

Amberley Immersion Curriculum Long Term Plan

Autumn term 1	EYFS	Y1/2 Cycle A	Y1/2 Cycle B	Y3/4 Cycle A	Y3/4 Cycle B	Y5/6 Cycle A	Y5/6 Cycle B
Science	Humans: Our bodies, using our senses The natural world: Pumpkin lifecycle			Electricity Series circuits, conductors and insulators.	Light Light and Shadows.	Humans and Animals: keeping healthy and changes	Living Things: Lifecycles including plant life cycles.
RE	RE: What makes us special? Country study: Similarities and differences	1.2 Who Do Christians Believe Made The World?	1.6 Who Is Muslim & How Do They Live? Part 1	L2.1 What do Christians learn from the creation story?	L2.12 How and why do people try to make the world a better place?	U2.8: What does it mean to be a Muslim in Britain today?	U2.7 Why do Hindus want to be good?
Geography	Fairtrade Past and present: Our lives compared to family members Timelines	Country: Australia Location, Language and Features	European Country: Italy Location, Language and Features	Rainforests settlements, rainforest and river	European country: France – French Alps Location (8 point compass/ 4 point grid ref), settlements and comparison to UK	Mind-Blowing Maps: Creating and using maps and developing mapping skills.	North America: The physical and human geography and the diversity of America
History				Roman Britain The Roman Empire and invasion of Britain; diversity and legacy.			
Music Charanga	Music Charanga Unit 1: Me!	Hands, Feet, Heart	Hey You	Mama Mia (Charanga Year 4)	Let Your Spirit Fly	“Happy”	“Livin’ on a Prayer”
Art	Small world/Role play Self portraits Artist studies: Yayoi Kusama	Mark Making: Abstract Jean Dubuffet	Mark Making: Pointillism Seurat	Collage: Photographs/ Mixed media Martin O’Neill Tracy Elphick	Drawing: Monochrome Graphic art Samuel Jessurun de Mesquita	Drawing: Observational/Realism Light and water	Mixed media Imagination for illustration Local artist Tony Meeuwissen
DT	Colour mixing using paint, mark making, observation Junk modelling, clay and salt dough	Bug Homes	Photo Frames	Roman tools, weapons and shields	Frames Food: vegan meal	Wooden Jewellery Making	Moving Pictures (Converting rotary motion to linear)
Computing		Internet safety: Self-image & self-identity	Internet safety: Managing information online	Internet safety: Self-image & self-identity	Internet safety: Managing information online	Internet safety: Self-image & self-identity	Internet safety: Managing information online

