

## Whole School Curriculum Map (from Sept 2024)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>EYFS (Reception)</b>					
<b>Reception Topics</b>	Marvellous Me/settling into school	People who Help Us/Celebrations	Frozen Planet/Under The Sea	3,2,1, Lift Off!	Mini beast Madness!	Once Upon a Time
<b>Literacy: Comprehension</b>	Listening to and exploring stories. Role play using props. Initial sounds. Name writing. Learning new vocabulary.	Beginning to retell stories through acting/role play. Orally retelling new stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words.	Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.	Building fluency and understanding. Re-read books to build up their confidence in word reading, fluency, prosody and confidence.	Retell a story with actions and / or picture prompts as part of a group. Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story.	Can draw pictures of characters/ event / setting in a story. Listen to stories, accurately anticipating key events. Exploring a range of genres.
<b>Word Reading</b>	Little Wandle	Little Wandle	Little Wandle	Little Wandle	Little Wandle	Little Wandle
<b>Writing</b>	Representing name and initial letter sounds. Dominant hand, mark making, giving meaning to marks and labelling. Writing initial sounds and simple captions.	Emergent writing. Writing CVC words. Name writing. Labelling using initial sounds. Practicing letter formation. Improving pencil grip/fine motor skills.	Caption writing and tricky words. Writing CVC words. Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences	Begin to write simple sentences. Labels and captions. More accuracy when forming letters.. Rhyming words	Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words	Writing simple sentences and phrases that can be read by others. Story writing, writing sentences using a range of tricky words that are spelt correctly. Write recognisable letters, most of which are correctly formed.
<b>Communication and Language</b>	Role play opportunities Getting to know you games All About Me bags	Nativity Circle time Makaton Word of the week	Show and tell Circle time Talk partners/group discussions	Show and tell Circle time Talk partners/group discussions	Show and tell Makaton Word of the week	Show and tell Role play opportunities Word of the week

	Morning picture on board-Once Upon a Picture Nursery rhymes	Morning picture on board/Pics4learning Talk partners Nursery rhymes	Makaton Word of the week Morning picture on board-Once Upon a Picture Nursery rhymes	Makaton Word of the week Morning picture on board-Once Upon a Picture Nursery rhymes	Role play opportunities Morning picture on board-Once Upon a Picture Nursery rhymes	Morning picture on board-Once Upon a Picture Past, present and future tenses Assemblies
<b>Key vocabulary</b>	Cafe Menu Nutrients Healthy Unique Proud Resilient Independent Responsibility Skeleton Our senses-hearing, sight, touch, smell, taste Friendship Family	Weather/seasons; Hail, snow, fog, drizzle, gale, sleet, thunder, lightning, storm, rainbow Dentist, vet, lollypop person, doctor, nurse, paramedic Nativity Celebration Bonfire, sparkler Diwali, rangoli Hindu Diya lamp	Hibernation Arctic/Antarctic Colony Species Climate Iceberg Inuit Igloo Endangered Carnivore/herbivore Narwhal, walrus, seal, arctic fox, snowy owl, lemming, whale Melt, blizzard Aurora borealis	Solar system Mily Way Galaxy Shuttle Astronaut Astronomy Satellite Constellations Planet Gravity Comet Meteorite Asteroid Cosmos	Life cycle Egg, larva, pupa Metamorphosis Cocoon/chrysalis Habitat Exoskeleton Invertebrate Anthropoid Insect Slimy Stripey Camouflage Millipede, centipede, ladybird, beetle, slug, snail	Knight Castle Moat Shield Armour Lance Turret Portcullis Drawbridge Quill, scroll Fantasy Bravery Ancient
<b>Key texts</b>	Owl Babies-Martin Waddell The Tiger who Came to Tea-Judith Kerr Handa's Surprise-Eileen Browne The Colour Monster-Anna Llenas	Emergency!-Margaret Mayo Heroes who Help Us-Liz Gogerly Open Wide!-Lynne Chapman Alan's Scary Teeth-Jarvis	Poles Apart-Jeanne Willis The Emperor's Egg-Martin Jenkins Somebody Swallowed Stanley-Sarah Roberts Commotion in the Ocean-Giles Andreae	Q Pootle 5-Nick Butterworth Beegu-Alexis Deacon Whatever Next!-Jill Murphy Zoom to the Moon!-Hatty Skinner	The Hungry Caterpillar-Eric Carle Mad about Minibeasts- Giles Andreae Firefly Home-Jane E Clarke	The Three Little Pigs Jack and the Beanstalk The Three Billy Goats Gruff You Choose fairytales-Pippa Goodhart Peep Inside the castle-Anna Milbourne

