



KS	Autumn Term		Spring		Summer	
	Fallen Fields	The Journey	Wild and Wonderful World		Moving on	
Year	1 7 weeks	2 7 weeks	1 6 weeks	2 6 weeks	1 6 weeks	2 7 weeks
Events	War memorial	Holocaust Centre	Enterprise Week.	MAGNA	Newstead Visit	INTU trip Residential 3-day Residential - Castleton (PSHE link)
Literacy	War poetry selection (Wilfred Owen and Siegfried Sassoon) War Game (Michael Foreman)	Once The Arrival	Alma (Literacy Shed) The Lost Words (Robert MacFarlane and Jackie Morris)	Kensuke's Kingdom (Michael Morpurgo)	Kensuke's Kingdom (Michael Morpurgo) Year 6 Production (playscripts)	Historical or geographical non-fiction based on topic Jabberwocky (Lewis Carroll) Sonnet 18 (William Shakespeare)
Grammar	Year 3/4/5 and 6 spelling lists No Nonsense spelling scheme Simile, Metaphor, Personification, Onomatopoeia Active and Passive Voice Features of formal speech and writing, including the subjunctive form Perfect form of verbs (to mark relationships of time and cause) Expanded noun phrases to convey complicated information concisely. Modal verbs or adverbs (to indicate degrees of possibility) Relative clauses beginning with who, which, where, when, whose, that or with an implied pronoun. Commas to clarify meaning or avoid ambiguity in writing (in lists and to separate clauses) Hyphens to avoid ambiguity (eg blue-eyed)					