		<p>Networks & Systems</p> <p>Margret Hamilton</p>	<p>Comp. Systems & Networks</p> <p>Ada Lovelace & Charles Babbage</p>	<p>Computing systems & networks</p> <p>Grace Hopper</p>	<p>Computing Systems & Networks: Connecting Computers (incl. using email)</p> <p>Katherine Johnson</p>	<p>Computing systems and networks</p> <p>Alan Turing</p>	<p>Computing systems & networks</p> <p>Sharing information</p> <p>Steve Jobs</p>
<p>PSHE -SCARF</p>	<p>Me and My Relationships</p> <p>What makes me special</p> <p>People close to me</p> <p>Getting help</p>	<p>Me and My Relationships</p> <p>Feelings</p> <p>Getting help</p> <p>Classroom rules</p> <p>Special people</p> <p>Being a good friend</p>	<p>Me and My Relationships</p> <p>Bullying and teasing</p> <p>Our school rules about bullying</p> <p>Being a good friend</p> <p>Feelings/self-regulation</p>	<p>Me and My Relationships</p> <p>Rules and their purpose</p> <p>Cooperation</p> <p>Friendship (including respectful relationships)</p> <p>Coping with loss</p>	<p>Me and My Relationships</p> <p>Healthy relationships</p> <p>Listening to feelings</p> <p>Bullying</p> <p>Assertive skills</p>	<p>Me and My Relationships</p> <p>Feelings</p> <p>Friendship skills, including compromise</p> <p>Assertive skills</p> <p>Cooperation</p> <p>Recognising emotional needs</p>	<p>Me and My Relationships</p> <p>Assertiveness</p> <p>Cooperation</p> <p>Safe/unsafe touches</p> <p>Positive relationships</p>
<p>PE</p>	<p>Body Management</p> <p>Explore balance and managing own body including manipulating small objects</p> <p>Fine motor:</p> <p>Scissor skills, threading, tweezers, cutlery, pencil control, Dough Disco</p>	<p>Core skills</p> <p>Rolling, Bouncing</p> <p>Throwing, Catching, Running</p> <p>Stopping, Changing, direction.</p> <p>Games</p> <p>Early tactics.</p> <p>Games such as moving apart after 10 consistent catches, increasing the challenge.</p>	<p>Core skills</p> <p>Rolling, Bouncing</p> <p>Throwing, Catching</p> <p>Running, Stopping</p> <p>Changing direction</p> <p>Kicking, and receiving a ball</p> <p>Dribbling, Linking combinations of skill.</p> <p>Games</p> <p>Developing skills and applying into games situations such as football and piggy in the middle</p>	<p>Game Core skills</p> <p>Rolling, Bouncing, Throwing, Catching, Running, Stopping</p> <p>Changing direction. Kicking, and receiving a ball, Dribbling, Linking combinations of skill. Basic rules.</p> <p>Cooperation, teamwork, respecting the ref.</p> <p>Dance</p> <p>Performance. Building stylistic qualities. Travelling, linking movements, contrasting styles, facial expressions. Group and partner work.</p>	<p>Game Core skills</p> <p>With increasing accuracy and control: Rolling, Bouncing</p> <p>Throwing, catching</p> <p>Running, Stopping</p> <p>Changing direction</p> <p>Kicking, and receiving a ball</p> <p>Dribbling, Linking combinations of skill. Basic rules.</p> <p>Cooperation, teamwork, respecting the ref.</p> <p>Space use, dodging objects.</p> <p>Development of simple games using tactics.</p> <p>Dance</p> <p>Freeze frames. Using a theme. Dynamic qualities.</p>	<p>Game -invasion Hockey</p> <p>Strength and agility when defending.</p> <p>Strength of passes.</p> <p>Selecting and applying tactics and techniques.</p> <p>Play in a variety of positions. Defensive and attacking tactics.</p> <p>Teamwork in defence.</p> <p>Dance – History link</p> <p>Recap dance styles and skills, preforming fluently and clearly.</p> <p>Work in groups to compose. Explore dynamic qualities and formations</p>	<p>Game -invasion Netball.</p> <p>Wider range of strategies. Analysis team play. Suggest drills for given skills. To switch between defence and attack as a team.</p> <p>Dance – History link</p> <p>Develop more complex routines.</p> <p>Show tension through pattern and formation. Phrases of gestures.</p>

					Performing, review, and improve.		
Spanish				Numbers Y3 to 10 Y4 to 31 Greetings and goodbyes Asking how you are/name/age/birthday		Describing ourselves and others (appearance) Use 'tener' (to have), 'ser' (to be) in 1st , 2 nd and 3rd person singular Describing our personality Masculine/feminine agreements	Numbers to 100 Revise greetings and goodbyes Speaking skills (name/age/birthday) Instructions
Educational visits & Enrichment Activities				PSHE Workshop – Health and wellbeing	PSHE Workshop – Health and wellbeing	Y5/6 Residential PSHE Workshop – Health and wellbeing Bikeability – Y6	Y5/6 residential PSHE Workshop – Health and wellbeing Bikeability – Y6
Autumn term 2	EYFS	Y1/2 Cycle A	Y1/2 Cycle B	Y3/4 Cycle A	Y3/4 Cycle B	Y5/6 Cycle A	Y5/6 Cycle B
Science	The natural world: Seasonal changes, light and dark - Animals and habitats (Cold climates) nocturnal	Seasonal Changes: Seasons, Weather and Day Length	Plants: Types and parts of plants	Sound: Vibrations and how they travel		Classifying and Identifying Living Things: Plant and animal classification groups	Materials and Changes: Grouping, changing and separating materials
RE	and diurnal animals RE: Why is Christmas important to Christians?	1.10 What Does It Mean To Belong To A Faith Community?	1.3 Why Does Christmas Matter To Christians?	L2.10 How do festivals and family life show what matters to Jewish people?	L2.3 What is the 'Trinity' and why is it important for Christians? Christmas	U2.3: Why do Christians believe Jesus was the Messiah? Christmas	U2.7 Why do Hindus want to be good?
Geography	Diwali Local environment-homes and habitats Remembrance Past and Present-Toys		Our Earth Weather and seasons				
History		World War 2: When and where it took place, evacuees, how the war ended.	World War 1: When and where it took place, poppies and remembrance, The Christmas Truce, when and where it ended	World War 2: The Battle of Britain, black outs and rationing.	World War 1: Main countries involved; life in Britain during the war, including for children.	World War 2: Causes and consequences, including the role of women and propaganda.	World War 1: Causes, treaties, armistice, conditions for a soldier and role of women.

