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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 author  Non-chronological reports  Poems on a theme | | | Repetitive patterned stories  Poems on a theme  Range of non-fiction texts | | | Classic stories  Instructions  Traditional rhymes | | Traditional tales  Recounts | | Stories with familiar settings  Non-fiction texts: booklets  Traditional rhymes | | | Stories with fantasy settings  Poems 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 settings  Non-chronological reports  Poems on a theme | | | Traditional tales with a twist  Instructions | | | Stories by the same author  Non-chronological reports | | Stories with familiar settings  Persuasion  Riddles | | Animal adventure stories  Recount: letters  Classic poems | | | Story as a theme  Explanations  Poems 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 Tales  Recount: biographies | Fables  Poems with a structure  Persuasion: letters | | Story as a theme  Poems on a theme  Discussion | Novel as a theme  Recount: diaries | Playscripts  Non-chronological reports | | Classic poetry  Mystery / Adventure / Fantasy stories  Explanations |
| **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 settings  Explanations  Film and playscripts | Fairy tales  Classic poetry  Recount: newspapers | | Stories with issues and dilemmas  Persuasion | | Novel as a theme  Non-chronological reports | | Stories with a theme  Poems with a structure Information booklets | | | Folk tales  Debate  Poems 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** | | | | | | | | | | |
| Legends  Persuasion | Stories with historical settings  Film and play scripts  Classic narrative poetry | | Science fiction stories  Information booklets  Poems with a structure | | Novel as a theme  Magazine: information text hybrid | | Stories from other cultures  Debate | | | Myths  Reports  Poems 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 theme  Biography | Classic fiction  Poetry – Songs and Lyrics  Persuasion: A Formal Review | | Older literature  Information text hybrid  Poems with imagery | | Detective / crime fiction  Explanations | | Short stories with flashbacks  Discussion and debate  Classic narrative poetry | | | Novel as a theme  Recount: autobiography  Poems 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. | | |