

| Cycle B/ | | Autumn A | Autumn B | Spring A | Spring B | Summer A | Summer B |
|------------|------|---|--|---|--|---|--|
| | | Staying Safe | Celebrations | Artists | Book Focus | History | Geography |
| Science | Yr1 | Human bodies and senses | Autumn/winter | Spring | Spring & Materials | Trees and plants | Animals and Summer |
| | Yr2 | Use of everyday materials | Use of everyday materials | Animals inc humans | Plants | Plants/ Living Things and their habitats | Living Things and Their Habitats |
| | Y3 | Animals, incl humans | Forces and Magnets | Rocks and soil | Rocks and soil/plants | Plants | Shadows and light |
| | Y4 | Animals incl Humans | Electricity | Sound | Living things/habitats | States of Matter | States of Matter |
| Technology | Yr1 | Cooking making healthy salad for Oliver (Oliver's Vegetables) | | Mechanisms- moving pictures | | Structure and construction bridges | Textiles- yarn coathanger covers |
| | Yr2 | Make healthy sandwich for a nurse | Textiles - christmas decs | | Mechanisms | 3D structures (Tables) | |
| | Y3 | Seasonal Snack | | Pneumatics | Shadufs - strutures | | Textiles - phone case |
| | Y4 | Cooking and nutrition - bread | | Moldable materials - Anglo Saxon brooches | Robots (Mechanisms) Primary Engineers | | Textiles - money container |
| Music | Yr1 | Introducing Beat - How can we make friends when we sing together? Charanga MMC | Adding Rhythm and Pitch - How does Music tell stories from the past? Charanga MMC | Introducing Tempo and Dynamics-How does Music make the world a better place? Charanga MMC | Combining Pulse, Rhythm and Pitch - How Does Music Help us Understand our Neighbours Charanga MMC | Having Fun With Improvisation- What Songs Can We Sing To Help Us Through The Day? Charanga MMC | Explore Sound and Create a Story- How does Music teach us about looking after our planet? Charanga MMC |
| | Yr2 | Exploring Simple Patterns - How Does Music Help Us To Make Friends? Charanga MMC | Focus On Dynamics and Tempo- How Does Music Teach Us About The Past? Charanga MMC | Exploring Feelings Through Music - How Does Music Make The World A Better Place? Charanga MMC | Inventing A Musical Story- How Does Music Teach Us About Our Neighbourhood? Charnagne MMC | Music That Makes You Dance- How Does Music Make Us Happy?- Charanga MMC | Exploring Improvisation- How Does Music Teach Us About Looking After Our Planet? Charanga MMC |
| | Y3 | Violins | | Violins | | violins | |
| | | Developing Notation Skills - How Does Music Bring Us Closer Together?- Charanga MMC | Enjoying Improvisation- What Stories Does Music Tell Us About The Past?- Charanga MMC | Composing Using Your Imagination-How Does Music Make The World A Better Place? Charanga MMC | Sharing Musical Experiences- How Does Music Help Us Get To Know Our Community? Charanga MMC | Learning More About Musical Styles-How Does Music Make A Difference To Us Every Day? Charanga MMC | Recognising Different Sounds- How Does Music Connect Us With Our Planet? Charanga MMC |
| | Y4 | Interesting Time Signatures- How Does Music Bring Us Together?Charanga MMC | Combining Elements To Make Music- How Does Music Connect Us With Our Past?Charanga MMC | Developing Pulse and Groove Through Improvisation- How Does Music Improve Our World? Charanga MMC | Creating Simple Melodies Together - How Does Music Teach Us About Our Community? Charanga MMC | Connecting Notes and Feelings- How Does Music Shape Our Way Of Life? Charanga MMC | Purpose, Identity and Expression In Music- How Does Music Connect Us To The Environment? Charanga MMC |
| Geography | Yr1 | | Local study - school study, map skills, aerial photographs. Messy Maps | Local indepth study of Holywell. Holywell Village Walk - Map skills, Human and physical features of the village and surrounding areas. Visit to Holywell pond and or Dene . | | Local Study- town, Blyth. Human and physical features, map skills - Where is Blyth and Holywell on a map of the UK? What is a town? What are the amenities in a town? Town Planning | Visit to Blyth. Local Study |
| | Yr2 | | - United Kingdom - Human and physical features. What Countries make the United Kingdom. Where is the UK on a world map. Capital cities of the UK. Landmarks and seas surrounding the UK. | | The World - name and locate the world's seven continents and five oceans. Explore the location of hot and cold areas of the world in relation to the Equator and the North and South Poles | Where in the World - study of a Non European Country (topic based) Compare and Contrast with the UK - size, weather, human and physical features. | |