Music	Charanga unit: My Stories Role play	Ho Ho Ho	Rhythm In The Way We Walk & Banana Rap	Glockenspiel Stage 2	Glockenspiel Stage 1	Classroom Jazz 2	Classroom Jazz 1
Art	Performing in the Nativity Artist: Wassili Kandinski Shapes and lines, use of pattern, printing	Painting: Abstract Landscapes/ Portraits Paul Klee	Painting: Impressionism Landscapes/ Portraits Van Gogh	Painting: Water colour effects Yellena James	Sculpture: Wire/ foil Giovanni Giacometti	Painting: Watercolours Landscapes/ tree study (Mondrian & Monet)	Sculpture: Malleable materials Soap Barbara Hepworth
DT	Printing Painting including use of watercolours	Christmas Decorations	Christmas Decorations	Anderson Shelter Food: Curry	Ski Lift (French Alps) Textiles: Bags	Wooden Jewellery Making Food: stir fry	Moving Pictures (Converting rotary motion to linear) Food: Burritos
Computing		Internet safety Online Relationships Creating Media Digital Writing	Internet safety Online Relationships & Bullying Creating Media Digital Painting Alma Thomas	Internet safety Online Relationships Creating media Photo editing	Internet safety Online Relationships & Bullying Creating Media Stop Frame Animation	Internet safety Online Relationships Creating Media 3D Modelling	Internet safety Online Relationships & Bullying Creating media Video editing
PSHE SCARF	Valuing difference Similarities and difference Celebrating difference Showing kindness	Valuing difference Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	Valuing difference Being kind and helping others Celebrating difference People who help us Listening Skills	Valuing difference Recognising and respecting diversity Being respectful and tolerant My community	Valuing difference Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Valuing difference Recognising and celebrating difference, including religions and cultural influence and pressure of social media	Valuing difference Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping
PE	Gymnastics To develop confidence in fundamental movements To experience jumping, sliding, rolling, moving over, under and on apparatus	Dance Space, direction, levels and speed. Responding to stimuli. Expressing themselves. Experimenting with movements. Games – net and wall	Dance Transitions. Shapes and balances. Moving imaginatively. Group work to create and perform. Emotions and feelings. Using stimuli. Games –	Games - Net and wall Badminton Rule awareness. Boundary knowledge. Soft and hard forehand hits to develop awareness of rallies. Learning to serve. Athletics- indoor Speed bounce (15).	Net and wall – badminton or tennis. Rule awareness. Boundary knowledge. Soft and hard forehand and backhand hits to develop awareness of rallies and shots to win.	Gymnastics Creating longer sequences using symmetry, a symmetry and counterbalances. Fluency of movement. Athletics- indoor Speed bounce (20). Standing Triple Jump LJ High jump. Over under, Turning on a board.	Gymnastics Consolidate learning. Using apparatus. Preparing for vaulting. Ribbons and hoops. Athletics- indoor Speed bounce (20). Standing Triple Jump LJ, High jump. Over under Turning on a board. High stepper.

