

Year		Foundation Stage	Curriculum plan		Topic	
Autumn term Topic		Spring term Topic		Summer Term Topic		
Mini Me	Dinosaurs	Toy Time	Blooming Marvellous	To Infinity and Beyond	It's a Bugs Life	
Curriculum areas covered						
1 st half term	2 nd half term	1 st half term	2 nd half term	1 st half term	2 nd half term	
UW – People and communities UW -The World	UW -The World	UW – People and communities UW -The World UW – Technology	UW – People and communities UW -The World	UW – People and communities UW -The World UW – Technology	UW -The World	
Enrichment – Visits		Enrichment - Visits		Enrichment – Visits		
Familiarise self with new school area. mother and baby visit Autumn Walk (school Grounds)	Dress up day Visit to local church Christmas sing-a-long Pantomime – whole school Christmas Party	Children bring toys from home Pancake Day Chinese Food Tasting Toy diary	Visit to garden centre or gardener to visit St Georges Day Easter visit to Garden centre	Space Cafe Science day	Transition N-R / R – Yr1 Butterfly Farm or Mini beast day Anthony James Bug dress up day	
Year 1		Curriculum plan		Topic		
Autumn term 1 Topic Superheroes (Transition)	Autumn term 2 Topic School days	Spring term Topic School days (emphasis on Victorians during Term 2)		Summer Term 1 Topic Get out of my swamp	Summer Term 2 Topic Flight	
Curriculum areas covered						
1 st half term Science: Using their senses to compare	2 nd half term Science: Recognize and name a variety	1 st half term + 2 nd half term Science: Identify and name a variety of common plants, including garden		1 st half term Science: Types of materials. Comparing	2 nd half term Science: Children to make and test	

<p>different textures, sounds and smells. Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Art: To use a range of materials creatively to design and make products. (Lichenstein) To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Design and Technology: Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. (Design superhero costume and masks)</p> <p>Music: Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Physical Education: Superhero dance unit (Dance notes)</p> <p>Computing: E-safety Superheroes - Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>of materials toys are made out of. How do toys move? Investigate pushes and pulls.</p> <p>History: Observe and handle evidence to ask questions about the past. To place events/toys in order on a time line.</p> <p>Geography: Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of the environment.</p> <p>Art: Draw lines of different sizes and thickness. Add white or black to colours to make tints or tones.</p> <p>Design and Technology: Design products that have a clear purpose and an intended user. And to suggest improvements to existing designs.</p> <p>Music: To take part in singing accurately and identify the beat of a tune.</p> <p>Physical Education: Use running, jumping, throwing and catching skills in combination.</p> <p>Computing: Create pictures of toys using a paint package. Take photos and type a caption.</p>	<p>plants, wild plants and trees and those classified as deciduous and evergreen.</p> <p>History: Observe and handle evidence to ask questions about the past. Ask questions such as: What was is like for people? What happened? How long ago? To place events in order on a time line. Label time lines with words or phrases such as: past, present, older, newer.</p> <p>Geography: Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of the environment.</p> <p>Art: Respond to ideas and starting points. Draw lines of different sizes and thickness. Add white or black to colours to make tints or tones.</p> <p>Design and Technology: Design products that have a clear purpose and an intended user. Suggest improvements to existing designs.</p> <p>Music: To take part in singing accurately and identify the beat of a tune.</p> <p>Physical Education: Use running, jumping, throwing and catching skills in combination.</p> <p>Computing To communicate ideas, work and messages.</p>	<p>and sorting materials. Growing plants. Naming parts of a plant</p> <p>Geography: Creating a visual map of a journey Comparison of settings</p> <p>History: Castles – comparison of buildings</p> <p>Art: Creating a castle picture in the style of Jan Pienkowski Creating a natural outdoor structure</p> <p>Design and Technology: Making Gingerbread men</p> <p>Music: Create a musical piece of music to represent the Gingerbread Men’s journey</p> <p>Computing: Puppet Pals – Gingerbread men iMovie own stories</p>	<p>paper aero planes. Children to investigate and test how a hot air balloon works.