

| 2020-21 | Autumn | | Spring | | Summer | |
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| | 1 st Half All About Me | 2 nd Half Celebrations Around the World | 1 st Half How does your garden grow? | 2 nd Half How does your garden grow? | 1 st Half Life's a beach | 2 nd Half Life's a beach |
| Values & Philosophy | Thoughtfulness | Courage | Respect | Determination | Pride | Self-belief |
| British values | Mutual respect | | Tolerance of those with different faiths and beliefs | Individual liberty | Rule of law Democracy | |
| Topic including humanities | How have toys changed? changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (children look at their own and other's special qualities and start to | What is different? understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Can you we make a gift box? | Who was Van Gogh and how did he draw sunflowers? about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. (Katie's Sunflowers) | What plants grow around us? use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key | What seas are all around? name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents | How has the use of our coast changed? significant historical events, people and places in their own locality Art: collect beach objects to use to create a sculpture Geography: key physical features, look at our coastline on maps and aerial photographs. |

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| | consider the idea of equality) | | | | and oceans studied at this key stage How could we make a sea creature? | History: changes within living memory – how seaside holidays have changed. |
| | All About Me: Science/RSE Driver How have Rosa Parks and Nelson Mandela help to make the world a better place? (LCC) | Celebrations Around the World: Geography/RE Driver | How Does Your Garden Grow? Science Driver Rainforests (LCC Y5 Level down for Turtles!) | | Life's a Beach Why did the Titanic Sink? (LCC) | Life's a Beach Why do we love to be beside the seaside? (LCC) Lucy Lavers? RWB. SEAL TRIP |
| | All About Me: How am I feeling? Science/RSE focus How do I keep well? Uk mapping skills/location knowledge. Where do I live? What is my country like? | Celebrations Around the World: How does the world celebrate? Geography/RE focus World Map work/continents/countries/oceans Where in the world is...? Why are people and places different? | How Does Your Garden Grow? Science focus What did the Romans ever do for us? Settlement/influence/farming/civilisation/empire. How did life change because of the Romans? Hibernation/weather/seasons/why does the countryside change? | | Life's a Beach Geography/history focus What makes a beach, a beach? Why do tourists come to Norfolk? | Life's a Beach Geography/history focus What was Burnham coastal life like in the past? Compare and contrast with today and other places. |

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| | <p>I am a Year 6 pupil, can you get me out of here? (LCC)</p> <p>Time zones</p> <p>OS maps, compass points and route planning</p> <p>Orienteering</p> <p>Fieldwork</p> | <p>Why should Britain be ashamed of slavery? (LCC)</p> <p>How Britain was involved, movement from Africa to America, William Wilberforce, slave auctions, transportation.</p> | <p>Who were the Mayans and what have we learnt from them? (LCC)</p> <p>Impact of Mayan civilization, why they were considered an advanced society, sound technology, chocolate, know where Mexico is, link to sun and light.</p> | <p>Where are we Sailing Away?</p> <p>Trip to Little Wooden Boats</p> <p>Lifeboat station</p> <p>Trip on the Lucy Lavers</p> | <p>What is the Deep History Coast?</p> <p>Link to Imagined Land</p> <p>Visit to or from Cromer Museum (fossils)</p> | |
| English | <p>Oliver Jeffers – Here we are back to school unit.</p> <p>Speaking and listening:</p> <p>If your happy and you know it</p> <p>Ten tall fingers</p> <p>We use our hands to draw and play</p> <p>Toby Tall</p> <p>Guess Who? Senses station</p> <p>Reading:</p> <p>Let's Make Faces by <i>Hanoch Piven</i></p> <p>You Choose by Nick Sharatt</p> <p>Super Duper You by Sophy Henn</p> | <p>Speaking and listening: a shoe, here is the church</p> <p>Reading key stories:</p> <p>The Gingerbread Man</p> <p>Stick Man</p> <p>Writing: descriptions</p> <p>Make Gingerbread houses and describe them.</p> <p>Describe StickMan</p> | <p>Speaking and listening:</p> <p>How does your garden grow</p> <p>Reading:</p> <p>Jack and the Beanstalk</p> <p>Jim and the Beanstalk</p> <p>Jasper's Beanstalk</p> <p>Writing: Story retell</p> <p>Retell the story of Jack and the Beanstalk and write own version</p> | <p>The Enormous Turnip</p> <p>Oliver's Vegetables</p> <p>Writing: in role</p> | <p>Reading:</p> <p>Sharing a shell</p> <p>Commotion in the Ocean</p> <p>10 Reasons to love Turtle</p> <p>Writing: recount</p> | <p>Reading: The lighthouse keeper's lunch</p> <p>Seaside poems</p> <p>Pirates next door</p> <p>Writing: seaside poems</p> <p>Non-fiction: sea creature factfiles</p> |

