

| KS1 | | | | | | |
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| Year 1 and 2 Cycle A | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Enrichment Special days/ weeks/ events/ Trips | New School Year Harvest Autumn | Bonfire Night Christmas/ Winter Fayre Remembrance Day Diwali Winter Black History Month - October World Science Day 10 th Nov | Valentine's Day Shrove Tuesday Chinese New Year New Year World Wildlife Day 3 rd March | Easter Mother's Day World Book Day Spring STEM Week National Park Week (18 th – 26 th April) | Earth Day Eid SATS National Smile Month 18 th May – 18 th June | Sports Day Father's Day Transition Summer UCLAN Science Festival |
| History | <i>KQ: What's it like where I live?</i> A study of the local area. | <i>KQ: Who was Guy Fawkes?</i> Guy Fawkes: research the story, his life and retell in their own words | <i>KQ: Who can I inspire to be?</i> Place events in order – Christopher Columbus or Neil Armstrong | | | <i>KQ: What is the Preston Guild?</i> Past and present – Preston Guild Traditions. |
| Geography | Our School Children will explore their school environment using first hand observation and experience to enhance their awareness along with essential map skills and fieldwork. | | Wonderful Weather Children will learn about different types of weather in their immediate environment along with the four seasons, introduce them to hot and cold areas of the world and the impact of weather types. Children will have opportunities to observe and record the weather, present their own weather forecasts. | Our Country Children will learn about the countries of the UK, developing learning beyond children's immediate environment and own locality to the UK in general. Children will explore the UK by looking at individual countries, capital cities, human and physical features along with comparing and contrasting the capital cities of London and Brasilia in detail. | Our Local Area Children will learn about their locality beyond the school gate, building on children's knowledge and understanding of their school environment from 'Our School' and ensuring clear progression in learning. Children will explore their local area using first hand observation to enhance their locational awareness along with developing essential map and fieldwork skills. | |
| Science | Seasonal Change (Seasons focus– Autumn) | | Seasonal Change (Seasons focus– Spring) | | Seasonal Change (Seasons focus – Summer) | |
| | How to be a Scientist | Everyday Materials – from Y1 Su1 | Living Things and Their Habitats – from Y2 Su1 | Living Things and Their Habitats – from Y2 Su1 | Plants – from Y1 Sp1 | The Survival and Growth of Humans – from Y2 A2 |
| Art and design | Drawing – then lead to digital media. Self portrait Artist link –Frida Kahlo | | Painting - Artist link - Monet To use thick & thin brushes Paint a picture of what I can see - Be able to name primary/secondary colours | | Collage - Artist link - Matisse | |
| Computing | Year 1 My Online Life | Year 1 What is a Computer? | Year 1 My Friend the Robot | Year 1 Mini Beasts | Year 1 News Presenter If time left over at the end of this unit, complete one of the Byte Size and Fun units. (Animate with Shapes or Drawing Maths) | |
| Design and Technology | | Textiles – decorations using felt. Link to Christmas makes | | Mechanisms – levers and sliders | Food- where does food come from? Understand there needs to be a variety of foods in a diet. | |
| Music | Charanga – Hey You! <u>Style of main song</u> Old School Hip Hop. <u>Unit Theme</u> How pulse, rhythm and pitch work together. | Charanga – Hey You! Cont.. Christmas and Nativity Songs Children practise and perform skills of breathing, diction and projection before the Nativity shows in December. | Charnanga- Rhythm in the Way We Walk and The Banana Rap <u>Style of main song</u> Reggae <u>Unit Theme</u> Pulse, rhythm, pitch, rapping, dancing and singing | Charanga – In The Groove <u>Style of main song</u> Blues, Baroque, Latin, Bhangra, Folk, Funk <u>Unit Theme</u> How to be in the groove with different styles of music | Charanga – Reflect, Rewind & Replay (Yr1) <u>Style of main song</u> Classical <u>Unit Theme</u> The history of music, look back and consolidate your learning, learn some of the language of music. | Charanga – Reflect, Rewind & Replay (Yr1) <u>Style of main song</u> Classical <u>Unit Theme</u> The history of music, look back and consolidate your learning, learn some of the language of music. |
| PE | Games (Foundation skills Throwing and catching) | Gymnastics - Making shapes | Games (Foundation Skills – Agility balance and coordination) | Dance Choice between Three little pigs, Toy Story, Fire-Fire and Robots | Games (Foundation Skills – Throwing catching and striking) | Athletics - Honey Pot |
