

'Roots to grow - Wings to fly'

At Hambleton Church of England Primary School, we are committed to providing inspirational and innovative teaching and the highest quality learning experiences for all our pupils, based on clear Christian principles.

'... those who trust in the Lord for help will find their strength renewed. They will rise on wings like eagles; they will run and not get weary; they will walk and not grow weak. (Their) roots will grow down into God's love and keep them strong. [Isaiah 40:31](#), [Ephesians 3:17](#)

We aim to create an environment which promotes a love of learning and empowers our children to become independent, lifelong learners. Our core values are set out in our Christian Vision, developed in 2019.

Our Christian Vision:

We are respectful We are creative We are resilient We are truthful
We work as a team We are compassionate

Collective worship

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A 2020-21	Thankfulness	Trust	Perseverance	Justice	Service	Truthfulness
Year B 2021-22	Generosity	Compassion	Courage	Forgiveness	Friendship	Respect

Reception/Little Owls	Adventures in time		Let's explore the world		Questions and Creativity	
Whole class texts	The colour monster The little red hen					
Poetry to share	Poems Out Loud - <i>L Stansfield</i> <i>Zim Zam Zoom - J Carter & N Colton</i>					
Rhymes, Poems and Songs to Perform	Incy Wincy Spider Dingle Dangle Scarecrow Grand Old Duke Humpty Dumpty Oat and Beans and Barley Grow					
T4W	<p>Fiction: Squeaky Story</p> <p>Story pattern: cumulative</p> <p>Focus: joining in with the sounds</p> <p>Non-fiction: Looking after a paet</p> <p>Text type: instructions</p>	<p>Fiction: Let me come in</p> <p>Story pattern: cumulative/circular tale</p> <p>Focus: joining in with dialogue</p> <p>Non-fiction: How to keep warm</p> <p>Text type: Explanation with because</p>	<p>Fiction: Gunny wolf</p> <p>Story pattern: warning tale</p> <p>Focus: time connecting language</p> <p>Non-fiction: Twist and turn me - going for a magical walk</p> <p>Text type: recount</p>	<p>Fiction: Billy goat's gruff</p> <p>Story pattern: defeating the monster</p> <p>Focus: temporal connectives</p> <p>Non-fiction: Should we save the troll?</p> <p>Text type: discussion</p>	<p>Fiction: The sheep and the goat</p> <p>Story pattern: defeating the monster</p> <p>Focus: adjectives, verbs, alliteration</p> <p>Non-fiction: Wolves and other cuddly animals</p> <p>Text type: Information</p>	<p>Fiction: Quackling</p> <p>Story pattern: Cumulative journey</p> <p>Focus: Early dialogue</p> <p>Non-fiction: Give us our quack back!</p> <p>Text type: persuasion</p>
Science	• Our Senses / Colour - Light and Dark		• Healthy eating	Our Immediate Environment	• Living Things- Animals	• Living Things- Plants
RE	Celebrations	Why we put up decorations to help celebrate Christmas	Food- Where our food comes from	St. Mary's Church The Hough	Books - What makes a book special?	How do religions show a book is special?
ART & Design	Kandinsky- Explore primary colours / rainbow circles / shading and tinting		Giuseppe Arcimboldo- Explore printing with vegetables / assembling images using fruit and vegetables		Carl Warner- Explore creativity with photography of fruits and vegetables	
PE	Within continuous provision	Within Continuous provision	Gymnastics / Games	Gymnastics / Games	Gymnastics / Games	Team games

PSHE	Being Me in the World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
MUSIC: Music Express	Our Senses p. 68-79 Timbre Creative development	Working World - Light p.52-53 Texture	Moving Patterns- The missing dumplings p.36-37 Supermarket song p.40-41 Structure	Going places- Three bears' rap p.22-23 Pitch- High and low	Growth and change- Caterpillar p.56 Pitch- High and low	Growth and change- Brown bear's snoring p.60 Dynamics- loud and quiet
MUSIC	Period: Early Composer: Handel German 1685-1759 Piece: Water music Period: Early Composer Purcell 1659-1695 English Rondeau from Abdelazar Period: Classical Beethoven 1770-1827 German Symphony Number 7 & Number 9 Moonlight Sonata Nationality: Period: Romantic Tchaikovsky 1840-1893 Russian Nutcracker Suite Piece: Period: Modern Dukas 1865-1935 French Sorcerer's Apprentice					
Global Links	Shoe box appeal?		Fairtrade			
Local links	Visit The Hough		Visit St. Mary's Church	Visit The Hough	Harlow Carr	
Our Forest / outdoor week	'From farm to plate'		Outdoor creativity		'Bear Grylls of Hambleton' (Den building, outdoor cooking outdoor art etc.) Gardening	
Launch Event (examples) Landing/Celebration event (examples)	Star Dome Local archaeologist visit Historical 'Artifacts' boxes' - Museum display Use of Artefacts – History boxes for each class Visit by a Viking etc.! Museum display Use of Artefacts – History boxes for each class Time machine competition		Eco Fashion show Hambleton Street Food Festival		RE Community art gallery 'Rotter's' workshop' Growing event – recycling – outside tallest sunflower etc..... Natural sculptures World Faith place of worship visit	

Year 1	Adventures in time		Let's explore the world		Questions and Creativity	
Key class novel	The reading spine (daily read aloud) Clever Polly and the Stupid Wolf (novel)		Paddington The Wishing Chair		Hodgehog / Sheepig Fantastic Mr Fox	
Whole class reading texts	Beegu (Literacy Shed) The Clock Work Dragon (Literacy Shed) Dogger (Hubbard) Little Red (Literacy Shed) Traction Man <u>Lots of Dinosaur books on Hubbard if you wanted to do Dinosaur topic</u>		Stanley's Stick (Literacy Shed) Meerkat Mail (Literacy Shed) Handa's Surprise/Handa's Hen (Hubbard) Lost and Found (Hubbard)		Little Red (Literacy Shed) Rapunzel (literacy shed) Fairytale Pets (Literacy Shed) Farm Animals (Hubbard)	
Poetry to read	Spaghetti! Spaghetti! - Jack Prelutsky Feasts - Shirley Hughes					
Reading	Vocabulary, Infer, Predict, Retrieve & Summarise					
Poetry to share	Perfectly Peculiar Pets - E Woollard & A Boretzki A First Book of the Sea - N Davies & E Sutton					
T4W	Fiction: The three little pigs Story pattern: Defeating the monster tale Focus: Characterisation Non-fiction: Estate agents for three pigs houses Text type: persuasive	Fiction: Little Charlie and the lighthouse keeper (model text available) Story pattern: Journey tale Focus: Scariness Non-fiction: Why might animals be scary? Text type: Explanation	Fiction: The magic porridge pot Story pattern: Finding a magical object Focus: Setting Non-fiction: How to make a magic porridge pot Text type: Instructions for a recipe	Fiction: Monkey see, Monkey do Story pattern: Meeting tale Focus: Openings and endings Non-fiction: Sorry letter from the monkeys Text type: Recount in the form of a letter	Fiction: Kassim and the hungry fox Story pattern: Journey tale Focus: Description Non-fiction: Animal World Text type: Information	Fiction: The three bears Story pattern: Cumulative finding tale Focus: Dialogue Non-fiction: Should Goldilocks be arrested? Text type: Discussion
Poetry	Concrete poem		Rhyming poem Performance		Performance	
Grammar	Capital Letters- upper/lower case, full stops Finger spaces	Extended sentences Capital Letters- upper/lower case, full stops	Capital letters and full stops. Sentence construction. Adjectives for characters	Nouns Verbs Questions	Plurals Prefix 'un' Suffix- 'ing' 'ed' 'er' 'est'	Speech bubbles Capital letters at the beginning of lines.