	Fine motor: Scissor skills, threading, Dough Disco, using tools to mark make, cut and join, using cutlery	Sending object with hand or bat. Adding in equipment and adjusting ball sizes.	net and wall Using a net to modify sending and receiving games. Using the net as a target point before adding equipment to the challenge	Standing Triple Jump LJ, High jump. Over under, Turning on a board. High stepper.	Learning to serve and return serve. Athletics- indoor Speed bounce (15). Standing Triple Jump LJ, High jump. Over under Turning on a board. High stepper	High stepper.	
Spanish				Classroom objects Introduce verbs 'hay' (there is/there are) and 'veo' (I see) Masculine/feminine agreements Christmas: Learn a Spanish carol and write a Spanish card	Colours and food Listening for meaning – the very hungry caterpillar - Spanish version Opinions Christmas – learn a Spanish carol Christmas reading comprehension	A Spanish rap Listen, understand and learn a Spanish rap Use dictionary skills to write own rap Perform rap and give opinions feedback on peers	Clothes and uniform Revise expressing opinions (me gusta/no me gusta) Use vocabulary of colour School subjects Christmas: Vocab and games
Educational visits & Enrichment Activities	Museum in the park War memorial visit – Remembrance Day	War memorial visit – Remembrance Day	War memorial visit – Remembrance Day Mosque visit	War memorial visit – Remembrance Day	FGR – Vegan food War memorial visit – Remembrance Day	WCET – Ukulele War memorial visit – Remembrance Day	WCET – Brass War memorial visit – Remembrance Day

	<p>Keeping my body safe</p> <p>Safe secrets and touches</p> <p>People who help to keep us safe</p>	<p>How our feelings can keep us safe – including online safety</p> <p>Safe and unsafe touches</p> <p>Medicine Safety</p> <p>Sleep</p>	<p>Safe and unsafe secrets</p> <p>Appropriate touch</p> <p>Medicine safety</p>	<p>Managing risk</p> <p>Decision-making skills</p> <p>Drugs and their risks</p> <p>Staying safe online</p>	<p>Managing risk</p> <p>Understanding the norms of drug use (cigarette and alcohol use)</p> <p>Influences</p> <p>Online safety</p>	<p>Managing risk, including online safety</p> <p>Norms around use of legal drugs (tobacco, alcohol)</p> <p>Decision-making skills</p>	<p>Understanding emotional needs</p> <p>Staying safe online</p> <p>Drugs: norms and risks (including the law)</p>
PE	<p>Dance</p> <p>Recognise that actions can be reproduced in time to music</p> <p>Copy, repeat, and perform simple movement patterns</p> <p>Fine motor:</p> <p>Dough Disco, using tools to mark make, cut and join</p>	<p>Dance</p> <p>Using skills learnt last term to develop movements linked to history focus.</p> <p>Gymnastics</p> <p>Turn, twist, spin, rock and roll.</p>	<p>Dance</p> <p>Using skills learnt last term to develop movements linked to history focus.</p> <p>Gymnastics</p> <p>Turn, twist, spin, rock and roll with control, linking actions together.</p> <p>Vary speed and introduce different levels. Back supports and half twist. Perform using starts and finish.</p>	<p>Games – Invasion</p> <p>Tag rugby</p> <p>Throwing, catching, kicking dribbling.</p> <p>Attacking and offensive play.</p> <p>Gymnastics</p> <p>Modifying actions. Pathways, directions and shapes.</p> <p>Flexibility, and strength. Improving sequences. Explosive moves into floor work with jumps and leaps.</p>	<p>Games – Invasion</p> <p>handball</p> <p>Throwing, catching, kicking dribbling.</p> <p>Attacking and offensive play.</p> <p>Shooting.</p> <p>Footwork rules.</p> <p>Basic marking</p> <p>Passing over longer distances.</p> <p>Pass and move.</p> <p>Catches.</p> <p>Evaluating skills and tactics.</p> <p>Gymnastics.</p> <p>Timing with partners and groups. Changes in height, speed and direction. Refine taking weight on small body parts such as hands and shoulders.</p>	<p>Swimming</p> <p>Gymnastics.</p> <p>Consolidate shapes and balances to incorporate large apparatus.</p>	<p>Swimming.</p> <p>Gym</p> <p>Consolidate skills learnt. Experience flight off high apparatus.</p>
Spanish				<p>Colours</p> <p>Prepositions of place</p> <p>Shapes</p> <p>Positional language</p> <p>listening skills</p> <p>Use knowledge of the above to draw flags using listening skills</p>	<p>Days of the week</p> <p>Months and dates</p> <p>Revise birthdays</p> <p>Fruit and veg</p> <p>Food dialogues and opinions</p>	<p>The weather</p> <p>Weather poems</p> <p>comprehension</p> <p>Spanish cities</p> <p>Describing different types of weather</p> <p>Practice listening skills</p>	<p>Music and instruments</p> <p>Use the verb 'toco' = I can play (an instrument)</p> <p>Masculine/feminine</p> <p>revision</p> <p>Talking about music and giving opinions</p>