<p>Numeracy</p>	<p>Read, write and order numbers up to 10,000,000. Formal methods to answer problems linked to the four operations Addition and subtraction problems in context (eg money) Multiply and divide by 10, 100 and 1000. Use the order of operations to carry out calculations.</p>	<p>Compare and order fractions Use common factors to simplify fractions Use common multiples to express fractions in the same denominations. To understand equivalent fractions Add, subtract, multiply and divide fractions To recognise and plot co-ordinates in all four quadrants</p>	<p>Perform mental calculations, including with mixed operations and large numbers. Use estimation and inverse operations to check for accuracy Associate a fraction with a division and calculate decimal fraction equivalents(eg 0.375 is equal to 3/8) Recall and use equivalences between simple fractions, decimals and percentages. Describe positions on a four quadrant grid Draw and translate shapes and reflect them in the axes. Read, write and convert standard units of measure. Convert between miles and kilometres</p>	<p>Generate and describe linear number sequences Express missing number problems algebraically Find pairs of numbers that satisfy an equation with two unknowns Recognise, describe and build simple 3-d shapes, including nets. Interpret and construct pie charts and line graphs and use these to solve problems. Use formulae to find area and volume of shapes, including parallelograms and triangles</p>	<p>Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. Calculate and interpret the mean as an average. Interpret and construct pie charts and line graphs and use these to solve problems. Enumerate possibilities of combinations of two variables. Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy</p>	<p>Solve problems involving similar shapes where scale factor is known can be found Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. Solve problems involving addition, subtraction, multiplication</p>
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<p>History</p>	<p>Fallen Fields - Autumn 1 The Journey - Autumn 2</p> <p>Aims -To know and understand the History of the islands as a chronological narrative -Know and understand significant aspects of the history of the wider world -Gain and deploy a historical understanding of abstract terms such as 'empire' and 'parliament.' -Understand concepts such as cause and consequence and use them to make connections, draw contrasts and analyse trends.</p> <p>Content Study an aspect in British history that extends pupil's chronological knowledge beyond 1066 - World War 1 and 2</p> <ul style="list-style-type: none"> - Pupils will continue to develop a chronologically secure knowledge and understanding of British, local and world history. - The children will note connections, contrasts and trends over time. - The children will devise historically valid questions about cause. - Pupils will understand how our knowledge of the past is constructed from a range of sources. <p>Ask relevant questions to extend knowledge and understanding.(Pupil led learning) Know the countries involved in WW1 Understand factors linked to the start of WW1 Show empathy</p>		<p>Our Locality, Our Lives - Summer 1 and 2</p> <p>Aims -Understand the methods of historical enquiry, including how evidence is used -Gain historical perspective by placing their knowledge into different contexts eg understanding the connections between local, regional national and international history.</p> <p>Content Local History Study - mining in Hucknall (Victorians to present day)</p> <ul style="list-style-type: none"> - Pupils will establish clear narratives within the period. - The children will devise historically valid questions about change and similarity and difference. - Pupils will construct informed responses that involve thoughtful selection and organisation of relevant historical information.
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<p>Geography</p>	<p>(within History)</p> <p>Aims</p> <ul style="list-style-type: none"> - Develop contextual knowledge of the location of globally significant places and how these provide a geographical context for understanding the actions of processes - Interpret a range of sources, including maps, globes, aerial photographs and GIS <p>Content Use maps, atlases and globes to locate countries and describe the features studied.</p>	<p>Wild Wonderful World – Spring1/2</p> <p>Aims</p> <ul style="list-style-type: none"> - Develop contextual knowledge of the location including their defining physical and human characteristics. - Interpret a range of sources of geographical information, including maps, diagrams, globes and aerial photographs. - Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. - Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes. <p>Content Collecting and recording data - weather Time zones Deserts -Identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night -Fieldwork to observe, measure, record and present human features (weather) -Understand key aspects of physical geography including biomes.</p>	<p>(within History/Residential)</p> <p>Aims</p> <ul style="list-style-type: none"> - Develop contextual knowledge of the location including their defining physical and human characteristics. - Interpret a range of sources of geographical information, including maps, diagrams, globes and aerial photographs. - Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. <p>Content Use fieldwork and OS maps to observe the human and physical features in the local area.</p> <p>Use the eight points of the compass</p> <ul style="list-style-type: none"> - Use 4- and 6-figure grid references - Know symbols and keys linked to Ordnance Survey maps
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<p>Computing</p>	<p>Silent Movie Making Aims Create a silent movie using animation and media (Apple Clips) Linked to the World War.</p> <p>Content Use text, sound, image, video camera angles and framing editing tools and techniques to create a desired effect. Using Everyone Can Create: Video scheme of work ebook chn to use a range of posters, filters, text overlays and scripts to create their own Clips video production.</p> <p><u>Resources and apps:</u> Apple Clips Everyone Can Create: Video guide</p> <p>Online safety focus: Learn the pillars of Sharp, Alert, Secure, Kind, Brave.</p>	<p>Drone Coding, Programming and Debugging Aims Design, write and debug programs that accomplish specific goals. Solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs.</p> <p>Content Understand how to write a complex program for a Drone using block code. Create, test and evaluate set programs and challenges to move drones through a series of test. Solve problems in the block code using debugging.</p> <p><u>Resources and apps:</u> X2 Cargo Bot Drones Tynkr Coding App Drone teacher PP (staff shared-computing- resources-drones)</p>	<p>Book creator using Pages and Numbers Aims Create, design and evaluate a Pages document that includes a range of factual numerical data presented in a variety of ways.</p> <p>Content Gather a range of raw data, use textbook Pages template, add and present data via tables and graphs built into template. Create a simple database with different types of fields and records. Use a variety of graphs to display the information, including pie charts, and discuss which type of graph works best for different kinds of data. Realise that information needs to be collected and entered accurately.</p> <p><u>Resources and apps:</u> Pages app</p>	<p>Create a Presentation Aims Create, design and evaluate a Presentation using Keynote.</p> <p>Content: Understand how information and data is collected, organised and presented using Keynote. Working collaboratively, use a range of texts, images, animations, builds and transitions to create a presentation for a particular target audience. Select, use and combine a variety of software including internet services to present data and information</p> <p><u>Resources and apps:</u> Keynote Camera Photos</p> <p>Online safety focus: Pillar 4: Kind.</p>	<p>Music Maker Aims Create, design and evaluate a piece of music and voice recording designed to be exported and shared as a Podcast or Radio broadcast.</p> <p>Content Understand how to record and edit your voice into music software. Understand how to use a range of live loops to create an introduction (builds), chorus, verse and end to a music track. Share and export work via music file, ringtone, podcast or radio broadcast.</p> <p><u>Resources and apps:</u> Garage band app Anchor (podcasting app) Everyone Can Create: Music</p> <p>Graphic Designer: Logo Maker Aim: Plan, design and create a logo.</p> <p>Content: Understand how to use colour, typography, hand lettering and images to create a logo for yourself to take to your new school in September. Share content with a wider audience-linked to cloud based sharing platforms.</p>
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	<p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Use technology safely, respectfully and responsibly. Recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Resources:</p> <p>Internet Legends scheme of work Sharp- Develop skills to make and maintain a positive online reputation by managing their privacy and protecting their personal information.</p>	<p>PE hoops Paper bowls</p> <p>Online safety focus: Pillar 2: Alert.</p> <p>Aim: Understand online content isn't always honest and reliable.</p> <p>Content: Chn to follow the Internet legends scheme of work (pillar 2) Alert to understand how to search the web safely.</p>	<p>Numbers app</p> <p>Online safety focus: Pillar 3: Secure.</p> <p>Aim: Understand how to keep their personal information safe.</p> <p>Content: Chn to follow the Internet legends scheme of work (pillar 3) Secure to create their own safe and strong passwords and online profiles.</p>	<p>Aim: Understand how to respect each other online and the power of online positivity.</p> <p>Content: Chn to follow the Internet legends scheme of work (pillar 4) Kind to understand how kindness and empathy can maintain healthy relationships. Chn also learn about online bullying and develop strategies to combat cyberbullies.</p>	<p>Resources and apps: Everyone Can Create: Drawing- Chapter 8 Logos. Design Brief (download in ebook pg 65) Camera KeyNote</p> <p>Online safety focus: Pillar 4: Kind and 5: Brave</p> <p>Aim: Understand when to ask for support or help with online problems including cyberbullying, inappropriate or harmful content, phishing, scams and malware.</p> <p>Content: Chn to follow the Internet legends scheme of work (pillar 5) Brave to understand how some content is not suitable for children and may be harmful or inappropriate. How can a trusted adult help?</p>
Science	Evolution and Inheritance	Animals including Humans	Living Things and their Habitats	Electricity	Light

