

| Year 1            | Autumn 1  | Autumn 2  | Spring 1   | Spring 2   | Summer 1  | Summer 2   |
|-------------------|---|---|--|--|---|--|
| Project Title     | <b>Creative Rookery Remembers</b>   | <b>Science / Technology Elf hat Workshop</b>  | <b>Humanities Locations</b>  | <b>Science/Technology Plant life</b>   | <b>Creative Lost &amp; Found</b>  | <b>Humanities Houses and Homes / Toys</b>                              |
| English           | Elmer Stories<br>Only one of you – Linda Krane<br><br>Character Description<br>Retell – who, what | The Elves & The Shoemaker<br><br>Instructions<br>Retell – who, what                     | Town Mouse and Country Mouse<br>The Bear & The Cave<br>Tadpoles Promise<br><br>Information Texts<br>Comparison texts | Supertato<br>The Enormous Turnip<br><br>Recount<br>Character description<br>Create a setting / | Lost & Found<br>Up & Down<br><br>Re tell<br>Character descriptions<br>Letter writing  | Dogger<br>Toy Story<br><br>Comparison texts<br>Re tell<br>Descriptions |
| Visits            |   |   |  |  |   |  |
| ICT               | <b>We are treasure hunters</b>  | <b>We are celebrating productivity</b>  | <b>We are collectors: Computer networks</b>  | <b>We are painters: Creativity</b>   | <b>We are storytellers: Communication/ collaboration</b>                              | <b>We are TV chefs: Computational thinking</b>                         |
| Science           | Seasonal Changes  | Seasonal Changes<br><br><b>Materials</b>  | Seasonal Changes   | Seasonal Changes<br><br>Animals including humans   | Seasonal Changes<br><br><b>Plants</b>   | Seasonal Changes<br><br>SRE Changing me                                |
| R.E / PHSE        | Cultivating inclusion<br>Identity and belonging<br>Being thankful<br>Jigsaw (Being in my world)   | Being modest & listening to others<br>Expressing joy<br>Jigsaw (celebrating difference) | <b>Being Fair and just</b><br><b>Being Accountable</b><br><b>Jigsaw (Dreams and goals)</b>                           | Remembering Roots<br>Being Hopeful and Visionary<br>Jigsaw (Healthy me)                        | Being Courageous and Confident<br>Being loyal and Steadfast<br>Jigsaw (Relationships) |  |
| Art               | <b>Take one picture approach</b><br><b>Peace: Mixed Media Outcomes</b>                            | Textures: using different materials to create textured effects                          | 4 Seasons artwork  | Supertato story boxes and characters   | Art Around the World  | Make simple toys   |
| Music             | <b>Composing Listening &amp; Appreciating</b>   | Composing   | Composing<br>Listening & Appreciating  | <b>Composing</b>   | <b>Composing Listening &amp; Appreciating</b>   | Composing  |
| P.E               | Multi Skills<br>Agility and Coordination  | Multi Skills<br>Agility and Coordination  | Gymnastics   | Gymnastics - Equipment   | Multi Skills<br>Target practice   | Athletics  |
| History           |   |   |  |  |   | <b>Homes/ Toys now and then</b>  |
| Geography         |   |   | <b>Geographical Fieldwork</b><br><br><b>Physical/Human Geography</b>   |  |   |  |
| Design Technology |   | <b>Making an elf hat</b>  |  | <b>Healthy breakfast pot</b>   |   |  |

| Year2             | Autumn 1   | Autumn 2  | Spring 1   | Spring 2   | Summer 1   | Summer 2  |
|-------------------|--|---|--|--|--|---|
| Project Title     | <b>Humanities<br/>Always Remembered</b>  | <b>Science / Technology -<br/>Animal Antics</b>   | <b>Creative Arts –<br/>The Emperor’s New Clothes</b>                     | <b>Humanities –<br/>Fire, Fire</b>                               | <b>Science/ Technology -<br/>Habitats</b>  | <b>Science/ Technology<br/>Habitats</b>           |