</p> <p>History: Children to be able to recall information about the first ever flight and the jet era.</p> <p>Geography: Children to learn about the migration of birds and map out migration patterns. Children will be able to locate popular flight destinations on a map.</p> <p>Citizenship: Children to discuss the job roles at airports and the qualities needed to carry out these roles.</p> <p>Art: Children will recreate impressionist art to create a painting of a hot air balloon.</p> <p>Design Technology: Children to use papier-mâché techniques to create and decorate their own hot air balloons. Children to use junk modelling to create their own rocket ships.</p> <p>Music: Children to compose their own flight music.</p> <p>Computing Children to use ‘I Can Animate’ to explain the role of a pilot</p>
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Enrichment – Visits Anthony James – Toys Autumn 2		Enrichment – Visits Holdenby house during Spring Term 2		Enrichment – Visits Airport during Summer Term 2	
Year 2		Curriculum plan		Topic	
Autumn term 1 Topic Fire of London	Autumn term 2 Topic The Home Front	Spring term 1 Topic Indian Spice	Spring term 2 Topic Around the World	Summer Term 1 Topic Pioneers	Summer Term 2 Topic Wonder Woman
Curriculum areas covered					
1st half term <u>Science</u> Materials Famous person - Dunlop <u>History</u> Event – Great Fire of London Famous people – Samuel Pepys <u>Geography</u> London – famous landmarks plus geographical vocabulary <u>Art</u> Houses (3d) paint in historical style <u>DT</u> Food technology – making cakes/bread <u>ICT</u> We are storytellers Creating a talking book (Y1 – switched on computing) <u>Music</u> The Long and Short of It Round – Londons Burning <u>PSHE</u> – New Beginnings:Emotional Well Being	2nd half term <u>Science</u> Healthy Eating Plant Bulbs for Spring <u>History</u> Event – 2 nd World War Famous people – Winston Churchill, Edith Cavell <u>Geography</u> Cities/countryside Germany Coventry <u>Art</u> Portraits – Winston Churchill Clay – ceramic poppies <u>DT</u> Make gas masks and boxes <u>ICT</u> We are celebrating (Y1 – Switched on computing – creating a Christmas card electronically) <u>Music</u> Feel the Pulse World War 2 songs eg Run Rabbit <u>PSHE</u> –Keeping Healthy	1st half term <u>Science</u> Animals – including humans Famous scientist – Jane Goodall <u>Geography</u> Where is India? Asia Weather Small area in non European country <u>Art</u> Rangoli Patterns <u>DT</u> Food Technology Indian Food <u>ICT</u> We are games testers (Y2 switched on computing) <u>Music</u> Taking Off Indian Songs PSHE – managing Change RE -Sikhism	2nd half term <u>Science</u> Plants Investigations Plant sunflowers Famous scientist eg Charles Darwin <u>Geography</u> The Continents Seas Weather (comparisons) Geographical Language <u>Art</u> Van Gogh’s sunflowers <u>ICT</u> We are photographers – taking, selecting editing photographs (Y2 Switched on computing) <u>Music</u> Rain Rain Go Away Songs – Magic Travel Machine PSHE – Taking Care Project.	1st half term <u>Science</u> Living Things in their habitat Famous scientist – Steven Backshaw Space <u>History</u> Famous pioneers in history eg Neil Armstrong, Christopher Columbus compared to modern day pioneers. <u>Geography</u> Mapping journeys famous travellers have made. DT – space models (Anthony James) Art – Space Pictures ICT We are astronauts (from Rising Stars Y2 SoC) <u>Music</u> Sounds Interesting Space songs PSHE – Drugs and Their Uses	2nd half term <u>Science</u> Living Things in their habitat (cont) <u>History</u> Famous people -Rosa Parks Florence Nightingale Mary Seacole Grace Darling <u>Geography</u> Map skills – finding places associated with the famous person on a map <u>Art</u> Observational drawings linked to science ICT We are researchers (from Rising Stars SOC Y2) <u>Music</u> Whats the score – PSHE Personal Safety
Enrichment – Visits Coventry Herbert Gallery or Coventry		Enrichment – Visits Gurdhwara		Enrichment – Visits Anthony James (space models)	

Cathedral (Nov)					
Year 3		Curriculum plan		Topic	
<u>Autumn term Topic</u>		<u>Spring term Topic</u>		<u>Summer Term Topic</u>	
China	Transport	Tomb Raiders		Meet The Flintstones	Extreme Survival
Curriculum areas covered					