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| <p>Titch by Pat Hutchins Funny Bones Ahlberg Writing: labels and lists and captions Label faces with feelings List and Label 'you choose' choices List their qualities from Super Duper you Match and write captions for Titch and Funnybones</p> | | | | | |
| <p>Oliver Jeffers – Here we are back to school unit. Whole Class Reader Danny Champion of The World Writing to inform – How to trap a dragon? ADAPT for DANNY Champion of the World</p> | <p>Class Reader – Folktales linked to celebrations Traditional Tales Letters to Santa</p> | <p>Class Reader - The Great Kapok Tree – Lynne Cherry The Vanishing Rainforest – Richard Platt Voices of the Rainforest – Mick Manning Non-chronological Reports about rainforests use Pie Corbett's The Manchester Ridgeback (adapt for rainforest animal) Poetry Unit – Colours of the rainforest</p> | | <p>Class Reader – Time Travelling Cat, Julia Jarman? Or Magic Treehouse, Tonight on the Titanic Writing to inform (historical Fiction) Titanic Survivor Letters and diary Entries</p> | <p>Class Reader - Different stories by the same author (local author Kevin Crossley-Holland) STORM Recount of fossil trip Writing to inform/entertain: Science Poetry</p> |
| <p>Oliver Jeffers – Here we are back to school unit. Writing focus <i>Writing to express and entertain.</i></p> | <p>Class Reader – Non fiction: "Her story" Writing focus <i>Write to inform</i></p> | <p>Class Reader - Book - fiction Writing focus <i>Grammar and sentence construction</i> Vocab</p> | <p>Class Reader - Writing focus <i>Writing to discuss</i> Review Vocabulary</p> | <p>Class Reader Writing focus Writing to perform Playscript Poetry – styles Vocab</p> | <p>Class Reader - Different stories by the same author (local author Kevin Crossley-Holland) STORM</p> |

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| | <p>Poetry and vocab Grammar Personal/diary/flash back based on Sidewalk flowers by Jon Arno Lawson. Class book: Lob</p> | <p>Instructions and recount / explanations Biography Grammar Contemporary focus Fiction around painting/portrait/ self-portrait.</p> | <p>Writing in a dramatic style – classic Key author Grammar</p> | <p>Grammar Newspapers and advertising Different viewpoints</p> | <p>Shakespeare Speeches in history</p> | <p>Free writing in time Description Vocab Writing focus to inform/entertain: Science or history Poetry</p> |
| | <p>Oliver Jeffers – Here we are back to school unit. Book Study: The Lion, the Witch and the Wardrobe. Cold/Hot Write Writing to inform (science and History) Year 5/6 word list Autobiography about themselves. Biography about character from The Lion, the Witch and the Wardrobe.</p> | <p>Book Study: Journey to Jo’Burg Martin Luther King – I Have a Dream Speech – write their own I have a dream speech. Poetry: The British (serves 60 million) - Benjamin Zephaniah Review – link to Christmas Panto Cold/Hot Write Year 5/6 word list</p> | <p>Book Study: Mayans book Poetry: Science poetry Cold/Hot Write Writing to entertain/inform Report Year 5/6 word list</p> | <p>Book Study: Macbeth – Shakespeare Playscript Essay discussing character motives in Macbeth (balanced argument)</p> | <p>Book Study: Kensuke’s Kingdom Cold/Hot Write Writing to inform Science Report Year 5/6 word list Advertising – local tourism</p> | <p>Book Study: Floodlands Poetry: range of poems linked to Nelson’s character Newspaper article about local discovery Year 5/6 word list</p> |
| Maths | <p>Number: place value within 10 Number: addition and subtraction within 10</p> | <p>Number: addition and subtraction within 10 Geometry: Shape Number: place value within 20</p> | <p>Number: addition and subtraction within 20 Number: place value within 50 including multiplies of 2, 5 and 10</p> | <p>Measurement: length and height Measurement: Weight and volume Geometry: position and direction</p> | <p>Number: Multiplication and division(reinforce multiples of 2, 5, and 10) Number: fractions</p> | <p>Measurement: Money Time</p> |