| English           | Author Study: Oliver Jeffers   | Poetry  | Emperor’s New Clothes<br>Narrative                                       | Toby and the Great Fire of London<br>Newspaper Report<br>Diary   | The penguin who wanted to find out –<br>Jill Tomlinson<br>Scott of the Antarctic                           | Jim and the beanstalk<br>Narrative                |
| Visits            | Sutton Park WB 17 <sup>th</sup> Oct  | WMSP  |  | Request fire engines<br>Aston Hall- London’s Burning.            |  | Botanical gardens                                 |
| ICT               | <b>We are astronauts</b>   | <b>We are games testers:<br/>computational thinking</b>                                       | <b>We are photographers: Creativity</b>                                  | We are researchers: Computer<br>networks                         | <b>We are detectives:<br/>communication/ collaboration</b>   | <b>We are zoologists:<br/>productivity</b>        |
| Science           |  | <b>Animals including humans<br/>SRE</b>   | Materials  | Habitats k   | <b>Habitats</b>  | Plants  |
| R.E/ PHSE         | <b>Living by rules<br/>Being temperate<br/>Exercising self- discipline<br/>Jigsaw (Being in my world)</b>                                      | Being regardful of suffering<br>Sharing and being generous<br>Jigsaw (celebrating difference) | Creating unity and harmony<br>Participating<br>Jigsaw (Dreams and goals) | <b>Being Silent<br/>Being Reflective<br/>Jigsaw (Healthy me)</b> | Caring for others animals and the<br>environment<br>Being Merciful and Forgiving<br>Jigsaw (Relationships) | Being Curious Being Open                          |
| Art               | Peaceful paintings   |   | <b>Painting</b>  | Silhouette paintings   |  | <b>Take One Picture – pupil led<br/>outcomes</b>  |
| Music             | Recorders  | Recorders   | <b>Recorders<br/>Listening &amp; Appreciating</b>                        | Recorders  | Recorders  | <b>Recorders<br/>Listening &amp; Appreciating</b> |
| P.E               | Multi Skills<br>ABC’s Competition Practice   | Multi Skills<br>ABC’s Competition Practice  | Throwing and Aiming  | Gymnastics   | Invasion Games<br>Bench Ball   | Athletics   |
| History           | <b>Researching through<br/>sources the life of George<br/>Grimmet and Harry Stirk.<br/>Exploring the role peace<br/>played in their lives.</b> |   |  | <b>The Great Fire Of London</b>                                  |  |   |
| Geography         | <b>Locational Knowledge<br/>Geographical Fieldwork</b>   |   |  | <b>Human/ Physical Geography</b>                                 |  |   |
| Design Technology |  | <b>Textiles: make an animal sock<br/>puppet</b>   |  |  | <b>How do you like your toast? (Teddy<br/>Bear’s picnic with rec. buddies)</b>                             |   |
|                   |  |   |  |  |  |   |

| Year 3              | Autumn 1   | Autumn 2   | Spring 1   | Spring 2  | Summer 1 (Event)  | Summer 2  |
|---------------------|--|--|--|---|---|---|
| Project Title       | <b>Humanities<br/>Always Remembered</b>  | <b>Science / Technology</b>  | <b>Creative Arts</b>   | <b>Science \ Technology</b>   | <b>Creative Arts</b>  | <b>Humanities</b>   |
| English             | The Paper Bag Prince by Colin Thompson<br><br>Report (Explanation)<br>Letter (Persuasive)<br>Diary                                 | Hanzel and Gretal by Anthony Browne<br><br>Narrative   | Greek Myths – Perseus and the Gorgon Medusa<br><br>Narrative (Myths & Legends)<br>Interviews<br>Non Chronological Report | The Iron Giant by Ted Hughes<br>The Iron Woman by Ted Hughes<br><br>Report (Explanation)<br>Diary<br>Newspaper Report | The Sun was laughing (Poetry)<br><br>Performance Poetry<br>Plays<br>Narrative | I was there: Boudicca's Army<br><br>Descriptive writing (Letters)<br>Recount<br>Narrative                           |
| Visits              |  |  | Birmingham Museum & Art Gallery  |   |   | Chedworth Roman Villa   |