<p>1st half term</p> <p>The Snow Dragon</p> <p><u>English:</u> To write descriptions of Chinese animals. To organise writing.</p> <p><u>Maths:</u> To solve Magic Square problems.</p> <p><u>History:</u> To investigate the Shang Dynasty. To find out about Oracle bones. To place events in chronological order.</p> <p><u>Geography:</u> Locate China in an atlas. Compare China and UK.</p> <p><u>DT:</u> Prepare and make Chinese food.</p> <p><u>Music:</u> To compose music for a Chinese festival.</p>	<p>2nd half term</p> <p>The Railway Children</p> <p><u>English:</u> To write an explanation about how to stay safe near roads and railways.</p> <p><u>Maths:</u> To complete a traffic survey.</p> <p><u>History:</u> To find out about James Starley.</p> <p><u>Geography:</u> To identify a travel route. To ask questions about transport and the environment. To locate countries on a map.</p> <p><u>DT:</u> To design an airport.</p>	<p>1st half term</p> <p>The Pharaoh in the bath</p> <p><u>English:</u> To write an Egyptian fact file.</p> <p><u>History:</u> To order key events. To research the Ancient Egyptians. To understand how Egyptians used the river Nile.</p> <p><u>Geography:</u> To locate Egypt in an atlas.</p> <p><u>Art:</u> To design and make an Egyptian tablet using hieroglyphs. To develop sketching skills when drawing.</p> <p><u>Computing:</u> To find information using the internet.</p>	<p>2nd half term</p> <p>The Pharaoh in the bath</p> <p><u>English:</u> To write imaginative descriptions of Egyptian tombs.</p> <p><u>History:</u> To know how mummification worked. To know how the social structure in Ancient Egypt affected people's lives.</p> <p><u>DT:</u> To design and make an Egyptian tomb.</p> <p><u>Music:</u> To compose a piece of music to reflect 'the journey to the afterlife'.</p>	<p>1st half term</p> <p>Oi! Caveboy!</p> <p><u>History:</u> To ask questions about the past. To sequence events in order. To understand the impact of inventions on everyday life. To understand how farming was used in the Stone Age. To know what life was like on Skara Brae.</p> <p><u>DT:</u> To design and make a Stone Age vehicle.</p> <p><u>Art:</u> To develop skills of observational drawings.</p> <p><u>Science:</u> To understand how fossils are formed.</p>	<p>2nd half term</p> <p>Mr Popper's Penguins</p> <p><u>English:</u> To write a leaflet about surviving in extreme climates.</p> <p><u>Maths:</u> To measure temperature and record them in a graph.</p> <p><u>History:</u></p> <p><u>Geography:</u> To identify hot and cold places. To plot deserts on a map.</p> <p><u>DT:</u> To design and make a high energy snack.</p> <p><u>Science:</u> To know how animals adapt to survive in very hot and very cold places. To know how people survive in extreme climates. To know how a food chain works.</p> <p><u>Art:</u> To identify how artists use</p>

					colour to represent hot and cold.
Enrichment – Visits Transport Museum		Enrichment – Visits Anthony James		Enrichment – Visits Ryton Pools – Den Building	
Year 4		Curriculum plan		Topic	
Autumn term Topic World's Kitchen (Gregory Cool & Fly Eagle Fly)		Spring term Topic Reign Over Us (Treason)		Summer Term Topic Roman Rule (Gladiator School)	
Curriculum areas covered					
1st half term Geography: Locate, continents, oceans, countries. Use coordinates to find capital cities throughout the world. Research traditional cuisine from continents around the world. Fair trade. History: How Cadbury came about and has changed over time. DT: How food changed from bean to bar. Design and create food packaging.	2nd half term DT: Design and create food packaging. Tasting different fruits from around the world. Geography: Global food issues. Food aid charities. ICT: Create a TV advert for food aid/ another charity. Art: Sketch images of fruit.	1st half term History: Battle of Hastings. Census/ Magna Carta. House of Normandy. House of Anjou. House of Plantagenet. War of the roses. House of Tudor. Catholics and Protestants. Charles 1 st . Puritans.	2nd half term History: Charles 2 nd . England and Scotland's joining together. Boston tea party. Queen Victoria. House of Windsor. Elizabeth 2 nd . Art: Create scenes from the Great fire of London. Music/ ICT: Create a royal tune.	1st half term History: Timeline of British history. Roman invasion. Roman life. Roman army/ soldiers. Gladiators. Geography: Invaders and settlers. Roman towns. Art: Roman mosaics.	2nd half term DT: Anthony James Roman armour/ villas/ weapons. ICT: Research and PowerPoint about Roman Gods. History: Roman Emperors. Roman Baths. Gladiators. End of Roman Empire. How the Romans effected life in Britain today. Music: Battle music.
