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| **Year 1** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Penguins, Possums and Pigs | Fire! Fire! | Growth and Green Fingers | Family Album | The Great Outdoors | Robots |
| **Lead Subjects** | **Geography** | **History** | **Science** | **History** | **Science** | **Science** |
| Hot and cold areas of the world | Events beyond living memory - Great Fire of London | Plants - basic structure and observing growth over time | Changes within living memory | Everyday materials - naming of materials and their properties | Human body and senses |
| **Science** | **Design and Technology** | **Design and Technology** | **Art and Design** | **Geography** | **Music** |
| Common animals other than humans and their basic structure | Mechanisms - pop ups and simple card levers | Food - preparing and combining foods | Self-portraits - drawing and painting in charcoal, chalk, pastels and watercolours developed into digital art | Fieldwork in the school grounds | Experimenting with and creating musical patterns |
| **Art and Design** | **Music** | **Art and Design** | **Geography** | **Design and Technology** |  |
| Drawing in pastel developed into 3D using clay | Using voices expressively - singing songs, speaking chants and rhymes | Observational drawings and paintings developed into printmaking | UK countries and capital cities | Structures - stability and strength |  |
|  |  |  |  | **Physical Education** |  |
|  |  |  |  | Outdoor and adventurous activities - developing trails |  |
| **Additional Subjects** | **PSHE** | **Art and Design** |  | **Music** | **Art and Design** | **Art and Design** |
| **History** |  |  |  | **Music** | **Design and Technology** |
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| **Computing *- Information Technology (IT), Computer Science (CS), Digital Literacy (DL)*** |
| IT - text and images | IT - digital research | CS / IT - computational thinking | IT / DL - recognise common uses of IT beyond school / hardware | IT - digital research | CS - programming |
| **Mathematics** |
| Additional opportunities for contextual learning and using and applying mathematics linked to the themes. Lancashire mathematics planning should be used for discrete mathematics lessons. |
| **English** | **English** |
| Stories by the same authorNon-chronological reportsPoems on a theme | Repetitive patterned storiesPoems on a themeRange of non-fiction texts | Classic storiesInstructionsTraditional rhymes | Traditional talesRecounts | Stories with familiar settingsNon-fiction texts: bookletsTraditional rhymes | Stories with fantasy settingsPoems to learn by heart Recounts |
| **Ongoing** | **Science** | **Geography** | **Physical Education** | **eSafety** | **English** |
| Nature and field journals - observations over time of seasonal changes, plants, weather and length of day | Master basic movements and begin to apply these in a range of activities. These activities must include team games and performing dances. Lancashire KS1 PE scheme of work would support children’s learning in PE. | Whenever children are engaged in electronic communication, establish and reinforce messages about using technology safely and responsibly. | Spelling and handwriting should be taught discretely. Refer to the key learning in writing document for progression guidance. |
| **Year 2** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| The Place Where I Live | Fighting Fit | Explorers | The Farm Shop | Wind in the Willows | Buckets and Spades |
| **Lead Subjects** | **History** | **Science** | **History** | **Science** | **Science** | **Science** |
| Significant places in their own locality (including schools and playgrounds) | Humans - what humans need to survive, human growth and exercise | Significant people - Neil Armstrong and Christopher Columbus | Human health and nutrition; requirements for plant growth | Living things and habitats | Uses of everyday materials - suitability of different materials for particular uses |
| **Geography** | **Art and Design** | **Geography** | **Design and Technology** | **Geography** | **History** |
| Small area of the UK - where I live and play | Figure drawing with proportions using wooden figures developed into clay | Small area in a contrasting non-European country | Food - the eatwell plate, where food comes from, principles of a healthy diet | Seasonal and daily weather | Events beyond living memory *or* places in their locality - the seaside then and now |
| **Art and Design** | **Music** | **Design and Technology** |  | **Design and Technology** | **Art and Design** |
| Drawings and paintings of local area developed into printmaking | Rehearse and perform with others, starting and finishing together and keeping a steady pulse | Mechanisms - wheels and axles |  | Textiles - using a template, simple joining, choice of stitches, choice of materials | Collage using papers, fabric materials, drift wood |
| **Music** |  |  |  | **Music** |  |
| Listening - experiencing how sounds can be made in different ways |  |  |  | Listening - know how music is used descriptively for a particular purpose |  |