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| | Number: Place value Number: Addition and subtraction | Number: Addition and subtraction with money Number: Multiplication | Number: Division Statistics Measurement: length and height | Geometry: Shape, position, direction and perimeter Number: Fractions | SATs preparation Measurement: Time Problem solving: Efficient methods | Measurement: Maths, capacity and temperature Investigations |
| | Place value Number: Addition and subtraction Mental skills Games Times tables | Number: Multiplication division Times tables and related operations Mental maths Practice questions | Number: Division Fractions/percentages /decimals Times tables and related operations Mental maths Practice questions | Geometry: Shape, position, direction and perimeter Number: Fractions cont Times tables/mental/practice | Measurement: length and height UofM Handling Data | Measurement: Maths, capacity and temperature Investigations |
| | Number- Place Value Number- Addition, Subtraction, Multiplication and Division Fluency, reasoning and problem solving | Fractions Fluency, reasoning and problem solving | Number- Decimals Number- Percentages Measurement Fluency, reasoning and problem solving | Number- Algebra Number- Ratio Geometry and Statistics Fluency, reasoning and problem solving. | Geometry- Properties of Shapes Geometry- Position and Direction Fluency, reasoning and problem solving | Post SATs Nrich project Fluency, reasoning and problem solving |
| Fluency, reasoning and problem solving to be taught across all areas. | | | | | | |
| Science | How are we built? How do we feel? ♣ identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. | What changes can we find? observe changes across the four seasons ♣ observe and describe weather associated with the seasons and how day length varies | What is the same and what is different about our trees? What makes a plant? How can we grow a plant? Identify and name a variety of common wild and garden plants, including | How can we stay dry? How can we make a boat that floats? distinguish between an object and the material from which it is made ♣ identify and name a variety of everyday materials, including wood, plastic, glass, | Who lives at the beach? describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets | How are we built? How do we feel? ♣ identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. What pets do we have? describe and compare the |

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| | What pets do we have? describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets | | deciduous and evergreen trees ♣ identify and describe the basic structure of a variety of common flowering plants, including trees. | metal, water, and rock ♣ describe the simple physical properties of a variety of everyday materials ♣ compare and group together a variety of everyday materials on the basis of their simple physical properties | | structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets |
| | How could you be the next Jessica Ennis or Steven Gerrard? (LCC) UPDATE ATHLETES - DO NOT INCLUDE FOOTBALLER! | Where did that racket come from? (LCC) Link to festivals topic MUSIC. Heartsong (KCH) | LCC: Why would a dinosaur not make a good pet? (Living things and their habitats- LCC) Offspring and survival) | LCC: How can we grow our own salad? (Plants – LCC)) Butterfly Lifecycles with Flexarium | Materials – floating and sinking | LCC: What do rocks tell us about the way the Earth was formed? (LCC) |
| | Animals including humans: What makes us human? How do I keep well? | Living things and their habitats How does an environment affect living things and cultures? | States of matter Why do things change state? | Electricity Why do my lights turn on? | Sound: How are sounds made? | Animals. What is a food chain? The fall and rise of the Red Kite Norfolk as a wildlife reserve |
| | Electricity: Could you be the next Nintendo apprentice? (LCC) | Animals including humans: Why is the heart the most important pump we own? (LCC) | Light: How can you light up your life? (LCC) | | Living things and their habitats: How can we find out if spiders and the flies are related? (LCC) | Evolution and inheritance: Have we always looked like this? (LCC) |