	<p>Super Duper You-Sophy Henn All Kinds of People-Emma Damon The Smeds and the Smoos-Julia Donaldson On Sudden Hill-Linda Sarah The Perfect Fit-Naomi James</p>	<p>Doctorsaurus-Emi-Lou May Zog and the Flying Doctors-Julia Donaldson</p>	<p>Sharing a Shell-Julia Donaldson The Big Book of Blue-Yuval Zommer</p>	<p>Here We Are-Oliver Jeffers Red Rockets and Rainbow Jelly-Nick Sharratt Stardust-Jeanne Willis</p>	<p>A Bug's World-Erica McAlister The Bug Collector-Alex G Griffiths Mattise's Magical Trail-Sam Boughton Snail Trail-Ruth Brown</p>	<p>The Knight Who Wouldn't Fight-Helen Docherty</p>
<p><b>Mathematics; Number Numerical Patterns</b></p>	<p>Registration-who is here today and who isn't?</p> <p>Maths games</p> <p>Daily timetable/sequencing events</p>	<p>Self-registration using 5 frames</p> <p>Counting/noticing our snack</p> <p>Counting songs/rhymes</p>	<p>Self-registration using 10 frames</p> <p>Paying for daily snack</p> <p>Days of the week/months of the year</p>	<p>Self-registration using 10 frames</p> <p>How many people are having school dinners/packed lunch? How many water bottles in each box?</p>	<p>Sharing snacks out equally between tables/plates</p> <p>Paying for daily snack</p> <p>Number songs/rhymes</p> <p>Measure-length/weight</p> <p>Composition of 6-9</p> <p>Comparison of numbers to 10</p>	<p>Problem solving/reasoning activities</p> <p>Paying for daily snack</p> <p>Patterns in numbers to 10</p> <p>Spatial reasoning maps and plans</p> <p>Measure-volume</p>
<p><b>Number Sense Maths</b></p>	<p>Spatial reasoning Construction and 3D shapes (through provocations in continuous provision)</p> <p>Subitising quantities to 3</p>	<p>Spatial reasoning 2D shapes and Shape puzzles</p> <p>Subitising quantities to 5</p>	<p>Number; enumerating between 6 and 10 items</p> <p>Pattern</p> <p>Subitising 6-10</p>	<p>Spatial reasoning Symmetry (inc. shape puzzles and construction)</p> <p>Partitioning 2,3,4,5 and 10. Number bonds</p>		

<b>Understanding the World</b> <b>People, Culture and Communities</b>  <b>Kapow</b>	Transition/ belonging	My family	Health and well-being	Similarities and differences-oceans	Similarities and differences-wildlife area/Amazon	Life in the past-knights and castles
	My Life	My home	Festivals/ celebrations	Festivals/ celebrations	Festivals/ celebrations	Festivals/ celebrations
	My school community/my immediate environment  Why is the word 'God' so important to <b>Christians</b> ?	My Sawston-significant figures in local community/ making links  Why do <b>Christians</b> perform nativity plays at <b>Christmas</b> ?	Looking after our oceans/ Conservation  How can we help others when they need it?	Stewardship-looking after our planet/recycling  Why is Easter special to Christians?	Around the world – cultural differences  What makes every single person unique and precious?	Around the world – cultural differences  What places are special and why?How can we care for our wonderful world?
	Individual celebrations	Healthy living-diet and lifestyle Christmas-Nativity	My school community/values	My school and wider community	My local community	My local community and the wider world
<b>Understanding the World:</b> <b>Past and Present</b>  <b>Kapow</b>	How have we changed since we were babies? Peek into our own past	Describe the roles of significant people around us. How has this changed over time?	Understanding the past-how have our oceans changed?	Space travel/technology-changes through time	Understanding the past-how have habitats changed?	Castles and Knights/Toys from the past
<b>Understanding the world;</b> <b>The Natural World</b>  <b>Kapow</b>	Forest School  Seasons/weather  Exploring and describing our local area. Simple maps. Our community/houses and homes	Forest School  Seasonal changes  Local wildlife Leaf/tree identification  Floating and sinking	Forest School  Identifying sea creatures/polar animals/climate Ocean habitats  Bird watching and identification (GBBW)	Forest School  Weather/Seasons  Looking after our planet Identifying planets in our solar system Recycling	Forest school  Identifying mini beasts/ Classification/life cycles Minibeast habitats Weather/seasons	Forest School  Observations of the world around us/how it has changed over time Castles and forts Seasonal changes Making simple maps

<b>Expressive Art and Design:</b> <b>Creating with Materials</b> <b>Being Imaginative and expressive</b>  <b>Inc. Access Art</b>	What can we see?  Transient artwork-faces Playdough Self-portraits-Picasso Role play area/small world  Unit 1: Structures: Junk modelling  Home corner	How can we explore colour?  Colour mixing/Autumn leaf printing/rubbing Clay diya lamps  Role play-people who help us  Christmas-artwork-decorations/cards  Cooking and nutrition	How can we build worlds?  Junk modelling-bird boxes Polar animals Building igloos Sea creatures Making bird feeders Chinese New Year activities  Forest School activities	How can we explore materials and marks? <b>AND</b> how can we explore 3D materials?  Role play-space station Paint blowing Making rockets  Unit 2: Textiles: Bookmarks  Easter-hanging decoration/weaving	How can we use our bodies to make art?  Sensory play/messy play. Finger and hand printing/patterns  Making bug hotels  Poetry-role play  Cooking and nutrition-fruit kebabs	How can we use our imaginations?  Acting out traditional stories/Knights and castles  Use of songs/rhymes/props/instruments  Forest school activities-clay models/fairy gardens  Unit 3: Structures: Castles
<b>Celebrations/ significant dates throughout the year</b>	Diwali Bonfire Night Remembrance Day	Christmas Hannakuh	Chinese New Year Ramadam	Eid Al-Fitr Easter Mothering Sunday Holi	Earth Day St George's Day	Summer solstice World Environment Day
<b>Music Charanga/ Sparkyard</b>	Me	My Stories	Everyone	Our World	Big Bear Funk	Reflect, Rewind & Replay
<b>Physical Development; Gross Motor skills Fine Motor Skills</b>  <b>Get Set 4 P.E</b>	<b>Introduction to PE 1</b> <i>Inclusive</i> <b>Introduction to PE 2</b> <i>Inclusive</i>	<b>Ball Skills 1</b> Resilient  <b>Ball Skills 2</b> Ambitious	<b>Dance 1</b> Unique  <b>Dance 2</b> Creative	<b>Fundamentals 1</b> Resilient  <b>Fundamentals 2</b> Resilient Creative	<b>Gymnastics 1</b> Creative  <b>Gymnastics 2</b> Creative	<b>Games 1</b> Collaboration  <b>Games 2</b> Collaboration

