

KS2 - Two Year Rolling Curriculum

Year 3/4

Cycle A	Autumn 1 Rainforests	Autumn 2 Magnificent Monarchs	Spring 1 Ancient Greeks	Spring 2 Our Planet, Our World	Summer 1 WWII	Summer 2 This is England
English	Grammarsaurus PVPY Y4	English Text: (Y4) The Anywhere Arcade Setting Description (Narrative) NC Create settings, characters and plots	English Text: (Y3/4) How to Slay a Minotaur (Instructions) NC organise paragraphs around a theme. Use simple organisational devices in writing	English Text: (Y3) Hansel and Gretel (play script) NC prepare play scripts and read them aloud to perform	English Text: (Y4) Cambridge (Non-chron) NC organise paragraphs around a theme. Use simple organisational devices in writing	English Text: (Y4) Rags to Riches (Narrative) NC Create settings, characters and plots
	Class reader: Charlotte's Web (Y3)	Class reader: Varjak Paw (Y3)	Class reader: Shackleton's Journey (Y4)	Class reader: George's Marvellous Medicine (Y4)	Class reader: The Lion, the witch and the wardrobe (Y4)	Class reader: The Firework Makers Daughter (Y4)
	Guided Reading: Wk1: Gorilla (Y3) Wk2: The Rhythm of the rain (Y3) Wk3: Black History Month – Julian wears a dress Wk4: Nothing to see here hotel (Y3) Wk5: Black History month Wk6: Poems for a Green and Blue Planet (Poetry)	Guided Reading: Wk1: King Midas (Y4) Wk2: Wave me goodbye (Y4) Wk3: The Journey Day (Y4) Wk4: The Demon Headmaster (Y4) Wk5: Fitz and Will Festive Adventure (Y3) Wk6: The Sound Collector (Poetry)	Guided Reading: Wk1: Horrid Henry stink bomb (Y3) Wk2: The Enormous Crocodile (Y3) Wk3: Stig of the dump (Y3) Wk4: Stuart Little (Y3) Wk5: Weird World of Wonders (Greeks) (Y4) Wk6: Please Mrs Butler (Poetry) (Y4)	Guided Reading: Wk1: Bill's new frock (Y4) Wk2: Bill's new frock (Y4) Wk3: Bill's new frock (Y4) Wk4: Bill's new frock (Y4) Wk5: Bill's new frock (Y4) Wk6: I don't like Poetry (Poetry) (Y4)	Guided Reading: Wk1: Goodnight Mr Tom (Y4) Wk2: Goodnight Mr Tom (Y4) Wk3: Goodnight Mr Tom (Y4) Wk4: Goodnight Mr Tom (Y4) Wk5: Goodnight Mr Tom (Y4) Wk6: Jellyboots Smelly boot – Michael Rosen (Y4)	Guided Reading: Wk1: Emmeline Pankhurst (Y4) Wk2: The legend of Kevin (Y3) Wk3: Pugs of the Frozen North (Y3) Wk4: Life of a Tudor Boy (Y4) Wk5: Why the Whales came (Y4) Wk6: The Shadow Poem (Y3)
Maths	Place Value Addition and Subtraction	Multiplication and Division A Area	Multiplication and Division B Length and Perimeter Fractions A	Fractions A Mass and Capacity Fractions B	Time Decimals Money	Shape Position and Direction Statistics
Science	Living Things and their Habitats Recognise that living things can be grouped in a variety of ways.	States of Matter (including water cycle) Compare and group materials together, according to whether they	Animals including humans Describe the simple functions of the basic	Animals including humans (continued) Construct and interpret a variety of food chains,	Sound (continued) Find patterns between the pitch of a sound and features of the object that produced it. • Find	Electricity Identify common appliances that run on electricity.

	Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things.	are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions.	identifying producers, predators and prey. Sound Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear.	patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases.	Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors.
Computing	Introduction to AI 2BeSafe (Managing Online Information) Effective Searching	Effective Searching Logo 2BeSafe (Self-Image and Identity)	Coding	Micro:Bits 2BeSafe (Privacy & Security)	2BeSafe (Online Reputation) Unpacking Hardware & Software	Animation
DT		Levers and linkages: Christmas card Understand and use lever and linkage mechanisms. Distinguish between fixed and loose pivots. Explore and use mechanisms such as flaps, sliders and levers. Gain experience of basic cutting, joining and finishing techniques with paper and card.			Structures – shell structures: Develop ideas through the analysis of existing shell structures and use computer-aided design to model and communicate ideas. Select and use appropriate tools and software to measure, mark out, cut, score, shape and assemble with some accuracy.	Circuits and switches - Electricity games: Gather information about needs and wants, and develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated

		Select from and use appropriate tools with some accuracy to cut, shape and join paper and card. Evaluate their own products and ideas against criteria and user needs, as they design and make.			Explain their choice of materials according to functional properties and aesthetic qualities. Investigate and evaluate a range of shell structures including the materials, components and techniques that have been used. Test and evaluate their own products against design criteria and the intended user and purpose.	sketches, cross-sectional and exploded diagrams. Select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities. Investigate and analyse a range of existing battery-powered products. Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work.
Art and design	Rainforest Art Colouring Mixing Artist: Henri Rousseau Use sketchbooks to explore ideas, practise colour mixing, and plan a rainforest composition. Make observational sketches of plants to support their painting. Mix and apply a wide range of greens using primary, secondary, tertiary colours, tints, and shades. Use brush techniques (stippling, layering, blending, dry brush) to create texture and detail. Creating a rainforest painting inspired by Rousseau, making independent choices about colour and composition.		Greek pottery Clay Sculpture Explore examples of Ancient Greek pottery and identify key shapes, patterns and motifs. Design a pot and decorative pattern, influenced by examples of ancient Greek pottery. Explore and practise pinch, coil and slab methods for shaping clay. Join clay securely and smooth surfaces for strength and finish. Apply paint to decorate their clay pots with repeating patterns, motifs and narrative scenes inspired by Greek pottery.	Water Colour Technique Research and identify watercolour styles (Monet and Hockney) Understand that mixing white or black with colour creates tints and shades. Experimenting with different watercolour techniques. Select and apply appropriate techniques. Evaluate and reflect on colour choices and techniques used.		

