

INSTRUTERM	ENGLISH	HISTORY	GEOG	SCIENCE	RE	ART/D&T	COMPUTING	MUSIC	PSHE
Target Setting; 1 st week of each term Children should be set a range/carousel of activities that they can do independently. Teacher focus groups on what children can do /need to do next. Aim to work with 5 groups over the week. Maths/English.									
AUTUMN	Fiction: Who's our new teacher? Class 2 at the Zoo Aaargh Spider! Peace at last Non-fiction: Black History Month Recount (RE trip to church or similar) Poetry: Sensational senses	Toys in the past (animal links)	Seasonal & Daily Weather	Animals including humans	Who is a Christian and what do they believe? <i>Whole term</i> Nativity trip	Art week: Take One Picture DT - Design, make and evaluate Fruit Kebab	Internet Safety Internet and Networks (Kapow) Word Processing (PM)	Autumn 1: Hey You Autumn 2: Nativity	Families and Friendships Respecting ourselves and others
AUTUMN WHOLE SCHOOL		Art Fortnight: Take one picture/Black History Month /Anti Bullying week /Remembrance/ /Hour of Code/ Maths whole-school focus end of Autumn Term							
SPRING	Fiction: Look UP! Fairy tales; Non Fiction: Why do elephants have big ears? Instructions for non-fiction Poetry: Pattern and Rhyme	Changes over time 1926-now (OW) 2 Queens (OW)	Name and locate 4 countries of UK	Everyday materials	Who is Jewish and what do they believe? What makes some places sacred? Church visit	Art – Drawing DT – Design, make and evaluate Moving Vehicles	Internet Safety Data Handling (PM) Graphics (PM)	Spring 1: In the Groove Spring 2: Round And Round + 'Singing As One' singing festival	Belonging to a Community Media literacy and Digital resilience Money and work
SPRING WHOLE SCHOOL		Book Week/World Book Day/Safer Internet Day/Sports Relief							
SUMMER	Fiction: Man on the Moon Dougal's Deep Sea Adventure Non-fiction: Windrush/ Neil Armstrong/ Christopher Columbus Poetry: Growing up	Gladys Aylward Neil Armstrong/ Christopher Columbus	Mapping the school	Each term: Plants, Animal antics, Sensing seasons Plants.	Who is Muslim and what do they believe (part 1 only) What does it mean to belong to a faith community?	Art – Colour (painting, colour mixing) DT – Design, make and evaluate Hand puppets	Internet Safety Coding (PM: 2 units)	Summer 1: Your Imagination Summer 2: Reflect, Rewind & Replay	Physical Health and Wellbeing Growing and Changing Staying safe
SUMMER WHOLE SCHOOL		Celebrating Windrush & Windrush day 22 June/Music focus & World Music Day 21 st June Healthy Eating & Sports Day/Science Week/Y6 Enterprise Week coincide with whole school Maths Focus on money.							

Yearly overview

The yearly overview provides suggested timings for each block of learning, which can be adapted to suit different term dates or other requirements.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number Place value (within 10)					Number Addition and subtraction (within 10)					Geometry Shape	Consolidation
Spring	Number Place value (within 20)			Number Addition and subtraction (within 20)			Number Place value (within 50)		Measurement Length and height		Measurement Mass and volume	
Summer	Number Multiplication and division			Number Fractions		Geometry Position and direction	Number Place value (within 100)		Measurement Money	Measurement Time		Consolidation

Y2 LONG TERM PLANNING (PE see separate section).