	Adjectives for characters	Adjectives Conjunction		'est' suffix		Poetry structures Adjectives Bullet points
Geography			<p>Hot and cold countries.</p> <p>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</p>	<p>Countries around the world</p> <p>Name and locate the world's seven continents and five oceans.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p>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.</p>	<p>Around our school/local area (mapping)</p> <p>Use basic geographical vocabulary to refer to key human features, (including: city, town, village, factory, farm, house, office, port, and shop)</p> <p>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.</p> <p>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.</p>	
History	<p>Homes in the past and Our homes</p> <p>Significant historical events, people and places in their own locality.</p>	<p>History of toys?</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>				<p>Sculpture and artists from the past</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p>

<p>Science</p> <p>Scientific Enquiry Coverage</p> <p>NC - National Curriculum</p> <p>Suggested key question to ensure scientific enquiry coverage</p>	<p><u>Everyday materials</u> <u>Comparative Testing</u> Which materials are the most absorbent? <u>Identifying, Classifying & Grouping</u> We need to choose a material to make an umbrella. Which materials are waterproof?</p> <p>NC</p> <ul style="list-style-type: none"> 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 describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties. 	<p><u>Seasonal changes -</u> <u>Identifying, Classifying & Grouping</u> How would you group these things based on which season you are most likely to see them in?</p> <p>NC</p> <ul style="list-style-type: none"> observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies. 	<p><u>Animals</u> <u>Research Using Secondary Sources</u> How are the animals in ? different to the ones that we find in Britain?</p> <p>NC</p> <ul style="list-style-type: none"> 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 describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) 	<p><u>Plants</u> <u>Comparative testing</u> Which tree has the biggest leaves?</p> <p>NC</p> <ul style="list-style-type: none"> 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. 	<p><u>Ourselves -</u> <u>Observation over time</u> How does my height change over the year? <u>Pattern seeking</u> Do you get better at smelling as you get older?</p> <p>NC</p> <ul style="list-style-type: none"> 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>Science - suggested Famous Scientists</p>	<p><u>Charles Macintosh:</u> In 1823, at his factory of fabric developments, Charles Macintosh invented a double textured fabric sandwiched around a layer of rubber. This was developed into the first patented waterproof jacket.</p>		<p><u>George Saul Mottershead OBE (1894 - 1978):</u> the founder of Chester Zoo in 1931. This zoo was unusual at the time as the animals did not live in cages, they lived in larger enclosures, as he hated animals behind bars.</p>		

Year 1 DT Focus	Term 1 - Home Christmas card with pop-up		Term 2 - Gardens Wind chime		Term 3 - School Sew a simple flap and button pencil case (like an envelope)	
Media	Toys- moving parts/wheels/levers Paper, Card, Stencils, plastic wheels, wood		Cooking from around the world e.g. Fruit kebabs Food and using utensils		Material (cotton/felt) buttons and thread	
Progression of skills	I describe how something works. I use my own ideas to make something. I make a product which moves. I make my model stronger.		I cut food safely. I make a simple plan before making. I explain to someone else how I want to make my product.		I make a simple plan before making. I choose appropriate resources and tools.	
RE	<u>UC KS1 1.2 Creation Unit</u> Who made the world? Core Unit (C)	<u>UC KS1 1.3 (Incarnation)</u> Why does Christmas matter to Christians? Core Unit (C) Celebrate Diwali 14 th November	<u>NYCC 1.1</u> Who is a Christian and what do they believe? (C)	<u>UC KS1 1.5 (Salvation)</u> Why does Easter matter to Christians? Core Unit (C)	<u>NYCC 1.7</u> What does it mean to belong to a faith community? (C, I, J) Host a Christian baptism and a Humanist baby welcoming ceremony	<u>NYCC 1.5</u> What makes some places sacred? (C, I, J)
ART & Design Media Progression of skills	Van Gogh -Sunflowers Paint: Acrylic & oil pastel. I name the primary and secondary colours. I know how to show how people feel in paintings and drawings. I know how to create moods in artwork. I ask questions about artwork.		Pottery patterns incl. willow pattern Drawing: coloured pencil & charcoal I know how to use pencils to create lines of different thickness in drawings. I know how to create a repeating pattern in print.		Recycled art - Veronika Richterova etc. Sculpture: Recycled materials I know how to cut, roll and coil materials. I know how to use IT to create a picture. I describe what I can see and give an opinion about the work of an artist.	
PE	Activities leading to Gym	Activities leading to Gym	Activities leading to Dance	Activities leading to Games	Running, throwing and jumping (Sports Day)	Activities leading to Games
PSHE	Being Me in the World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
COMPUTING	Computing systems and networks - Technology around us	Creating media - Digital painting	Creating media - Digital Writing	Data and information - Grouping data	Programming A - moving a robot	Programming B - Introduction to animation
MUSIC: Music Express	Sounds interesting: Exploring sounds	The long and the short of it: Exploring duration	Feel the pulse: Rhythm and pulse	Taking off: Exploring pitch	What's the score?: Exploring instruments and symbols	Rain rain go away: Exploring timbre, tempo and dynamics
MUSIC	Period: Early Composer: Pachelbel 1653-1706		German Piece: Canon in D Major			

Period: Composer: Nationality: Piece:	Period: classical Composer: Beethoven 1770-1827 German Piece: Symphony Number 7 Second movement		
	Period: Romantic Composer: Saint-Seans 1835-1921 French Piece: Carnival of the animals		
	Period: Modern Composer: Elgar 1857-1943 English Pomp and Circumstance		
Global Links	Shoe box appeal?	Fairtrade - focus on chocolate	
Local links	Trip to castle museum	Local farmer links - history of Hambleton food production	Yorkshire Sculpture park - local artists from Selby area.
Our Forest / outdoor week	'From farm to plate'	Outdoor creativity	'Bear Grylls of Hambleton' (Den building, outdoor cooking outdoor art etc.) Gardening
Launch Event (examples) Landing/Celebration event (examples)	Star Dome Local archaeologist visit Historical 'Artifacts' boxes' - Museum display Use of Artefacts – History boxes for each class Visit by a Viking etc.! Museum display Use of Artefacts – History boxes for each class Time machine competition	Eco Fashion show Hambleton Street Food Festival	RE Community art gallery 'Rotter's' workshop' Growing event – recycling – outside tallest sunflower etc..... Natural sculptures World Faith place of worship visit

	<u>What makes a Superhero?</u> <u>Great (grim) Fire of London</u>		<u>Let there be Dragons!</u> <u>Would you rather live in the UK or Kenya?</u>		Get growing – Humans and Health Oh I do like to be beside the seaside	
Class Novels	The boy at the back of the class - Superhero street - Phil Earle Christmasaurus - Tom Fletcher		The boy who grew dragons by Andy Shepherd St George and the Dragon The Bolds by Julien Clary		Nim's Island	
Whole Class Reading	Izzy Gizmo (Literacy Shed) Toby and The GFL (Literacy Shed) Vlad and The GFL (Hubbard) Amelia Earhart (Hubbard) Vlad and the Florence nightingale adventure (Hubbard) Supertato - Books are rubbish (Hubbard)		Tell me a Dragon Dragon Machine There's no Dragon in this Story (Hubbard) The Great Dragon Rescue (Hubbard) Castles (Hubbard) Leon and the Place Between (Hubbard) Ugly 5 (Hubbard) Bringing the rain to Kapiti Plain Sleep well Sib and Saba (literacy shed)		Rosie Revere Engineer Sally and the Limpet Flotsam (Hubbard) Squash and Squeeze Smartest Giant <u>English</u> Flotsam	
Poetry to read	Footprints in the Sand – B Williams A Tiny Burning Flame - Unknown Owl and the Pussy Cat – E Lear My Lonely Garden from Take off Your Brave – Nadim (aged 4) Cobwebs - Unknown					
Reading skills:	Vocabulary, Infer, Predict, Retrieve & Summarise					
Poetry to share	Tiger Tiger Burning Bright - Fiona Waters Midnight Feasts: Tasty poems chosen by A.F. Harrold					
T4W	<u>Fiction:</u> Little Red Riding Hood <u>Story pattern:</u> Journey Story <u>Focus:</u> Setting <u>Non-fiction:</u> How to trap evil pea <u>Text type:</u> Instructions	<u>Fiction:</u> James and the GFL <u>Story pattern:</u> Defeating the monster tale <u>Focus:</u> Characterisation <u>Non-fiction:</u> James/Vlad <u>Text type:</u> Recount in the style of a diary	<u>Fiction:</u> Kassim and the Greedy Dragon <u>Story pattern:</u> Warning tale <u>Focus:</u> Suspense <u>Non-fiction:</u> Dragons <u>Text type:</u> Report (either newspaper or info)	<u>Fiction:</u> The papaya that spoke <u>Story pattern:</u> Journey tale <u>Focus:</u> dialogue <u>Non-fiction:</u> postcard from a country <u>Text type:</u> Recount in style of a postcard	<u>Fiction:</u> Jack and The Beanstalk <u>Story pattern:</u> Defeating the monster tale <u>Focus:</u> Rags to Riches <u>Non-fiction:</u> Pirate adventure park <u>Text type:</u> persuasive leaflet/poster	<u>Fiction:</u> Sally and the Limpet <u>Story pattern:</u> Finding Tale <u>Focus:</u> Description people, places, objects <u>Non-fiction:</u> Healthy eating <u>Text type:</u> explanation
Poetry	Acrostic - superhero link	Performance poem		Haikus	Performance contract	Diamantes

Grammar	Alphabetical order Commas, full stops & capital letters, Speech marks, Exclamation marks, Questions, Adjectives.	Proper nouns, adjectives, plurals, punctuation, present/past tense, conjunctions.	Possessive adjectives, proper nouns, verbs, conjunctions / time connectives, contractions.	Adjectives, past tense, connectives. Speech marks, exclamation marks. Different types of sentences	Adjectives, possessive apostrophes. prefixes/suffixes, tenses, proof reading	Prefix, suffix, Past/present tense, paragraphs, question marks and exclamation marks
Geography			<p>We are Britain Local study</p> <p>Can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Be able to identify the 4 countries and label the capital cities.</p> <p>Explain the purpose of a capital city and form opinions on how this affects population size.</p> <p>Study pictures of the localities in the past and in the present and ask 'How has it changed?'</p>	<p>The world</p> <p>Name and locate the world's seven continents and five oceans.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p>		<p>Seaside</p> <p>Use basic geographical vocabulary to refer to key physical features, (including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather)</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; Devise a simple map; and use and construct symbols in a key.</p> <p>Study pictures of the localities in the past and in the present and ask 'How has it changed?'</p>
History	<p>Amelia Earhart Florence Nightingale 1820-1910 Edith Cavell 1865-1915 Mary Seacole 1805 - 1881</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some</p>	<p>City fire and the Great Fire of London</p> <p>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated</p>				<p>Grace Darling and RNLI</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong,</p>