	Compare Rousseau's imaginative style with Mee's realistic studies. Evaluate and improve their work, using art vocabulary to reflect on colour and technique.		Use contrasting colours effectively. Evaluate and reflect.			
Geography	Rainforests: Locate the world's rainforests and to explore the relationship of them to the Equator. Explore the climate of the Amazon rainforest. Identify features of each layer of the rainforest. Investigate what life is like in the Amazon rainforest. Understand the features which make the rainforest so valuable and the threats towards it.			Our Planet, Our world: Describe and understand key aspects of: physical geography, including: biomes and vegetation belts. human geography: types of settlement and land use. Discuss the impact of humans on earth (climate change). Significant people (David Attenborough).		This is England: Name and locate counties and cities of the UK, geographical regions. Human and Physical Geography: Describe and understand key aspects of: physical geography, including: rivers and mountains human geography: types of settlement and land Understand how some of these aspects have changed over time.
History		Monarchs Understand what a monarchy is. Understand the power a monarch can have. Explore how the power of a monarchy can expand. Understand how a monarchy can change. Learn about our current monarch. Identify how the power of the monarchy has changed over time.	Ancient Greece Understand the timeline of ancient Greece Understand the beliefs of the ancient Greeks Learn about the ancient Olympic Games Learn about life in ancient Greece Understand the legacy of the ancient Greeks		WWII Understand why Britain went to war in 1939 Learn how people tried to keep safe during WWII Investigate the term 'War Effort' through the events of Dunkirk Understand why the Battle of Britain took place Understand why evacuation happened in WWII and where children were sent to live	

					Know how the British public supported the war effort through rationing/Dig for Victory	
MFL	Phonics 'I am learning French' Learn key phonemes Introduce themselves, say how they feel and have a wider appreciation for the country/countries where the foreign language is spoken.	Seasons learn the 4 seasons of the year along with a key feature for each season. Say which is their favourite season and why.	'I am able' learn 10 familiar activities that they are able or are not able to do in French.	In the Classroom Say what they have and do not have in their pencil cases and/or school bag in French.	Do you have a pet? Speak and write about the pets they have and/or do not have in French. Use 3 rd person to say what the pet is called and use conjunctions.	Instruments learn 10 familiar instruments. Learn to use 1 st person verb 'I play'. Recognise, recall, remember and spell up to 10 instruments with their definite article.
Music	'Let your spirit fly' Learn about pulse, rhythm and pitch focused around the song: Let Your Spirit Fly. Sing and play instruments	Glockenspiels Stage 1 Explore and develop playing skills through the glockenspiel	'Three Little Birds' Learn about pulse, rhythm and pitch focused around the song: Three Little Birds Sing and play instruments	'Lean on me' Learn about pulse, rhythm and pitch focused around the song 'Lean On Me' Sing and play instruments Practise Songs for Production	Blackbird Learn about pulse, rhythm and pitch focused around the Beatles song 'Blackbird' Sing and play instruments	Reflect, rewind, replay Listen and appraise Classical music Sing and play instruments Improvise using voices and instruments Composition Performance skills
PE	Ball Skills Develop a variety of ball skills. Develop accuracy when tracking, variety of throwing techniques and developing catching. Apply in small games. Fundamentals Develop skills of balancing, running, jumping, hopping and skipping.	Dance Focus on creating characters and narrative through movement and gesture. Working individually, in pairs and small groups. Use movement to explore and communicate ideas. OAA Develop problem solving, communication and navigation skills through a range of challenges in pairs and teams.	Fitness A range of activities to develop different areas of health and fitness. Gymnastics To develop balancing, rolling, jumping and inverted movements and use these skills to create more complex sequences.	Inclusion sports To develop skills in accuracy, coordination and teamwork in a range of sports, such as boccia, goalball and kurling. Golf Develop accuracy of aiming at a target. Develop understanding of techniques to use over long and short distances.	Basketball Develop understanding of attacking and defending. Use skills, strategies and tactics to outwit opposition. Develop teamwork. Hockey Develop understanding of attacking and defending. Use skills, strategies and tactics to outwit opposition. Develop teamwork.	Athletics Develop basic running, jumping and throwing techniques. Challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. Cricket Explore understanding of striking and fielding. Develop skills, strategies and tactics to outwit the opposition.
PSHCE	Beginning and belonging: (BB34) Helping to make the classroom feel like a safe place. Building relationships	Family and friends: (FF34) Healthy Friendships Developing friendship skills Families and other special people	Working together: (WT34) Recognising and developing strengths and skills Developing communication skills	Managing safety and risk: (MSR34) Strategies in risky situations Safety contexts Basic first aids and preventing accidents	Healthy lifestyles: (HL34) A balanced healthy lifestyle Physical activity Healthy eating Dental hygiene and sleep Making health choices	RSE: (RS3/RS4) Year 3: Body knowledge Body functions and change Body awareness and image

