Visit to Castor Lodge Care Home to read to the residents. Peterborough Sings! at The Cresset Theatre. Netball competition at AMVC Touch Rugby competition at AMVC	900th anniversary of St Kyneburgha's Church. KS2 inclusive sports event at AMVC.	Athletics festival at AMVC.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Year 6	History	**Changing Rulers, Changing Worlds (Yr5)** Case study of Jorvik in 910, told through fictional story of two Viking children. Consolidates stories from Norse culture and views expansion of Wessex/Mercia from perspective of Vikings. Why we must tell differing stories (Vikings & Anglo-Saxon; rulers and ordinary people; men, women and children); and reasons why some stories go missing (interpretations of the period involving Aethelflaed only surfacing more recently). Aethelflaed presses north into Tamworth, Derby and Leicester, her closeness to attacking York and uniting the country before her death in 918. Athelstan coronation and creation of England. Vikings shaping Britain: i) government (focus on Canute); ii) Viking-British cultural fusions (the case of the hogsbacks – Cumbria and southern Scotland) Disciplinary focus: change/continuity How did Angles, Saxons and Vikings shape England and Scotland? **Builds on prior learning** in Anglo Saxon Britain, Lady of the Mercians **Creates readiness for:** KS3 the teaching of development of Church, state and society in Medieval Britain 1066-1509	**The Maya** Geography of Maya on Yucatán peninsula (link to Y5 North and South America). Maya rulers, customs and structure of society Maya agriculture including maize, chocolate. Maya language, art, cities and architecture (with links to Y3 including hieroglyphs and ancient monuments such as pyramids). Maya calendar and mathematics. Maya religious belief and practice including creation myth and ritual bloodletting. Historians' explanations for what happened to the Maya civilisation. Disciplinary focus: evidential thinking How do historians know about the Maya? **Builds on prior learning in** Ancient Egypt and Agriculture in Year 3 North and South America in Year 5 **Creates readiness for** Agriculture in Science in KS3	**Ethiopia and Benin** This half-term's unit will focus on (i) material culture, society and technology in the kingdom of Benin and (ii) a second, East African kingdom, contemporary to Benin, which builds on pupils' earlier knowledge of East African worlds gained in Years 3 and 4, especially the Year 4 work on the empire of Aksum. Disciplinary focus: **Builds on prior learning** in Ancient Egypt in Year 3 Christianity in three Empires in year 4 **Creates readiness for** Political power, industry and empire in KS3 (This unit will be completed in the second week of the second term.) **SATs revision and preparation for the remaining 2.5 weeks so as not to start a new unit before having a 2 week break at Easter.**	**WW2 – The Battle of Britain** This term's unit will focus on an aspect of history, of a site dating from a period beyond 1066, specifically on WW2. It will include focussing on the events that led to the outbreak of WW2, the meaning of appeasement, who Winston Churchill was and why we remember him, the events of Dunkirk, what the 'Battle of Britain' was and how this was a turning point in WW2 for Britain, aspects about 'The Blitz'. Consider how WW2 affected the children in Britain, specifically a child who was evacuated to Castor (Jim's Diary), studying local logbook entries and the attendance records of evacuees to Castor during this time. Whether men and women did similar things during the war, how life and food supplies changed during the war and if this led to positive changes for future generations. A study of the D-Day landings and their success during the campaign and what it took for the war to eventually come to an end. Disciplinary focus: a study of Jim – a boy who was evacuated to Castor during the war. The diaries of Jim, written as a man, remembering his time in Castor. What life was really like for an evacuee from a first hand, local account. **Builds on prior learning** Ethiopia and Benin in year 6 (leadership and power), in PSHE lessons about Remembrance Sunday throughout all year groups **Creates readiness for** Challenges for Britain, Europe and the wider world 1901 to the present day in KS3

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	Geography	**Interconnected Amazon** Farming in the Amazon: depth focus on the Bolivian Amazon (starting with the same community as in Summer 1). The journey of soy produced in Bolivia. Primary, secondary, and tertiary industry. International trade. Effects of changes in trade. Trans-national companies. Environmental connections, carbon cycle, impacts of deforestation. Social connections, globalisation. Geographical skills: Interpreting and drawing bar graphs, simple enquiry process, questionnaire Disciplinary focus: interaction and change. How does agriculture in the Amazon interact with other parts of the world? **Builds on prior learning in** The Amazon **Creates readiness for** KS3 international development, population and urbanisation	**Energy and climate change** How people use energy. Types of energy (reviewing those covered and extending) Renewable and non-renewable energy sources The greenhouse effect Enhanced greenhouse effect – causes (including energy use and farming) Climate change and its effects (building on earlier work on oceans and interconnection) examples from Antarctica, Great Barrier Reef, Pacific Islands, South Asia, UK How can we respond? Local and global Geographical skills focus: Interpreting line graphs Disciplinary focus: Interaction How do local actions in the UK affect global climate? **Creates readiness for** human and physical geography in KS3.	**Ethiopia** An in-depth place focus to complement knowledge gained in History and Religion. Where is Ethiopia? Location in Africa (introduction only as this continent is a focus in KS3) What is Ethiopia like? Climate, landscape (including Great Rift Valley), population, biomes, major cities, rural life Sustainable futures – challenges faced due to climate change, UN sustainable development goals, depth focus on one project Geographical skills focus: Population pyramids, longitude, and time zones Disciplinary focus: Interaction How do global changes affect local places in Ethiopia? (This unit will be completed in the second week of the second term.) **SATs revision and preparation for the remaining 2.5 weeks so as not to start a new unit before having a 2 week break at Easter.**		**Local Study of Castor – from WW2 to the present day** An in-depth place focus to complement knowledge gained in History with the study of WW2 in Castor. Where children came from in the UK when evacuated to Castor, using maps to trace their journeys to Castor (specifically Jim, from the history study of his diaries), map reading as though they are plotting routes as if they are soldiers travelling through the local and wider area including Europe. Using maps, atlases, globes and digital/computer mapping to locate countries and their physical relationships to other countries in relation to their involvement during the war. Links between map work and the Hilltop residential trip where children practise orienteering activities in a coastal area compared to Peterborough. Geographical skills focus: 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. Disciplinary focus: How have maps changed since the time of WW2? What does this tell us about the infrastructure of the UK and how it has developed since the end of WW2? **Creates readiness for** geographical skills and fieldwork in KS3.	
	Science	**Living Things and their habitats** • *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*	**Circuits, Batteries & Switches** • *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.*	**Evolution and Inheritance** • *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*	**Light** • *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.*	**Animals Including Humans** • *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*	**Scientific investigations** Kapow will make this unit available with all learning intentions and resources, as well as how it fits into the National Curriculum and the progression of skills the children will attain on 31st May 2024. Links to PSHE 'Changing Me' unit covering RSE curriculum.