	<p>Aims Working Scientifically -Report and present findings from enquiries, including conclusions, casual relationships and explanations of and degrees of trust in results, in oral and written forms such as displays and other presentations.</p> <p>Content - Recognise living things produce offspring of the same kind but normally they vary and are not identical to their parents - Recognise that living things have changed over time - Identify how animals and plants are adapted to suit their environment in different ways that adaptation may lead to evolution.</p>	<p>Aims Working Scientifically -Plan different types of scientific enquiry to answer questions, including recognising and controlling variables, where necessary</p> <p>Content -Identify and name main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood - Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p>	<p>Aims Working scientifically -Record data and results of increasing complexity using scientific diagrams and labels, and classification keys. - Identify scientific evidence that has been used to support or refute ideas or arguments</p> <p>Content -Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. - Understand the reasons for classifying plants and animals based on specific characteristics - Give reasons for classifying plants and animals based on specific characteristics</p>	<p>Aims Working Scientifically -Plan different types of scientific enquiries to answer questions, including recognising and controlling variables when necessary.</p> <p>Content -Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit -Compare and give reasons for variations in how comonents function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. -Use recognised symbols when representing a simple circuit in a diagram</p>	<p>Aims Working scientifically -Plan different types of scientific enquiries to answer questions, including recognising controlling variables -Take measurements, using a range of scientific equipment with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>Content -Recognise that light appears to travel in straight lines -Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye - Explain we see things because light travels from light source to our eyes or from light source to object and then our eyes</p>
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French	A L'Ecole	La Deuxieme Guerre Mondiale (World War 11)	Les Habitats		Manger Et Bouger (Healthy Lifestyle)
Art	Aims			Aims	Aims

	<p>-Produce creative work, exploring their ideas and recording their experiences. -Become proficient in drawing and writing -Know about great artists and understand the historical development of their art forms.</p> <p>Content - the Nash brothers - drawing and painting figures and scenes from World War 1 - Learn about great artists in history - Create sketch books to record their observations - Improve their mastery of drawing and painting</p>			<p>-Know about great artists and understand the historical and cultural development of their art forms</p> <p>Content - Hokusai -Create a collaborative piece of art using mixed media -Evaluate and analyse creative works using the language of art, craft and design -Make comparison between their own work and suggest improvements.</p>	<p>-Produce creative work, exploring their ideas and recording their experiences. -Become proficient in drawing and writing -Know about great artists and understand the historical development of their art forms.</p> <p>Content - Lowry - create images of Hucknall and the local area in the past using charcoal and pastels - Learn about great artists in history - Create sketch books to record their observations - Improve their mastery of drawing and painting</p>	
DT		Aims	Aims		Aims	