	Coping with new situations Sources of support	Anti-bullying: (AB34) Defining bullying Causes and types of bullying How bullying may affect us Responding to bullying Supporting others Creating safe environments	Developing group work skills Applying communication skills Evaluation and feedback skills Financial Capability: (FC34) Financial understanding Financial responsibility and feelings about money Financial competence			Personal hygiene Illness/disease prevention Year 4: The human life cycle Growing up Personal responsibilities Parents carers families
RE	Are all religions equal? (Kapow –Year 4) Make connections between religions and worldviews by exploring beliefs, practices and the ways people describe God. Investigate the importance of key stories, values and traditions and why equality and harmony matter. Compare and reflect on similarities and differences between religions. Express and share ideas about religion and its importance in the world today.	Where do our morals come from? (Kapow- Year 3) Understand morals, rules, and how people decide right from wrong. Explore the Golden Rules and ways people remember guidance. Compare religious and non-religious guidance, noting similarities and differences. Create and share their own ideas for moral code.	What happens if we do wrong? (Kapow- Year 3) Understand what actions are considered wrong, their consequences and who gives authority for them. Explore how different religions seek forgiveness and the impact it has on believers. Compare Jewish, Muslim and Christian practices of forgiveness, baptism and sacrifice.	Is scripture central to religion? (Kapow- Year 3) Understand what is meant by revelation. Explore the significance and treatment of scripture in Judaism, Christianity and Islam. Make links between scriptures from Abrahamic religions. Identify similarities and differences in how scripture is used across worldviews and place of worship.	Why is the Bible the best-selling book of all time? (Kapow- Year 4) Understand how the first Christian Bible was compiled and developed over time. Explore different types of writing in the Bible and why some texts were included. Learn about key figures, events and interpretations that shaped the Christian Bible. Investigate where and how the Bible is used in churches and communities today. Identify the Bible's influence on modern British life and explain its continuing relevance.	Just how important are our beliefs. (Kapow- Year 4) Explore the meaning and role of baby welcoming and commitment ceremonies. Understand how adults, promises and cultural practices play a part in these ceremonies. Identify clothing, items, fasting and dietary practices that express beliefs. Explain how people show commitment to their beliefs in visible and unseen ways. Consider how sacrifice and commitment demonstrate the importance of beliefs.
Enrichment	Rainforest Wow Day	Library visit	Burwell (year 4)		Madingley American Cemetery	

Cycle B	Autumn 1 Ancient Egyptians	Autumn 2 Incredible Inventions	Spring 1 Stone Age, Bronze Age and Iron Age	Spring 2 Stone Age, Bronze Age and Iron Age	Summer 1 Grow it, Pick it, Eat it	Summer 2 Mapping it Out
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English	English Text: PVPG Y3	English Text: (Y3) Egyptian Cinderella (Narrative) Characterising speech NC create settings character and plots	English Text: (Y3) Stone Age Boy (Narrative) NC – create settings, character and plot	English Text: (Y3) The Stone Age (Non-chron) NC organise paragraphs around a theme. Use simple organisational devices in writing	English Text: Shakespeare Midsummer Nights Dream	English Text: (Y4) How a food chain work? How does the digestion system work? (Non-chron) NC - Organise paragraphs, use simple organisational devices.
	Class reader: The Iron Man (Y3)	Class reader: Clockwork Crow	Class reader: UG, The Pebble in my Pocket, The Stone Age Boy		Class reader: The Boy who grew a Dragon (Y3)	Class reader: Shipwrecked (Y4)
Reading	Guided Reading: Wk1: The street beneath my feet (Y3) Wk2: Black History month – Black British History – David Olugosa Wk3: Insiders alive (Y3) Wk4: Black History Month – Little people, big dream – Marcus Rashford Wk5: The Tin Forest (Y3) Wk6: Black History Month – Hot like fire – Valerie Bloom	Guided Reading: Wk1: The Wild Robot (Y3) Wk2: Tilly and the time machine (Y3) Wk3: Jinx and O'Hare funfair repair (Y3) Wk4: Weasels (Y3) Wk5: Fortunately the milk (Y3) Wk6: The Poet's Dog By Patricia MacLachlan (Poetry)	Guided Reading: Wk1: The extraordinary life of Katherine Johnson Wk2: The Legend of Spudmurphy (Y3) Wk3: Nelson Mandela (Y3) Wk4: The Umbrella Mouse (Y4) Wk5: The Umbrella Mouse (Y4) Wk6: Feel the Beat: Dance Poems that Zing from Salsa to Swing	Guided Reading: Wk1: Ruby Bridges This is your time Wk2: Brilliant world of Tom Gates (Y3) Wk3: The tale of Angelino Brown (Y4) Wk4: Little people – Rosa Parks Wk5: The train to impossible places (Y4) Wk6: What Are Little Girls Made Of? by Jeanne Willis	Guided Reading: Wk1: Young, gifted and black Wk2: 100 mile an hour dog (Y3) Wk3: The Great Chocoplot (Y4) Wk4: Knight's Tale (Y3) Wk5: Alex Sparrow (Y4) Wk6: Wave me goodbye (Y4)	Guided Reading: Wk1: How to be an explorer? (Y4) Wk2: Alice in Wonderland (Y3) Wk3: Oliver and the seawings (Y3) Wk4: Otiline and the yellow cat (Y3) Wk5: Harley Hitch Wk6: I am the Seed that Grew the Tree
Maths	Place Value Addition and Subtraction	Multiplication and Division A Area	Multiplication and Division B Length and Perimeter Fractions A	Fractions A Mass and Capacity Fractions B	Time Decimals Money	Shape Position and Direction Statistics
Science	Forces and Magnets Compare how things move on different surfaces Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance	Light recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous	Rocks compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock	Rocks (continued) Plants identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and	Plants (continued)	Animals including Humans identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat identify that humans and some other animals have