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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number Place value				Number Addition and subtraction				Geometry Shape			
Spring	Measurement Money	Number Multiplication and division					Measurement Length and height		Measurement Mass, capacity and temperature			
Summer	Number Fractions			Measurement Time		Statistics		Geometry Position and direction		Consolidation		

YEAR 3 LONG TERM PLANNING (PE Separate Section)

Term	ENGLISH	HISTORY	GEOG	SCIENCE	RE	ART/D&T	COMPUTING	MUSIC	PSHE	MFL
Target Setting; 1 st week of each half term. Children should be set a range/carousel of activities that they can do independently. Teacher focus groups on verbal feedback/coaching what children can do /need to do next. Aim to work with 5 groups over the week. Maths/English.										
AUTUMN	Fiction: Storm Forgotten fairytales of the Brave and Brilliant Girls Non-fiction Who killed Tutankhamun? Cradles of civilisation Poetry: Performance poetry	Ancient Egypt Cradles of Civilisation	Mountain Ranges	Plants (HEP) Rocks (HEP)	Why do people pray? Why are festivals important to religious communities?	Art Focus: Take One Picture DT - Design, make and evaluate Photo Montage	Internet Safety Internet and Networks (Kapow) Word Processing (PM)	Autumn 1: Recorder + Three Little Birds Autumn 2: Recorder	Families and Friendships Safe relationships Respecting ourselves and others	Unit 1: Comment ça va ? How are You? Why? Unit 2: Comment tu t'appelles ? Introduce yourself & your friends + Christmas
	Whole School	Art Fortnight: Take one picture/Black History Month /Anti Bullying week /Remembrance/ /Hour of Code/ Maths whole-school focus end of Autumn Term								
SPRING	Fiction: Zeraffa Giraffa Dragon Slayer Non-fiction: Persia and Greece; Volcanoes Poetry: Playing with words	The Indus Valley Persia & Greece	Volcanoes	Light (HEP) Animals including Humans (HEP)	Why is the Bible so important to Christians today? Why is Jesus inspiring to some people?	Art- Drawing DT - Design, make and evaluate Shadow Puppets	Internet Safety Social Media Data Handling (PM: 2 units)	Spring 1: Recorder + Bringing Us Together Spring 2: Recorder (inc. concert) + Spring Festival	Belonging to a community Media literacy and Digital resilience. Money and Work	Unit 3: <i>Atchoum</i> + Classroom instructions Unit 4: Number up to 12 + Quel age as-tu ? How old are you?
	Whole School	Book Week/World Book Day/Safer Internet Day/Sports Relief								
SUMMER	Fiction: Ottoline and The Yellow Cat Coming to London Non-Fiction- Ancient Greece Alexander the Great Poetry- Shape poems	Ancient Greece Alexander the Great	Climates & Biomes Costal processes and landforms	Forces and Magnets (HEP) Bee Project (HEP)	Who is a Sikh and how do they live? Gurdwara Visit What can we learn from religions about deciding right and wrong?	Art – Form (3D work, clay, dough, boxes etc.) DT – Food & Nutrition Design, make and evaluate Healthy meals	Internet Safety Social Media Coding (Kapow:2 units)	Summer 1: Glockenspiel Stage 1 Summer 2: The Dragon Song	Physical Health and Mental Wellbeing Growing and Changing Keeping Safe	Unit 5: <i>Lundi est tout gris</i> + C'est de quelle couleur ? What colour is this?
	Whole School	Celebrating Windrush coincide with Windrush day 22 June/ Music focus to coincide with World Music Day 21 st June Healthy Eating & Sports Day/RE & Spirituality focus/Y6 Enterprise Week coincide with whole school Maths Focus on money.								

Yearly overview

The yearly overview provides suggested timings for each block of learning, which can be adapted to suit different term dates or other requirements.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number Place value			Number Addition and subtraction				Number Multiplication and division A				
Spring	Number Multiplication and division B			Measurement Length and perimeter			Number Fractions A		Measurement Mass and capacity			
Summer	Number Fractions B		Measurement Money		Measurement Time		Geometry Shape		Statistics		Consolidation	

YEAR 4 LONG TERM PLANNING (PE Separate Section)

