

| Planned Half Term | Year Group & ILP | Subject Focus | Memorable Experience | English | Art & Design | Computing | D&T |
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| Autumn 1 A | Reception & Y1 Dinosaurs- Do you want to be friends? (Where the Wild Things Are- Maurice Sendak) | History | Visit a natural history museum | Fact files; Poetry and riddles; Non-chronological reports; Narrative; Writing for different purposes | Large and small-scale modelling | Programming a floor robot; Stop motion animation | Designing and making |
| Autumn 1 A | Y2 & 3 Muck, Mess & Mixtures (George's Marvellous Medicine- Roald Dahl) | Art & Design | Messy Mixtures Day | Labels, Lists and Captions; Recipes; Poetry; Narrative; Leaflets | Printing; Food Landscapes; Mixed Media Pictures and Collages; Colour Mixing; Using Clay | Stop Motion Animation; Digital Photography and Presentations | Food Tasting; Origins of Food; Healthy Meals; Following Recipes; Designing an Outdoor Kitchen |
| Autumn 1 A | Y3 & 4 Mighty Metals (The Iron Man- Ted Hughes) | Science | Visit a local playground | Non-chronological reports; Explanations; Instructions; Poetry; Recounts | Embossed pattern and pictures; Making jewellery | Creating spreadsheets; Using presentation software | Product evaluation; Research; Selecting materials; Making vehicles; Building an iron man; Using electrical circuits |
| Autumn 1 A | Y5 & 6 Beast Creator (Charlotte's Web- E.B. White) | Science | Visit a Butterfly, Insect or Tropical House | Classic Fiction; Bipographies and Autobiographies; Recounts | Drawing; Perspectives | Research and Presentation | Model Making |
| Autumn 2 A | Reception & Y1 Bright lights, Big City- Can I switch it on? (The Town Mouse and the Country Mouse- Susanna Davidson) | Geography | Afternoon Tea with the "Queen" | Recounts, Labels and captions; Adventure narratives; Instructions; Emails; Character descriptions | Not Taught this term | Searching the web; Digital images; Algorithms; Logical reasoning; Creating and debugging programs; Common uses of information technology; Communication; E-safety; Stop motion animation | Exploring mechanisms; Constructing moving models; Understanding where food comes from; Designing and making souvenirs; Models of London landmarks |
| Autumn 2 A | Y2 & 3 Scrumdiddlyumptious! (Charlie and the Chocolate Factory- Roald Dahl) | D&T | Visit a Local Shop or Supermarket | Recounts; Recipes and Instructions; Nonsense Poetry; Non-chronological Reports; Adverts | Sculpture | Web Searches; Emails | Cooking and Nutrition |
| Autumn 2 A | Y3 & 4 1066 (I Was There 1066- Jim Eldridge) | History | Visit a Local Historical Site | Non-chronological Reports; Explanations; Instructions; List Poetry; Recounts | Embossed Pattern and Pictures; Making Jewellery | Creating Spreadsheets; Using Presentation Software | Making Norman helmets; Designing drawbridges and castles; Making a Domesday Book |
| Autumn 2 A | Y5 & 6 A Child's War (Goodnight Mister Tom- Michelle Magorian) | History | Evacuees | Letters; Diary writing; Persuasive writing; Narrative dialogue; Speeches | Design evacuee pictures | Using search technologies; Using presentation software | Following recipes; Building structures |
| Spring 1 A | Reception & Y1 Moon Zoom- What happens when I fall asleep? (Aliens in Underpants Save the World- Claire Freedman) | D&T | Alien crash scene investigation | Posters; Character descriptions; Non-chronological reports; Adverts; Science fiction | Models of the Solar System | Drawing software; Algorithms; Email; Photo stories | Designing and making space-themed vehicles; Evaluating toys; Using mechanisms |

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| Spring 1 A | Y2 & 3 Tremors (Escape from Pompeii- Christina Balit) | Geography | Rock hunt | Recounts; Poetry; Narratives; Newspaper reports | Sculpture; Photography | Presenting information | Structures |