| **Additional Subjects** | **PSHE** | **Physical Education** | **Music** | **Art and Design** | **Art and Design** |  |
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| **Computing *- Information Technology (IT), Computer Science (CS), Digital Literacy (DL)*** |
| IT - sound / multimedia | DL - electronic communication | CS - computational thinking / programming | IT - data handling | IT - presenting information | CS - programming |
| **Mathematics** |
| Additional opportunities for contextual learning and using and applying mathematics linked to the themes. Lancashire Mathematics Planning should be used for discrete mathematics lessons. |
| **English** | **English** |
| Stories with familiar settingsNon-chronological reportsPoems on a theme | Traditional tales with a twistInstructions | Stories by the same authorNon-chronological reports | Stories with familiar settingsPersuasionRiddles | Animal adventure storiesRecount: lettersClassic poems | Story as a themeExplanationsPoems on a theme |
| **Ongoing** | **Science** | **Geography** | **Physical Education** | **eSafety** | **History** | **English** |
| Nature and field journals - observations of plants and animals in their local environment throughout the year | Master basic movements and begin to apply these in a range of activities. These activities must include team games and performing dances. Lancashire KS1 PE scheme of work would support children’s learning in PE. | Whenever children are engaged in electronic communication, establish and reinforce messages about using technology safely and responsibly. | Black History Month (Rosa Parks/Mary Seacole) | Spelling and handwriting should be taught discretely. Refer to the key learning in writing document for progression guidance. |

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| **Year 3** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| There's No Place Like Home | Healthy Humans | Rock and Roll! | The Iron Man | What the Romans Did For Us | How Does Your Garden Grow? |
| **Lead Subjects** | **Geography** | **Science** | **Science** | **Design and Technology** | **History** | **Science** |
| The region where I live (UK); OS mapwork plus fieldwork in the local area | Nutrition, diet and movement and the skeleton | Rocks and fossils | Mechanical systems - levers and linkages | Roman Britain | Plants - functions or parts and plant growth |
| **History** | **Design and Technology** | **History** | **Science** | **Geography** | **Design and Technology** |
| Local history | Food - simple dish - the eatwell plate | Ancient Britain - Stonehenge | Forces and magnets | A region in the UK - Lake District | Structures - shell/frame structures and strengthening |
|  | **Art and Design** | **Geography** | **Music** | **Art and Design** |  |
|  | 3D clay or textile sculpture | Key aspects of volcanoes and earthquakes | Performing - practise, rehearse and present a performance | Painting on plaster, mosaics and digital mosaics |  |
|  | **Music** | **Art and Design** |  | **Physical Education** |  |
|  | Creating - experiment with and create musical patterns for dance | Observational drawing of fossils developed into print |  | Games - performing in an athletic event (Gladiator games) |  |
| **Additional Subjects** | **PSHE** | **Physical Education** | **Music** | **Art and Design** | **Music** | **Art and Design** |
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| **Computing *- Information Technology (IT), Computer Science (CS), Digital Literacy (DL)*** |
| IT - movies / multimedia | CS - programming / computational thinking | IT / DL - digital research | CS - programming / hardware | DL / CS - communication and collaboration / networking | IT - presenting information |
| **Mathematics** |
| Additional opportunities for contextual learning and using and applying mathematics linked to the themes. Lancashire Mathematics Planning should be used for discrete mathematics lessons. |
| **English** | **English** |
| Folk TalesRecount: biographies | FablesPoems with a structurePersuasion: letters | Story as a themePoems on a themeDiscussion | Novel as a themeRecount: diaries | PlayscriptsNon-chronological reports | Classic poetryMystery / Adventure / Fantasy storiesExplanations |
| **Ongoing** | **Science** | **Physical Education** | **eSafety** | **English** |
| Standalone unit on light - shadows and reflections | Pupils should continue to apply and develop a broader range of skills and use them in a range of activities. These must include modified team games, dance, gymnastic, athletic and outdoor and adventurous activities. Lancashire KS2 PE scheme would support children’s learning in PE. | Whenever children are engaged in electronic communication, establish and reinforce messages about using technology safely, respectfully and responsibly. | Spelling and handwriting should be taught discretely. Refer to the key learning in writing document for progression guidance. |

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| **Year 4** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Sparks Might Fly! | The Great Plague | The Art of Food | Passport to Europe | Water, Water Everywhere | Hunted |