TERM	ENGLISH	HISTORY	GEOG	SCIENCE	RE	ART/D&T	COMPUTING	MUSIC	PSHE	MFL
Target Setting; 1 st week of each half term. Children should be set a range/carousel of activities that they can do independently. Teacher focus groups on what children can do /need to do next. Aim to work with 5 groups over the week.										
AUTUMN	Fiction: The Spiderwick Chronicles, The Happy Prince Non-fiction BHM/ Romans Poetry: Creating images	Roman Republic Roman Empire	Rhine & Med.	States of Matter HEP (solids, liquids, gases) Animals including Humans (HEP)	How do family life and festivals show what matters to Jewish people? Visit to Synagogue What does it mean to be a Christian in Britain today?	Art week: Take One Picture DT - Design, make and evaluate Sculptures using clay	Internet Safety Word Processing (PM: 2 units)	Autumn 1: Stop! Autumn 2: Glockenspiel Stage 2	Families and Friendships Staying safe Respecting ourselves and others	Unit 1: Map work + How are you? Comment vas-tu? Unit 2: BHM poem: <i>Tolli Tolli</i> The alphabet and spelling people's names; + St Nicolas
	Whole school	Art Fortnight: Take one picture/Black History Month /Anti Bullying week /Remembrance/ /Hour of Code/ Maths whole-school focus end of Autumn Term								
SPRING	Fiction: Iron Man 3 Little Pigs Our Tower Non-fiction: Romans Tourism Poetry: Exploring Poetic form	Roman Britain Christianity in the 3 empires	Population (read only) Tourism	Sound (HEP) Living things and their habitats (HEP)	What do different people believe about God? What does it mean to be a Buddhist in Britain today?	Art – Drawing DT - Design, make and evaluate Musical instruments	Internet Safety Social Media Data Handling (PM) Graphics (PM)	Spring 1: Lean On Me Spring 2: Spring Festival	Belonging to a community Media literacy and Digital resilience Money and work	Unit 3: Classroom Instructions Unit 4: Mes animaux de compagnie Is that your pet? Song: <i>Les Crocodiles</i> + Poisson d'Avril
	Whole School	Book Week/World Book Day/Safer Internet Day/Sports Relief								
SUMMER	Fiction: Christophe's Story The Grand Tour ? Non-Fiction: Windrush Ancient Arabia Poetry: Exploring poetic language	Ancient Arabia & Early Islam Cordoba – the city of light	Earthquakes Deserts	Electricity (HEP) In a state EL1, EL4 (Snap science)	What does it mean to be a Hindu in Britain today? Why do some people think life is a journey?	Art – Printing (Mono printing, impressed printing etc.) DT - Design, make and evaluate structure/ Objects using electrical components	Internet Safety Social Media Coding (Kapow: 2 units)	Summer 1: Mamma Mia Summer 2: Reflect, Rewind & Replay	Physical and Mental Wellbeing Growing and Changing Keeping Safe - Drugs	Unit 5: Ma famille Is that your brother & sister? Unit 6: Numbers to 31 C'est mon anniversaire! When's your birthday?

	Whole School	Celebrating Windrush coincide with Windrush day 22 June/ Music focus to coincide with World Music Day 21 st June Healthy Eating & Sports Day/RE & Spirituality focus/Y6 Enterprise Week coincide with whole school Maths Focus on money.
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Year 4 Maths

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	<div>Place value</div> <div>FREE TRIAL</div> <div>VIEW</div>		<div>Addition and subtraction</div> <div>VIEW</div>		<div>Measurement</div> <div>Area</div> <div>VIEW</div>		<div>Multiplication and division A</div> <div>VIEW</div>		<div>Consolidation</div>			
Spring term	<div>Number</div> <div>Multiplication and division B</div> <div>VIEW</div>		<div>Measurement</div> <div>Length and perimeter</div> <div>VIEW</div>		<div>Number</div> <div>Fractions</div> <div>VIEW</div>			<div>Number</div> <div>Decimals A</div> <div>VIEW</div>				
Summer term	<div>Number</div> <div>Decimals B</div> <div>VIEW</div>		<div>Measurement</div> <div>Money</div> <div>VIEW</div>		<div>Measurement</div> <div>Time</div> <div>VIEW</div>		<div>Consolidation</div>		<div>Geometry</div> <div>Shape</div> <div>VIEW</div>		<div>Statistics</div> <div>VIEW</div>	<div>Geometry</div> <div>Position and direction</div> <div>VIEW</div>