| Spring 1 A | Y3 & 4 Tribal Tales (Stone Age Boy- Satoshi Kitamura) | History | Visit a Prehistoric Site | Information Books; Adventure Stories; Fact Files; Letters; Poetry Using Similes and Metaphors | Neolithic Art; Clay Beakers; Iron Age Jewellery | Combining text and graphics | Tool Design and Making Building Structures |
| Spring 1 A | Y5 & 6 Allotment (The Secret Garden – Frances Hodgson Burnett) | Geography | Visit an allotment | Non-chronological reports; Instructions; Explanations; Narrative; Poetry | Botanical drawing and painting; Wire sculpture | Using the web; Word processing | Cooking and nutrition; Making planters; Making structures |
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| Spring 2 A | Reception & Y1 Paws, Claws & Whiskers- Why do squirrels hide their nuts? (The Tiger who came to Tea- Judith Kerr) | Art & Design | Look after a mystery animal | Recounts; Fables; Booklets and lists; Instructions; Nursery rhymes and poems | Talking about art; Drawing; Collage; Making models; Painting; Sculpture; Masks and products | Retrieving images; Photography; Using presentation software | Designing labels; Designing and making animal enclosures |
| Spring 2 A | Y2 & 3 Towers, Tunnels & Turrets (Sir Scallywag and the Battle for Stinky Bottom- Giles Andreae) | D&T | Visit a Local Castle | Recounts; Reported Speech; Narrative; Letters; Posters | Sculpture using Natural Materials | Create Castles using Drawing Software | Making Models of Towers, Bridges and Tunnels |
| Spring 2 A | Y3 & 4 Burps, Bottoms & Bile (Demon Dentist- David Walliams) | Science | Visit a Local Dentist | Fact Files; Explanatory Texts; using Idioms; Fantasy Narrative; Slogans; Persuasive Texts | Not Taught this term | Video; Algorithms; Digital Images | Healthy Foods; Textiles; Working Models |
| Spring 2 A | Y5 & 6 Scream Machine (The Boy Who Swam with Piranhas – David Almond) | Science | Visit a Fairground, Theme or Adventure Park | Poetry; Short Narrative with Dialogue; Signage and Emails; Adverts; Non-fiction Books | Photography and Image Editing | Digital Photography; Creating Digital Maps; Effective Online Research; Logical Reasoning and Algorithms; Safe and Respectful Use of Technology; Online Discussion; Digital Posters | Ride Design; Programming Models; Mechanical Systems; Working Models; Evaluation; Food |
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| Summer 1 A | Reception & Y1 Superheroes- Are we there yet? (Superkid- Claire Freedman) | PE | Superhero hunt | Descriptions; Comic strips; Narratives; Fact files; Labels and captions | Drawing and modelling superheroes | Downloading photographs and images; E-safety; Animation | Superfoods; Making masks |
| Summer 1 A | Y2 & 3 Heroes & Villians (101 Dalmatians- Dodie Smith) | Music | Meet "Cruella de Vil" | Biographies; Dialogue; Riddles; Fairy tales; Comic strips | Sculpture; Illustration | Web searches | Making puppets; Flip books |
| Summer 1 A | Y3 & 4 Predator (The Sheep Pig- Dick King- Smith) | Science | Animal experience | Recounts; Leaflets; Poetry; Dilemma stories; Speeches | 3-D models | Algorithms; Flow diagrams; Online research; Using logical reasoning; Graphics software; Presentations | Selecting and using materials |
| Summer 1 A | Y5 & 6 Frozen Kingdom (The Call of the Wild- Jack London) | Geography | Investigate Ice | Chronological Report; Short Narrative; Diaries; Haiku Poetry; Letter Writing | Photography; Painting; Block Printing | Collecting, Evaluating and Presenting Information | Building an Igloo |
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| Summer 2 A | Reception & Y1 The Enchanted Woodland- Will you read me a story? (The Gruffalo- Julia Donaldson) | Science | Visit a Local Woodland | Recounts; Information Books and Letters; Lists and Instructions; Narratives | Working with Natural Materials; Drawing and Painting | Sending an Email | Building structures; Making party food |

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| Summer 2 A | Y2 & 3 Land Ahoy! (The Troll-Julia Donaldson) | Geography | Visit a Marina/Boat Yard/ RNLI Station/ Boating Lake | Narrative; Information Books; Descriptions; Poetry; Postcards | Observational Drawing; Printing | Programming; Using Presentation Software | Mechanisms; Structures |