| **Lead Subjects** | **Science** | **History** | **Science** | **Geography** | **Science** | **Science** |
| Electricity - series circuits, switches, conductors, insulators | A theme in British history beyond 1066 - The Great Plague of 1665 | Teeth and the digestive system | Contrasting region in a European country | States of matter | Habitats - grouping and classifying plants and animals |
| **Design and Technology** | **Geography** | **Art and Design** | **Design and Technology** | **Geography** | **Design and Technology** |
| ICT and electrical systems - control and electrical components | Rubbish and recycling - environmental study | Drawing and painting of still life into 3D sculpture | Textiles - seams, stiffening and strengthening, materials and fastenings | Key aspects of rivers | Food - simple savoury food and cooking techniques |
| **Music** | **Art and Design** |  | **Music** | **History** |  |
| Creating - explore, choose, combine and organise musical ideas using an electronic sound source | Drawing developed into printmaking, rotating and translating images |  | Listening to music from different cultures; experience how music is produced in different ways | Ancient Egypt (including the River Nile) |  |
|  |  |  |  | **Art and Design** |  |
|  |  |  |  | Abstract painting; relief paintings, large and small scale with texture |  |
| **Additional Subjects** | **PSHE** |  |  | **Art and Design** | **Music** | **Art and Design** |
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| **Computing *- Information Technology (IT), Computer Science (CS), Digital Literacy (DL)*** |
| CS - programming / hardware | IT - data handling | IT- graphics and images / modelling and simulation | IT - sound / multimedia | IT / DL - digital research | CS - computational thinking |
| **Mathematics** |
| Additional opportunities for contextual learning and using and applying mathematics linked to the themes. Lancashire Mathematics Planning should be used for discrete mathematics lessons. |
| **English** | **English** |
| Stories with fantasy settingsExplanationsFilm and playscripts | Fairy talesClassic poetryRecount: newspapers | Stories with issues and dilemmasPersuasion  | Novel as a themeNon-chronological reports | Stories with a themePoems with a structure Information booklets | Folk talesDebatePoems on a theme (optional) |
| **Ongoing** | **Science** | **Physical Education** | **eSafety** | **English** |
| Standalone unit on sound | Pupils should continue to apply and develop a broader range of skills and use them in a range of activities. These must include modified team games, dance, gymnastic, athletic and outdoor and adventurous activities. Lancashire KS2 PE scheme would support children’s learning in PE. | Whenever children are engaged in electronic communication, establish and reinforce messages about using technology safely, respectfully and responsibly. | Spelling and handwriting should be taught discretely. Refer to the key learning in writing document for progression guidance. |
| **Year 5** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| A Kingdom United | Food, Glorious Food! | Earthlings | Inventors and Inventions | Amazon Adventure | Faster, Higher, Stronger |
| **Lead Subjects** | **Geography** | **Geography** | **Science** | **History** | **Geography** | **History** |
| UK cities, counties and key features - research | World food - where does food come from? | Earth and space | Early Islamic civilization - Baghdad c AD900 | Contrasting region - Amazon Basin, rainforest, biomes | Ancient Greece (including sport) |
| **Music** | **Design and Technology** | **Music** | **Design and Technology** | **Science** | **Science** |
| Listening to and performing a range of music from around the UK including anthems | Food - food from another culture, variety of cooking techniques | Listening to high quality recorded music and how musical elements can be used to create effects, i.e. film music | Mechanical systems - cams, pulleys and gears | Life cycle changes in animals and plants; naturalists (e.g. David Attenborough) | Animals including humans - growth and development of humans PLUS exercise and the circulatory system |
| **History** | **Science** | **Art and Design** | **Science** | **Design and Technology** | **Art and Design** |
| Britain’s settlement by Anglo-Saxons and Scots (including place names) | Materials - reversible and irreversible changes | Drawing and painting developed into abstract textured paintings | Forces and falling objects | 3D Textiles - using gussets, using patterns, joining with seam allowance, combining fabrics | Figure drawing developed into 3D sculpture |
| **Physical Education** |  |  |  | **Art and Design** | **Music** |
| Dance - perform a traditional dance from the UK or beyond |  |  |  | Painting developed into printmaking/collage and digital art | Creating - improvise, develop and perform rhythmic compositions using graphic notation |
| **Additional Subjects** | **PSHE** | **Art and Design** |  | **Music** | **Music** | **Physical Education** |
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| **Computing *- Information Technology (IT), Computer Science (CS), Digital Literacy (DL)*** |