	Observe how magnets attract or repel each other and attract some materials and not others Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials Describe magnets as having 2 poles Predict whether 2 magnets will attract or repel each other, depending on which poles are facing	and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by an opaque object find patterns in the way that the size of shadows change	recognise that soils are made from rocks and organic matter	room to grow) and how they vary from plant to plant investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal		skeletons and muscles for support, protection and movement
Computing	Online safety	Coding Use selection, co-ordinates, looping and variables. Use these coding skills to create their own game.	Micro:Bits Coding a micro:bit to make simulations of real world tools such as dice and step counters. Spreadsheets (2Calculate) Move beyond basic data entry to explore how spreadsheets can calculate and solve problems.	Writing for different audiences (2Email, 2Connect, 2DIY) Learning how to respond to, compose and add attachments to emails as well as consider the safety aspects of email communication.	Logo Developing understanding of basic commands and programming concepts. Learning to create shapes and letters using instructions. Animation 2Animate Use traditional animation methods and compare these methods with using animation software (2Animate). Learning techniques, such as onion skinning, ending with the production of their own digital 2D animation.	Effective Search use search technologies effectively by selecting clear keywords, refining searches for accuracy, and evaluating online content to judge whether it is reliable and trustworthy. Unpacking hardware and software understanding of technology and computer systems in relation to their hardware and software.
DT		Pneumatics-science link forces Investigate pneumatic systems Generate, develop, model and communicate		2D to 3D shape products design a functional 3D product create, use, and explain how a flat 2D template or	Food – healthy and varied diet Understand the principles of a healthy and varied diet.	

		their ideas through discussion and annotated sketches. Select and use a range of materials to create prototypes. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately - select from and use a wider range of materials and components, according to their functional properties evaluate their ideas and products against their own design criteria and consider the views of others to improve their work		net transforms into a stable 3D shape accurately measure, mark, and cut fabric or card using a 2D template use functional joining methods evaluate their final 3D product against their initial design criteria to see if it functions as intended	Prepare food using a range of cooking techniques. Design a sandwich/wrap using knowledge of healthy eating. Prepare a healthy wrap or sandwich Evaluate their sandwich/wrap	
Art and design	Egyptian landscapes: silhouettes Hieroglyphs develop art and design techniques with a range of materials. learn about art and design in history improve pencil drawing techniques develop art and design techniques with a range of materials. improve mastery of art and design techniques using a range of materials.		Starry night – Van Gogh Introduction to Van Gogh and his works. Use Van Gogh's Starry Night to inspire a collage. Explore techniques used by Van Gogh			Observational drawings and paintings Georgia O'Keefe Learn who Georgia O'Keeffe was and what inspired her work. investigate the shapes and forms in O'Keeffe's work. Sketching shapes Investigate colour mixing investigate brush techniques to create texture and effects

Geography	Location knowledge (linked to history) locating Egypt on a world map/atlasses				Grow it, pick it, eat it Learn about different foods grown and produced in the UK. explore produce imported from around the world. explore the journey of food from source to consumer. use maps, atlases, globes and digital/computer mapping	Papworth Everard (local study, comparison to another area) Name and locate countries and cities of the UK. use maps, atlases, globes and digital/computer mapping look at how Papworth has changed over time. To compare Papworth Everard with another location Draw sketch maps Learn to use grid references
History	Ancient Egypt When and where were Ancient Egyptians in history? How can we prove that the Ancient Egyptians existed and when this was? What is the difference between primary and secondary sources of historical information? How were the pyramids built? Was everyone prepared for the afterlife in Ancient Egypt? Why did the Egyptians believe in gods?	Inventions How inventions have impacted our world? What inventions were created during the Industrial revolution and do we still use them today? How has the invention of the world wide web changed our world? How has the invention of plastic changed our world?	Stone Age, Bronze Age, Iron Age Natural pigments and materials linked to stone age - Cave paintings Understand chronology Understand what a hunter-gather is Understand about tools and weapons used in the Stone Age Compare the differences between hunter-gatherers and Neolithic farmers Learn about Skara Brae Describe some ways in which life changed from the Stone Age to the Bronze Age. Learn about Stonehenge Understand what life was like as an Iron Age Celt Understand what housing was like during the different ages			

	How did the gods affect daily lives of Ancient Egyptian people?		Understand how and why Iron Age hill forts were built Understand why the Iron Age ended Learn about the impact the different ages have had on modern life			
MFL	Phonics/ 'Je peux' (I am able to) learn a selection of the key phonemes to facilitate accurate and authentic pronunciation learn 10 familiar activities that they are able or are not able to do in French Introduction to the negative form	Animals learn familiar animals be introduced to the 1 st person singular high frequency verb 'I am' in French	Vegetables learn common vegetables in their plural form Learn basic transactional language required take part in a role-play activity based on buying different quantities of vegetables from a market stall.	Ice cream learn 10 flavours of ice-cream and the transactional language required to purchase an ice-cream in French take part in a role-play activity to order a cone or cup of ice-cream in the flavour(s) of their choice, specifying how many scoops of each they would like.	Presenting Myself present themselves both orally and in written form in French start to create sentences of their own using a range of personal details including name, age, where they live and nationality.	Goldilocks and the three bears understand a familiar fairy tale recounted in French using picture, word and phrase cards.
Music	'Dragon Song' Improvise, compose and perform linked to 'Dragon Song' - a song about kindness, respect, friendship, acceptance and happiness	'Bringing us together' Improvise, compose and perform linked to the song 'Bringing us together' - a Disco song about friendship, peace, hope and unity	'Mamma Mia' Sing, play, improvise and compose with the song 'Mamma Mia' Listen and appraise more ABBA hits.	Glockenspiels Stage 2 Explore and develop playing skills through the glockenspiel Production Song Practise	'Stop!' Sing and compose focused around the song: 'Stop!' - a rap/song about bullying.	Reflect, rewind, replay Listen and appraise Classical music Sing and play instruments Improvise using voices and instruments Composition Performance skills
PE	Yoga Develop flexibility, strength, technique, control and balance. Netball Invasion Game. Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Dance Focus on creating characters and narrative through movement and gesture. Working individually, in pairs and small groups. Use movement to explore and communicate ideas. OAA Develop problem solving, communication and navigation skills through a range of challenges in pairs and teams.	Gymnastics Develop flexibility, strength, technique, control and balance. Handball Invasion Game. Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Dodgeball Target Game. Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Tag Rugby Invasion Game. Use running, jumping, throwing and catching in isolation and in	Tennis Net and wall game. Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Athletics Use running, jumping, throwing and catching in isolation and in combination. Develop	Football Invasion Game. Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Rounders Striking and fielding game. Use running, jumping, throwing and catching in isolation and

				combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	flexibility, strength, technique, control and balance.	in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.
PSHCE	Rights, rules responsibilities RR34 Rights and responsibilities Understanding and developing rules Democracy and decision making	My emotions ME34 Understanding and managing feelings Getting support Strengths and qualities Calming and relaxing Being assertive Anti-bullying AB34 Friendships and falling out Defining bullying Causes and types of bullying How bullying may affect us Responding to bullying Supporting others Creating safe environments	Diversity and communities DC34 Exploring my identity Valuing difference Exploring my community What is the media? Caring for the environment, animals and plants	Drug Education DE34	Digital Lifestyles Managing Change Identifying changes Friendship changes Separation and loss Managing feelings and getting support Planning for change	Personal Safety Recognising if I am feeling safe or unsafe Asking for help, trusted adults and networks of support How my actions affect the right of others to feel safe Bodily autonomy Safe and unsafe secrets Recognising and reporting abuse
RE	What makes us humans? (Kapow Year 3) Exploring ideas about spirituality, the inner self and the soul by interpreting and creating artwork inspired by different beliefs and perspectives.	What makes some texts sacred? (Kapow Year 4) Examining the role of scripture in different religions by exploring how sacred texts are used and treated.	Who was Jesus really? (Kapow Year 4) Investigating the life and teachings of Jesus by exploring accounts from the Bible and examining how different people viewed him during his lifetime.	Does the language of scripture matter? (Kapow Year 4) Exploring the use of different languages in religious scriptures by investigating what this can reveal about beliefs, identity and tradition.	Is water symbolic? (Kapow Year 3) Investigating the symbolism of water by exploring its use in rituals, ceremonies and religious stories.	Why is fire used ceremonially? (Kapow Year 3) Examining the symbolism of fire by exploring its use in ceremonies, celebrations and acts of remembrance.
Enrichment	Egyptian Day (in school)	Museum of Technology	Burwell residential (Y4)	Flag Fen		Camp Out

Year 5/6

Cycle A	Autumn 1 Mighty Mayas	Autumn 2 Journey of a Cocoa Bean	Spring 1 Let Me Entertain You	Spring 2 Cambridge Changes	Summer 1 Tremendous Tectonics	Summer 2 Tremendous Tectonics
English	English Text: Grammarsaurus Place Value of Punctuation and Grammar Y5	English Text: (Y6) The Lost Jungle City (Setting description) NC – describe settings, characters and atmosphere, integrating dialogue to convey character and advance the action	English Text: (Y5) Romeo and Juliet (Recount)	English Text: (Y6) Are Video Games good for children? (Discussion) NC – identify the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own English Text: (Y6) Grandfather and Grandson – Inspired by the piano (Characterising speech) NC – describe settings, characters and atmosphere, integrating dialogue to convey character and advance the action	English Text: (Y5) How are volcanoes formed? (Explanation) NC – further organisational and presentational devices to structure text and guided the reader	English Text: (Y6) Ed Sheeran (Biography Unit) NC – further use organisational and presentational devices to structure text and guide the reader Year 5/6 Unit Guide – Plot Weave pack – Whitby Abbey Narrative describe settings, characters and atmosphere, integrating dialogue to convey character and advance the action
Guided Reading	Wolf Brother Farther Cogheart Black History – I have a dream Do not stand at my grave and weep	Michelle Obama The lonely planet kid – hidden wonders The caged bird Who let the Gods out? Moth Defying gravity (Songs)	Leon and the place between War Horse The Accidental Prime Minister Ice monster Jabberwocky	Classics (Treasure Island, Railway Children, Jungle Book, The Borrowers, The Secret Garden)	The Walrus and the Carpenter Phoenix day The Witches Malamander	Peter Pan Dreamsnatcher Poetry for young people by Langston Hughes
Maths Y5	Place Value Addition and Subtraction	Multiplication and Division A Fractions A	Multiplication and Division B Fractions B	Decimals and Percentages Perimeter and Area Statistics	Shape Position and Direction Decimals	Negative Number Converting Unit Volume