<b>Fine Motor Skills</b>	Fine motor skill activities throughout provision	Fine motor skill activities throughout provision	Fine motor skill activities throughout provision	Fine motor skill activities throughout provision	Fine motor skill activities throughout provision	Fine motor skill activities throughout provision
<b>Personal, Social and Emotional Development; Self-Regulation Managing Self Building Relationships</b>	<b>Myself and My Relationships</b> Starting school Transition/new beginnings Daily routine Autonomy Belonging Me and my body School values	<b>Myself and My Relationships</b>  My family and my home  My school  Friendships  Healthy living  Oral health  School values/expectations	<b>Healthy and Safer Lifestyles</b> Keeping Safe  My local community  My emotions  School values/expectations	<b>Citizenship</b> Me and My World Stewardship-me and my planet-recycling Looking after others/school values My emotions	<b>Healthy and Safer Lifestyles</b> Healthy Lifestyles My body and growing up  Healthy living  Friendships  School values	<b>Citizenship</b> Identities and Diversity My successes and achievements  Change/transition  School values  Forming new relationships
<b>Suggested enhanced curriculum opportunities</b>	Safari walks Exploring the school grounds  Forest school	Local walks-landmarks Christmas visit to Bircham House care home	Local walks Forest school	Easter visit to Bircham House care home Planetarium Forest School	Day trip to Wildlife Park/Minibeast experience  Forest School	Class trip-Mountfitchet Castle  Forest School

YEAR 1

<p><b>English (writing)</b> inc. The Write Stuff</p>	<p><b>Little Wandle Sentences</b>  (children have the opportunity for longer pieces of writing in the provision – link this to class reader).</p>	<p><b>Postcard</b> (writing from an experience).  Setting <b>Description</b> (link to science).  List <b>poem</b> – firework night</p>	<p><b>Narrative (traditional tale</b> - Little Red Riding Hood).  <b>Diary Entry</b> (On Safari).</p>	<p><b>Narrative</b> (The Last Stop on Market Street).  <b>Report</b> (Toys from the past)</p>	<p><b>Recount</b> (link to geography – trip to the coast)  <b>Narrative</b> (The Storm Whale)</p>	<p><b>Instructions</b> (link to DT)  <b>Narrative</b> (The Queens Hat)</p>
<p><b>Class readers</b></p>	<p>Meesha Makes Friends by Tom Percival Where The Wild Things Are by Maurice Sendak Swirl by Swirl: Spirals in Nature by Joyce Sidman, Beth Krommes Marvellous Body: A Magic Lens Book Jane Wilsher &amp; Andres Lozano Pink is for Boys by Robb Pearlman and Eda Kaban Room on the Broom by Julia Donaldson</p>	<p>Paddington Michael Bond &amp; R. W. Alley Lost and Foundd by Oliver Jeffers Astro Girl by Ken Wilson-Max Beegu by Alexis Deacon The Dot by Peter H. Reynolds What the Ladybird Heard at Christmas Julia Donaldson &amp; Lydia Monks</p>	<p>A Squash and a Squeeze by Julia Donaldson Mixed: An Inspiring Story About Colour by Arree Chung The Best Eid Ever Sufiya Ahmed &amp; Hazem Asif Owl Babies by Martin Waddell Meet the Weather Paperback Caryl Hart and Bethan Woollvin Old Macdonald Had a Phone Jeanne Willis and Tony Ross</p>	<p>The Jolly Postman or Other People’s Letters by Allan Ahlberg, Janet Ahlberg I Am NOT a Prince by Rachael Davis and Beatrix Hatcher The Tiger Who Came to Tea by Judith Kerr Funnybones By Janet &amp; Allan Ahlberg The Great Paper Caper by Oliver Jeffers Class Choice</p>	<p>Rosie Revere, Engineer by Andrea Beaty and David Roberts The Extraordinary Gardener Sam Broughton The Very Hungry Caterpillar by Eric Carle Flotsam by David Wiesner Goldilocks and the Three Crocodiles by Michael Rosen and David Melling Mini Monsters – Can I Play? Caryl Hart &amp; Tony Neal</p>	<p>Sunshine at Bedtime Clare Helen Welsh &amp; Sally Soweol Han Rosa’s Big Boat Experiment Jessica Spanyol Big Picture Atlas By Emily Bone &amp; Daniel Taylor The Magic Finger by Roald Dahl <b>C</b></p>
<p><b>Mathematics</b> <b>White Rose Maths</b></p>	<p>Number - Place value (within 10)</p>	<p>Number - Addition and subtraction (within 10) Geometry - Shape</p>	<p>Number - Place value (within 20)</p>	<p>Number - Place value (within 50) Measurement -</p>	<p>Number - Multiplication &amp; Division Number _ Fractions</p>	<p>Number - Place value (Within 100) Measurement -</p>