| IT - data handling | DL / CS - collaboration / networking | IT - modelling | CS - programming / computational thinking | IT - multimedia | CS - programming |
| **Mathematics** |
| Additional opportunities for contextual learning and using and applying mathematics linked to the themes. Lancashire Mathematics Planning should be used for discrete mathematics lessons. |
| **English** | **English** |
| LegendsPersuasion | Stories with historical settingsFilm and play scriptsClassic narrative poetry | Science fiction storiesInformation bookletsPoems with a structure | Novel as a themeMagazine: information text hybrid | Stories from other culturesDebate | MythsReportsPoems with figurative language |
| **Ongoing** | **Science** | **Physical Education** | **eSafety** | **English** |
| Standalone unit on material properties - comparative / fair tests of everyday materials. This could be a theme for a science week over four or five afternoons. | Pupils should continue to apply and develop a broader range of skills and use them in a range of activities. These must include modified team games, dance, gymnastic, athletic and outdoor and adventurous activities. Lancashire KS2 PE scheme would support children’s learning in PE. | Whenever children are engaged in electronic communication, establish and reinforce messages about using technology safely, respectfully and responsibly. | Spelling and handwriting should be taught discretely. Refer to the key learning in writing document for progression guidance. |
| **Year 6** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Survival! | Britten's Got Talent? | Heroes and Villains | Super Sleuth | Oh! I Do Like To Be Beside The Seaside |
| **Lead Subjects** | **Science** | **Music** | **Science** | **Science** | **Design and Technology** |
| Evolution and inheritance - adaptation, survival of the fittest, reproduction and passing on traits | Understanding of the history of music, including Britten; performing - A New Year Carol by Britten | Famous scientists and their contributions to the world | Classification including subdivisions for vertebrates and invertebrates | Combining learning from across design and technology skills bases - structures, mechanical systems, electrical systems, ICT programming and control |
| **Physical Education** | **Physical Education** | **Design and Technology** | **History** | **History** |
| Evolution of dance - create and perform dance pieces from a range of dance crazes | Dance - create and perform a collaborative or individual dance piece | Food - chefs, food heroes, designing a healthy menu/eatwell plate | Viking and Anglo-Saxon struggle for the Kingdom of England | Aspect of British history beyond 1066 - leisure and entertainment |
| **Art and Design** | **Science** |  |  | **Art and Design** |
| Drawing and painting developed into digital art; developing sketchbook ideas | Light - exploring the way light behaves including light sources, reflection, shadows |  |  | Drawing and painting developed into collage / batik / felt making |
| **Geography** | **Art and Design** |  |  | **Music** |
| World’s countries and key features - research | Painting inspired by music |  |  | Creating - explore, choose and organise musical structures, e.g. composing a rap |
|  |  |  |  | **Geography** |
|  |  |  |  | Human geography, land use, economic activity, OS mapwork |
|  |  |  |  | **Science** |
|  |  |  |  | Electricity |
| **Additional Subjects** | **PSHE** |  | **Art and Design** | **Music** |  |
|  |  | **Music** |  |  |  |
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| **Computing *- Information Technology (IT), Computer Science (CS), Digital Literacy (DL)*** |
| IT / DL - digital research | IT - multimedia | CS - computational thinking | IT / CS / DL - digital research, communication and collaboration / networking | CS - programming / computational thinking / hardware |
| **Mathematics** |
| Additional opportunities for contextual learning and using and applying mathematics linked to the themes. Lancashire Mathematics Planning should be used for discrete mathematics lessons. |
| **English** | **English** |
| Novel as a themeBiography | Classic fictionPoetry – Songs and LyricsPersuasion: A Formal Review | Older literatureInformation text hybridPoems with imagery | Detective / crime fictionExplanations | Short stories with flashbacksDiscussion and debateClassic narrative poetry | Novel as a themeRecount: autobiographyPoems on a theme |
| **Ongoing** | **Physical Education** | **eSafety** | **English** |
| Pupils should continue to apply and develop a broader range of skills and use them in a range of activities. These must include modified team games, dance, gymnastic, athletic and outdoor and adventurous activities. Lancashire KS2 PE scheme would support children’s learning in PE. | Whenever children are engaged in electronic communication, establish and reinforce messages about using technology safely, respectfully and responsibly. | Spelling and handwriting should be taught discretely. Refer to the key learning in writing document for progression guidance. |