Enrichment – Visits Cadbury World		Enrichment – Visits Reign Over Us day		Enrichment – Visits Lunt Roman Fort Anthony James	
Year 5		Curriculum plan		Topic	
Autumn term Topic Britain at Play/Invaders		Spring term Topic Wild Waters		Summer Term Topic Mexico and the Maya	
Curriculum areas covered					
1st half term	2nd half term	1st half term	2nd half term	1st half term	2nd half term

<p>History: Find out about the history of key sporting events. Create a timeline of key sporting events. Find out about famous sporting heroes.</p> <p>Geography: Explore Ordnance Survey Maps of the local area – identify places for leisure activities. Look at land use – locate parks and other recreation areas.</p> <p>DT: Create a plan/design of a new leisure centre. Choose materials to furnish.</p>	<p>History: Look at reasons for invasion. Find historical facts about the end of the Roman Empire and historical events in the Anglo-Saxon period. Research life in Saxon times.</p> <p>Geography: Use atlases, pictures and the internet to establish routes taken by the invaders and discuss the issues they faced.</p> <p>Citizenship: How has the culture of the UK been enriched by invasion/immigration? How can different cultures live together harmoniously?</p>	<p>History: Investigate why settlers throughout history have chosen to live near rivers. Investigate historical significance of certain rivers.</p> <p>Geography: Locate rivers around the world and in the UK. Look at the physical features of rivers linked to the water cycle. Conduct fieldwork in the local environment.</p> <p>Computing: Use spreadsheets to organise and present data linked to the bridge challenge.</p>	<p>DT: Competition to design and build a bridge – selecting, joining and combining materials to make the strongest structure possible.</p> <p>Citizenship: Consider issues of floods and other natural disasters caused by water – what is the impact of flooding on people and communities.</p> <p>RE: Explore the religious significance of rivers</p> <p>Music: Create a soundscape to describe the journey of a river.</p>	<p>Geography: Use map skills to locate cities and countries of the world and identify lines of latitude and longitude. Compare geographical features of Mexico and the UK</p> <p>DT: Prepare and cook healthy Mexican food.</p> <p>Citizenship: Design and make a Mayan inspired mask using mouldable materials.</p>	<p>History: Research the ancient civilization of the Mayans, including lifestyle and key beliefs. Offer opinions as to why the Mayans ‘disappeared’.</p> <p>Computing: Interactive presentation</p> <p>Music: Compose and perform music to accompany a Mayan ritual.</p> <p>Art/DT: Design and make a Mayan inspired mask using mouldable materials.</p>
<p>Enrichment – Visits Climbing wall – Diamond Jubilee Centre.</p>		<p>Enrichment – Visits Trip to water treatment works at Draycote?</p>		<p>Enrichment – Visits Meal out at La Casa Loco.</p>	
<p>Year 6</p>			<p>Curriculum plan</p>		<p>Topic</p>
<p>Autumn term Greece Lightning-The Ancient Greeks</p>		<p>Spring term Disasters-Natural disasters (volcanoes, earthquakes, tsunamis etc)</p>		<p>Summer Term Yes Minister</p>	
<p>Curriculum areas covered</p>					
<p><u>Science:</u> Look at the factors that have caused Greek temples to erode. Conduct an experiment to find out the impact of erosion on different types of rocks.</p> <p><u>History:</u></p>		<p><u>Science:</u> Study of forces inside a volcano and plate tectonics. Changing State: Solids, liquids and gases all within a volcano.</p> <p><u>History:</u></p>		<p><u>Science:</u> Investigate and explore the properties of different materials through work on creating the guy.</p> <p><u>History:</u></p>	