			Addition and subtraction (within 20)	Length & Height Mass & Volume	Geometry: Position & Direction	Money Time
Science Developing Experts	Animals, including humans	Seasonal changes (prep for spring term for geography)	Everyday materials	Animals, including humans	Plants	Exploring Everyday Materials
Computing Teach Computing	Computing systems and networks – Technology around us	Creating media – digital painting	Programming A – Moving a robot	Data and information – Grouping data	Creating media - Digital writing	Programming B – Programming animations
History Kapow		How am I making history? ( <b>Personal chronology</b> )		How have toys changed?		How have <b>explorers</b> changed the world?
Geography Kapow	What is it like here? (School site)		What is the weather like in the UK?		What is it like to live by the coast? (Moved from Y2)	
RE Suffolk - Emmanuel Project	<i>Theme: Belonging</i> <b>Christianity</b> Baptism / church How families celebrate their beliefs. Why is belonging to God and the church family important to Christians?	<i>Theme: Belonging</i> <b>Judaism</b> Mitzvot / tzedakah Why is learning to do good deeds so important to Jewish people?	<i>Theme: Stories and Books</i> <i>Theme: Special geographical places for Christians and Muslims.</i> <b>Christianity</b> Parables / gospel What did Jesus teach about God in his parables?	<i>Theme: Prayer and worship</i> <b>Christianity</b> <i>Theme: Prayer / worship</i> Why do Christians pray to God and worship him?	<i>Special religious books</i> <i>Theme: Celebrations (Pentecost)</i> <b>Christianity</b> Emmanuel / Holy Spirit How does celebrating Pentecost remind Christians that God is with them always?	<i>Theme: Prayer and worship</i> <b>Judaism</b> Creation / blessings Why do Jewish families say so many prayers and blessings?



Art & Design Access Art	Drawing & sketchbooks: 'Spirals'	<i>Continue The Drawing Journey: Drawing exercises for 5-7</i>	Surface and colour: 'Simple Printmaking'	<i>Continue The Drawing Journey: Drawing exercises for 5-7</i>	Working in 3 dimensions: 'Playful making'	<i>Continue The Drawing Journey: Drawing exercises for 5-7</i>
Design & Technology Kapow		Unit 1: <b>Structures:</b> Constructing windmills and Unit 2: <b>Mechanisms:</b> Moving story book		Unit 3: <b>Mechanisms:</b> Wheels and axles		Unit 4: <b>Textiles:</b> puppets an Unit 5: <b>Cooking and nutrition:</b> smoothies
Music Charanga	Hey You	Nativity Songs [In place of We Walk & Banaba Rap]	In the Groove	Round and Round	Your imagination	Reflect, Rewind and Replay
PE Get Set 4 PE	Team building <i>Inclusive</i> Invasion Games <i>Achieve together</i>	Gymnastics <i>Creative</i> Yoga <i>Resilient</i>	Gymnastics <i>Creative</i> Dance <i>Unique</i>	Fundamentals <i>Confidence</i> Target Games <i>Achieve together</i>	Athletics <i>Resilient</i> Sending and Receiving <i>Caring</i>	Ball Skills <i>Ambitious</i> Striking and Fielding Games <i>Inclusive</i>
PSHE Cambridgeshire	Myself and My Relationships Beginning and Belonging	Myself and My Relationships Family and friends	Healthy and Safer Lifestyles Me and My Online Identity (Enrichment)	Citizenship Working Together	Healthy and Safer Lifestyles Healthy Lifestyles	Healthy and Safer Lifestyles Drug Education  Citizenship Diversity and communities
RSE Cambridgeshire					Healthy and Safer Lifestyles RSE	
Languages	Hola, ¿Cómo estás?	HOLIDAYS: El día de los muertos, Christmas	¿Cómo te llamas?	¿Cuántos años tienes?	¿Qué clima hace hoy?	Muévete –

<p><b>Suggested enhanced curriculum experiences</b></p>	<p>Local area walks around Sawston – housing estates, park, High Street, footpath to Babraham to see fields. Identify key physical features – fields, river, wooded areas, Huckeridge hill and human features eg. Churches, schools, SVC, library, police station, fire station, war memorial Visit Challis Gardens Sawston library. Visit St Mary’s Church, Sawston (RE)</p>	<p>Day trip to a windmill e.g. Bourn windmill (DT)</p>	<p>Visit to local wooded area School wildlife area Geography fieldwork – collect and record weather data in school grounds</p>	<p>Create a classroom museum exhibit of toys with toys on loan/ photos of toys from parents/ grandparents, <b>Visit Ely Cathedral by train</b> from Great Shelford station (<b>by bus</b>)</p>	<p>Visit (or visitor from) Scotsdales Garden Centre, Great Shelford by bus – find out about different plants Grow plants in school garden and poly tunnel</p>	<p><b>Day trip to the seaside e.g. Hunstanton</b></p>
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**YEAR 2**