| PSHE | Taking Part – Unit 9 Healthy Lifestyles – Unit 8 | Being a risk taker – Unit 6 Anti-Bullying – Unit 12 Keeping Safe- Unit 5 | Economic well-being and financial Capability – Unit 3 | Emotional health and well-being- Unit 4 Being different – Unit 11 | SRE- Unit 2 It's ok to tell – Unit 10 | Drug, alcohol and tobacco awareness – unit 7 |
| RE What do people say about God? | Judaism <i>KQ: Why might some people put their trust in God?</i> -God's promise -Noah and Abraham -Trusting in God | Christianity- Jesus <i>KQ: Why is Jesus special to Christians?</i> -The Nativity Story -Beliefs about Jesus as God incarnate -Christmas | Hindu Dharma <i>KQ: What do Hindus believe about God?</i> -One God in many forms -God in all things -Expressing ideas about God | Christianity- God <i>KQ: Why do Christians say that God is the father?</i> -God the father -The importance of prayer for Christians | Islam <i>KQ: How might beliefs about creation affect the way people treat the world?</i> -God as creator -Care for the planet | Christianity- Church <i>KQ: How might some people show that they belong to God?</i> -Baptism -Belonging |

| LKS2 | | | | | | |
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| Year 3 and 4 Cycle A | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Enrichment Special days/ weeks/ events/ Trips | New School Year Harvest Autumn | Bonfire Night Christmas/ Winter Fayre Remembrance Day Diwali Winter Black History Month - October World Science Day 10 th Nov | Valentine's Day Shrove Tuesday Chinese New Year New Year World Wildlife Day 3 rd March | Easter Mother's Day World Book Day Spring STEM Week National Park Week (18 th – 26 th April) | Earth Day Eid SATS National Smile Month 18 th May – 18 th June | Sports Day Father's Day Transition Summer UCLAN Science Festival |
| History | KQ: What's it like where I live? Local area (mills, schools, street names linked to battles). | | KQ: What changed from the Stone age to the Iron age? Changes in Britain from the Stone age to the Iron Age. Using sources for information. Study maps, identifying settlements and migration routes. | KQ: What changed from the Stone age to the Iron age? Changes in Britain from the Stone age to the Iron Age. Compare the two ages, looking at weapons, farming, houses and clothing. | | KQ: Why was the River Ribble important? Describe how Britain has influenced and been influenced by the wider world. Link to trading on the River Ribble. |
| Geography | Land Use Children will have the chance to take a careful look at the places around them, and begin to look for patterns in land use. They will become cartographers, making maps of the local area, and agricultural surveyors by considering where different types of farming activities occur within the UK. | Extreme Earth Children learn about the destructive powers of nature, from volcanoes and earthquakes to tsunamis and tornadoes. Through discussion and practical tasks, children will learn about how and why these natural phenomena occur, and the ways in which they affect people and the environment. | Rainforests Children take a closer look at the mysteries of tropical rainforests. From the layers of the forest and its animal inhabitants, to the unique climate found in the tropics. They compare a British forest with the Amazon rainforest, and begin to explore some of the conservation issues surrounding the destruction of rainforest habitats. | | The UK Children will take a look at the geography of the UK - from the physical features of mountains, rivers and seas to the man-made administrative regions and counties. They will find out how the UK has changed over time, looking at how London grew and how the population of the UK as a whole has changed throughout the course of history. | |
| Science | Electricity – from Y4 A1 | The Material Properties of Rocks – from Y3 Sp1 | The Functions and Parts of Plants – from Y3 Su2 | The Functions and Parts of Plants – from Y3 Su2 | Skeletons – from Y3 standalone | Forces and Magnets – from Y3 Sp2 |
| Art and design | Drawing leading to paper 3d sculpture Artist link – Barbara Hepworth | | Printmaking (relief printing) Linked to rainforests | | Digital media – | |
| Computing | Year 3 My Online Life | Year 3 Be digitally Awesome | Year 3 Rainforests | Year 3 Programming with Robot | Year 3 Dancing Robot | Year 3 Online Detectives Tshirt Design |
| Design and Technology | | Electrical systems – create a light box. | | Textiles - link to stone age | | Food |
| French | Core Unit 1 Greetings How are you? What is your name? How old are you? My Family | Main Unit - My Home Where do you live? Your home Your bedroom The Kitchen Christmas songs | Core Unit 2 Colours Let's count up to 20 Countries I like Nicholas the Monster | Main Unit - The Body My face What are you doing? It hurts Fairy Tales Where do they live? Little Red Riding Hood | Main Unit – Cultural Understanding Developing a cultural understanding of France Art work inspired by the artist Examples of French artists: Paul Cezanne, Renoir, Monet Henri Matisse | Main Unit - Food Food I like to eat What are you eating? Cutlery Ingredients Making French Toast |