<p>Place Ancient Greece civilization on a timeline.</p> <p>Study Greek architecture and discuss main features.</p> <p>Study Ancient Greek pottery and establish what they tell us about life in the past.</p> <p>Research aspects of daily life using primary resources and compare and contrast findings.</p> <p>Use sources of information to make deductions about life in Ancient Greece.</p> <p>Research the Ancient Olympics and establish what they tell us about the past.</p> <p><u>Geography:</u> Identify geographical features of Greece, name seas, and locate mountains.</p> <p><u>Art:</u> Draw/ sketch Ancient Greek pots using observational drawing skills.</p> <p>Use research to influence the design and decoration of a modern pot based on those found in Ancient Greece.</p> <p>Construct and decorate a clay pot using coils or a thumb pot.</p> <p><u>Physical Education:</u> Explore dance to enact a fight between the Greeks and the Trojans.</p> <p><u>Computing:</u> Make a video diary of daily life in Athens or Sparta.</p> <p><u>SMSC:</u> Develop their capacity for critical and independent thought.</p> <p>Listen and respond appropriately to the views of others.</p> <p>Children will work collaboratively.</p> <p>To make an active contribution to discussions.</p> <p>Understand the culture of Ancient civilizations and how they</p>	<p>Placing significant volcanic eruptions and earthquakes on a timeline.</p> <p>Looking at factual evidence of a past society – Pompeii devastated by the eruption of Vesuvius in 79AD.</p> <p>Looking at archaeologists and how they discover lost cities and how tourists visit to find out more.</p> <p><u>Geography:</u> Map Skills – Locating Volcanoes around the earth and naming the countries and continents where they can be found.</p> <p>Looking at the physical features of the Earth: Tectonic Plates geographical patterns etc.</p> <p>Study of people and place – why do people live near volcanoes and earthquakes.</p> <p>Focussed study of 2011 Earthquake in Japan. Effects of Volcanoes and Earthquakes on settlements.</p> <p><u>Art:</u> Take One Picture’ Photos of people fixed by ash – Modroc models of bodies in poses of everyday life.</p> <p><u>Design and Technology:</u> ‘Moldable Materials’ – design and make a volcano.</p> <p><u>Music:</u> Creating own volcano music.</p> <p><u>Computing:</u> Using Spreadsheets to organise and present data.</p> <p>Converting information.</p> <p><u>SMSC:</u> What is ‘blind faith’? Discuss the concept of ‘Charity’ as an important factor in many religions. What relief charities have religious/spiritual links? What are the pros/cons of this?</p> <p>Why do terrible natural disasters happen to good people? How does this make us feel? How do we express these emotions?</p> <p>Children will work collaboratively. They will learn to think and empathise with others when thinking about the impact of natural disasters on communities.</p>	<p>To trace the origins of the parliamentary system.</p> <p>To evaluate primary and secondary sources to find out about Guy Fawkes and the gunpowder plot.</p> <p>Understand the political and voting systems of the United Kingdom.</p> <p><u>Geography:</u> Map Skills – Locating different forms of government across the world.</p> <p>To look at the location of constituencies within the UK.</p> <p>To look at the political party map from the last general election.</p> <p><u>Art:</u> Poster campaign for a political party.</p> <p>Houses of parliament artwork based on piece by Claude Monet.</p> <p><u>Design and Technology:</u> Design and make a ‘guy’ of a famous figure within popular culture’.</p> <p><u>Music:</u> Create a new song based around the song ‘If I ruled the world’.</p> <p><u>Computing:</u> Using Spreadsheets to organise and present data.</p> <p>Converting information</p> <p><u>SMSC:</u> Compare laws and rules within the legal system to laws and rules within religions. How much should religious law be respected and obeyed e.g. Shariah law?</p> <p>To look at the role of government to set moral rules and laws within our society, how they are enforced and what it would be like if they were not enforced.</p> <p>Children will work collaboratively. To look at rules and laws within our society, how they are enforced and what it would be like if they were not enforced.</p> <p>How do we adapt to change in our lives placed on us by new government?</p> <p>What is life like under different political systems?</p>
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<p>have influenced life today.</p>	<p>How do we adapt to change in our lives – reflect on experiences of victims of natural disasters?</p> <p>What lessons or strategies can we learn from this to support us in changes within our lives? – Link to transition.</p>	
<p>Enrichment – Visits</p> <p>Anthony James – Ancient Greek Autumn 2</p>	<p>Enrichment – Visits</p>	<p>Enrichment – Visits</p> <p>London during Summer Term 2</p>