<b>English (writing) The Write Stuff</b>	<b>Narrative</b> -Penguin Small by Mick Inkpen  <b>Non-fiction-information leaflet</b> about climate change	<b>Narrative</b> - The Owl Who Was Afraid of the Dark (TWS)  <b>Non-fiction</b> – Letter to Elf	<b>Narrative</b> - The Friendship Bench (TWS)  <b>Poetry</b> - Bathroom Fiddler Michael Rosen (TWS)	<b>Non- fiction-Instructions</b>  <b>Narrative- Alternative traditional tales</b> – Little Red Reading Hood (TWS)	<b>Non-Fiction- Recount</b> of School trip  <b>Narrative</b> - Katie in London	<b>Non-Fiction- non-chronological report</b> about an animal  <b>Persuasive letter</b> - The Day the Crayons Quit (TWS)
<b>Class readers</b>	Roald Dahl- George's marvellous medicine	Rabbit and Bear: Rabbit's Bad Habits by Julian Gough	The Hodgeheg by Dick King-Smith	The Magic Faraway Tree by Enid Blyton	The Day I fell into a fairytale be Ben Miller	Roald Dahl- Fantastic Mr Fox
<b>Mathematics White Rose Maths</b>	Number - Place value Number - Addition & Subtraction	Number - Addition & Subtraction Geometry: Shape	Measurement - Money Number - Multiplication & Division	Mesurement - Length & Height Measurement - Mass, Capacity & Temperature	Number - Fractions Measurement - Time	Statistics Measurement - Position & Direction
<b>Science Developing Experts</b>	Living things and their habitats	Animals including humans 1- Growth	Uses of Everyday Materials	Living things and their habitats from around the world	Plants	Animals including humans 2- Life Cycles
<b>Computing Teach Computing</b>	Computing systems and networks – IT around us	Creating media – Digital photography	Programming A – Robot algorithms	Data and information - Pictograms	Creating media – Digital music	Programming B – Programming quizzes
<b>History Kapow</b>		How was school different in the past?		How did we learn to fly? (timeline)		What is a monarch? (William the Conqueror and castles)
<b>Geography Kapow</b>	Would you prefer to live in a hot or a cold place? (Looking at		What is it like to live in Shanghai? (Comparing physical		Why is the world wonderful?	

	features of North and South poles and Kenya – substitute/ add Tanzania?)		and human features with local area) – Moved from Y1		(World’s wonders inc. oceans and what is unique to local area) Include features of London	
RE Suffolk - Emmanuel Project	<i>Theme: Believing Judaism</i> Teshuvah / G-D <b>Harvest Festival</b> and <b>Thanksgiving</b> Why do Jewish families talk about repentance at new year?	<i>Theme: Believing Christianity</i> Saviour / Jesus Christmas Why was Jesus given the name ‘saviour’?	<i>Theme: Festivals/ Peace/ obedience</i> <b>Islam</b> How do some Muslims show Allah is compassionate and merciful?	<i>Theme: Symbols and Artefacts</i> <b>Christianity</b> Easter Resurrection / joy What are the best symbols of Jesus’ death & resurrection at Easter?	<i>Theme: Leaders and Teachers</i> <b>Christianity</b> Disciple / faith Places of worship Why do Christians trust Jesus and follow him?	<i>Theme: Leaders and Teachers</i> <b>Judaism</b> Torah / rabbi Places of worship Why is the Torah such a joy for the Jewish community?
Art & Design Access Art	<b>Surface &amp; Colour: ‘Expressive Painting’</b>	<i>Continue The Drawing Journey: Drawing exercises for 5-7</i>	<b>Working in 3 dimensions: ‘Be An Architect’</b>	<i>Continue The Drawing Journey: Drawing exercises for 5-7</i>	<b>Drawing &amp; sketchbooks: ‘Explore and Draw’</b>	<i>Continue The Drawing Journey: Drawing exercises for 5-7</i>
Design & Technology Kapow		Unit 1: <b>Mechanisms:</b> Fairground wheel and Unit 2: <b>Structures:</b> Baby bear’s chair		Unit 3: <b>Cooking and nutrition:</b> Balanced diet		Unit 4: <b>Textiles:</b> pouches and Unit 5: <b>Mechanisms:</b> Moving monster
Music Charanga	Hands Feet, Heart	Ho, Ho, Ho	I Wanna Play in a Band	Zootime	The Friendship Song	Reflect, Rewind and Replay
PE Get Set 4 PE	<b>Team Building</b> <i>Inclusive</i> <b>Invasion Games</b> <i>Achieve together</i>	<b>Gymnastics</b> <i>Creative</i> <b>Yoga</b> <i>Resilient</i>	<b>Gymnastics</b> <i>Creative</i> <b>Dance</b> <i>Unique</i>	<b>Target Games</b>  <i>Achieve together</i>  <b>Net and Wall Games</b>  <i>Resilient</i>	<b>Athletics</b> <i>Resilient</i> <b>Sending and Receiving</b> <i>Caring</i>	<b>Striking and Fielding Games</b> <i>Inclusive</i> <b>Fundamentals</b> <i>Confidence</i>