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| Computing | <p>Online safety</p> <p>ICT including torches, ipads, talking tins/whiteboards/clipboards, listening station and desktops as part on ongoing continuous provision.</p> | <p>Coding – Beebots</p> <p>ICT including torches, ipads, talking tins/whiteboards/clipboards, listening station and desktops as part on ongoing continuous provision.</p> | <p>ICT including torches, ipads, talking tins/whiteboards/clipboards, listening station and desktops as part on ongoing continuous provision.</p> | <p>ICT including torches, ipads, talking tins/whiteboards/clipboards, listening station and desktops as part on ongoing continuous provision.</p> | <p>ICT including torches, ipads, talking tins/whiteboards/clipboards, listening station and desktops as part on ongoing continuous provision.</p> | <p>ICT including torches, ipads, talking tins/whiteboards/clipboards, listening station and desktops as part on ongoing continuous provision.</p> |
| | <p>Safer Internet – Hector’s World Knowsley Planning - You’ve Got Mail</p> | <p>Programming Knowsley Planning – Code-tastic</p> | <p>Technology in our lives Knowsley Planning - Young Author</p> | <p>Programming Knowsley Planning – Let’s Fix IT</p> | <p>Handling Data - Knowsley Planning - Whatever the Weather</p> | <p>Multimedia Using technology to create a photo collage of local images.</p> |
| | <p>Safer Internet – Use technology safely, respectfully and responsibly your digital footprint Twinkl 1.Understand computer networksTwinkl 2.On line research and document production Twinkl</p> | <p>Programming CS4 design, write and debug programsScratch moving a sprite Twinkl</p> | <p>Technology in our lives Create quizzes Twinkl</p> | <p>Programming Knowsley Planning – Scratch create a game Twinkl</p> | <p>Handling Data - using spread sheets to create graphs</p> | <p>Multimedia</p> |

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| | Online safety | Online Safety Google Classroom – digital literacy | Online Safety Young Authors – creating a book for KS1 children | Online Safety Drag and drop programming | Let's learn a language - python | <i>Appy Times</i> Investigating wearable technology |
| RE | What do my senses tell me about the world of religion and belief? (Christian, Hindu, Jewish?) | How does a celebration bring a community together? | Chinese New Year What do Jewish people remember on Shabbat? | What does the cross mean to Christians? | How did the universe come to be? (Hindu, Christian) | |
| | Why is light an important symbol for Christians? | What does the Nativity story teach Christians about Jesus? Y2 | What is philosophy? How do people make moral decisions? | How do Jewish people celebrate Passover? | Why do people have different views about the idea God? | What do Muslims believe about God? |
| | Where do religious beliefs come from? Christian | Seasonal beliefs and celebrations. How do different people celebrate? | How do /have religious groups contributed to our society and culture? Hindu/Christian | Why is there so much diversity of belief within....? Christian/Taoism/buddism/hindu etc | What does sacrifice mean? Multi/Humanist | |
| | What does it mean to be human? Is being happy the greatest purpose in life? Humanist/Christian | How do Buddhists explain the suffering in the world? | How and why does religion bring peace and conflict? (multi religion) | Creation or science: conflicting or complementary? Christian/Humanist | How do beliefs shape identity for Muslims? | |

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| Art/DT | How can we represent ourselves? to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination | Make Gingerbread houses and describe them. | Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. (Katie's Sunflowers) | Plan perspectives and making a map | Making a sea creature | Collect beach objects to use to create a sculpture |
| | Portraits - Picasso | Design a lantern for an autumn/winter festival? Diva Lamps etc. | Chinese New Year Camouflage art work Design and make a musical instrument to recreate rainforest sounds. Artist Study Henri Rousseau | DT link to allotment: Solar Ovens? Cold Frame? | Make a boat that floats! | Make your own clay fossil Local seascapes Make own clay organism for beach habitat |
| | What makes a self-portrait? Sketchbook Drawing and observing Different ways to represent DT: Wellbeing and nutrition Cooking and preparing - digestion Physical and mental health | How does art vary around the world? History and contemporary artists and styles. DT: Pop up mechanisms Make a meal from another country | How are different materials used to make buildings? Architecture and object design. Redesign a product. DT: making cardboard furniture. Making frozen fruit lollies. | 3D and textiles Using clay and constructing materials inc lego and junk Weaving and machines Sketchbooks From 2D to 3D Visit to glass forge. | Colour – Mixing Painting Understanding artists and movements Sketchbooks | Developing own piece Research artist Observation Outside |