Educational visits & Enrichment Activities		Aston Hall – Great Fire of London			Greystones Farm- Stone age to Iron age	Knex workshop	Knex workshop

Spring term 2	EYFS	Y1/2 Cycle A	Y1/2 Cycle B	Y3/4 Cycle A	Y3/4 Cycle B	Y5/6 Cycle A	Y5/6 Cycle B
Science	The natural world: Planting and growing (beans) Animals and habitats: Hot climates-African Savannah Space + Historical figure: Mae Jemison RE: Why is Easter special to Christians? Past and present: Transport	Animals Including Humans Fish, amphibians, reptiles, birds, mammals, carnivores, herbivore and omnivores.	Animals Including Humans Offspring, exercise, diet and hygiene.	Humans: Digestive system, balanced diets, teeth.	States of Matter: States, changing state and the water cycle	Light: How we see things: light and shadows.	Forces: Magnets, friction, gravity and air resistance
RE		1.7 Who Is Jewish & How Do They Live – Part 1	1.5 Why Does Easter Matter To Christians?	L2.9 How do festivals and worship show what matters to a Muslim?	L2.5 Why do Christians call the day Jesus died ‘Good Friday’?	U2.9: Why is the Torah so important to Jewish people?	U2.5: What do Christians believe Jesus did to ‘save’ people? Easter
Geography		UK: Countries, capital cities, seas and features.	Mind Blowing Maps: Reading, understanding and creating maps	Rivers Large rivers of the world, Water cycle	Gloucestershire Location, features, settlements		
History						Invaders: Chronology of changes in Britain up to the Anglo Saxons.	Monarchs: Chronology of the monarchy and how they influenced the beliefs of Britons; comparison of key monarchs.
Music	Music Charanga: Our world Artists: Marcos Roman, Picasso Use of pattern to create texture African mask making, Abstract Portraits Junk modelling-space vehicles, Solar system	Zootime	Round & Round	Lean on Me	The Dragon Song	You’ve Got a Friend	The Fresh Prince of Bel-Air
Art				Printing: Techniques World art inspiration	Printing: Layering William Morris	Digital Media: Conservation art Paula Wiegink (using Brushes Redux App)	Textiles: Designing applique cushions (seam allowance, sewing, stitch selection)
DT		Wind Chimes	Seesaws	Wind Chimes	Tea Stirrers (Iron Age)	Trebuchets	Motorised Vehicles Textiles: Applique cushions
Computing		Internet safety Health, Well-Being and Lifestyle Data & Information Pictograms	Internet safety Privacy and Security creating media – Digital writing	Internet safety: Health, Well-Being and Lifestyle Data & Information: Data Logging	Internet safety: Privacy and Security Creating media: Desktop publishing (revisit email)	Internet safety Health, Well-Being and Lifestyle Data & Information Spreadsheets	Internet safety Privacy and Security Creating media Vector drawing