PSHE Cambridgeshire	Citizenship Rights, Rules and Responsibilities <b>Myself and My Relationships</b> My emotions	<b>Myself and My Relationships</b> Anti-bullying	Healthy and Safer Lifestyles Personal Safety	Healthy and Safer Lifestyles Managing Safety and Risk	<b>Myself and My Relationships</b> Lost and Found (Enrichment)	<b>Economic Wellbeing</b> Financial capability <b>Myself and My Relationships</b> Managing Change
RSE Cambridgeshire					Healthy and Safer Lifestyles RSE	
Languages	Repaso	Los días de la semana	Qué comes?	Mi familia –	Un cuento –	Muévete –
Suggested enhanced curriculum experiences	Visits locations around Sawston Visitors from Stapleford Link Committee – presentation and activities re: life in Tanzania Video link to school in cold destination.	Visit sites of Sawston's first school and Challis House <b>Victorian re-creation: a day in school</b> Visitors from Sawston historical society Interview senior citizens about their school days.	Invite parent or relative in to talk about religious festivals Visit Challis Gardens	Duxford airfield by bus – first planes and/or Stansted airport by train from Shelford or Cambridge airport by bus		Day trip to London, including seeing the Tower of London (castle) or day trip to another castle e.g. Stansted Mountfitchet Visit Wandlebury

**YEAR 3**

<b>English (writing) The Write Stuff</b>	The Crow's Tale – <b>narrative (fiction)</b> (Y2)  The Colour Collector (based on The Sound Collector) <b>poetry</b>	Skeletons and muscles – <b>non-chronological report (non-fiction)</b>  Stone Age Boy – <b>historical narrative (fiction)</b>	The Last Bear- <b>adventure narrative (fiction)</b>  <b>Recount</b> of school trip <b>(non-fiction)</b>	Wolves in the walls - <b>narrative – suspense (fiction)</b>  My Strong Mind - <b>instructions (non- fiction)</b>	Wisp: A Story of Hope – <b>narrative (fiction)</b>  The Gardener - <b>letter (non-fiction)</b>	The Blue Umbrella- <b>romance narrative (fiction)</b>  Earthquakes – <b>non- chronological report (non-fiction)</b>
<b>Class readers</b>	Ellie and the Cat by Malorie Blackman  James and the Giant Peach by Roald Dahl	The Worst Witch by Jill Murphy	Where the Wild Things Are by Maurice Sendak	Leonora Bolt: Secret Inventor by Lucy Brandt	The Wild Robot by Peter Brown  Pupil Choice	Accidental Trouble Magnet by Zanib Mian
<b>Mathematics White Rose Maths</b>	Number- Place Value Number- Addition and Subtraction Measurement – Length (moved from spring term – link to geography)	Number- Addition and Subtraction Number- Multiplication and Division A	Number- Multiplication and Division B Measurement- Length and Perimeter	Number- Fractions A  Measurement – Mass and Capacity	Number- Fractions B  Measurement- Money  Measurement- Time	Geometry- Shape  Statistics
<b>Science Developing Experts</b>	<b>Rocks</b>	<b>Animals, including humans</b>	<b>Plants</b>	<b>Light</b>	<b>Forces and magnets</b>	<b>Forces and magnets</b>
<b>Computing Teach Computing</b>	<b>Computing systems and networks – Connecting computers</b>	<b>Creating media – Stop- frame animation</b>	<b>Programming A – Sequencing sounds</b>	<b>Data and information - Branching databases</b>	<b>Creating media – Desktop publishing</b>	<b>Programming B – Events and actions in programs</b>
<b>History Kapow</b>		British history: <b>Would you prefer to live in the Stone Age, Bronze Age or Iron Age?</b>		<b>How have children's lives changed?</b> (Moved from Y4)		<b>What did the ancient Egyptians believe?</b>

Geography Kapow	What are rivers and how are they used? (Including water cycle) Moved from summer term, Y4		Who lives in Antarctica?		Why do people live near volcanoes? Moved from autumn term	
RE Suffolk – Emmanuel Project	<i>Theme: Religion and the Individual</i> (What is expected of a believer following a religion and the impact of belief on peoples' lives) <b>Christianity</b> How do Christians show that reconciliation with God and others is important?	<i>Theme: Religion and the Individual</i> (What is expected of a believer following a religion and the impact of belief on peoples' lives) <b>Islam</b> submission (islam)	<i>Theme: Religion and the Individual</i> (What is expected of a believer following a religion and the impact of belief on peoples' lives) <b>Hinduism</b> karma	<i>Theme: Symbols &amp; Religious Expression</i> (How religious & spiritual ideas are expressed) <b>Christianity</b> Why is the cross more than a symbol of sacrifice?	<i>Theme: Beliefs in Action in the World</i> (How religions respond to global issues) <b>Christianity</b> What do Christians mean when they talk about the Kingdom of God?	<i>Theme: Revisiting Judaism</i> poss <i>Symbols and Religious Expression</i> <b>Judaism</b> covenant/ brit
Art & Design Access Art	<b>Drawing &amp; sketchbooks: 'Gestural Drawing with Charcoal'</b>	<i>Continue The Drawing Journey: Drawing exercises for 7-9</i>	<b>Working in 3 dimensions: 'Telling stories through drawing and making'</b>	<i>Continue The Drawing Journey: Drawing exercises for 7-9</i>	<b>Surface and colour: 'Cloth, Thread, Paint' (link to volcanoes)</b>	<i>Continue The Drawing Journey: Drawing exercises for 7-9</i>
Design & Technology Kapow		Unit 1: <b>Textiles:</b> Cross stitch and applique cushions or Egyptian collars and Unit 2: <b>Structures:</b> Constructing a castle		Unit 3: <b>Cooking and nutrition:</b> Eating seasonally		Unit 4: <b>Digital world:</b> Wearable technology and Unit 5: <b>Mechanical systems:</b> Pneumatic toys
Music Charanga	Let Your Spirit Fly	Glockenspiel Stage 1	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, Rewind and Replay