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| RSE | | | | | | |
| | Portraits Chuck Close portrait work Tonal work Colour mixing | Making a Freedom Quilt | Mayan Mural | Mayan weaving | Perspective and composition Printing Ackroyd, Constable, Turner | Landscape and seascape Washes, colour and blending |
| | My feelings, my body | | | | | My relationships, My beliefs, My rights and responsibilities, asking for help |
| | My Feelings | My Body | My Relationships | My beliefs | My rights and Responsibilities | Asking for Help |
| | My Feelings | My Body | My Relationships | My beliefs | My rights and Responsibilities | Asking for Help |
| | My Feelings | My Body | My Relationships | My beliefs | My rights and Responsibilities | Asking for Help |
| PE | PE is taught using a combination of Get Set 4 PE and Real PE. | | | | | |
| YR | Introduction to PE: Unit 1 | Introduction to PE: Unit 2 | Dance: Unit 1 Ball Skills: Unit 1 | Gymnastics: Unit 1 Ball Skills: Unit 2 | Dance: Unit 2 Games: Unit 1 | Gymnastics: Unit 2 Games: Unit 2 |

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| Y1 | Fundamentals: Unit 1 Fundamentals Team building | Fundamentals: Unit 2 Ball Skills Target Games | Dance Net and Wall | Gymnastics Striking and Fielding | Yoga Sending and Receiving | Athletics Invasion |
| Y2 | Fundamentals Team building | Ball Skills Target Games | Dance Net and Wall | Gymnastics Golf | Yoga Sending and Receiving | Athletics Invasion |
| Y3 | Fitness OAA | Football Basketball | Dance Tennis | Gymnastics Golf | Yoga Hockey | Athletics Rounders Swimming |
| Y4/5 | OAA Yoga Tennis | Gymnastics Fitness Golf | Dance Tennis Swimming | Dodgeball Hockey Netball | Volleyball Y5/6 Tag Rugby Athletics | Athletics Badminton Cricket Y5/6 |
| Y5/6 | OAA Yoga Tennis | Fitness Gymnastics Golf Swimming | Dance Tennis | Dodgeball Hockey Netball | Volleyball Tag Rugby Athletics | Athletics Cricket Badminton |
| French | Due to this being a new language for all pupils we will all be beginning from the Year 3 curriculum. Depending on the progress of Dolphin and Kittiwake class, they may be able to move through more units at a faster pace as they may not need the over-learning that Turtle class will need. | | | | | |
| | N/A | | | | | |
| | Rigolo Unit 1 Bonjour | Rigolo Unit 2 En classe | Rigolo Unit 3 Mon corps | Rigolo Unit 4 Les animaux | Rigolo Unit 5 La famille | Rigolo Unit 6 Bon anniversaire! |

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| | Rigolo Unit 1 Bonjour Unit 2 En classe | Rigolo Unit 3 Mon corps Unit 4 Les animaux | Rigolo Unit 5 La famille Unit 6 Bon anniversaire! | Rigolo Unit 7 Encore! | Rigolo Unit 8 Quelle heure est-il? | Rigolo Unit 9 Les fetes |
| | Rigolo Unit 1 Bonjour Unit 2 En classe | Rigolo Unit 3 Mon corps Unit 4 Les animaux | Rigolo Unit 5 La famille Unit 6 Bon anniversaire! | Rigolo Unit 7 Encore! Unit 8 Quelle heure est-il? | Rigolo Unit 9 Les fetes Unit 10 Ou vas-tu? | Rigolo Unit 11 On mange! Unit 2 Le cirque |
| Other Events | Macmillan Big Art (in classes) Harvest Festival (in classes) | Christingle service Week of Inspirational Maths | Internet Safety Day | World Book Day Science Week | Number Day Sea Fever Poetry | Woodland Camp Sports Day Storm Prize |

Seals

Turtles

Dolphins

Kittiwakes