YEAR 5 LONG
TERM PLANNING

TERM	ENGLISH	HISTORY	GEOG	SCIENCE	RE	ART/D&T	COMPUTING	MUSIC	PSHE	MFL
Target Setting; 1 st week of each half term. Children should be set a range/carousel of activities that they can do independently. Teacher focus groups on what children can do /need to do next. Aim to work with 5 groups over the week. Maths/English.										

AUTUMN	Fiction: Percy Jackson, Greek myths and legends Non-Fiction- ToP Oceans, BMH Poetry: Poets' Voices	Baghdad: The round city Anglo Saxons	Why is California so thirsty? Oceans	Properties and changes of Materials (HEP) Animals including Humans (HEP)	What does it mean to be an Alevi in Britain today? Visit to the Alevi Centre What can be done to reduce racism? Can religion help?	Art week; Take One Picture DT - Design, make and evaluate Bayeux tapestry	Internet Safety Internet and Networks Word Processing (PM)	Autumn 1: Livin' on a Prayer Autumn 2: Classroom Jazz 1 +Christingle	Families and Friendships Staying safe Respecting ourselves and others	Unit 1: Map work (cities, rivers, mountains in English) Comment vas-tu? How are you feeling? Why? Unit 2: Classroom instructions + BHM h/work Unit 3: Toute ma famille (Do you get on with your siblings? Why?)
	Whole School	Art Fortnight: Take one picture/Black History Month /Anti Bullying week /Remembrance/ /Hour of Code/ Maths whole-school focus end of Autumn Term								
SPRING	Fiction: Oranges in No Man's Land, Beowulf Non-fiction: Biography- Thomas Edison/ Isaac Newton Information text: Vikings Poetry: Ultimate Rap!	Vikings: Lady of the Mercians Norse Culture	Migration	Forces (HEP) Living things and their Habitats (HEP)	What matters most to Humanists? What does it mean to be a Sikh in Britain today?	Art – Drawing DT - Design, make and evaluate Moving toys – STEAM ROBOTS	Internet Safety Social Media Graphics (PM) Coding (STEAM project)	Spring 1: The Fresh Prince of Bel-Air (shortened version of rap) Spring 2: Dancing In The Streets	Belonging to a community Media literacy and Digital resilience Money and Work	New Year resolutions Unit 4: Qu'est-ce que tu aimes manger ? What do you like to eat/drink? (+ some prep for Trip to France)
	Whole School	Book Week/World Book Day/Safer Internet Day/Sports Relief								
SUMMER TERM	Fiction: Clockwork Beauty is a Beast-playscript	Vikings: Changing rulers,	N & S America		Why do some people believe God exists?	Art – Colour (painting, dye,	Internet Safety Social Media	Summer 1: Make You Feel My Love	Physical Health and Wellbeing	La Fête de la Musique en France

	Non-Fiction: North and South America Newspaper report- Notting Hill Carnival Poetry: compare and perform	changing worlds		Earth & Space (HEP) Robotics: STEAM PROJECT	Is it better to express beliefs in art or charity?	textiles etc.) DT - Design, make and evaluate Levers/pulleys	Coding (STEAM project) Data Handling (PM)	Summer 2: 'Summer Sounds' Singing Festival + Summer Showcase (to parents)	Growing and Changing Keeping safe - FGM	<u>Unit 5:</u> Où tu habites? Where do you live? + Numbers up to 69
	Whole School	Celebrating Windrush coincide with Windrush day 22 June/ Music focus to coincide with World Music Day 21 st June Healthy Eating & Sports Day/RE & Spirituality focus/Y6 Enterprise Week coincide with whole school Maths Focus on money.								