| ICT                 | <b>We are communicators</b>  | <b>We are programmers</b>  | <b>We are presenters: creativity</b>   | <b>We are bug fixers: computational thinking</b>  | <b>We are opinion pollsters: productivity</b>                                 | <b>We are network engineers: computer networks</b>  |
| Science             |  | <b>Plants</b>  | Animals including humans<br>SRE (changing me)  | <b>Forces &amp; Magnets</b>   | Light   | Materials – Rocks and Solis   |
| R.E/ PHSE           | <b>Sharing and being generous<br/>Caring for others, animals and the environment<br/>Jigsaw (Being in my world)</b>                | Creating unity and harmony<br>Participating & willing to lead<br>Jigsaw (celebrating difference) | Being Courageous<br>Being Hopeful<br>Jigsaw (Dreams and goals)   | Remembering roots<br>Being Loyal and Steadfast<br>Jigsaw (Relationships)  | Being Fair and Just<br>Being accountable                                      | <b>Being open, honest<br/>Being Silent<br/>Jigsaw (Healthy me)</b>  |
| Art                 | Take One Picture continued from summer 2 y2  |  | <b>Textiles: Greek Theatrical Masks</b>  | Textiles: Junk Model monsters   | <b>Tie Dye t shirts</b>   | Legacy of Roman culture in art inc interior design and mosaics, portraiture and painting depicting roman mythology. |
| Music               | Guitar   | Guitar   | <b>Guitar<br/>Listening and Appreciating Music</b>   | Guitar  | <b>Guitar<br/>Listening and Appreciating Music</b>                            | Guitar  |
| P.E                 | Athletics/Fitness<br>Endurance   | Gymnastics   | Invasion Games   | Outdoor learning/ Education   | Net Games   | Athletics<br>Striking and Fielding  |
| History             | <b>Researching through sources the life of George Grimmet and Harry Stirk.<br/>Exploring the role peace played in their lives.</b> |  |  |   |   | <b>What was Britain like before the Romans?</b>   |
| Geography           | <b>Locational Knowledge<br/>Geographical Fieldwork</b>   |  |  |   |   | <b>Human and Physical Geography</b>   |
| Design & Technology |  | <b>Textiles: Sewing Pencil Cases</b>   |  |   | <b>How cool is your drink?</b>  |   |

| Year 4            | Autumn 1   | Autumn 2  | Spring 1  | Spring 2   | Summer 1  | Summer 2  |
|-------------------|--|---|---|--|---|---|
| Project Title     | <b>Humanities<br/>Always Remembered</b>  | <b>Science\ Technology</b>  | <b>Humanities</b>   | <b>Creative Arts (Event)</b>   | <b>Science\ Technology</b>  | <b>Creative Arts</b>  |
| English           | The Firework Makers Daughter by Philip Pullman<br><br>Explanations<br>Letters<br>Descriptions                                      | How to train a dragon<br><br>Diary<br>Non Chronological report<br>Instructions                              | The actor, the rebel and the wrinkled queen<br><br>Recount<br>Poetic Form – Syllabic poems                                    | Variety of Poems<br><br>Poetry by heart<br>Instructions (Science)<br>Information Texts | Jack Stalwart and the search for the hidden treasure.<br><br>Narrative (setting/character)<br>Letters<br>Report | The animals of Farthing Wood by C Darn<br><br>Narrative (stories from times past)<br>Persuasive texts<br>Explanations |
| Visits            |  | Think Tank  | Blakesley Hall  |  |   | Centre of The Earth   |
| ICT               | We are toy designers: computational thinking   | <b>We are software developers</b>   | We are co-authors: communication/collaboration  | We are musicians   | <b>We are HTML editors: computer networks</b>   | We are meteorologists: communication/ collaboration   |
| Science           |  | <b>Animals including humans:<br/>Teeth<br/>Digestion<br/>SRE: Changing ME</b>                               | States of Matter  | <b>Sound</b>   | <b>Electricity</b>  | Habitats  |