	<p>should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p>	<p>through festivals or anniversaries]</p> <p>Significant historical events, people and places in their own locality.</p>				<p>William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p>
<p>Science</p> <p>Scientific Enquiry Coverage</p> <p>NC - National Curriculum</p> <p>Suggested key question to ensure scientific enquiry coverage</p>	<p>Materials Research Using Secondary Sources How have the materials we use changed over time? or Research and create a fact file on a scientist Observation over Time Will a paper boat float forever? (GFL) NC: <ul style="list-style-type: none"> identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching </p>	<p>Animals Identifying, Classifying & Grouping How would you group things to show which are living, dead, or have never been alive? NC: <ul style="list-style-type: none"> explore and compare the differences between things that are living, dead, and things that have never been alive identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they </p>	<p>Animals Comparative testing Do amphibians have more in common with reptiles or fish? NC: <ul style="list-style-type: none"> describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food </p>	<p>Plants Pattern seeking Do bigger seeds grow into bigger plants? NC: <ul style="list-style-type: none"> identify and name a variety of plants and animals in their habitats, including micro-habitats observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy </p>	<p>Animals including humans Comparative testing What food do you need in a healthy diet and why? or Do bananas make us run faster? NC: <ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene </p>	

			depend on each other			
Science - suggested Famous Scientists	<u>Marie Curie 1867 - 1934 or Louis Pasteur 1822-1895</u>				<u>Jane Colden (1724 - 1766):</u> was one of the first female botanists to discover new species of plants (link/hook 'We are Brilliant Botanists')	
Year 2 DT Focus Media Progression of skills	<p><u>Term 1 – Superhero vehicle</u> Moving vehicles - wheels and axles- fire engines/trains</p> <p><u>Christmas card - levers</u> Sewing - calendars Wood, plastic wheels, material, thread and dowel</p> <p>I think of an idea and plan what to do next. I explain why I have chosen specific textiles. I measure materials to use in a model or structure.</p>		<p>Term 2 - Toys Loom/puppets</p> <p>Pulleys - make a drawbridge / bridge structure Straws, tape, string, dowel, wood, fabric, thread</p> <p>I choose tools and materials and explain why I have chosen them. I join materials and components in different ways. I explain what went well with my work. I measure materials to use in a model or structure.</p>		<p>Term 3 - Wider environment Cooking skills and meal planning</p> <p>healthy pizza/healthy salad Food and cooking utensils</p> <p>I describe the ingredients I am using. I think of an idea and plan what to do next.</p>	
RE	<p><u>NYCC 1.3</u></p> <p>Who is Jewish and what do they believe?</p> <p>(J)</p>	<p><u>UC KS1 1.3 (Incarnation)</u></p> <p>Why does Christmas matter to Christians? Digging Deeper (C)</p> <p>Celebrate Hanukkah 28th November- 6th December</p>	<p><u>NYCC 1.2</u></p> <p>Who is a Muslim and what do they believe?</p> <p>(I)</p>	<p><u>UC KS1 1.5 (Salvation)</u></p> <p>Why does Easter matter to Christians? Core Unit (C)</p>	<p><u>NYCC 1.4</u></p> <p>What can we learn from sacred books?</p> <p>(C, I, J)</p>	<p><u>NYCC 1.8</u></p> <p>How should we care for others and the world, and why does it matter? (C, J, NR)</p>

ART & Design Media Progression of skills	Keith Haring - superhero figures Rita Greer - GFoL Paint: Watercolour and acrylic/chalk I know how to mix paint to create all the secondary colours. I know how to create brown with paint. I know how to create tints with paint by adding white. I know how to create tones with paint by adding black. I suggest how artists have used colour, pattern and shape.		Barbara Hepworth/another sculpture Dragon eyes/dragons Sculpture: Clay. Digital art: create digital drawing of your sculpture. I know how to create a printed piece of art by pressing, rolling, rubbing and stamping. I know how to make a clay pot. I know how to join two clay finger pots together. I know how to create a piece of art in response to the work of another artist.		Designers/landscapes/shells relief sculpture Drawing: Sketching pencils I choose and use three different grades of pencil when drawing. I know how to use charcoal, pencil and pastels to create art. I know how to use a viewfinder to focus on a specific part of an artefact before drawing it. I know how to use different effects within an IT paint package.	
PE	Activities leading to Games	Activities leading to Gym	Activities leading to Gym	Activities leading to Games	Running, throwing and jumping	Activities leading to Dance
PSHE	Being Me in the World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
COMPUTING	Computing systems and networks - IT around us	Creating media - Digital photography	Creating media - Making music	Data and information - Pictograms	Programming A - Robot algorithms	Programming B - An introduction to quizzes
MUSIC	Exploring duration: The Long and short of it	Exploring pulse and rhythm: Feel the pulse	Exploring pitch: Taking off	Exploring instruments and symbols: What's the score?	Exploring timbre, tempo and dynamics: Rain rain go away	Exploring sounds: Sounds interesting
MUSIC	Period: Early Composer: Orlando Gibbons 1583-1625 English Piece: The Silver Swan Period: Late Classical Composer: Shubert Austrian 1791-1821 Piece: The Trout Quintet Period: Romantic Composer: Rimsky-Korsakov 1824-1884 Russian Piece :Flight of the Bumblebees Period: Modern Composer: revel French 1875-1937 Piece: Empress of the Pegodas from Mother Goose Suite					
Global links				Fairtrade Brazilian School		Plastic Pollution u
Local Links		Warburtons		YWP	Stockbridge/Harlow Carr	The Deep
Our Forest / outdoor week	'From farm to plate'		Outdoor creativity		'Bear Grylls of Hambleton' (Den building, outdoor cooking outdoor art etc.) Gardening	
Launch Event (examples) Landing/Celebration event (examples)	Star Dome Local archaeologist visit Historical 'Artifacts' boxes' - Museum display Use of Artefacts – History boxes for each class Visit by a Viking etc.! Museum display Use of Artefacts – History boxes for each class Time machine competition		Eco Fashion show Hambleton Street Food Festival		Community art gallery 'Rotter's' workshop' Growing event – recycling – outside tallest sunflower etc..... Natural sculptures	

Year 3												
	Adventures in time				Explorers				Questions and Creativity Tell me a story			
Whole class reading texts Literacy shed	Stone Age Boy How to train a dragon				Alice in Wonderland The Iron Man Firework Maker's Daughter George's Marvellous Medicine				Butterfly Lion Kindlerax Gregory Cool – Text from around the world Viking Boy Arthur and the Golden Rope Beowulf (abridged)			
Poetry to read	<p>The Dragon of Andor – Reading Explorers</p> <p>Mr Moore – David Harmer</p> <p>Ghost in the Garden - Berlie Doherty</p> <p>The Small Dragon - Brian Patten</p> <p>If Anger was an Animal - The Emotional Menagerie</p> <p>The Witch of Axon - Reading Explorers</p> <p>My Brother Might be Bigfoot- Kenn Nesbitt</p>											
Reading	Vocabulary, Infer, Predict, Explain, Retrieve & Summarise											
Poetry to share	<p>I Am the Seed That Grew the Tree - F Waters & F Preston-Gannon</p> <p>Stars with Flaming Tails - Valerie Bloom</p>											
	Autumn 1- Fiction & Poetry		Autumn 2- Non Fiction & Poetry		Spring 1 – Fiction & Poetry		Spring 2 – Non fiction		Summer 1 - Fiction		Summer 2- Non Fiction	
T4W	Text	Text	Text	Text	Text	Text	Text	Text	Text	Text Lost in...	Text	Text