Maths Y6	Place Value Addition, Subtraction, Multiplication and Division	Fractions A Fractions B Converting Units	Ratio Algebra Decimals	Fractions, Decimals and Percentages Area Perimeter and Volume Statistics Shape Position and Direction	Consolidation Problem Solving – Project	
Science	Living Things Understand observable characteristics Use observable characteristics to group animals/plants To sort and group organisms in classification key Investigate microorganisms and how they are classified Classify plants/animals in the local area.	Evolution and inheritance Consider what fossils can reveal about the past Use fossil evidence to explain how living things have changed over time Know that offspring is similar but not identical to parents Find similarities and differences in humans within family trees Identify inherited and environmental characteristics of different offspring Describe adaptations in a range of animals Describe adaptations in a range of plants Research a living thing that has evolved over time	Light Explain that light travels in straight lines Describe the difference between light sources and light reflectors Investigate that we see things when light is reflected and travels to the eye Investigate how mirrors change the direction in which light travels Explore the size, colour and features of a shadow and compare shadows to reflections of objects Investigate the number of shadows cast by an object	Electricity Build and test a range of simple circuits Represent components with symbols in a simple circuit diagram Investigate how voltage affects the brightness of a bulb in a circuit Investigate how variables affect the brightness of a bulb in a circuit Predict how to change the volume of buzzers in a circuit	Electricity continued... Use a switch and explain how it is used in a simple circuit Investigate insulators and conductors Year 5 – Changes and human development to old age Describe changes in humans as they develop as babies before and after birth Describe changes in humans through: • Childhood • Puberty Year 6 – Circulatory system: impact of diet, exercise, drugs and nutrients Explain the function of the heart Explain what blood is and what it does Know what blood vessels are and what they do	Year 5 – Changes and human development to old age continued... Describe changes in humans through: • Adulthood • old age Work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows. Year 6 – Circulatory system: impact of diet, exercise, drugs and nutrients continued... Know how water and nutrients move through the body Plan, write and present to others information about the circulatory system Describe the impact of a balanced diet on the human body. Describe the impact of exercise on the human body Investigate heart recovery time

						Explain how legal and illegal drugs affect our bodies Know the impact of smoking and alcohol on the health of the human body
Computing Y5	Word Processing Online Safety (Managing Online Information)	Spreadsheets Online Safety (Self-Image and Identity)	Designing Quizzes Online Safety (Privacy & Security)	Coding	Game Creator Online Safety (Online Reputation)	3D Modelling Graphing
Computing Y6	Online safety Blogging	Coding	Spreadsheets	Text adventures	Networks Understanding Binary	Designing Quizzes
DT	Cooking: Celebrating culture & Seasonality Know how to use utensils and equipment including heat sources to prepare and cook food. Understand about seasonality in relation to food products and the source of different food products. Use this knowledge to make a seasonal soup.			Electric system: Monitoring control Understand and use electrical systems in their products. Use computer control systems in products and apply their understanding of computing to program, monitor and control their products.		CAMS - Mechanical systems Understand that mechanical systems have an input, process and an output. Use cams to produce toys with different types of movement and change the direction of movement.
Art and design		Painting – still life lants and flowers: Line drawing and painting with Acrylic. Record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques: Painting Learn about great artists, architects and designers: Van Gogh	Drawing Record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques: Perspective drawing Understanding lines of perspective and horizon lines to create cityscapes. Learn about great artists, architects and designers in history:		Printing Record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques: Printing Learn about great artists, architects and designers in history: Andy Warhol/ Pop Art movement	Digital Media: sound, video, animation, still images

Geography		Journey of a cocoa bean Human and physical geography of central America. The history of chocolate. Where chocolate comes from. How is chocolate made and marketed?			Physical geography – Volcanoes and Earthquakes The layers of the Earth. Locating world volcanoes and the most powerful earthquakes. Types of volcanoes and the effects that they have. What causes earthquakes and tsunamis?	
History	Maya Civilization a non-European society that provides contrasts with British history Exploring who the Maya civilisation was, where they lived and what their lives were like. We will explore their beliefs, their number system and what made them such a sophisticated civilisation. We will also explore what was happening in Britain around the same time and why the Maya civilisation came to an end.		Leisure and entertainment through the 20th Century a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Investigate how entertainment and leisure such as music, film and TV have evolved throughout the 20 th century.	Local history unit (Cambridge over time – the development of the University) ☐ a study over time tracing how several aspects of national history are reflected in Cambridge ☐ a study of Cambridge dating from 1066 that is significant in the locality – the development of the university and the impact it has had on the local area. Children take a closer look at their local area and the history of one of Britain's most famous University cities.		
MFL	Phonics/ In the Tea Room (French Cafe)	The Date Celebrations - Christmas	Habitats	Clothes	At School	Healthy Lifestyles
Music	Year 5 – Young Voices Children learn the following melodies, words and harmonies of each song and medley in anticipation of their visit to the O2 in January '26: 1. 'All Over the World' 2. 'Disco Fever' 3. 'Move Towards the Light' 4. 'No Such Thing as Normal' 5. 'Pop Medley 2026' 6. 'Power in Me' 7. 'Sea Shanty Medley' 8. 'Shackles' 9. '(Something Inside) So Strong'		Charanga Unit: Make You Feel My Love Listen and appraise the song Make You Feel My Love and other Pop Ballads: Compare different artists' versions of the same songs Learn to sing and perform Make You Feel My Love Improvise with the song. Play and copy back. Compose with the Song	Y5 Charanga – Fresh Prince of Belair .	Charanga: Unit Music and Me Listen & Appraise music from four different inspirational female artists Investigate the artists: How do they each go about creating music? How has creating music helped them to build their confidence?	Charanga: Unit Reflect Rewind Replay Rewind and Replay (Revision) - revisit songs from the year - Complete a composition activity using the Music Explorer resource - Rhythm Grid work - The Language of Music