| Music | Charanga – Let Your Spirit Fly <u>Style of main song</u> R n B <u>Unit Theme.</u> R n B and other styles | Charanga – Let Your Spirit Fly cont... Christmas Children practise and perform skills of breathing, diction and projection when learning Christmas songs/ carols | Charanga –Glock 1 <u>Style of main song</u> None <u>Unit Theme.</u> Exploring & developing playing skills Year 4 Recorder school (Charanga) | Charanga – Three Little Birds <u>Style of main song</u> Reggae <u>Unit Theme.</u> Reggae and animals | Charanga – Three Little Birds cont <u>Style of main song</u> Reggae <u>Unit Theme.</u> Reggae and animals | Charanga – Reflect, Rewind & Replay (Yr3) <u>Style of main song</u> Classical <u>Unit Theme.</u> The history of music, look back and consolidate your learning, learn some of the language of music. |
| PE | Invasion Games skills through: Three Touch Ball | Gymnastic Activities through Balancing Act Core Task | Net/Wall through Core Task 1 | Dance Activities | Striking and Fielding through. The 'Run the loop' core task. | Athletic Activities through Take Aim, Furthest Five and 'Pass the baton' core tasks. |
| PSHE | Taking Part – Unit 9 Healthy Lifestyles – Unit 8 | Being a risk taker – Unit 6 Anti-Bullying – Unit 12 Keeping Safe- Unit 5 | Economic well-being and financial Capability – Unit 3 | Emotional health and well-being- Unit 4 Being different – Unit 11 | SRE- Unit 2 It's ok to tell – Unit 10 | Drug, alcohol and tobacco awareness – unit 7 |
| RE Who should we follow? | Hindu Dharma <i>KQ: Why is family an important part of Hindu life?</i> - Religious duty - Hindu scriptures (The Ramayana) - Raksha Bandhan | Christianity- God <i>KQ: How and why have some people served God?</i> - Prophets - Service to God - Inspirational People | Sikhism <i>KQ: Why are the Gurus important to Sikhs?</i> - Guru Nanak - The ten gurus - Balsakhi | Christianity- Jesus <i>KQ: What does it mean to be a disciple of Jesus?</i> - Discipleship - Following the example of Jesus - Helping others | Islam <i>KQ: Why is the Prophet Mohammed (pbuh) an example for Muslims?</i> - The Prophet Mohammed (pbuh) - Zakat | Christianity- Church <i>KQ: What do Christians believe by the 'Holy Spirit'.</i> - The Holy Spirit - Gifts of the Spirit - Pentecost |

| UKS2 | | | | | | |
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| Year 5 and 6 Cycle A | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Enrichment Special days/ weeks/ events/ Trips | New School Year Harvest Autumn | Bonfire Night/ Christmas/ Winter Fayre Remembrance Day Diwali Black History Month - October World Science Day 10 th Nov | Valentine's Day Shrove Tuesday Chinese New Year New Year World Wildlife Day 3 rd March | Easter/ Spring Mother's Day World Book Day STEM Week National Park Week (18 th – 26 th April) | Earth Day Eid SATS National Smile Month 18 th May – 18 th June | Sports Day Father's Day Transition Summer UCLAN Science Festival |
| History | KQ: How was Britain involved in WWII? British involvement in WW2 and changes to British society, including rationing, Home Guard, The Blitz, Battle of Britain | | Children's Choice Children choose an area of history that they would like to know more about. Plan around their chosen questions. | | KQ: Who were the Mayans? Study of Mayan civilisation, its culture and legacy | |
| Geography | Marvellous Maps Children explore the range of maps available to geographers and to develop their understanding of the key features of maps. They will study a range of maps and atlases, including digital maps, and compare their features. They will learn to use the eight compass points to give directions and give grid references to locate places on a map. By comparing maps of the same place, children will learn about the way that places have changed over time. | Exploring Eastern Europe Children have the opportunity to explore Eastern Europe. Firstly, they will learn about the countries of Europe. They will then look in more detail at some of the contrasting areas of eastern Europe, finding out about the landscape, climate and locations in each area. Children will bring together their learning about one area of eastern Europe and create information booklets to share what they have found out. Children will find out more about Chernobyl and its impact on eastern Europe and the rest of the world. | Enough for Everyone Children will think about the needs of a settlement, and the needs of the planet as a whole. They will find out where resource such as power and food come from, and look