| R.E/ PHSE         | <b>Expressing joy<br/>Being thankful<br/>Jigsaw (Being in my world)</b>  | Being reflective & self- critical<br>Being curious and valuing knowledge<br>Jigsaw (celebrating difference) | <b>Being modest &amp; listening to others<br/>Cultivating inclusion, identity and belonging<br/>Jigsaw (Dreams and goals)</b> | Living by rules<br>Being Temperate<br>Jigsaw (Healthy me)                              | Being Merciful and Forgiving<br>Being Regardful of Suffering<br>Jigsaw (Relationships)                          |   |
| Art               | Peace 3D memorials<br>And Ancient China art – Terracotta Army  |   | Benin Bronzes   |  | 3D Forms: Clay Skills   | <b>3D Forms mini beasts</b>   |
| Music             | Cello  | Cello   | Cello   | <b>Cello<br/>Listening &amp; Appreciating</b>  | Cello   | <b>Cello<br/>Listening &amp; Appreciating</b>   |
| P.E               | Athletics/Fitness  | Outdoor Learning/ Education   | Invasion Games  | Dance  | Striking and Fielding Games   | Athletics   |
| History           | <b>Researching through sources the life of George Grimmet and Harry Stirk.<br/>Exploring the role peace played in their lives.</b> |   | <b>The study of a non – European society (Benin)</b>  |  |   |   |
| Geography         | <b>Locational Knowledge</b>  |   | <b>Human &amp; Physical Geography</b>   |  |   |   |
| Design Technology |  | <b>Food Tech: 'We are restaurateurs'</b>  |   | <b>Making their own musical Instrument</b>   |   |   |

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| Year 5            | <b>Humanities<br/>Always Remembered</b>  | <b>Creative Arts</b>   | <b>Creative Arts (Event)</b>   | Science Tech  | <b>Humanities</b>  | Science\ Technology   |
| English           | Boy by Roald Dhal<br><br>Letters<br>Diaries<br>Biography   | Boy by Roald Dhal<br><b>Famous Speeches</b><br><br>Persuasive (Speech)<br>Argument and Debate<br>Slam Poetry | Frankenstein by Mary Shelley<br>First News<br><br>Newspaper reports<br>Persuasive letter<br>Play scripts | <b>Frankenstein by Mary Shelley</b><br><br>Film/book review<br>Narrative<br>Play script (Drama) | <b>Narrative Classics</b><br><br>Film/ Book Review<br>Narrative (classic fiction – point of view).<br>Descriptive letter | The Windsinger by William Nicholls<br><br>Descriptive (creating imagery)<br>Narrative (Fantasy)<br>Non Chronological report |
| Visits            |  |  |  |   |  |   |
| ICT               | <b>We are game developers:</b>   | <b>We are artists: Creativity</b>  | <b>We are bloggers:<br/>communication/collaboration</b>  | <b>We are cryptographers:<br/>computational thinking</b>  | <b>We are architects:<br/>productivity</b>   | <b>We are web developers:<br/>computer networks</b>   |
| Science           |  | Forces and Magnets   | <b>Animals including humans<br/>SRE: Changing Me</b>   | <b>Materials</b>  | <b>Living things and their habitats</b>  | <b>Space and Earth</b>  |
| R.E/ PHSE         | Caring for others, animals and the environment<br>Sharing and being generous<br>Jigsaw (Being in my world)                                     | Being Silent and attentive<br>Participating & willing to lead<br>Jigsaw (Dreams and goals)                   | Being loyal and steadfast<br>Being hopeful and visionary<br>Jigsaw (celebrating difference)              | Participating and being Willing to Lead<br>Jigsaw (Relationships)                               | Being Temperate<br>Being accountable   | Being thankful<br>Being imaginative<br>Jigsaw (Healthy me)  |
| Art               | Print: peace mandalas  | <b>Printing: Pop portraits</b>   | <b>Event outcomes: Go Givers</b>   |   | Printing<br>Natural Forms/ William Morris  |   |
| Music             | Violins  | <b>Violins<br/>Listening &amp; Appreciating</b>  | <b>Violins<br/>Listening &amp; Appreciating</b>  | Violins   | Violins  | Violin  |