	10. 'Wicked Medley' 11. 'You'll Be in My Heart/On My Way'		E, F, G, A, B + C Perform & Share Record the performance and evaluate.		Create You will write your own music using 'Music and Me' • Which 'beat' did you use? • Write a rap • Write lyrics for a song Perform, share and present. Decide how your group will introduce your composition? How did you put your identity into the music and the performance? Record the performance and appraise afterwards.	Prepare for a performance of songs and activities from the year.
PE	Yoga Netball (Y5) Swimming (Y6)	Dance Outdoor Adventurous Activities (OAA)	Gymnastics Swimming (Y5) Netball (Y6)	Handball Dodgeball	Tennis Tag Rugby	Athletics Rounders
PSHCE	Beginning and Belonging Helping to make the classroom feel like a safe place. Building relationships Coping with new situations Sources of support	Family and Friends Exploring healthy and unhealthy relationships, online and offline. Developing ways of beginning new friendships and maintaining existing ones and managing some of the pressures in friendships and family relationships. Look at consent, communication and empathy in relationships. Anti-bullying Defining bullying and what may cause someone to bully. Look at the roles of those involved in bullying situations and demonstrate safe strategies to intervene. To begin to look at prejudice-based bullying.	Working Together Identifying their own strengths and skills, those of others and know how these can complement each other. Understand that the ability to learn is a valuable skill and learn some skills which might be useful in a range of jobs. Financial Capability Explore what money is, including history, trade and currencies. Grow an understanding that occupations require different skills and allow for different earnings, the deductions from which support others in the community. Discuss the complexities of managing money and budgeting.	Managing safety and risk Explore the benefits and consequences of taking risks and look at how their levels of responsibility are changing as they grow older. Explore how to stay safe on the road and in the sun and describe some first aid procedures.	Healthy Lifestyles Explore what makes up a healthy lifestyle, including nutrition, sleep and being active.	Relationships and Sex Education Year 5 Learn about the external and internal sexual parts and their basic functions. Explore the changes to bodies during puberty and the importance of personal hygiene. Year 6 Learn about the main stages of sexual reproduction. Explore the emotions associated with the onset of puberty and have strategies to deal with these positively. Look at the characteristics of loving, trusting relationships and why couples might choose to have children. Explore different types of family arrangements which may be different from their own.

RE	What place does religion have in our world today? Pupils will: Analyse census data to identify trends and changes in the religious makeup of the UK. Reflect on how their local area's data compares with an alternative area and national trends. Discuss reasons for the changing uses of religious buildings over time. Analyse and respond to data about religious diversity across the world. Discuss the historical and geographical influences on the spread and current distribution of religions. Explain the concept of freedom of religion or belief.	Why do people have to stand up for what they believe in? Pupils will: Identify challenges people face because of their religious beliefs. Suggest ways to create positive change. Express the different ways light symbolises celebration. Assess different points of view. Begin to use the terms bias, stereotype and prejudice. Explore various viewpoints surrounding religious prejudice. Consider why there are still issues regarding religious freedom today.	Why are some places in the world significant to believers? Pupils will: Discuss why some people may consider mountains to be sacred, significant or both. Recognise that Jerusalem is a significant place for many Jewish, Christian and Muslim people. Discuss reasons why many Sikhs consider the Harmandir Sahib significant. Find examples of the Gurus' teachings in the Harmandir Sahib. List reasons why different people might visit the River Ganges. Consider what makes objects and relics significant. Explain why some people might visit a significant place due to their beliefs or commitments.	Why does religion look different around the world? Pupils will: Explain the meaning and origin of the prefix 'omni' and understand the significance of omni words in religious circumstances. Compare similarities and differences between the Abrahamic religions. Recall why different worldviews may have interpreted similar origins differently. Give reasons about why Shabbat can be observed differently. Consider how geography and culture can affect religious traditions. Explain why people may choose to wear head wear or hair coverings to support their belief.	Why is there suffering? Pupils will: Make links between the creation story in Genesis and the concept of suffering. Suggest some ideas as to why suffering exists in the world. Discuss passages from Genesis that relate to free will, demonstrating an understanding of context. Identify different reasons why humans may make choices that cause suffering. Relate stories such as Adam and Eve's choice in Genesis, Jesus' temptation and concepts from other religions to the theme of human wrongdoing and suffering. Understand the different perspectives on suffering and divine intervention presented in these stories from scripture. Make connections between teachings about Jesus and how some Christians view and respond to suffering.	Why doesn't Christianity always look the same? Pupils will: Give examples of how Christianity spread as a religion. Explain how significant people have led to changes in how Christianity is practised. Think about their views on leaders changing the way religion is practised. List some reasons why there are different Christian denominations and what it means. Recognise that not all Christians interpret passages about the Holy Spirit in the same way. Note similarities and differences between practices from different denominations. List some ways Christian worship and practices have changed over time. Share their personal views.
Enrichment	https://www.mayaarchaeologist.co.uk/school-workshops/school-visits/ Virtual Workshop –Maya Day (Sharing afternoon)	Y6 Hilltop visit	Y5 Young voices	Y5/6 Museum of Archaeology and Anthropology Cambridge – Cambridge Settlement workshop		Faith trip Y5 and 6 Natural History Museum London