	The stone trolls Short burst writing Text type Warning tale Focus Action	The truth about trolls Text type Information	Evidence of dragons Text type Diary-Recount Writing	The Unusual House Short burst writing Text type Finding tale Focus Suspense	Adventures at Sandy Cove Short burst writing Text type Quest/Adventure tale Focus Openings and endings	The beach trip Text Type Recount in the form of a letter	Advert for invention Text Type Discussion	How to wash an elephant Text type Instructions Text Lockdown letter to class mates Text type Letter	George and the dragon Short burst writing Text type Defeating the monster tale Focus Character	Short burst writing Text type Losing tale Focus Settings	King of the birds Short burst writing Text type Wishing tale Focus Style – varying sentence & speech	Should children wear school uniform? Text type Explanation/Discussion
Poetry	List poem	performance	performance	performance	performance	performance	performance	performance	performance	performance	performance	Clerihew
Grammar	Writing Sentences Articles (a or an) Fronted adverbials (with a comma) Commas for a list Paragraphs	Inverted comma Verbs to avoid repeating said Adjectives Compound sentences using coordinating conjunctions	Proper nouns Singular and Plural nouns Past tense verbs Revision: expanded noun phrases/fronted adverbials	Complex sentences with subordinating conjunctions Pronouns (possessive) e.g. theirs, his Adjectives, expressing time	Exclamation mark Pattern of 3 Exaggerated language Quantifiers Prepositions	Past, present, perfect tense Past present tense Revision						
Lockdown revision												
History	Stone Age Changes in Britain from the Stone Age to the Iron Age which may include: Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture	Stone age Changes in Britain from the Stone Age to the Iron Age which may include: Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age		Vikings The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor which may include: Viking raids and invasion. Resistance by Alfred the Great and Athelstan, first king of England. Further Viking invasions and Danegeld. Anglo-Saxon laws and justice. Edward the Confessor and his death in 1066	Vikings The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor which may include: Viking raids and invasion. Resistance by Alfred the Great and Athelstan, first king of England. Further Viking invasions and Danegeld. Anglo-Saxon laws and justice. Edward the Confessor and his death in 1066	Vikings York/Selby Local/Regional						

<p>Geography</p>			<p>World countries - Europe Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)- In lockdown</p>		<p>The journey of a river Rives for people Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p>Rainforests- briefly touched on it Lockdown and revisited in Summer Two when writing about deforestation for debate writing.</p>
<p>Science</p> <p>Scientific Enquiry Coverage</p> <p>NC – National Curriculum</p> <p>Suggested key question to ensure scientific enquiry coverage</p>	<p>Rocks Research Using Secondary Sources /Identifying, Classifying & Grouping What can fossils tell us about the Stone Age? (WSR) Can you use the identification key to find out the name of each of the rocks in your collection? (ID) NC: <ul style="list-style-type: none"> compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter </p>	<p>Light Research Using Secondary Sources/Fair Testing How does the Sun make light? (WSR) Stone Age puppet theatre: how does the distance between the shadow puppet and the screen affect the size of the shadow? (FT) NC: <ul style="list-style-type: none"> recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by an opaque object find patterns in the way that the size of shadows change </p>	<p>Animals including Humans Pattern Seeking Do female humans, like the Queen of Hearts, have larger skulls than male humans? NC: <ul style="list-style-type: none"> identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat identify that humans and some other animals have skeletons and muscles for support, protection and movement </p>	<p>Forces Identifying, Classifying & Grouping/Comparative Testing Which materials are magnetic and attract Iron Man? (ID) Which magnet would be the strongest to attract Iron Man? (CT) NC: <ul style="list-style-type: none"> compare how things move on different surfaces notice that some forces need contact between 2 objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials describe magnets as having 2 poles predict whether 2 magnets will attract or repel each other, </p>	<p>Plants Observation over Time/Fair Testing What happens to celery when it is left in a glass of coloured water? (OOT) How do flowers in a vase change over time? (OOT) How does the length of the carnation stem affect how long it takes for the food colouring to dye the petals? (FT) NC: <ul style="list-style-type: none"> identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal </p>	

				depending on which poles are facing	
Science - suggested Famous Scientists	<u>Inge Lehmann (1888 - 1993)</u> : Danish seismologist and geophysicist. In 1936, she discovered that the Earth has a solid inner core inside a molten outer core.	<u>Lewis Latimer (1848-1928)</u> : inventor of the carbon filament lightbulb. He made it affordable and practical for the everyday household.	<u>Marie Curie (1867-1934)</u> : researched and allowed use of xrays for medical purposes		
PE	Developing skills and knowledge in relation to Net and Wall	Developing skills and knowledge in relation to Invasion Games	Developing skills and knowledge in relation to Gymnastics	Developing skills and knowledge in relation to OAA	Developing skills and knowledge in relation to Dance Developing skills and knowledge in relation to Athletics
Year 3 DT Focus Media Progression of skills	Term 1 - -Research, design, make and evaluate a Stone Age house using clay, straw, cardboard. --Research stone, bronze & Iron tools, design, make and evaluate a Stone Age tool. Wider Environment Building - Cranes (winding mechanism or winch) Cardboard, wood, wire, straws, dowel, tape I make a product which uses both electrical and mechanical components. I work accurately to measure, make cuts and holes. I choose a material for both its suitability and its appearance.	Term 2 - School Seasonal packed lunch Food and cooking utensils I select the most appropriate tools and techniques for a given task. I describe how food ingredients come together. I design a product and make sure that it looks attractive.- Lockdown Cooking- fair trade brownies- Lockdown	Term 3 - Home Cushions - make a prototype first out of paper then out of material. Material, thread, paper, cotton, string. I prove that my design meets some set criteria. I follow a step-by-step plan, choosing the right equipment and materials. I design a product and make sure that it looks attractive.		
RE	<u>NYCC 1.3</u> Who is Jewish and what do they believe? (Yr 2 COVID 19 catch-up) (J) Celebrate Sukkot Jewish Festival 2 nd October	<u>UC LKS2 2A.3 (Incarnation)</u> What is the 'Trinity' and why is it important for Christians? Core Unit (C)	<u>NYCC L2.7</u> What does it mean to be a Christian in Britain today? (C)	<u>UC LKS2 2A.5 (Salvation)</u> Why do Christians call the day Jesus died 'Good Friday'? Core unit (C)	<u>NYCC L2.2</u> Why is the Bible so important for Christians today? (C, I, J) <u>NYCC L2.4</u> Why do people pray? (C, I, H)

ART & Design Media Progression of skills	Pop art - Andy Warhol & Roy Lichtenstein Paint: Acrylic paint, I know how to show facial expressions in my art. I know how to create a background using a wash. I know how to use a range of brushes to create different effects in painting. I recognise when art is from different historical periods. I know how to identify the techniques used by different artists.		I know how to use sketches to produce a final piece of art. I know how to compare the work of different artists.		Nature - Andy Goldsworthy, Sculpture: Natural materials (N.B. drawing with sketch pencils first) I know how to use different grades of pencil to shade and to show different tones and textures. I know how to use digital images and combine with other media in my art. I know how to use IT to create art which includes my own work and that of others. William Morris & Orla Kiely Fabric: Printing (N.B. drawing with sketch and coloured pencils first)	
PSHE	Being Me in the World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Computing	Computing systems and networks - Connecting computers	Creating media - Animation	Creating media - Desktop publishing	Data and information - Branching Databases	Programming A - Sequencing in music	Programming B - Events and action
Music	Exploring descriptive sounds: Animal magic	Exploring rhyming patterns: Play it again	Exploring arrangements: The class orchestra	Exploring pentatonic scales: Dragon scales WOP music	Exploring sound colours: Painting with sound WOP music	Exploring singing games: Salt and pepper vinegar mustard WOP music
MUSIC	Period: Early Composer: Vivaldi 1678-1741 Italian Piece: The Four seasons (time) Period: Classical Composer: Haydn 1732 1809 German Piece: Symphony in D Number 101 (clocks) The clock symphony Period: Romantic Composer: Tchaikovsky 1840-1893 Russian Piece: The Nutcracker Suite (dancers from around the world – Typical dances around the world) Period: Modern Composer: Sousa 1854-1932 American Piece: Marches - e.g. Colonel Bogey and Stars and Stripes					
Global links						
Local Links	Cawood Archeological Society- virtual visit					Murton Park Visit or Jorvik Museum visit/ The Dig in York
Our Forest / outdoor week	'From farm to plate'		Outdoor creativity		'Bear Grylls of Hambleton' (Den building, outdoor cooking outdoor art etc.) Gardening	
Launch Event (examples) Landing/Celebration event (examples)	Star Dome Local archaeologist visit Historical 'Artifacts' boxes' - Museum display Use of Artefacts – History boxes for each class Visit by a Viking etc.! Museum display Use of Artefacts – History boxes for each class		Eco Fashion show Hambleton Street Food Festival		RE Community art gallery 'Rotter's' workshop' Growing event – recycling – outside tallest sunflower etc..... Natural sculptures World Faith place of worship visit	