<p>PSHE</p>	<p>Rights and responsibilities Looking after things: friends, environment, money</p>	<p>Rights and responsibilities Taking care of things: Myself My money My environment</p>	<p>Rights and responsibilities Cooperation Self-regulation Online safety Looking after money – saving and spending</p>	<p>Rights and responsibilities Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money</p>	<p>Rights and responsibilities Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money</p>	<p>Rights and responsibilities Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending</p>	<p>Rights and responsibilities Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy</p>
<p>PE</p>	<p>Games – speed, agility & travel Agility-based activities</p> <p>Fine motor: Dough Disco, using tools to mark make, cut and join</p>	<p>Gymnastics. Further develop last term and then add the following. Jumping and landing safely.</p> <p>Athletics. Running and stopping, vary speed and pathways. Jumping skills. Over and under arm throwing.</p>	<p>Gymnastics Further develop last term and then add the following. Jumping and landing safely. Develop use of equipment.</p> <p>Athletics. Developing power, agility, coordination and balance. Jumping for distance and height. Throwing and handling a range of objects.</p>	<p>Gymnastics. Refine gymnastics skills and use of larger equipment.</p> <p>Dance. Explore dance styles. Street dance, line dancing, dances from other cultures. Explore the movements, timings and patterns within them.</p>	<p>Gymnastics Refine gymnastics skills and use of larger equipment and linking equipment. Control and changes of speed. Fluency in movement.</p> <p>Dance. Explore dance styles. Street dance, line dancing, dances from other cultures. Refine the movements, timings and patterns within them to create own dances.</p>	<p>Outdoor and Adventurous Activities Navigate and solve problems from memory. Use trust to complete tasks and perform under pressure. Communicating in a range of challenging activities.</p> <p>Games - Net and wall Tennis New shots. Types of serves. Moving around playing area. Using shots tactically within the game.</p>	<p>Outdoor and Adventurous Activities Building on skills learnt in previous years. Design own challenges for others to complete. Feedback constructively on tasks.</p> <p>Games - Net and wall. Badminton. Backhand shots. Doubles play. Apply tactics. Offensive and defensive play. Scoring.</p>
<p>Spanish</p>				<p>Family – parents, siblings, grandparents, aunt, uncle Dictionary skills Write an Easter poem in Spanish using colours vocabulary Learn about Easter week in Spain</p>	<p>Animals – pets and farm animals Use the verb ‘tengo’ (I have) and ‘veo’ (I see) Apply knowledge of genders and plurals Practice oral and listening skills</p>	<p>Sports Differentiate between ‘juego a’ and ‘practico’ (when saying I play a sport) Opinions Comprehension – reading to elicit meaning from a text</p>	<p>Countries, flags, nationalities Use ‘mucho’ to describe Spanish landscape Learn about Spain (map) Learn about Easter week in Spain</p>

Educational visits & Enrichment Activities	Cotswold Farm Park/ St Augustine's Farm	Cotswold wildlife park Oracy competition	Oracy competition Cotswold Farm Park/ St Augustine's Farm	Oracy competition	William Morris – Kelmscott Manor	Mock Trial – Y6 Oracy competition Invaders experience	Mock Trial Y6 Oracy competition

Summer term 1	EYFS	Y1/2 Cycle A	Y1/2 Cycle B	Y3/4 Cycle A	Y3/4 Cycle B	Y5/6 Cycle A	Y5/6 Cycle B
Science	The natural world: UK habitats RE: Why is the word 'God' special to Christians? Local area land use Maps Past and present: Local community	Everyday Materials: Recognising objects and materials, their properties, similarities and differences.	Use of Everyday Materials: Materials and their purpose, how their shapes can change.	Living things and their habitats: grouping and classification, habitat threat.	Rocks, Soils and Fossils: rock types and properties, fossil formation and soils	Humans: Circulatory System	The Earth in Space
RE		1.6 How Should We Care For Others And The World?	1.4 What Is The Good News That Jesus Brings?	L2.4 What kind of world did Jesus want?	L2.6 For Christians, what was the impact of Pentecost?	U2.4: How do Christians decide how to live? 'What would Jesus do?'	U2.6: For Christians, what kind of king is Jesus?
Geography						The World's Resources: A study of the world's natural resources, where they are found and how we use (and overuse) them	Disaster! Natural disasters and how people deal with these
History		Wonder Women Rosa Parks, Florence Nightingale, Emily Davison.	Local History Amberley, Victorian schools, children, life in Victorian times		Ancient Egyptians Achievements; farming, Hieroglyphics, Tutankhamun		
Music	Charanga: Big Bear Funk. Artist: Andy Goldsworthy Creating with natural and found objects Printing (Visit Nature in Art) Beebots, using a laptop	Friendship Song	Your Imagination	Blackbird	Bring us Together	"Music and Me"	"Dancing in the Street"
Art				Drawing: Pencil vs Photo Ben Hiene	Printing: v Digital pixel art	Combined media: (surrealist, realism and impressionist) A study of eyes	Painting: Acrylics Georgia O'Keef
DT		Moving Vehicles	Mills Textiles: Animal puppets	Bug hotels and bird boxes	Moving Pictures (fixed linear pivots)	Photo Frames	Lap Joint Box (memory, time capsule, keepsake, jewellery)
Computing		Internet safety Online Reputation	Internet safety Managing information online	Internet safety: Online Reputation	Internet safety: Managing information online	Internet safety Online Reputation	Internet safety Managing information online
	Creating media Digital painting	Data & Information	Creating media: Audio Editing	Data & Information:	Creating media Web page creation	Data & Information Flat-file databases	