Cycle B	Autumn 1 Rotten Romans	Autumn 2 Wet Wet Wet	Spring 1 Awesome Anglo-Saxons	Spring 2 Vicious Vikings	Summer 1 Out of this World	Summer 2 Across the Pond
English	PVPG Y6	Year 5/6 Unit Guide – 3 Weeks Characterising Speech – Alma vs the dollmaker (characterising speech) NC – describe settings, characters and atmosphere, integrating dialogue to convey character and advance the action Explanation – How are Rivers formed: Year 5 model Text	Year 5/6 Unit Guide – Instructions – How to raid an Anglo-Saxon settlement NC: i □ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	Year 5/6 Unit Guide – Setting Description – The iron hill fort of long ago NC – describe settings, characters and atmosphere, integrating dialogue to convey character and advance the action Year 5/6 PVPG Unit Guide – Recount Letter – Beowulf identify the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	Year 5/6 Unit Guide – Persuasive leaflet – Come to the Space Hotel identify the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	English Text: 2/3 weeks Year 5/6 Unit Guide – Non-chronological report – The wonders of North America (Non- chron) NC – further use organisational and presentational devices to structure text and guide the reader Year 5/6 Unit Guide – 3 weeks Narrative – The Survivors (an ‘into the unknown’ story) NC- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
Guided Reading	Fluency Shed books Reading Ninja Texts Little and Often Comprehension	Fluency Shed books Reading Ninja Texts Little and Often Comprehension	Fluency Shed books Reading Ninja Texts Little and Often Comprehension	Fluency Shed books Reading Ninja Texts Little and Often Comprehension	Fluency Shed books Reading Ninja Texts Little and Often Comprehension	Fluency Shed books Reading Ninja Texts Little and Often Comprehension
Maths	Place Value Addition and Subtraction Multiplication and division A	Fractions A Multiplication and Division B	Multiplication and Division B Fractions B Decimals A	Decimals B Fractions Decimals and Percentages	Ratio Algebra Shape	Position and Direction statistics Converting units

			Area, Perimeter and volume			
			Multiplication and Division B Fractions B Decimals A Area, Perimeter and volume	Decimals B Fractions Decimals and Percentages Ratio Algebra	Shape Position and Direction statistics Converting units	Projects
Science (Year 5)	Living things	Materials and properties	Forces	Forces	Earth and Space	Animals including Humans (Y5 / 6 separate units)
Computing Y5	Online Safety Purple Mash 5.2 Coding 5.1	Coding 5.1 (continued) Spreadsheets 5.3	3D modelling 5.6	Databases 5.4 Game Creator 5.5	Concept Maps 5.7 Word Processing 5.8	Using External Devices 5.9 Micro: bits 5.10
DT		-	Textiles: Design and make a Tote Bag investigate and analyse a range of existing products use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at individuals or groups select from and use a wider range of materials and components Learn how to complete a running stitch, back stitch, invisible/ladder stitch, blanket stitch, whip stitch	Mechanical systems: Use a computer aid (2 design and Make Purple Mash) create design and make a viking boat generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design select from and use a wider range of tools and equipment to perform practical tasks evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	-	Cooking: Celebrating culture and seasonality – Pasta understand and apply the principles of a healthy and varied diet □ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques □ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

				understand and use mechanical systems in their products		
Art and design	Soap Sculptures inspired by Roman sculpture Record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques: sculpture Learn about great artists, architects and designers in history: Roman Relief Sculpture	Water reflections: Painting Record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques: Painting Learn about great artists, architects and designers in history: Impressionist movement – water represented through history	-	-	Collage of a chosen planet Record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques: Collage Learn about great artists, architects and designers in history:	
Geography		Rivers and coasts □ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle □ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied			Fieldwork studies – UK biomes and ecosystems □ physical geography, including: climate zones, biomes and vegetation belts, □ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Similarities and differences between UK, European and North or South American regions ▣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ▣ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of

						natural resources including energy, food, minerals and water use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
History	Romans Julius Caesar's attempted invasion in 55-54 BC □ the Roman Empire by AD 42 and the power of its army □ successful invasion by Claudius and conquest, including Hadrian's Wall □ British resistance, for example, Boudica □ 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity		Anglo-Saxons Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire □ Scots invasions from Ireland to north Britain (now Scotland) □ Anglo-Saxon invasions, settlements and kingdoms: place names and village life □ Anglo-Saxon art and culture □ Christian conversion – Canterbury, Iona and Lindisfarne	Vikings Viking raids and invasion □ resistance by Alfred the Great and Athelstan, first king of England □ further Viking invasions and Danegeld □ Anglo-Saxon laws and justice □ Edward the Confessor and his death in 1066		
MFL	Phonics Family	My Home	What is the Weather	Weekend	Planets	Me in the World or Olympics (year dependant)
Music	Y5 Charanga – Livin' on a Prayer	Young Voices	Young Voices Songs	Charanga Unit: You've Got a Friend Listen and appraise: You've Got a Friend (The music of Carole King) What style indicators can you hear? Describe the structure? What instruments/voices you can hear? Describe the musical dimensions? Warm-up games play and copy back using up to 3 notes – A, G + E.		Songs for production

				Improvise using up to 3 notes – A, G + E. Compose a simple melody using simple rhythms choosing from the notes E, G + A or E, G, A, C + D Perform & Share Record the performance and evaluate		
PE	Gymnastics Hockey	Dance OAA	Basketball Fitness	Inclusion sports Golf	Badminton Volleyball	Athletics Cricket
PSHCE	Rights, Rules and Responsibilities	My Emotions Anti-bullying	Diversity and Communities	Drug Education	Digital Lifestyles Managing Change	Personal Safety RSE
RE	Journeys (pilgrimages)	Christianity today – is it about Jesus?	Hinduism – What do they believe?	Faith in different colours	What place does religion have in our world today? (Kapow)	How was the world created?
Enrichment	Roman Day – Sharing afternoon History off the page?	Y6 Hilltop visit	Y5 Young voices	Y5/6 Sutton Hoo trip	Astronomer Visit into school	London sightseeing visit