

School Global theme	Relationships		Living in the Wider World		Healthy and Wellbeing	
Significant Person						
Anchor Point (Locality Study)					Sandwich	
National & whole school events	Art Week Harvest	Children in Need Christmas Craft Day Nativity / Carol Service	Mental Health Week Shrove Tuesday	World Book Day Science Week Comic Relief Easter	World Earth Day Book Week	Sports Week Enterprise Week
Assemblies	Harvest	Anti-Bullying Week Remembrance Day	Safer Internet Day	Easter	Book Week	Health and Well Being Sports Week
Theme						
Term	Term 1 (8 weeks)	Term 2 (7 weeks)	Term 3 (6 weeks)	Term 4 (6 weeks)	Term 5 (5 weeks)	Term 6 (7 weeks)
English	Discussion text Instructions Narrative Non-chronological Persuasion Poetry Recount		Discussion text Instructions Narrative Non-chronological Persuasion Poetry Recount		Discussion text Instructions Narrative Non-chronological Persuasion Poetry Recount	
Quality Text						
Mathematics	Collins: Busy Ant Units 1 to 4 Number & place value Addition & subtraction 3D shapes Measurement (mass) Multiplication & division Number & place value Fractions Measurement - mass Shape – angles Multiplication and division Number and place value Measurement – time		Collins: Busy Ant Units 5 to 8 Number and place value Addition and subtraction (incl money) 2D shapes Multiplication and division Number and place value Fractions Measurement – length Addition and subtraction Measurement – money Statistics – bar charts, pictograms, tables Multiplication and division Fractions Measurement - perimeter		Collins: Busy Ant Units 9 to 12 Number and place value Addition and subtraction 2D and 3D shapes Multiplication and division Fractions Measurement – volume and capacity Addition and subtraction Money Measurement – time Multiplication and division Bar charts, pictograms and tables	
Science	Forces and Magnets <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, depending on which poles are facing setting up simple practical enquiries, comparative and fair tests 		Rocks <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 <i>identifying differences, similarities or changes related to simple scientific ideas and processes</i>	Plants <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 <i>using results to draw simple conclusions, make predictions for new values</i>	Light <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 	Animals, including Humans <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 <i>gathering, recording, classifying and presenting data in a variety of ways to help in answering questions – tables and basic labelling</i>
Geography	Physical Geography: Extreme Weather <ul style="list-style-type: none"> describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <i>physical geography-extreme weather earthquakes, tsunamis, floods etc.</i>		Human Geography: Land uses <ul style="list-style-type: none"> 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 <i>human geography-land uses agriculture, farming, business etc. link to local area and History</i>		Geographical Study: Sandwich <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom 	Map Skills/Fieldwork <ul style="list-style-type: none"> use the four points of a compass, coordinates, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom

	<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <i>linked to History</i> 			<ul style="list-style-type: none"> 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 <i>enquiry, locational knowledge, focus study area</i> 	<ul style="list-style-type: none"> use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps and aerial photographs <i>map skills, scale, direction</i> 	
History	<p>Ancient Egypt</p> <ul style="list-style-type: none"> the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China 	<p>Stone Age to Iron Age</p> <ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age This could include: <ul style="list-style-type: none"> 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 	<p>Sandwich-The Tudors</p> <ul style="list-style-type: none"> a local history study 			
Art	<p>3D Form</p> <ul style="list-style-type: none"> to create sketch books to record their observations to improve their mastery of art and design techniques, including sculpture with a range of materials to learn about great architects and designers in history <i>mastery of techniques: 3D Form, explore and develop ideas: sketchbooks, explore and develop ideas, use of ICT</i> <i>Linked to History topic pyramids, sarcophagus etc, clay work</i> 	<p>Painting and Printing</p> <ul style="list-style-type: none"> to improve their mastery of art and design techniques, including painting with a range of materials to learn about great artists and designers in history. <i>mastery of techniques: Painting, mastery of techniques: Printing, evaluate and build on ideas, explore and develop ideas: sketchbooks</i> <i>Cave symbols, prints etc.</i> 	<p>Textiles/Collage</p> <ul style="list-style-type: none"> to improve their mastery of art and design techniques with a range of materials to use sketch books to review and revisit ideas to learn about great designers in history. <i>mastery of techniques: Textiles/Collage, evaluate and build on ideas</i> <i>tapestries linked to History</i> 	<p>Drawing</p> <ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing with a range of materials [for example, pencil, charcoal, paint] to learn about great artists in history. <i>mastery of techniques: Drawing, evaluate and build on ideas: sketchbooks</i> <i>royal selfportraits with Tudors</i> 		
D&T	<p>3D Form</p> <ul style="list-style-type: none"> generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities evaluate their ideas and products against their own design criteria and consider the views of others to improve their work apply their understanding of how to strengthen, stiffen and reinforce more complex structures <i>working with tools, equipment, materials and components to make quality products</i> <i>linked to History and Art</i> 	<p>Food Tech</p> <ul style="list-style-type: none"> select from and use a wider range of materials and components, including ingredients, according to their functional properties and aesthetic qualities understand how key events and individuals in design and technology have helped shape the world <i>working with tools, equipment, materials and components to make quality products: Food Tech</i> <i>linked to Stone/Iron Age</i> 	<p>Textiles</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including, textiles, according to their functional properties and aesthetic qualities <i>working with tools, equipment, materials and components to make quality products: Textiles</i> 	<p>Enterprise Week</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups investigate and analyse a range of existing products <i>developing, planning and communicating ideas, evaluating processes and products</i> 		
MFL	<ul style="list-style-type: none"> All About Me Getting to Know You 	<ul style="list-style-type: none"> Food Glorious Food Friends and Family 	<ul style="list-style-type: none"> Our School Time 			
PE	<p>Squash</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination 	<p>Agility, Balance, Coordination/Multi-Skills (Sportshall Athletics Activities)</p> <ul style="list-style-type: none"> perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best. develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 	<p>Gymnastics</p> <ul style="list-style-type: none"> perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best. develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 	<p>Dance</p> <ul style="list-style-type: none"> perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best. develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 	<p>Games Cricket Focus</p> <ul style="list-style-type: none"> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending 	<p>Games Dribbling, Passing and Receiving (Focus Football)</p> <ul style="list-style-type: none"> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
Computing	<ul style="list-style-type: none"> understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information <i>sound and music, digital images, research</i> <i>animation around history, research linked to history or geography</i> 	<ul style="list-style-type: none"> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. <i>online safety</i> <i>linked to Safer Internet Day</i> 	<ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs <i>data handling, coding and algorithms</i> <i>databases with history/geography, instructions</i> 			

	<p><i>Music</i></p>	<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression listen with attention to detail and recall sounds with increasing aural memory <p><i>performing skills: singing, cultural development, personal development, music ICT</i></p>	<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression listen with attention to detail and recall sounds with increasing aural memory <p><i>performing skills: instruments, cultural development, personal development</i></p>	<ul style="list-style-type: none"> use and understand staff and other musical notations develop an understanding of the history of music. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians improvise and compose music for a range of purposes using the inter-related dimensions of music <p><i>composing, evaluation, aural and theoretical knowledge</i></p>	
	<p><i>RE</i></p>	<ul style="list-style-type: none"> Christianity – living a Christian life today 	<ul style="list-style-type: none"> Christianity and Islam – different beliefs about God (comparison) 	<ul style="list-style-type: none"> Christianity and Islam – importance of prayer (comparison) 	<ul style="list-style-type: none"> Christianity and Islam – importance of festivals to religious communities (comparison)
	<p><i>RSE</i></p>	<p><i>Families and Friendships Safe Relationships Respecting Ourselves and Others</i></p>	<p><i>Belonging to a Community Media Literacy and Digital Resilience Money and Work</i></p>	<p><i>Physical Health and Mental Wellbeing Growing and Changing Keeping Safe</i></p>	