| | Y3 | Volcanoes | | The River Nile | | Italy | |
| | Y4 | | Locational knowledge and physical Geography : The World (Climate zones) Rainforest/Amazon | Physical Enquiry - Settlements City (London) v Village (Holywell) | | Physical Geography - Water Cycle | |
| History | Yr1 | | Changes within living memory - How do our toys and games compare with those of children in the past? Remembrance Day | significant people in history- explorers Columbus and William Smith Wright Brothers | | Significant historical events , people and places in their own locality.Local Study of Blyth How houses have changed over the years - local study of houses in Holywell Village | |
| | Yr2 | Lives of significant people beyond living memory (Nurses - | | Events beyond living memory - Great Fire London | | Local Study - The lives of a family in Holywell (Significant historical | |
| | Y3 | Stone Age to Iron Age | | Egypt | | Romans | |
| | Y4 | Ancient Greece | | Anglo Saxons | | Vikings | |
| Art | Yr1 | Drawing- Texture | Drawing- Van Gogh | Monet (colour / printing) | | Form (sculpture) Quinn dough hands | Pattern - Paul Klee - tints Separation in the Evening |
| | Yr2 | Drawing - Poonac | Textile Gustav Klimt | Painting Colour- Kadinsky | | 3D Malleable Materials (Clay) Lighthouse | |
| | Y3 | | cards | Plant drawing | Plants painting | Roman pots - sculpture | |
| | Y4 | | Pattern | Painting Picasso (colour) | Iron Man | Printing (Warhol) | Textiles |
| RE | Yr1 | 1.10 What does it mean to belong to a faith community? | 1.7 Who is Jewish and how do they live? (part 1) | 1.1 What do Christians believe God is like? | 1.7 Who is Jewish and how do they live? (part 2) | 1.2 Who do Christians say made the world? | 1.9 How should we care for the world and for others, and why does it matter? (C, J, NR) |
| | Yr2 | 1.6 Who is a Muslim and how do they live? Part 1 | 1.3 Why does Christmas matter to Christians? | 1.6 Who is a Muslim and how do they live? Part 2. | 1.5 Why does Easter matter to Christians? | 1.4 What is the 'good news' Christians believe Jesus brings? | 1.8 What makes some places sacred to believers? (C,M) |
| | Y3 | L2.1 What do Christians learn from the Creation story? | L2.2 What is it like for someone to follow God? | L2.9 How do festivals and worship show what matters to a Muslim? | L2.10 How do festivals and family life show what matters to Jewish people? | L2.4 What kind of world did Jesus want? | L2.12 How and why do people try to make the world a better place? (C, M/J, NR) |
| | Y4 | L2.3 What is the 'Trinity' and why is it important for Christians? | L2.7 What do Hindus believe God is like? | L2.8 What does it mean to be Hindu in Britain today? | L2.5 Why do Christians call the day Jesus died 'Good Friday'? | L2.6 For Christians, when Jesus left, what was the impact of Pentecost? | L2.11 How and why do people mark the significant events of life? (C, H, NR) |
| PSHE | Yr1 | Relationships | | Living in the Wider World | | Health and wellbeing | |
| | Yr2 | Relationships | | Living in the Wider World | | Health and wellbeing | |
| | Y3 | Relationships | | Living in the Wider World | | Health and wellbeing | |
| | Y4 | Relationships | | Living in the Wider World | | Health and wellbeing | |
| PE | Yr1 | | | | | | |
| | Yr2 | | | | | | |
| | Y3 | | | | | | |
| | Y4 | | | | | | |
| | EYFS | Algorithms- Beebots and control cars | Barefoot computing Autumn- | Introduction to E Safety | Barefoot Computing-Space | Introduction to school360 | Introduction to School360 |
| COMPUTING | Yr1 | Programming A- Moving a robot | Digital Literacy E Safety | | Data and Information- Grouping Data | Digital Literacy- Webquest | Programming B - Programming animations. |
| | Yr2 | Programming A - Robot algorithms | Digital LiteracyE- Safety | | Data and information- Pictor | Digital Literacy -Webquest | Programming B- Programming quizzes |
| | Y3 | Programming B -Events and actions in programs | Digital Literacy - E Safety | | Data and information - Branching databases | Digital Literacy - Webquest | Creating Media- Desktop publishing |
| | Y4 | Programming- Microbit | Digital Literacy - E Safety | | Data and information - Branching databases | Digital Literacy Webquest | Programming B- Repetition in games |