| Summer 2 A | Y3 & 4 Blue Abyss (Treasure Island -Robert Louis Stevenson) | Art & Design | Visit an Aquarium | Poetry using Personification; Dilemma Stories; Biography; Persuasive Letters; Ballads | Observational Drawing; 3-D Models; Clay Sculpture; Anthony Gormley – Another Place; Batik Art; Printing; Famous Seascapes | Programming; Video Editing; Multimedia Presentations | Submarine Design; Working Models |
| Summer 2 A | Y5 & 6 Tomorrow's World (Stormbreaker-Anthony Horowitz) | Computing | Interview a Web-designer, Blogger or Podcaster | Reports and Journalistic Writing; Classic Narrative and Oral Poems; Poetic Style | Logo Design | Effective and Safe Online Research; Computer Networks; Algorithms; Using Logical Reasoning; Downloading Music; Website Design; 'Text' Language | Key Individuals in Design and Technology; Assistive Technologies; Programming, Monitoring and Controlling Products; Website Header Design; Product Design |

| Geography | History | Mathematics | Music | PE | PSHE | Science |
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| Locating continents and oceans | Events beyond living memory; Significant individuals – Mary Anning | | Percussion; Explore tempo, timbre and dynamics | Progressive Sports and Gymnastics | Good to be me; Emotional Health and Well-being | Plants and animals |
| Not Taught this term | Medicine used in history | | Make and combine sounds musically using a) found objects and junk percussion b) tuned and un-tuned percussion | Progressive Sports and Gymnastics | Safety around Medicines and Household Products | Everyday Materials; Working Scientifically |
| Not Taught this term | History of Iron | | Performing | Progressive Sports and Hockey | New Beginnings; Safety Education and Child Protection | Not Taught this term |
| Local Fieldwork; Contrasting Locations | Not Taught this term | | Exploring musical processes, sequence, pattern - different ways to use score using standard and graphic notation models | Progressive Sports and Football | Harmful Substances; Caring About Others | Living Things and Their Habitats |
| Countries and capital cities of the UK (London focus); Using locational language; Using maps; Geographical similarities | The Great Fire of London | | Traditional Songs and Nursery Rhymes; Play tuned and un-tuned percussion instruments correctly. Create simple rhythmic patterns. Layering of ostinato | Progressive Sports and Gymnastics (Apparatus) Multi-skills | Active Citizens; Going for Goals; Drugs Education | Everyday Materials; Scientifically |
| Food Miles and Fair Trade | Significant Individuals - James Lind | | Use a recipe to make music by exploring timbre and different musical processes (sequence, pattern and structure - different ways to score) | Progressive Sports and Gymnastics (Apparatus/Floor work) | Say no to Bullying | Nutrition |
| Not Taught this term | Battle of Hastings | | Performing using Metal Objects for Instruments; Stomp (pulse and rhythm) | Progressive Sports and Dance | Good to be me; Emotional Health and Well-being | Forces and Magnets; Working Scientifically |
| Human geography; Cities of the UK | The Second World War | | Listening, performing and composing | Progressive Sports and Dance | New Beginnings; Safety Education and Child Protection | Not Taught this term |
| Satellite images | Significant people – Astronauts; Changes within living memory | | Space sounds; Space-themed songs | Progressive Sports and Dance | Setting goals | Properties of everyday materials; Working scientifically |

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| Volcanoes and earthquakes | Ancient Rome – Pompeii | | Composing | Progressive Sports, Dance and OAA | Topical issues | Rocks |
| Fieldwork; Human and Physical Geography; Using Maps and Aerial Images | Prehistoric Britain from the Stone Age to Iron Age | | The music of Africa; Drumming and song | Progressive Sports and Football | Thinking About the Lives of Others; New Beginnings | Plants; Light; Working Scientifically |