			Pictograms		Branching Databases		
PSHE	Being my Best Keeping by body healthy – food, exercise, sleep Growth Mindset	Being my Best Growth Mindset Healthy eating Hygiene and health Cooperation	Being my Best Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Being my Best Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Being my Best Having choices and making decisions about my health Taking care of my environment My skills and interests	Being my Best Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community	Being my Best Aspirations and goal setting Managing risk Looking after my mental health
PE	Games – co-ordination Send and receive objects with different body parts. Fine motor: Dough Disco, using tools to mark make, cut and join, using cutlery	Athletics. Relay races. Combine running and jumping, simple obstacles. Sending objects over a longer distance. Games – striking and fielding. Throwing and catching a range of balls and objects. Hit objects with hand or bat. Track and retrieve a rolling ball. Distinguish between the roles of batters and fielders. Simple tactics.	Athletics. Awareness of others and space. Accuracy in throwing. Breathing techniques. Running to include small hurdles, and other obstacles to jump over, into or move around. Games – striking and fielding. Hitting skills with a variety of bats. Practice bowling skills. Hit and run to score points. Working as a team to field.	Athletics. Combination jumps, linking height, speed and safe landings. Performing different paced runs. Pull action when throwing. Games – striking and fielding. Cricket / rounders Basic rules. Striking a bowled ball. Bowling. Collecting and returning a moving ball. Teamwork and cooperation.	Athletics. Develop jumping, throwing and running skills. Styles of run, jumps and throws. Batton changes. Sling action when throwing. Measuring distances and timing events. Games – striking and fielding. Cricket / Rounders Decision making. Directing hit to score runs. Striking with intent. Using and applying rules. Consistency with throwing and catching.	Athletics Sustain pace over short and long distances. Teamwork in relays. Range of jumps and throws with power and accuracy. Games. Consolidation of skills. Teamwork, Rules, understand and apply. Team tactics.	Athletics Confidence in using and applying techniques. Identify and work on areas of improvement. Measure and record data. Games. Consolidation of skills. Teamwork, Rules, understand and apply. Team tactics
Spanish				Prepositions Applying prior knowledge: greetings, family, numbers, colours. Using oral and listening skills.	Where I live Cities (UK and Spain) House and home Use the verb 'vivo' (I live) Introduce simple future 'voy a...' Learn about a	Eating Revise food Restaurant conversations – use the verb 'quisiera' (I would like) and 'tener' (to have)	Spanish fiestas Revise days, months, numbers Using question words Reading skills

					Spanish/South American fiesta	Revise simple future 'voy a...'	
Educational visits & Enrichment Activities			Victorian experience	WCET – salsa Drumming	WCET – Clarinet Egyptian experience	Jazz Festival	We the Curious Observatory – Space Jazz Festival