at ways in which natural resources can be conserved. After discussing the idea of a carbon footprint, children will have the chance to consider how their actions impact on others around the world, and to think about the changes that they could make to try to ensure that natural resources are shared so there is enough for everyone. | | The Amazing Americas Children will find out about the continents of North and South America, and the countries that form them. They will also look in more detail at some of the contrasting regions of the Americas, finding out about the landscape, climate and locations of each area. There is the opportunity to carry out a detailed fieldwork study of the children's local area to help them to identify the similarities and differences between a region of the Americas and where they live. Children will also develop their map and atlas skills and practise reading and writing coordinates. They will learn about the ancient and new wonders of the world, specifically those of the Americas, and they will research a natural wonder of the Americas and create their own presentations to teach others what they learn. | |
| Science | The Life Cycles of Plants and Animals – from Y5 Su1 | Light and Astronomy (Earth, moon) – from Y5 Sp1 | Evolution and Inheritance – from Y6 A1 | The Life Cycles of Humans – from Y5 Su2 | Light and Astronomy (how light travels) – from Y6 A2 | Electricity – from Y6 Su1 |
| Art and design | Drawing – sketched people Artist link - Henry Moore | | Painting - The Dutch Masters Symbolism of food in painting. | | Textiles – Quilting/ Padding 1. What is quilting 2. Examining examples of Block Quilting 3. Blanket Stitch 4. Designing own Quilt 5. Cutting fabric and creating patterns 6. Sewing blocks together using running stitch 7. Basting the quilt. 8. Sewing and binding. 9. The wider influences of uses of quilting/ history/ patch working/ sewing techniques/ impact on culture. | |
| Computing | Year 5 My Online Life | Year 5 STEM Girls vs Boys | Year 5 You Tuber | Year 5 Binary Messages | Year 5 Making AR Games | Year 5 Web Designer |
| Design and Technology | | Food | | Mechanical systems | | Electrical systems |
| French | Core Unit 1 Hello How are you? What is your name? How old are you? My Family My Fantastic Family | Main Unit - A Weekend with Friends What would you like to do? Would you like? Sleepover The Midnight Feast Are you going to go to the Cinema? Christmas | Core Unit 2 Hello Mrs. Monday Colours Let's Count up to 20 Countries I like | Main Unit – A School Trip The Wheels On the Bus On the way Through the window At the Museum In the Countryside A Trip to the Museum | Main Unit – The Environment The Weather The Pond The Garden In the Garden Rubbish Renoir - flowers | Main Unit – On Holiday Where are you going on holiday? Where are you staying? At the Zoo At the Beach At the Theme Park The Theme Park |
| Music | Charanga – Livin on a Prayer <u>Style of main song</u> Rock <u>Unit Theme.</u> Rock Anthems | Charanga – Livin on a Prayer cont.. Christmas Children practise and perform skills of breathing, diction and projection when learning Christmas songs/ carols | Charanga – Dancing in the Street <u>Style of main song</u> Motown <u>Unit Theme.</u> Motown | Charanga – Reflect, Rewind & Replay (Yr5) <u>Style of main song</u> Classical <u>Unit Theme.</u> The history of music, look back and consolidate your learning, learn some of the language of music. | End-of-year production singing and music appreciation | |
| PE | Invasion Games skills through: Y5 Core Task | Gymnastics Activities through Acrobatics Core Task | Net/Wall through Core Task Long and thin or short and long | Dance Activities | Striking and Fielding through a through. Core task. (Rounders) | Athletics Activities through Three run, jump and throw Core Task |
| PSHE | Taking Part – Unit 9 Healthy Lifestyles – Unit 8 | Being a risk taker – Unit 6 Anti-Bullying – Unit 12 Keeping Safe- Unit 5 | Economic well-being and financial Capability – Unit 3 | Emotional health and well-being- Unit 4 Being different – Unit 11 | SRE- Unit 2 It's ok to tell – Unit 10 | Drug, alcohol and tobacco awareness – unit 7 |
| RE | Christianity- God <i>KQ: Why is it sometimes difficult to do the right thing?</i> - Sin - Adam and Eve's disobedience - Temptation and morality | Christianity-Church <i>KQ: How do people decide what to believe?</i> - The Trinity - Use of symbols and metaphors - The worldwide church | Judaism <i>KQ: Do people need laws to guide them?</i> - The Torah - The Synagogue | Christianity- Jesus <i>KQ: What do we mean by a miracle?</i> - Miracles of Jesus - Pilgrimage | Hindu Dharma <i>KQ: What might Hindus learn from stories about Krishna?</i> - Krishna - Holi | Islam <i>KQ: Why is the Qur'an so important to Muslims?</i> - The Qur'an - The Night of Power |