	Time machine competition		
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Year 4												
	Adventures in time		Explores		Questions and Creativity Tell me a story							
Whole class reading texts Literacy shed	Why the Whales Came? Tilly and the Time Machine The Empire's End by Leila Rasheed Why the Whales came? By Michael Morpurgo James and the giant peach by Roald Dahl.		Varjak Paw Freedom for Bron – The boy who saved the kingdom The Queen's Token Anglo Saxon Boy by Tony Bradman Tilly and The Time machine By Ade Edmondson		Free Lance and the Lake of Rivers Journey to the River Sea Charlotte's web by EB White							
Poetry to read	It Couldn't Be Done - Edgar A Guest Hey Diddle Diddle The Jaberwocky – Lewis Carroll Add more											
Reading	Vocabulary, Infer, Predict, Explain, Retrieve & Summarise											
Poetry to share	Where Zebras Go – S Hardy-Dawson This Rock, That Rock - D Conlon											
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
T4W	Text The Fountain of immortality. Alien landing Short burst writing Text type Quest tale Focus setting	Text Should foxes be hunted Should school uniform be banned Text Type Discussion	Text Cockleshell Heroes Short burst writing Text type Defeating the monster Focus Character	Text How to blow up war ships Text type Instruction	Text War Horse Short burst writing Text type Tale of fear Focus Action	Text Our trip to London Text Type Recount in the form of a letter	Text Pandora's box Short burst writing Text type Losing tale Focus Description – people, places and objects	Text Weather disasters. Endangered animals Text type Information	Text The Noise Short burst writing Text type Finding tale Focus Suspense	Text How rock pools are formed. The Human helicopter Text Type Explanation	Text Risky Business Short burst writing Text type Warning tale Focus Cliffhangers	Text Don't do it! Text type Persuasive
Poetry	Performance				Kennings		Performance		Free verse			
Grammar	Parts of Speech Nouns (Common and proper Verbs Sentences and phrases;		Adjectives subjects & verbs Nouns (singular and plural) Exclamation marks		Verbs (past and present tense Adverbs Pronouns		Main clauses Adjectives		Prepositions Adjectives (comparatives and superlatives) Prefixes Apostrophes (possession)		Paragraphs Direct Speech Using commas	

	<p>Group ideas into different sections/paragraphs</p> <p>Write a narrative with a clear structure, setting, character and plot.</p> <p>Securely use full stops and capital letters</p> <p>Write non-narrative using simple organisational devices such as heading and subheadings.</p>	<p>Securely punctuate direct speech</p> <p>Securely use exclamation marks</p> <p>Securely use co-ordination.</p> <p>Edit work for improvements</p> <p>Use similes and alliteration for effect</p>	<p>Securely use adverbs.</p> <p>Securely use adjectives.</p> <p>Securely use question marks.</p> <p>Securely use commas to separate items in a list.</p>	<p>Extend the range of sentences by using conjunctions.</p> <p>Compose sentences using a wider range of structures (sentence openers)</p> <p>Securely use apostrophes.</p> <p>Use metaphors and imagery for effect</p>	<p>Group ideas into different sections/paragraphs</p> <p>Write a narrative with a clear structure, setting, character and plot.</p> <p>Choose nouns or pronouns appropriately for clarity and to avoid repetition.</p>	<p>Choose nouns or pronouns appropriately for clarity and to avoid repetition.</p> <p>Compose a wider range of structures including pronouns.</p> <p>Confidently use prepositions Securely use fronted adverbials.</p> <p>Securely use commas after fronted adverbials.</p>
History	<p>Romans</p> <p>The Roman Empire and its impact on Britain which may include: Julius Caesar's attempted invasion in 55-54 BC, The Roman Empire by AD 42 and the power of its army Successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica. 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p>		<p>Saxons</p> <p>Britain's settlement by Anglo-Saxons and Scots which may include: Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire. Scots invasions from Ireland to north Britain (now Scotland). Anglo-Saxon invasions, settlements and kingdoms: place names and village life. Anglo-Saxon art and culture. Christian conversion – Canterbury, Iona and Lindisfarne</p>		<p>Local History</p> <p>Local walk – follow history trail</p> <p>Use village web site www.HHRA.org</p> <p>Visitors from the village – history society/archaeological society</p>	<p>Local History continuation or Crime and punishment or Meet the artists: painters, sculptures, architects & designers or</p>
Geography		<p>Settlements</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical & human characteristics,</p>		<p>U.K. (atlas work, human and physical Geog) Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use</p>	<p>U.K coasts (atlas work, human & physical Geog) Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	

		<p>countries, and major cities.</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources e.g. energy, food, minerals water.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features</p>		<p>patterns; and understand how some of these aspects have changed over time</p>		
<p>Science</p> <p>Scientific Enquiry Coverage</p> <p>NC – National Curriculum</p> <p>Suggested key question to ensure scientific enquiry coverage</p>	<p>Sound</p> <p>Observation over Time</p> <p>When is our classroom the loudest?</p> <p>NC:</p> <ul style="list-style-type: none"> identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it find patterns between the volume of a sound and the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source increases 	<p>Living things and their habitats</p> <p>Pattern Seeking</p> <p>How has the melting of the polar ice and human hunting affected whale population? (Why the Whales Came)</p> <p>NC:</p> <ul style="list-style-type: none"> 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 	<p>Electricity</p> <p>Comparative testing/ Research Using Secondary Sources</p> <p>Which metal would be a better conductor to power a torch for an explorer/to navigate through a wardrobe?</p> <p>Who was Thomas Edison and why was he so important?</p> <p>NC:</p> <ul style="list-style-type: none"> identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors 	<p>Animals including humans</p> <p>Observation over Time/Identifying, Classifying & Grouping</p> <p>What happens to our teeth when they are left in cola? (Egg shells) (OOT)</p> <p>What are the names for all the organs involved in the digestive system? (ID)</p> <p>NC:</p> <ul style="list-style-type: none"> describe the simple functions of the basic parts of the digestive system in humans identify the different types of teeth in humans and their simple functions construct and interpret a variety of food chains, identifying producers, predators and prey 	<p>States of matter</p> <p>Fair Testing</p> <p>How does the surface area of a river affect how long it takes to evaporate?</p> <p>NC:</p> <ul style="list-style-type: none"> compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature 	
<p>Science – suggested Famous Scientists</p>	<p><u>Tom Lalampaa/Vanessa</u></p>		<p><u>Garrett Augustus Morgan (1877 - 1963)</u> was an African-American inventor. His</p>	<p><u>Washington Wentworth</u></p>		

	<u>Nakate (1996 -):</u> African conservation pioneer; climate justice activist		most notable invention was a three position traffic light signal. <u>Thomas Alva Edison (1847 - 1931):</u> was an American inventor and businessman who has been described as America's greatest inventor. He invented the electric lightbulb.		<u>Sheffield (1827 - 1897):</u> an American dental surgeon best known for inventing modern toothpaste in collapsible tubes.	
PE	Games	Developing skills and knowledge in relation to Dance	Developing skills and knowledge in relation to Gymnastics	Games Ball skills	Games Developing skills and knowledge in relation to OAA outdoor adventurous activity	Developing skills and knowledge in relation to Athletics
Year 4 DT Focus Media Progression of skills	Term 1 - Culture Cuisine from a different country Food and cooking utensils. I know how to be both hygienic and safe when using food. I measure accurately. I use ideas from other people when I am designing. I present a product in an interesting way.	Term 2 - Industry Moving Toys (Cams) Cardboard, tape, wood, dowel, string, wheels, wire I produce a plan and explain it. I use ideas from other people when I am designing. I evaluate and suggest improvements for my designs. I persevere and adapt my work when my original ideas do not work.	Term 3 - Leisure Musical Instruments Wire, mod roc, cardboard, card, paper mache, I persevere and adapt my work when my original ideas do not work. I explain how I have improved my original design. I evaluate products for both their purpose and appearance.			
RE	<u>NYCC L2.9</u> What can we learn from religions about deciding what is right and wrong? (C/ J/ I/ NR)	<u>UC LKS2 2A.3 (Incarnation)</u> What is the 'Trinity' and why is it important for Christians? Digging Deeper	<u>NYCC LKS2.8</u> What does it mean to be a Hindu in Britain today? (H) Celebrate Holi 28 th March	<u>UC LKS2 2A.5 (Salvation)</u> Why do Christians call the day Jesus died 'Good Friday'? (C)	<u>UC LKS2 2A.6 (Kingdom of God)</u> For Christians, when Jesus left, what was the impact of Pentecost? (C)	<u>NYCC LKS2.6</u> Why do some people think that life is a journey and what significant experiences mark this? (C, H, J NR)

ART & Design Media Progression of skills	Impressionism - Monet & Post-impressionism - Matisse & Cezanne Paint: Watercolour techniques I know how to show facial expressions and body language in sketches and paintings. I know how to use line, tone, shape and colour to represent figures and forms in movement. I know how to show reflections in my art.		Antonio Gaudi Drawing: oil pastels & charcoal. Printing. I know how to use marks and lines to show texture in my art. I know how to print onto different materials using at least four colours. I experiment with the styles used by other artists. I explain some of the features of art from historical periods.		Human abstract images - Terracotta Army, Easter Island Heads, the Lewis chessmen etc. Sculpture: Clay I know how to sculpt clay and other mouldable materials. I know how to integrate my digital images into my art. I experiment with the styles used by other artists.	
PSHE	Being Me in the World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Computing	Computing systems and networks - The Internet	Creating media - Audio editing	Creating media - Photo editing	Data and information - Data logging	Programming A - Repetition in shapes	Programming B - repetition in games
Music Express	Exploring rhythmic patterns: Play it again	Exploring arrangements: The class orchestra	Exploring melodies and scales: Dragon scales	Exploring sound colours: Painting with sound	Exploring signal: Salt pepper vinegar and mustard	Exploring descriptive sounds: Animal magic
MUSIC Period: Composer: Nationality: Piece:	Period: Early Composer: Geremiah Clark 1674-1707 English Piece: Trumpet Voluntary (RE link – St Paul’s cathedral – harpsichord – instruments – Rondo form – styles of composing) Period :Classical Composer: Mozart 1756-1791 Austrian Piece: Horn Concerto in E flat (Rondo from) Period: Romantic Composer: Borodin Russian 1834-1887 Piece: Polovtsian Dances Period: Modern Composer: Debussy 1862-1918 French Piece: La mer (different impressions of the sea)					
Musical performance; Learning an instrument	Wider opportunities music (brass, woodwind, strings etc.) class orchestra					
Global links						
Local Links			Cawood Archaeological Society			Yorkshire Water visits
Our Forest / outdoor week	'From farm to plate'		Outdoor creativity		'Bear Grylls of Hambleton' (Den building, outdoor cooking outdoor art etc.) Gardening	
Launch Event (examples) Landing/Celebration event (examples)	Star Dome Local archaeologist visit Historical 'Artifacts' boxes' - Museum display Use of Artefacts – History boxes for each class Visit by a Viking etc.! Museum display Use of Artefacts – History boxes for each class Time machine competition		Eco Fashion show Hambleton Street Food Festival		Community art gallery 'Rotter's' workshop' Growing event – recycling – outside tallest sunflower etc..... Natural sculptures	