Year 5 Maths

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	<div>Number</div> <div>Place value</div> <div>FREE TRIAL</div> <div>VIEW</div>			<div>Number</div> <div>Addition and subtraction</div> <div>VIEW</div>		<div>Number</div> <div>Multiplication and division A</div> <div>VIEW</div>		<div>Number</div> <div>Fractions A</div> <div>VIEW</div>				
Spring term	<div>Number</div> <div>Multiplication and division B</div> <div>VIEW</div>			<div>Number</div> <div>Fractions B</div> <div>VIEW</div>		<div>Number</div> <div>Decimals and percentages</div> <div>VIEW</div>		<div>Measurement</div> <div>Perimeter and area</div> <div>VIEW</div>	<div>Statistics</div> <div>VIEW</div>			
Summer term	<div>Geometry</div> <div>Shape</div> <div>VIEW</div>			<div>Geometry</div> <div>Position and direction</div> <div>VIEW</div>		<div>Number</div> <div>Decimals</div> <div>VIEW</div>		<div>Number</div> <div>Negative numbers</div> <div>VIEW</div>	<div>Measurement</div> <div>Converting units</div> <div>VIEW</div>		<div>Measurement</div> <div>Volume</div> <div>VIEW</div>	

YEAR 6 LONG TERM OVERVIEW (PE SEE SEPARATE SHEET)



MFL	
es and ships	Unit 1: Map work (cities, rivers and mountains in French) BHM poem: <i>L'Homme qui te ressemble</i> Unit 2: C'était comment, la guerre pour toi ? What was WWII like for French children?
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Yearly overview

The yearly overview provides suggested timings for each block of learning, which can be adapted to suit different term dates or other requirements.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number Place value		Number Addition, subtraction, multiplication and division					Number Fractions A		Number Fractions B		Measurement Converting units
Spring	Ratio		Algebra		Number Decimals		Number Fractions, decimals and percentages		Measurement Area, perimeter and volume		Statistics	
Summer	Geometry Shape			Geometry Position and direction	Themed projects, consolidation and problem solving							

KS1 Curriculum Plan (incorporating health)

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
YEAR 1	<p><u>Gymnastics</u> Travelling <i>(Safe and Healthy p9)</i></p> <p><u>Games</u> Bouncing and Catching</p>	<p><u>Dance</u> Simple movements patterns <i>(Healthy Muscles p8)</i></p> <p>*</p> <p><u>Games</u> Travelling with the ball</p>	<p><u>Games</u> Sending, kicking and striking</p> <p><u>Dance</u> Exploring Gesture and Formation. Creating short dances</p>	<p><u>Dance</u> Exploring Patterns and Pathways. Developing a simple dance</p> <p><u>Gymnastics</u> Taking weight on different parts <i>(Warming Up p10)</i></p>	<p><u>Gymnastics</u> Transferring weight from one body part to another</p> <p><u>Games</u> Receiving with hands and feet</p>	<p><u>Games</u> Creating games in pairs <i>(Being Active-Being Healthy p11)</i></p> <p><u>Dance</u> Telling a story through dance.</p>
YEAR 2	<p><u>Games</u> Dribbling</p> <p><u>Gymnastics</u> Balance <i>(Learning About Energy p12)</i></p>	<p><u>Dance</u> Communicate different moods, feelings and ideas –</p> <p>*</p> <p><u>Games</u> Throwing and catching</p>	<p><u>Gymnastics</u> Parts high and low</p> <p><u>Dance</u> Using dynamics to develop the dance</p>	<p><u>Games</u> Sending skills</p> <p><u>Gymnastics</u> Jumping and landing</p>	<p><u>Dance</u> Learning and performing different styles of cultural Dance</p> <p><u>Games</u> Hitting and striking</p>	<p><u>Gymnastics</u> Spinning and turning</p> <p><u>Games</u> Running jumping and hopping</p>

KS2 Curriculum Plan (incorporating health)