PE Get Set 4 PE	Fundamentals <i>Confidence</i> Invasion Games: Dodgeball <i>Honest</i>	Gymnastics <i>Creative</i> Yoga <i>Resilient</i>	Gymnastics <i>Creative</i> Dance <i>Unique</i>	Fitness <i>Resilient</i> Net/ Wall Games: Tennis <i>Resilient</i>	OAA <i>Resilient</i> Athletics <i>Resilient</i>	OAA <i>Resilient</i> Striking & Fielding: Rounders <i>Achieve together</i>
PSHE Cambridgeshire	Myself and My Relationships Beginning and Belonging	Myself and My Relationships Family and friends	Healthy and Safer Lifestyles Me and My Online Identity (Enrichment)	Citizenship Working Together	Healthy and Safer Lifestyles Healthy Lifestyles	Healthy and Safer Lifestyles Drug Education Citizenship Diversity and communities
RSE Cambridgeshire					Healthy and Safer Lifestyles  RSE	
Languages	Describing me and others	Saying what I and others have	Saying what I and others do	Saying how many and describing things	Describing things and people	Expressing likes and saying what I and others do
Suggested enhanced curriculum experiences	Cambridge Water workshop <b>Walk to local river – carry out fieldwork (measure depth and flow)</b> Visit from a geologist (science)	<b>History visitors – Stone Age re-enactment in school</b> Visit from dental hygienist – link to teeth in science <b>Visit Wandlebury</b> River Walk	Visiting speakers who have lived and worked in Antarctica <b>Day trip to the Scott Polar Research Institute and Cambridge Botanic Gardens</b> by bus or train (geography/ science) Visit (or visitor from) Scotsdales Garden	Visit Challis House (history) Cooking (DT) Visit a farm and supermarket in Sawston (DT) <b>Day trip to the ‘Young V&amp;A’</b> (Bethnal Green, London - formerly the V & A Museum of Childhood) (history)	Science Week Re-tell Pompeii as small world and bicarb and vinegar eruption– film-making project? (history and computing)  Visitors from religious aid charities e.g. Christian Aid, Islamic Relief	Visit Sedgewick Museum of Earth Sciences and The Fitzwilliam Museum by bus Punting on the Cam? My Money Week <b>Egyptian re-enactment in school or History Off the Page</b> (history)



			Centre (science) - if not done in Y1 Walk to Challis Gardens – plant investigation and to fields/ visit a Sawston farm re: local crops (science) Grow plants in school garden and poly tunnel			
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YEAR 4

<p><b>English (writing)</b> <b>The Write Stuff</b></p>	<p>Feast (<b>Narrative – Short Story</b>). Writing Outcome – <i>Short story from another character’s perspective.</i></p> <p>Still I Rise (<b>Poetry</b>)</p>	<p>Digestion Explanation based on Gut Garden - A journey into the Wonderful World of your Microbiome. (<b>Non-fiction - Explanation</b>). Writing Outcome – Explanation.</p> <p>The Boy, The Mole, The Fox and The Horse (<b>Narrative – Story of Friendship and Hope</b>). Writing Outcome – <i>Short story from another character’s perspective.</i></p>	<p>The Journal of Iliona – A Young Slave (<b>Diary</b>). Writing Outcome – <i>Diary.</i></p> <p>The Creature (<b>Non-fiction – Newspaper report</b>). Writing Outcome – <i>Online Newspaper report. / Recount about Treasures of the Rainforest Trip.</i></p>	<p>The Iron Man (<b>Narrative – Science fiction</b>). Writing Outcome – <i>Story.</i></p> <p>Nikola Tesla (<b>Non-fiction – Biography</b>). Writing Outcome – <i>Elon Musk biography.</i></p>	<p>Aladdin and the Enchanted Lamp (<b>Narrative – Traditional Tale</b>). Writing Outcome – <i>Story.</i></p> <p>Inviting an Author into School Letter (<b>Non-fiction – Persuasive writing</b>). Writing Outcome – <i>Letter to favourite Author.</i></p>	<p>Charlie and Chocolate Factory (<b>Narrative – Adventure</b>). Writing Outcome – <i>Rewrite the story but changing what happens – Modern.</i></p> <p>Should we feed animals at National Parks? (<b>Non-fiction – Balanced Argument</b>). Writing Outcome – <i>Balanced Argument about Against zoos.</i></p>
<p><b>Class readers</b></p>	<p>The Wild Robot</p>	<p>The Queen’s Nose</p>	<p>There’s A Rang-tan In My Bedroom Poem</p> <p>The Boy, The Mole, The Fox and The Horse</p>	<p>The Girl Who Stole an Elephant</p>	<p>The Iron Man</p>	<p>Pupil Choice</p>
<p><b>Mathematics</b> <b>White Rose Maths</b></p>	<p>Number – Place Value</p> <p>Number – Addition &amp; Subtraction</p>	<p>Measurement – Area</p> <p>Number – Multiplication &amp; Division A</p>	<p>Number – Multiplication &amp; Division B</p> <p>Measurement: Length &amp; Perimeter</p>	<p>Number – Fractions</p> <p>Number – Decimals A</p>	<p>Number – Decimals B</p> <p>Measurement – Money</p> <p>Measurement – Time Consolidation</p>	<p>Geometry – Shape Statistics</p> <p>Geometry – Position &amp; Direction</p>