	<p>The story of Isis and Osiris</p> <p>Short burst writing</p> <p>Text type Wishing tale <small>(the Egyptian Cinderella – rewrote own shortened version)</small></p> <p>Focus Character</p>	<p>Mummification – the truth!</p> <p>Text Type Explanation <small>(How did the Titanic sink)</small></p>	<p>The Lost Ice Forest</p> <p>Short burst writing</p> <p>Text type Losing tale</p> <p>Focus Suspense</p>	<p>How to keep a dragon amused</p> <p>Text type Instructions</p>	<p>Little Red Riding Hood</p> <p>Short burst writing</p> <p>Text type Quest tale</p> <p>Focus Setting</p>	<p>Should the wolf's name be cleared?</p> <p>Text Type Discussion <small>Should animals be kept in captivity?</small></p>	<p>Why the Whales Came?</p> <p>Short burst writing</p> <p>Text type Warning tale</p> <p>Focus Characterization /dialogue</p>	<p>Protect the whales</p> <p>Text type Journalistic writing</p>	<p>Harry Potter</p> <p>Short burst writing</p> <p>Text type Defeating the monster <small>Note: Beowulf in year 6 as class novel)</small></p> <p>Focus Description</p>	<p>Adverts & leaflets for Hogwarts School</p> <p>Text Type Persuasion <small>(welcome to the school of wizard)</small></p>	<p>The Lost</p> <p>Short burst writing</p> <p>Text type Losing tale</p> <p>Focus Suspense</p>	<p>How to keep a dragon amused</p> <p>Text type Instructions</p>
Poetry	Performance	Haiku				Blackout			Performance			
Grammar	<p>Parts of speech</p> <p>Types of sentences</p> <p>Verbs (past tense) and Auxiliary Verbs</p>	<p>Auxiliary Verbs</p> <p>Adjectives (comparatives and superlatives)</p> <p>Adverbs</p> <p>Apostrophes (contractions and possessive)</p>	<p>Nouns (singular and plural)</p> <p>Direct Speech and Pronouns</p>	<p>Sentences (subject, verb and object)</p> <p>Possessive nouns</p> <p>Possessive adjectives and pronouns</p> <p>Phrases and clauses</p>	<p>Phrases and clauses</p> <p>Sentences (subject and verb agreement)</p>	<p>Prepositions</p> <p>Clauses</p> <p>Indirect Speech and Verbs (future tense)</p> <p>Review</p>						
	<p>Using dictionaries and thesaurus correctly</p> <p>Use a wider range of punctuation inc brackets, dashes and hyphenated words</p> <p>Powerful verbs and adjectives- language for effect.</p> <p>Subordinate clauses and the subjunctive form</p>	<p>Use paragraphs consistently with appropriate links</p> <p>Relative clauses</p> <p>Stylistic devices for effect- similes, metaphors, alliteration, personification</p>	<p>Describe settings, characters and atmosphere with adjectives, adverbs and well-chosen verbs</p> <p>Dialogue writing (direct and reported speech)</p> <p>Adverbial openers</p>	<p>Non-narrative style (sub-headings)</p> <p>Balance opinions and facts</p> <p>Using relative clauses, subordinate clauses, the subjunctive form and writing in the passive voice</p>	<p>Non-narrative style (sub-headings)</p> <p>Balance opinions and facts</p> <p>Using relative clauses, subordinate clauses, the subjunctive form and writing in the passive voice</p>	<p>Add selected detail to interest the reader</p> <p>Semi-colons and colons</p> <p>Spelling rules (inc homophones)</p>						
History	Ancient Egyptians			Tudors (To change to Monarchs next year) A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. The changing power of monarchs using case studies such as John, Anne and Victoria. Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th	World wars A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	World Wars : Local history						

				Century. The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day	
Geography		<p>The water cycle and Rivers</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (day and night). Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p>Maps</p> <p>Local area</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical & human characteristics, countries, and major cities.</p> <p>Identify the position & significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Greenwich Meridian and time zones</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>		<p>United Kingdom/World</p> <p>Comparing people and places</p> <p>Compare UK and Europe e.g. France</p> <p>(To change to world locational knowledge)</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical & human characteristics, countries, and major cities.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>
Science	<p>Earth and space</p> <p>Pattern Seeking</p> <p>Is there a pattern between the size of a planet and the time it takes to travel around the Sun?</p> <p>NC:</p> <ul style="list-style-type: none"> describe the movement of the Earth and other 	<p>Forces</p> <p>Comparative Testing</p> <p>Which shape parachute takes the longest to fall?</p> <p>NC:</p> <ul style="list-style-type: none"> explain that unsupported objects fall towards the Earth because of the force of 	<p>Properties and change of materials</p> <p>Fair Testing/Research Using Secondary Sources</p> <p>How does the surface area of a ship affect the time it takes to sink? (FT)</p> <p>What are microplastics and why are they harming our planet? (WSR)</p> <p>NC:</p> <ul style="list-style-type: none"> compare and group together everyday materials on the basis of their properties, including their hardness, 	<p>Living things and their habitat</p> <p>Observation over Time</p> <p>How do Bertie Botts Beans change as they germinate? (Harry Potter)</p> <p>NC:</p> <ul style="list-style-type: none"> describe the differences in the life cycles of a 	<p>Animals, including humans</p> <p>Identifying, Classifying & Grouping</p> <p>Compare (this collection of animals) based on similarities and differences in their lifecycles.</p>

<p>Suggested key question to ensure scientific enquiry coverage</p>	<p>planets relative to the sun in the solar system</p> <ul style="list-style-type: none"> 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 	<p>gravity acting between the Earth and the falling object</p> <ul style="list-style-type: none"> identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect 	<p>solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <ul style="list-style-type: none"> know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic demonstrate that dissolving, mixing and changes of state are reversible changes explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda 		<p>mammal, an amphibian, an insect and a bird</p> <ul style="list-style-type: none"> describe the life process of reproduction in some plants and animals 	<p>NC:</p> <ul style="list-style-type: none"> describe the changes as humans develop to old age
<p>Science - suggested Famous Scientists</p>	<p><u>Mae Jemison (1956-):</u> NASA astronaut & engineer, first black woman in space <u>Katherine Johnson (1918-2020):</u>US aeronautics contributions, NASA and worked on first flight to the moon</p>	<p><u>Felix Baumgartner (1969):</u> Austrian skydiver, best known for jumping to Earth from a helium balloon from the stratosphere. Doing so, he set world records for skydiving an estimated 39 km.</p>			<p><u>George Washington Carver (1864-1943):</u> one of America's greatest agricultural researchers and educators. His innovations in the field of crop rotation are considered breakthroughs in resource conservation, by preserving soil and making farms more productive.</p>	
<p>PE</p>	<p>Net and wall</p>	<p>Invasion Games</p>	<p>Gymnastics</p>	<p>Athletics</p>	<p>Striking and fielding</p>	<p>Dance OAA - Outdoor adventure activities</p>