Summer term 2	EYFS	Y1/2 Cycle A	Y1/2 Cycle B	Y3/4 Cycle A	Y3/4 Cycle B	Y5/6 Cycle A	Y5/6 Cycle B
Science	The natural world: Rainforests and oceans Animals and habitats- Minibeasts, butterfly life cycle, snails Butterfly count- looking at data RE: Which places are special and why? Looking after our world-Recycling	Plants: Growing plants	Living Things And Their Habitats: Habitats, feeding and classifying		Forces and Magnets: Magnetism and Friction		
RE		1.7 Who Is Jewish & How Do They Live Part 2	1.8 What Makes Some Places Sacred To Believers?	L2.12 How and why do people try to make the world a better place?	L2.11 How and why do people mark the significant events of life?	U2.10: What matters most to Humanists and Christians?	U2.12: How does faith help people when life gets hard?
Geography		Our Earth 7 continents, 5 oceans, hot and cold places					
History				Local History Study The Mills of Stroud valleys		The Ancient Greeks: Civilisation, legacy	The Maya: Civilisation, legacy
Music	Music-Charanga: Revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music. Artist: Matisse, Eric Carle – collage Using watercolours Bug hotels Beebots, using a laptop	Reflect, Rewind & Replay	Reflect, Rewind & Replay	Reflect, Rewind and Replay (Charanga Year 4)	Reflect, Rewind and Replay (Charanga Year 3)	Summer Production	Summer Production
Art		Sculpture: Wire sculpture Plants	Sculpture: Relief sculpture Animals	Textiles: Weaving Anni Albers	Textiles: Sewn and painted landscapes Kim LaPolla		
DT		Food: Healthy wraps - crudites	Food: Fruit salad	Bug hotels and bird boxes	Moving Pictures (fixed linear pivots)	Photo Frames	Lap Joint Box (memory, time capsule, keepsake, jewellery)
Computing		Internet safety Consolidation of principles taught this cycle Programming B Animations (Scratch Junior) Adaptations in task complexity for year group	Internet safety Consolidation of principles taught this cycle Programming B Animations (Scratch Junior) Adaptations in task complexity for year group	Internet safety: Consolidation of principles taught this cycle Programming B: Repetition in games (Scratch)	Internet safety: Consolidation of principles taught this cycle Programming B: Repetition in Shape (Logo)	Internet safety: Consolidation of principles taught this cycle Programming B Sensing (Micro:bit)	Internet safety Consolidation of principles taught this cycle Programming B Selection in Quizzes
PSHE SCARF Some elements* of these units to be taught to separate	Growing and Changing Cycles Life stages	Growing and Changing Getting help Becoming independent	Growing and Changing Life cycles Dealing with loss* Being supportive	Growing and Changing Relationships Changing bodies and puberty* Keeping safe Safe and unsafe secrets	Growing and Changing Body changes during puberty*	Growing and Changing Managing difficult feelings Managing change Changing bodies-puberty* How my feelings help keeping safe	Growing and Changing Coping with changes Keeping safe Body Image Sex education* Self-esteem

year groups – not on a rotation.	Girls and boys – similarities and difference	My body parts * Taking care of self and others	Growing and changing* Privacy		Managing difficult feelings Relationships including marriage	Getting help	
PE	<p>Games – co-operation Move confidently and cooperatively in space</p> <p>Fine motor: Dough Disco, refining use of tools to write, draw mark make, cut and join</p>	<p>Multi-sports. Applying previous skills to a variety of games and other sports. e.g Pop lacrosse, Boccia, New Age Kurling, Tri-Golf</p> <p>Dance. Applying skills learnt to develop and perform a routine. Evaluate and assess skills.</p>	<p>Multi-sports. Applying previous skills to a variety of games and other sports. e.g Pop lacrosse, Boccia, New Age Kurling, Tri-Golf</p> <p>Dance. Applying skills learnt to develop and perform a routine. Evaluate and assess skills</p>	<p>Multi-sports. Applying previous skills to a variety of games and other sports. e.g Pop lacrosse, Boccia, New Age Kurling, Tri-Golf</p> <p>Outdoor and Adventurous Activities Problem solving with others. Competitive and collaborative skills. Map reading (Simple)</p>	<p>Multi-sports. Applying previous skills to a variety of games and other sports. e.g Pop lacrosse, Boccia, New Age Kurling, Tri-Golf</p> <p>Outdoor and Adventurous Activities Working in a team within defined and understood roles. Use maps, compass and symbols. Evaluation and improving own performance. Competitive and collaborative skills.</p>	<p>Multi-sports. Applying previous skills to a variety of games and other sports.</p> <p>Dance Topic-based dance choreography linked with performance</p>	<p>Multi-sports. Applying previous skills to a variety of games and other sports.</p> <p>Dance Topic-based dance choreography linked with performance</p>
Spanish				Body and face Use 'me duele/duelen' (it hurts) Illness Introduction to clothes	Family Siblings and pets Describing our hair and eyes Describing others (famous people) Guess who	Telling the time Time and meals Breakfast – use the verb 'desayunar' (to have breakfast) Vocabulary of frequency (often/sometimes/every day) Sentence building	Comprehension: read and learn a Spanish poem. Dictionary skills Writing our own poem in Spanish Sentence building
Educational visits & Enrichment Activities	<p>Cycle A Nature in Art Cotswold Wildlife Park-Habitats</p> <p>Cycle B</p>	Nature in Art Cotswold Wildlife Park-Habitats		WCET – salsa Drumming Stroud Museum in the Park Dunkirk Mill Museum	WCET - Clarinet	Ashmolean Museum - Greeks	

	Aquarium- Habitats						
SKY ACCESS ALL ARTS WEEK Every 2 years							