	Autumn Term 1 st half	Autumn Term 2 nd half	Spring Term 1 st half	Spring Term 2 nd half	Summer Term 1 st half	Summer Term 2 nd half
YEAR 3	<p>Dance <i>Linking Dance Actions</i></p> <p>Invasion Games <i>Passing Netball, rugby; football</i></p>	<p>Invasion Games <i>Creating space Netball; rugby; football</i> <i>(Warming up and cooling down p15)</i></p> <p>Gymnastics <i>Travelling with a change of Direction (Safe lifting and lowering p14)</i></p>	<p>Gymnastics <i>Stretching and curling</i></p> <p>Net / Wall Games <i>Directing the ball</i></p>	<p>Striking/fielding Games <i>How to hit or strike the ball into space. Fielding as a team.</i></p> <p>Dance <i>Cultural dance (2)</i></p> <p>✱</p>	<p>Athletics x 2 sessions <i>Running, throwing, jumping</i></p>	<p>Striking/fielding Games <i>How to hit or strike the ball into space. Fielding as a team.</i></p> <p>Outdoor and Adventurous Activities <i>Enfield Year3 Unit</i></p>
YEAR 4	<p>Net / Wall Games <i>Directing the ball</i></p> <p>Dance <i>Re-telling a story</i></p>	<p>Invasion Games <i>Controlling and receiving Netball; rugby; football</i></p> <p>Gymnastics <i>Balance</i></p>	<p>Invasion Games <i>Keeping possession of the ball Netball; rugby; football</i></p> <p>Dance <i>Cooperation</i></p>	<p>Invasion Games <i>Marking and tackling</i></p> <p>Gymnastics <i>Receiving Body Weight</i></p> <p>✱</p>	<p>Athletics <i>Set targets & improve performance in running, jumping and throwing activities</i></p>	<p>Outdoor and Adventurous Activities <i>Enfield Year 4 Unit</i></p> <p>Athletics <i>Running, throwing and jumping</i></p>
YEAR 5	<p>Net / Wall Games <i>Develop individual shots</i></p> <p>Dance <i>Formations in historical dance</i></p>	<p>Invasion Games <i>Support play and formations Netball; basketball; hockey; football; rugby</i></p> <p>Gymnastics <i>Flight</i></p>	<p>Gymnastics <i>Bridges (Healthy Backs p19)</i></p> <p>Invasion Games <i>Shooting and keeping Netball; basketball; hockey; football; rugby</i></p>	<p>Dance <i>Communicating issues through dance</i></p> <p>Striking/Fielding Games <i>Role of bowler, wicket keeper, backstop, fielder and batter</i></p>	<p>Swimming</p> <p>Striking/fielding Games <i>Role of bowler, wicket keeper, backstop, fielder and batter</i></p> <p>Outdoor and Adventurous Activities <i>Enfield Year 6 Unit</i></p>	<p>Athletics x 2 <i>Developing good running, throwing and jumping techniques</i> <i>(Planning To Be Active p16 & Energy Balance p17)</i></p> <p>Striking/fielding Games <i>Role of bowler, wicket keeper, backstop, fielder and batter</i></p> <p>✱</p>
YEAR 6	<p>Net / Wall Games <i>Develop individual shots</i></p> <p>Gymnastics <i>Counter balance/ counter tension</i></p>	<p>Dance <i>Using visual media</i></p> <p>Invasion Games <i>Attacking and defending play Netball; basketball; hockey; football; rugby</i></p>	<p>Gymnastics <i>Matching and mirroring Core Task</i></p> <p>Invasion Games <i>Tactics</i> <i>Netball; basketball; hockey; football; rugby</i> <i>(The Energy Journey p21 - with Snap Science)</i></p>	<p>Invasion Games <i>Teamwork and formations Netball; basketball; hockey; football; rugby</i></p> <p>Dance <i>Putting on a dance performance</i></p>	<p>Athletics <i>Set targets & improve, performance in running, jumping and throwing activities</i></p>	<p>Athletics x 2 <i>Develop technical understanding of athletic activity</i> <i>(Planning to be Active p20)</i></p> <p>✱</p>