Year 5 DT Focus	Term 1 - Home Christmas Lunch (Roast)		Term 2 - Wider Environment Bags - Fashion or Function?		Term 3 - Leisure Electrical circuit lighthouse or Controllable vehicle	
Media	Food and cooking utensils		Material, plastic bags, tape, string, wire		Metal wire, wire circuits, bulbs, crocodile clips, batteries, wood, mod roc	
Progression of skills	I show that I can be both hygienic and safe in the kitchen. I use a range of tools and equipment competently. I produce a detailed step-by-step plan.		I make a prototype before I make a final version. I evaluate appearance and function against original criteria. I come up with a range of ideas after collecting information from different sources. I explain how a product will appeal to a specific audience.		I use a range of tools and equipment competently. I evaluate appearance and function against original criteria. I suggest alternative plans; outlining the positive features and draw backs.	
RE	<u>NYCC U2.1</u> Why do some people believe God exists? (C, NR)	<u>U.C UKS2 2B.4</u> (Incarnation) Why do Christians believe Jesus was the Messiah? Core Learning (C)	<u>NYCC U2.6</u> What does it mean to be a Muslim in Britain today? (I)	<u>U.C UKS2 2B.6 (Salvation)</u> What did Jesus do to save Human beings? Core Learning Celebrate Ramadan and Eid Islamic Festival 12 th April - 11 th May (C)	<u>U.C UKS2 2B.8</u> (Kingdom of God) What kind of King is Jesus? Core (C)	<u>NYCC UKS2.3</u> If God is everywhere, why go to a place of worship? (C, I, J)
ART & Design	Op art - Victor Vasarely & Brigit Riley		Art Deco - Erte (https://www.invaluable.com/blog/erte-art-deco/)		Edgar Degas - Little Dancer sculpture as inspiration	
Media	Drawing: sketch and coloured pencils		Paint: printing		Sculpture: Wire figure (dancer or sportsperson)	
Progression of skills	I identify and draw objects and use marks and lines, to produce texture. I know how to successfully use shading to create mood and feeling. I know how to organise line, tone, shape and colour to represent figures and forms in movement. I know how to express emotion in my art.		I know how to create an accurate print design following criteria. I know how to use images, which I have created, scanned and found; altering them where necessary to create art.		I research the work of an artist and use their work to replicate a style. I know how to use images, which I have created, scanned and found; altering them where necessary to create art.	
PSHE	Being Me in the World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Computing	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

Music express	Cyclic patterns- exploring rhythm and pulse	Roundabout – Exploring rounds	Journey into space – Exploring sound sources	Songwriter – Exploring lyrics and melody	Stars, hide your fires – performing together	Who knows – exploring music process
MUSIC	Period: Early Composer: Handel German 1685-1759 Piece: Water music Period: Late classical Composer: Shubert Austrian 17891-1821 Piece: The trout Period: Romantic Composer: Smetana 1824-1884 Czech Piece: The Moldau (The journey of a river in musical scene – river Moldau) Period: Modern Composer Penderecki 1933 - Polish Piece: Threnody for victim of Hiroshima (Describes the aftermath of the atom bombing at the end of WW2)					
MFL Spanish	Spanish Selby High teacher	Spanish Selby High teacher	Spanish Selby High teacher	Spanish Selby High teacher	Spanish Selby High teacher	Spanish Selby High teacher
Global links	Fair Trade	Nuffield Farming Scholarship presentation from Sarah Pick on global agriculture/beef industry as part of Outdoors Week 1	Australia Pen Pal Link – Gunnedah School, New South Wales and local Hambleton Millington family (Hannah Cygan)		Australia Pen Pal Link – Gunnedah School, New South Wales and local Hambleton Millington family (Hannah Cygan)	Canadian link – Mitchell family, Saskatchewan and local schools there. Jersey link – Coutanche family
Local Links	Archaeologist visit?	‘Selby Floods’ visit from Ian Chilvers (local historian) – River Ouse, River Aire and 2020 floods. Visit to Yorkshire Water. Berts Barrow Local Farm Shop visit or talk from Charlotte Wells-Thompson on local produce/seasonality, linked to DT work	Trail/Duke of Edinburgh style expedition around Hambleton, orienteering around Hambleton Hough	Paws Fabric, Selby, Sara Lambert or Rosemary Stephenson, The Viking Loom Taperell Environmental York – Tudor link	Stockbridge Technology Centre (Cawood) 3 x growing visits Visits from local historians/members of local community with WW1/2 artefacts e.g. Ian Chilvers, Emma Lupton	Archaeologist visit?
Our Forest / outdoor week	‘From farm to plate’		Outdoor creativity		‘Bear Grylls of Hambleton’ (Den building, outdoor cooking outdoor art etc.) Gardening	
Launch Event (examples) Landing/Celebration event (examples)	Star Dome Local archaeologist visit Historical ‘Artifacts’ boxes’ - Museum display Use of Artefacts – History boxes for each class Visit by a Viking etc.! Museum display Use of Artefacts – History boxes for each class Time machine competition		Eco Fashion show Hambleton Street Food Festival		RE Community art gallery ‘Rotter’s’ workshop’ Growing event – recycling – outside tallest sunflower etc..... Natural sculptures World Faith place of worship visit	

Year 6			
	Adventures in time	Explorers	Questions and Creativity Tell me a story
Whole class reading texts Literacy shed	Percy Jackson – Lightening Thief Skellig Clockwork Who Let the Gods Out	Wonder Holes The White Horses of Zennor Shackleton Frost Fire Middle World (Jaguar Stones)	Boy Beowulf Macbeth Trash
Poetry to read	The Book –		

	<p>Michael Rosen</p> <p>My Grandma's Bonsai Tree – Ben Mayoh</p> <p>The Highwayman – Alfred Noyes</p> <p>The Listeners – Walter de la Mare</p> <p>The Hill We Climb – Amanda Gorman</p> <p>Raven – R Macfarlane</p> <p>Cloud Busting – Malorie Blackman</p>											
Reading	Vocabulary, Infer, Predict, Explain, Retrieve & Summarise											
Poetry to share	<p>The Lost Words – R Macfarlane & J Morris</p> <p>Belonging Street – M Coe</p>											
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
T4W	Text Kidnapped Short burst writing Text type Tale of Quest Focus suspense	Text How to keep a dragon amused; News report; police interview Text Type Instructions / recount types	Text The Canal Short burst writing Text type Recount types; explanation discussion Focus Setting	Text Tom's diary; letters; how canals work; is play dangerous? Text type Recount types; explanation ; discussion	Text White Horse of Zennor Short burst writing Text type Wishing Tale Focus Character	Text Unicorns; Morpurgo's life; persuasive letters Text Type Information auto/biography; persuasion	Text Holes Short burst writing Text type Warning Tale Focus Action	Text Should Stanley try to escape? Court report; letter home Text type Discussion; formal writing recount	Text Beowulf Short burst writing Text type Defeating the monster Focus Style/vocab	Text Trap an ogre; monster reports; News bulletin; persuade a hero; should monster be saved? Etc. Text Type All text types + mixed texts/ formal and informal	Focus: invented writing covering all text types Short burst writing	Focus: Invented writing – spies theme – basic plot patterns and all non-fiction text types = daily short-burst writing
Poetry			Performance		Spoken word				Narrative		Performance	
Grammar	Word classes: nouns, verbs, adjectives, conjunctions		Punctuation: capital letters, full stops, question marks,		Functions of sentences: statements, questions, commands, exclamations		Verb forms, tense & consistency: simple past, simple present,		Review		Review opportunities built into projects	

	(subordinating, coordinating), pronouns, possessive pronouns, relative pronouns, adverbials, prepositions, determiners, clauses Proofreading Vocabulary: synonyms, antonyms, homophones, prefixes, suffixes, word families	exclamation marks, commas (lists, cohesion, fronted adverbials), inverted commas, apostrophes (possession, contraction), parenthesis, colons, semi-colons, hyphens, dashes, bullet points Speech	Combining words, phrases & clauses: sentences, clauses, relative clauses, noun phrases, subordinate clauses Speech dialogue	perfect form, modal verbs, present and past progressive, subjunctive verb forms, passive, active Standard English & formality: standard English, formal & informal vocabulary & writing, subjunctive form		
History	Ancient Greece Ancient Greece – a study of Greek life and achievements and their influence on the western world	Ancient Greece Ancient Greece – a study of Greek life and achievements and their influence on the western world		Mayan civilizations A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.		
Geography	Trade and economics Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water		Mountains / volcanoes/ Earthquakes		Our changing world Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Climate zones and Biomes	Comparing people and places (Non-European country) The Grand Canyon Mexico Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Science	Electricity Comparative Testing In a world without cells, which type of fruit makes the best battery? NC: <ul style="list-style-type: none"> associate the brightness of a lamp or the volume of a buzzer with the 	Light Research Using Secondary Sources How do shadows form? Can you have shadows at night time? NC:	Evolution and Inheritance Identifying, Classifying & Grouping/Pattern Seeking/Comparative Testing Compare the skeletons of apes, humans and Neanderthals: how are they similar and how are they different? (ID)	Animals, including humans Fair Testing How does the length of time we exercise for affect our heart rate? NC: <ul style="list-style-type: none"> identify and name the main parts of the 	Living things and their habitats Observation over Time/Pattern Seeking What happens to a piece of bread if you leave it on a windowsill for 2 weeks? What wonderful artwork can we make? (OOT) Do larger flowers have more petals? (PS) NC: <ul style="list-style-type: none"> describe how living things are classified into broad groups according to common observable characteristics 	