| P.E               | Athletics Indoor<br>Endurance and fitness  | Invasion Games   | Invasion Games   | Net Games   | Striking and Fielding Games  | Athletics and Orienteering  |
| History           | <b>Researching through sources<br/>the life of George Grimmet and<br/>Harry Stirk.<br/>Exploring the role peace played<br/>in their lives.</b> |  |  |   | <b>Britain's settlement by the Anglo-Saxons and the struggle with the Vikings.</b>                                       |   |
| Geography         | <b>Place Knowledge</b><br><br><b>Locational Knowledge</b>  |  |  |   | <b>Physical and Human<br/>Geography</b>  |   |
| Design Technology |  |  |  | <b>Moving Toys</b>  |  | <b>How do you take your tea?:<br/>Afternoon Tea with parents</b>  |

| Year 6            | Autumn 1   | Autumn 2;   | Spring 1  | Spring 2  | Summer 1  | Summer 2  |
|-------------------|--|---|---|---|---|---|
| Project Title     | <b>Humanities<br/>Always Remembered</b>  | <b>Creative Arts<br/>Human Nature</b>   | <b>Science\ technology<br/>How we see things</b>  | <b>Humanities<br/>In search of Shakespeare</b>  | <b>Humanities<br/>In search of Shakespeare</b>  | Science\ technology<br>Fact and Fiction   |
| English           | Private Peaceful by Michael Murpurgo<br>Non Fiction Texts<br><br>Narrative (Historical Stories – Description of character of setting)<br>Recounts    | The Slaves of the Mastery<br>By William Nicholls<br>Poetry<br><br>Balanced Argument<br>Short description<br>Sound scape poems | <b>A variety of shorter texts</b><br><br><b>Non – Chronological reports</b><br><b>Persuasive writing (advert)</b> | Shakespeare Texts<br><br>Descriptive Writing (letters)<br>Poetry (sonnets)<br>Narrative                         | Shakespeare Texts<br><br>Descriptive Writing (letters)<br>Poetry (sonnets)<br>Narrative                         | <b>Information Texts (Science)</b><br>Historical Sources<br><br>Newspaper report<br>Diary |
| Trips             | Residential  |   |   |   |   |   |
| ICT               | We are project managers:<br>computational thinking   | <b>We are app planners:<br/>computational networks</b>  | <b>We are app developers:<br/>computational thinking</b>  | We are market researchers:<br>productivity  | We are market researchers:<br>productivity  | <b>We are interface designers:<br/>communication/ collaboration</b>                       |
| Science           |  | Electricity   | <b>Light</b>  | Habitats  | Habitats  | <b>Evolution and Inheritance</b>  |
| R.E/ PHSE         | <b>Living by rules</b><br><b>Being fair and just</b><br><b>Rules of marriage</b><br><b>Jigsaw (Being in my world)</b>                                | Creating unity and harmony<br>Cultivating inclusion, identity and belonging<br>Jigsaw (celebrating difference)                | Remembering Roots<br>Being Courageous and Confident<br>Jigsaw (Dreams and goals)                                  | <b>Being regardful of Suffering</b><br><b>Being merciful &amp; Self- Critical</b><br><b>Jigsaw (Healthy me)</b> | <b>Being regardful of Suffering</b><br><b>Being merciful &amp; Self- Critical</b><br><b>Jigsaw (Healthy me)</b> | Being thankful<br>Being imaginative<br>Jigsaw (Relationships)                             |
| Art               | Take One Picture Approach –<br>pupil led outcomes  | <b>Human Nature – Andy<br/>Goldsworthy</b>  |   | Stratford Landscape pictures  | Stratford Landscape pictures  |   |
| Music             | Key Board/Clarinet   | <b>KeyBoard/ Clarinet</b><br><b>Listening and Appreciating</b>  | Keyboards/Clarinet<br>Composing   | Keyboards/Clarinet<br>Composing   | Keyboards/Clarinet<br>Performing Compositions   | Keyboards/Clarinet<br>Performing Compositions   |