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PE	Unit 1 Personal Netball Basketball	Unit 2 Social Invasion games- hockey Cross country	Unit 3 Cognitive Invasion games-Tag rugby	Unit 5 Physical Gymnastics- Body symmetry Football	Unit 4 Creative Dance- The Match May Day practice Rounders	Unit 6 Health and Fitness Athletics- Decathlon Athletics
RE	What does it mean for a Muslim to follow God? (U2.9)	What does it mean for a Muslim to follow God? (U2.9)	What difference does the Resurrection make for Christians? (U2.7)	Why do some people believe in God and some people not? (U2.11)	What would Jesus do? (U2.5)	How do religions help people live through good times and bad times? (U2.14)
PSHE	Rights, Rules and Responsibilities	Jigsaw Celebrating Difference	Jigsaw Dreams and Goals	Jigsaw Healthy Me	Jigsaw Relationships	Jigsaw Changing Me Links to Science unit on 'Animals including Humans'.
Art	Skill: Drawing and collage. Artists: Njideka Akunyili Crosby, Yinka Sonibare, Thandiwe Muriu and Mike Barret.		Skill: Printing, collage and drawing. Artist: Luba Lukova and Faith Ringgold.		Skill: Sculpture Children look into architecture and the responsibilities that artists and designers have.	
DT		DT – Electrical Systems Kapow's 'Steady hand game' (tie into science electricity unit and Teach Computing's 'Variables in Games' unit)		DT – Structures Kapow's 'Automata toys'		DT - Digital World Kapow's 'Navigating the world' (utilising Teach Computing's 'Programming' unit with Mircrobits whilst these loaned physical computing devices are in school)
	Food and Nutrition in Year 6 homework grid					
ICT	Computing systems and networks – Communication	Creating media – 3D Modelling	Creating media – Web page creation	Data and information – Spreadsheets	Programming A – Variables in games	Programming B – Sensing
	E-safety					
Music	Happy	Classroom Jazz 2	A New Year Carol	You've got a Friend	Music and Me	Reflect, Rewind and Replay
MFL	Phonetics 1, 2, 3 and 4 Core Vocabulary	Presenting myself	Do you have a pet?	My Home	What is the date? What is the Weather?	School
Values	Kindness	Forgiveness	Friendship	Respect	Trust	Honesty

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	Rationale for Values	*How can we show kindness to everyone we meet?* *Initially, through PSHE lessons, we will identify ways that we welcome and engage with new people in our school. We will extend this thinking to showing kindness to our world, linked to our geography learning.*	*What and who can be forgiven?* *We will reflect on the actions of people in power, and why they make decisions or act in a certain way. This will lead us to consider ideas of forgiveness in the context of war and conflict or of the ways in which civilisations behaved as they thought their behaviours were acceptable but no longer are. It will also support our thinking around bullying and being bullied and being forgiving.*	*What is a friend?* *We will reflect on the story of Holy Week, and the friendship between Jesus and his disciples, including Judas and Peter's betrayals. We will also look at the role of friends and being a friend in reaching our goals in PSHE.*	*Where does respect fit alongside ideas of rules of society? What can and cannot be done because of what society accepts and refutes?* *We will discuss respect in the context of people's choices to follow a religion. We will touch on ideas of prejudice, stereotyping and racism, and also how this can impact mental health.*	*Who can you trust?* *We will explore the nature of trust through consideration of the conflict in WWII. We will discuss propaganda and protecting national secrets, spies and the Resistance. We will think about how families may have held secrets from each other and why this might be so. We will think about the secrets we keep, and we something must be shared to protect an individual.*	Is it ever right to be dishonest? Following on from Summer 1, we will extend thinking about when to share information and when to keep something to ourselves. We will also reflect on being honest with ourselves and our emotions about the changes being faced growing up and moving to secondary school to support our mental health.
	Culture Capital	Wrote for the local parish magazine. Basketball festival at AMVC. Visit to Peterborough Cathedral for a welcome service. Year 6 led the Harvest Festival. Foodbank donations 'Bikeability' training	Carol concert at St Kyneburgha Church. Year 6 led the Christmas Festival at St Kyneburgha Church. Children in Need activities to fundraise. Fundraising for the Poppy Appeal.	Heritage Day Fundraising activities for Comic Relief	Netball competition at AMVC Big Plastic Count Egg rolling and Easter service World Book Day	May day activities	Residential visit to Hilltop Outdoor Centre.