<p>Suggested key question to ensure scientific enquiry coverage</p>	<p>number and voltage of cells used in the circuit</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> recognise that light appears to travel in straight lines use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them 	<p>Is there a pattern between the size and shape of a birds beak and the food it will eat? (PS/CT)</p> <p>NC:</p> <ul style="list-style-type: none"> recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution 	<p>human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <ul style="list-style-type: none"> recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans 	<p>and based on similarities and differences, including micro-organisms, plants and animals</p> <ul style="list-style-type: none"> give reasons for classifying plants and animals based on specific characteristics 	
<p>Science - suggested Famous Scientists</p>		<p>Arthur James Wilson (1858-1945): first deaf motorist and inventor of the car wing mirror</p>	<p>Charles Darwin (1809-1882): English naturalist, geologist and biologist, best known for his contributions to the science of evolution</p>	<p>Charles Richard Drew (1904-1950): American researcher, pioneered preservation of blood and used his knowledge to set up blood banks in WW2</p>		
<p>PE</p>	<p>Athletics Indoor</p>	<p>Invasion Games</p> <p>OAA – outdoor adventure activities - residential</p>	<p>Gymnastics</p>	<p>Net and Wall</p>	<p>Striking and fielding</p> <p>Year 6 – organize and run – ‘Sports week’</p>	<p>Dance</p> <p>OAA - Outdoor adventure activities</p>
<p>Year 6 DT Focus</p> <p>Media:</p> <p>Progression of skills</p>	<p>Term 1 - Industry /Leisure</p> <p>Fairground ride; roundabout or Ferris wheel</p> <p>CAD software, wood, dowel, lollipop sticks, glue gun, tape</p> <p>I evaluate my product against clear criteria. I show that I can test and evaluate my products.</p> <p>I follow and refine my plans.</p> <p>I use market research to inform my plans and ideas.</p>		<p>Term 2 - Industry</p> <p>Building bridges</p> <p>Tomatoes challenge (Levers and Pulleys)</p> <p>CAD software, wood, dowel, lollipop sticks, glue gun, tape</p> <p>I use market research to inform my plan and ideas.</p> <p>I follow and refine my plans.</p> <p>I justify my plans in a convincing way.</p>		<p>Term 3 - Culture / home</p> <p>Food and nutrition (Culture)</p> <p>Funky Furnishing (Home)</p> <p>Food and cooking utensils</p> <p>I work within a budget.</p> <p>I evaluate my product against clear criteria. I explain how products should be stored and give reasons.</p> <p>I show I consider culture and society in my plans and designs.</p>	
<p>RE</p>	<p><u>NYCC UKS2 2.3</u></p>	<p><u>U.C UKS2 2B.4 (Incarnation)</u></p>	<p><u>NYCC U2.6</u></p>	<p><u>U.C UKS2 2B.6 (Salvation)</u></p>	<p><u>U.C UKS2 2B.8 (Kingdom of God)</u></p>	<p><u>NYCC U2.7</u></p>

	What do religions say to us when life gets hard? (C, H, NR)	Why do Christians believe Jesus was the Messiah? Digging Deeper (C)	What does it mean to be a Muslim in Britain today? (I)	What did Jesus do to save Human beings? Core (C)	What kind of King is Jesus? Digging Deeper (C)	What matters most to Humanists and Christians? Celebrate Humanist Day 21st June (how does a Humanist celebrate?) 21st June
ART & Design Media Progression of skills	Cubism - Joan (pron. Juan) Miro & Picasso David Hockney - Modern art. Local/National artist Lowry Paint: Acrylic and Printing. Dimensional - 2D 3D I know how to use feedback to make amendments and improvements to my art. I know how to overprint to create different patterns. I explain why I have used different tools to create art. I explain why I have chosen specific techniques to create my art. I explain the style of my work and how it has been influenced by a famous artist.	Frank Lloyd Wright Drawing: Sketching pencils & technical drawing Georgia O'Keefe Sketching Drawing/observational drawing (Pencils/pastels/chalk/charcoal) Drawing: Sketching pencils & technical drawing I explain why I have used different tools to create art. I explain why I have chosen specific techniques to create my art. I explain the style of my work and how it has been influenced by a famous artist.	Human (fine art) - Laocoon & his sons, Michelangelo's David, etc. Henry Moore Natural Sculptures/Sculpture (Yorkshire Sculpture Park) Anthony Gormley Sue Ryder (Yorkshire Sculpture park) Andy Goldsworthy Natural art Sculpture: Clay (Sketching first) Textiles (seeds) I know how to use a range of e-resources to create art. I explain why I have used different tools to create art. I explain why I have chosen specific techniques to create my art. I explain the style of my work and how it has been influenced by a famous artist.			
PSHE	Being Me in the World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Computing	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
Music Music Express	Roundabout- Exploring rounds	Journey into space – exploring sound sources	Songwriter – exploring lyrics and melody	Cyclic patterns – exploring rhythm and pulse	Stars, hide your fires – performing together	Who knows – exploring music process
MUSIC Period: Composer: Nationality:	Period: Early Composer: Bach German 1685-1750 Piece: Toccata and fugue in D minor for organ (research Selby Abbey organ – world renowned – famous organists from around the world - VV composed the 'Hill organ' song' – write song about the organ) Period :Classical Composer: Mozart 1756-1791 German Piece: Flute and Harp Concerto Second movement					

Piece:	Period: Romantic Composer: Grieg Norwegian 1843-1907 Piece: Peer Gynt Suite Number One					
	Period: Modern Benjamin Britten 1913-1976 English Piece: Young Persons Guide to the orchestra					
MFL Spanish	Spanish Selby High teacher	Spanish Selby High teacher	Spanish Selby High teacher	Spanish Selby High teacher	Spanish Selby High teacher	Spanish Selby High teacher
Global links	Fair Trade		Fairtrade – Nepal/developing countries – Tomatoes challenge		Brazilian school link	
Local Links	Drax Power station/Skylark Nature Reserve Rev Burr Christian spokeswoman		Bridge: Humber Bridge, Boothferry Bridge, Selby Toll Bridge, Bypass Bridge		William Wilberforce Slavery Black Lives Matter	
British values Focus	British values day – event Democracy – Ancient Greece		Visit – diversity – multi cultural – tolerance and mutual respect		British values day – sharing assembly Individual liberty Rule of Law	
Educational visits Wider opportunities	Enterprise Day/week – What step will you take to leap into your future? Drax Power visit Forest schools – outdoor learning Yorkshire Sculpture Park – visit – whole school – Autumn colour Visit to Astro campus – York University (parents included) Young Leaders opportunities	Forest schools – outdoor learning Production Visit to Astrocompass – space (evening – parents included) Science investigation event Young Leaders opportunities	Forest schools – outdoor learning Young Leaders opportunities Visitors from different faiths Visit to the chocolate museum Visit from engineers – Nestle – factory York	Forest schools – outdoor learning Fair Trade World Book Day Young Leaders opportunities	Visit the North Yorkshire sculpture park Forest schools – outdoor learning Young Leaders opportunities Maths Movie week Visit Harlow Carr - Harrogate	Forest schools – outdoor learning Young Leaders opportunities Coastal visit - ecology – eco aspect Global learning event e.g. refugee crisis, water, homes, deforestation Eye on the world: Visit from local 'eco housing' company builder – Leeds
Our Forest / outdoor week	'From farm to plate'		Outdoor creativity		'Bear Grylls of Hambleton' (Den building, outdoor cooking outdoor art etc.) Gardening	
Launch Event (examples) Landing/Celebration event (examples)	Star Dome Local archaeologist visit Historical 'Artifacts' boxes' - Museum display Use of Artefacts – History boxes for each class Visit by a Viking etc.! Museum display Use of Artefacts – History boxes for each class Time machine competition		Eco Fashion show Hambleton Street Food Festival		RE Community art gallery 'Rotter's' workshop' Growing event – recycling – outside tallest sunflower etc..... Natural sculptures World Faith place of worship visit	

A number of curriculum enrichment days/weeks/events will be held throughout the year, including anti-bullying week, charities week, Global learning events, maths celebrations, Science Investigation events, Armed Forces Day, Remembrance Day events, Macmillan coffee afternoon, World book week, Fairtrade fortnight, British values events, music/theatre events, Inclusion Days, art celebrations etc.

Educational visits will be arranged to enhance learning in a particular topic/area and visitors to school will be invited to share their knowledge and experiences with pupils throughout the year.

'100 things to do before leaving Hambleton' - opportunity

Computing will be used throughout topics to support learning through research and develop pupils' skills through presenting information

Outdoor learning weeks are carried out each half term (a day per class) so the seasonal changes can be observed and learnt from.

We use our local environment and people/events that are significant to our locality and this is weaved into all aspects of our learning

We are linked to a Global school in Brazil /Australia/Zambia which is linked to our learning and curriculum.

Opportunities for 'Residential visits' - throughout school years

Drama: KS2 productions, Easter production etc.

Local Church links; Easter service, Carol service, early years visit, Y6 Minister visit, Nativity Y1/2

Music: VV, choir competitions, recorder group, 'Young Voices' '

Wider opportunities music – NY (Y4)

Hambleton young Leaders Awards – community links

Linked with Hambleton 'Allotments' – gardening and wildlife, visits to the 'Hoff' etc.

Sporting opportunities – intra and inter competitions/tournaments

Heritage links: Archaeological society