| Land use; Food origins; Geographical skills and fieldwork; Map work; Climate | Not Taught this term | | | Progressive Sports and OAA | Taking responsibility | Life cycles of animals and plants; Working scientifically |
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| Using and making maps; Describing physical features | Not Taught this term | | Play tuned and untuned percussion instruments correctly. Introduction to dynamics and tempo. Animal songs | Progressive Sports and Animal movements; Dance | Caring for Animals; New Beginnings; Safety Education and Child Protection | Animals, including humans; Working scientifically |
| Amazing Structures around the World; Towers and Bridges in the Local Area | Castles and Castle Life; Significant Individuals - Isambard Kingdom Brunel | | Write a song. Exploration of lyrics and structure | Progressive Sports, Dance and OAA | Dilemmas | Habitats; Everyday materials; Working scientifically |
| Not Taught this term | Not Taught this term | | Composing Lyrics; Introduction to Chords | Progressive Sports and OAA | Healthy Bodies; Going for Goals; Drugs education | Teeth Types; Tooth Decay and Hygiene; The Digestive System; Working Scientifically |
| Theme Parks in the UK and Overseas | Not Taught this term | | Film music –music and emotion with particular reference to the music of Enrico Moricone and John Williams | Progressive Sports and Basketball | Caring for the Environment; Healthy Lifestyles; Changes | Forces Properties of Everyday Materials; Mechanisms; Working Scientifically |
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| Not Taught this term | Historical heroes and heroines | | Superhero sounds | Superhero action movements; Dance; Agility and strength | Recognising good and bad choices; Keeping safe; Making a positive contribution | Human body; Eating healthily; Working scientifically |
| Not Taught this term | Not Taught in this term | | Singing and performing; Comparing music; Listening and appreciation; Notation; Composing; Rhythm | Progressive Sports and OAA/Swimming | Moral issues and dilemmas; Role models; Good deeds; Organisations that help people; Values and goals | Not Taught this term |
| Fieldwork; Using maps | Not Taught in this term | | Continuation of Chords | Progressive Sports and Swimming | Getting on and Falling out | Food chains; Fossils; Plant parts and functions; Water transportation in plants; Skeletal systems; Working scientifically |
| Features of the Polar Regions | Emigration and Exploration in the Early 1900s | | Soundscapes; class ensemble - let's make music | Progressive Sports, OAA (Orienteering) and Swimming | Care of The Environment; Healthy Lifestyles; Changes | Living Things and their Habitats (Y6 content) |
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| Making maps | Not Taught this term | | Musical contrasts of high/low, fast/slow, smooth/jumpy, loud/soft | Progressive Sports, Sports Day and Athletics | Feeling Positive; Looking after the Environment | Plants and Animals; Identifying and Classifying |

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| Using and Making Maps; Location Knowledge; Using and Giving Directions | Significant Historical People - Captain James Cook, Grace Darling; Famous Pirates | | Sea Shanties; musical treasure; score maps; composition; music of Benjamin Britten | Sports Day, Athletics, Progressive Sports and Tennis/Swimming | Feeling Positive about Themselves; Sex and Relationships | Everyday Materials; Working Scientifically |
| Seas and Oceans of the World; The Great Barrier Reef; Environmental Issues | 19th Century Ocean Exploration | | Let's improvise! Work inspired by the aleatoric compositions of John Cage | Sports Day, Athletics, Progressive Sports and Swimming | Facing New Challenges; Sex and Relationships | Living Things and their Habitats; Animals, including Humans; Working Scientifically |
| Not Taught this term | History of Computing | | Exploration of pitch | Sports Day, Athletics, Progressive Sports and Swimming | Sex and Relationships | Light; Electricity |