| P.E               | Athletics Indoor<br>Endurance and fitness  | Invasion Games  | Invasion Games  | Net Games   | Striking and Fielding Games   | Athletics and Orienteering  |
| History           | <b>Researching through sources the<br/>life of George Grimmet and Harry<br/>Stirk.</b><br><b>Exploring the role peace played in<br/>their lives.</b> |   |   | <b>A local history Study Stratford Upon<br/>Avon</b>  | <b>A local history Study Stratford Upon<br/>Avon</b>  |   |
| Geography         | <b>Locational Knowledge</b>  |   |   | <b>Skills and fieldwork</b>   | <b>Skills and fieldwork</b>   |   |
| Design Technology |  |   | <b>What sort of light will work for<br/>you?</b>  |   |   | <b>Creative Enterprise: biscuit<br/>making and selling</b>                                |

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|------------------------|---|---|--|---|---|----------------------------------|
| Base                   |   |   |  |   |   |                                  |
| Subject                | Autumn1   | Autumn 2  | Spring 1   | Spring 2  | Summer 1  | Base                             |
| Project Title          | <b>All about me</b>   | <b>Raging rivers</b>  | <b>Tomb Raiders</b>                                | <b>The Banquet</b>  | <b>Treasure</b>   | <b>Volcanoes</b>                 |
| Mantle                 |   |   |  |   |   |                                  |
| English                | Basic skills – sensory approaches to writing<br>Writing assessments (KS2)       | Basic skills<br>Visual literacy   | Basic skills<br>Visual literacy                    | Basic skills<br>Instructions<br>Stories from other cultures<br>BOOK WEEK                                | Basic skills<br>Stories                                 |                                  |
| Cross curricular Maths |   |   |  | Maths through stories linked to book week   |   |                                  |
| ICT                    | Animation (CL)  |   | Multi media presentation                           | Stills and narration  |   |                                  |
| Science                | Unit 1a – Ourselves<br>Unit 2a – Health and growth<br>Unit 5a – Keeping healthy | Unit 2b – plants and animals in the local environment<br><br>Unit 4b – Habitats | Unit 1E;<br>Pushes and pulls<br>Unit 2e: Unit 5e – | Unit 2d<br>– grouping and changing materials<br>Unit 4d – solids, liquids and how they can be separated |   |                                  |
| R.E                    | Cultivating inclusion, identity and belonging                                   | Living by rules<br>Caring for others, animals and the environment               |  | Creating unity & harmony<br>Expressing joy / being thankful   | Being curious and valuing knowledge<br>Being reflective |                                  |
| Art                    | Sensory approaches to Art   |   |  |   |   |                                  |
| Music                  |   |   |  |   |   |                                  |
| P.E                    |   |   |  |   |   |                                  |
| French                 |   |   |  |   |   |                                  |
| History                |   |   | Ancient Egypt                                      |   |   |                                  |
| Geography              |   | Weather Rivers<br>Water cycle   |  | Contrasting localities  | How settlements differ & Change                         |                                  |
| Design Technology      | My family tree  |   |  |   |   |                                  |
| Health Ed.             |   |   |  |   |   |                                  |
| Black History Week     |   |   |  |   |   |                                  |
| Visits/ Visitors       | Health Caravan/ healthy choices   |   |  |   |   | Outdoor / Adventurous activities |