		<p>_ Apply the principles of nutrition and healthy eating</p> <p>Content - Diet and Rationing</p> <p>-Understand and apply the principles of a healthy and varied diet</p> <p>-Understand and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p>	<p>-Develop the creative, technical and practical expertise needed to perform everyday tasks confidently</p> <p>-Build and apply a repertoire of knowledge, understanding and skills in order to design and make high quality prototypes and products for a wide range of users</p> <p>Content - Enterprise Week</p> <p>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</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Investigate and analyse a range of existing products</p>			<p>-Develop the creative, technical and practical expertise needed to perform everyday tasks confidently</p> <p>-Build and apply a repertoire of knowledge, understanding and skills in order to design and make high quality prototypes and products for a wide range of users</p> <p>Content - Davy Lamps</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Investigate and analyse a range of existing products</p>
PSHE	DARE -	DARE -	Getting along			Sex Education

enrichment	Responsibilities and the DARE decision making model. Bullying (inc cyber). Drugs facts and health effects. Risks and consequences. Peer Pressure. Dealing with stressful situations.	Effective communication. Non-verbal communication and listening. Becoming a good citizen. Knife Crime. Support networks. Dare report.	Working together Compromise and sharing Making choices (see Enterprise week)			Relationships Changes into puberty How a baby is made How a baby is born Transition Local transition project to support secondary schools Transition visits
RE/	What does commitment mean?	How do Jews show commitment? The Christmas Story (see Art)	How was the world created (Pupil Led)	Is Christianity still a strong religion 2000 years after Jesus was on Earth	Does belief in Akhiah(life after death) help Muslims lead good lives?	

<p>Music</p>	<p>World War 1 songs - Composition and performance</p>	<p>Guitars Positioning of the instrument. Strum and pluck the strings. Pluck individual strings - E, Band G. Follow pictorial and musical notation score. Play simple chords G, G& and C. Improvise and compose a phrase which can be repeated to others.</p>	<p>Djembe Drums -how drums can be played in different ways to play a resonant bass tone to play an open tone. -to accompany group performances with a simple melodic rhythm using xylophones and chime bars -to be able to keep time,(steady beat) to accompany the song with both tones played on djembe, and with timekeeping instruments</p>	<p>Singing -to learn two part harmonies in their singing, -to accompany others with simple ostinato and/or chords. -to perform these songs to others. -to evaluate their own performances.</p>	<p>KS2 Production - a chosen production/musical for a performance at the end of the year. -Songs and dance routines to a high standard. -how to be a character and empathise with that characters emotions. -Co-operation and team work when rehearsing and performing -evaluating performances as they rehearse. -the need to practice in order to gain confidence. -to develop personal responsibility and commitment.</p>
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<p>PE</p>	<p>Invasion Games Choose, combine and perform ball-handling skills more fluently and effectively. Use attacking and defending strategies Develop the ability to evaluate work and suggest improvements Understand why exercise is good for fitness, health and well-being.</p>	<p>Dance Dance in group unison, following set street dance choreography. Work co-operatively with a small group. Select movements to create a dance and understand its structure. Practise, rehearse and refine the dance. Look critically at their own and others work.</p>	<p>Gymnastics Children should learn;- Shapes and supports- To explore different shapes and supports on the mats. Travels- To work alongside a partner, experimenting with different ways of travelling across the mat. Experimenting with levels, direction and speed Balancing-To work on counter balance and counter tension with a partner. To be able to put it all together to create a sequence.</p>	<p>Apparatus Children should learn;- □ To explore different ways of travelling over the apparatus. □ To begin putting full sequences together whilst travelling along the apparatus □ Jumps from height To learn to land safely whilst jumping from the apparatus. Balancing across the apparatus. Experimenting with balancing using different body parts. □ To perform individual sequences along the apparatus, using clear starting and ending positions.</p>	<p>Net/Court/Wall Games Children should learn;- □ To play small-sided and modified versions of games □ To develop the range and consistency of their skills □ To use and adapt rules, strategies and tactics with knowledge of basic principles of attack and defence □ To evaluate performance and explain what needs to be improved.</p>	<p>Striking and Fielding Children should learn;- □ To develop the consistency and accuracy of their striking and fielding skills □ To select and use skills appropriately in a game situation □ To play a wide range of striking and fielding games and transfer common principles □ To recognise strengths and weaknesses in their own performance</p>
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