			Number - Fractions			
Science Developing Experts	Living things and their habitats 1	Animals, including humans	Sound	Electricity	States of Matter	Living things and their habitats 2
Computing Teach Computing	Computing systems and networks – The Internet	Creating media – Audio production	Programming A – Repetition in shapes	Data and information – Data logging	Creating media – Photo editing	Programming B – Repetition in games
History Kapow		Why did the Romans invade and settle in Britain? (Moved from Y3)		How hard was it to invade and settle in Britain? (Anglo-Saxons)		How did the achievements of the Maya civilisation influence their society and beyond?
Geography Kapow	Where does our food come from? (Including biomes; Cote d'Ivoire and cocoa beans) Moved from spring term		Why are rainforests important to us? (Amazon; comparing two types of forest) Moved from autumn term, Y4		Are all settlements the same? (Contrasting local area with New Delhi) Moved from Y3	
RE Suffolk – Emmanuel Project	<i>Theme: Inspirational People</i> (Why some figures, e.g. founders, leaders and teachers, inspire religious believers) <b>Christianity</b> How does believing Jesus is their saviour inspire Christians to save and serve others?	<i>Theme: Inspirational People</i> (Why some figures, e.g. founders, leaders and teachers, inspire religious believers) <b>Islam</b> Why do Muslims call Muhammad the 'Seal of the Prophets'?	<i>Theme: Inspirational People</i> (Why some figures, e.g. founders, leaders and teachers, inspire religious believers) <b>Hinduism</b> dharma	<i>Theme: Encountering Sikhism</i> (poss. Inspirational people) <b>Sikhism</b> guru/ waheguru	<i>Theme: Religion, Family and Community</i> How religious families & communities practise their faith & the contributions this makes to local life <b>Christianity</b> Why do Christians believe they are people on a mission?	<i>Theme: Encountering Sikhism</i> (poss. Religion, Family & Comm.) <b>Sikhism</b> sewa / equality

Art & Design Access Art	Working in 3 dimensions: 'Festival foods'	<i>Continue The Drawing Journey: Drawing exercises for 7-9</i>	Drawing & Sketchbooks: 'Storytelling Through Drawing' (link to Romans e.g. Boudicca's Revolt/ Pompeii)	<i>Continue The Drawing Journey: Drawing exercises for 7-9</i>	Surface and colour: 'Exploring Still Life'	<i>Continue The Drawing Journey: Drawing exercises for 7-9</i>
Design & Technology Kapow		Unit 1: <b>Mechanisms:</b> Making a slingshot car and Unit 2: <b>Textiles:</b> Fastenings (Pencil Case instead of Book Cover – PlanBee)		Unit 3: <b>Structures:</b> Pavilions		Unit 4: <b>Cooking and nutrition:</b> Adapting a recipe and Unit 5: <b>Electrical systems:</b> Torches
Music Charanga	Mamma Mia	Glockenspiel Stage 2	Stop	Lean on Me	Blackbird	Reflect, Rewind and Replay
PE Get Set 4 PE	<b>Invasion Games:</b> Netball <i>Achieve together</i> Dodgeball Honest	<b>Gymnastics</b> <i>Creative</i> Yoga <i>Resilient</i>	<b>Gymnastics</b> <i>Creative</i> Dance <i>Unique</i>	<b>Fitness</b> <i>Resilient</i> <b>Net/Wall Games:</b> Tennis <i>Resilient</i>	<b>Athletics</b> <i>Resilient</i> Swimming <i>Resilient</i>	<b>OAA:</b> Resilient Swimming <i>Resilient</i>
PSHE Cambridgeshire	Citizenship Rights, Rules and Responsibilities	<b>Myself and My Relationships</b> Anti-bullying	<b>Healthy and Safer Lifestyles</b> Personal Safety	<b>Healthy and Safer Lifestyles</b> Managing Safety and Risk	<b>Myself and My Relationships</b> My emotions	<b>Economic Wellbeing</b> Financial capability <b>Myself and My Relationships</b> Managing Change
RSE Cambridgeshire					<b>Healthy and Safer Lifestyles</b>  RSE	

Languages	Describing me and others	Saying what I and others have	Saying what I and others do	Saying how many and describing things	Describing things and people	Expressing likes and saying what I and others do
Suggested enhanced curriculum experiences	Collection of food labels. Visit supermarket (Co-op) in Sawston? Local walk across local fields to look at habitats/ investigate wildlife area in school grounds (science) Visit Challis Gardens for pond-dipping.	<b>Day trip to Colchester Castle museum</b> - Romans and Britons <b>OR</b> see spring/ summer 2 Visit Challis House Visit Roman Road at Wandlebury Investigate 'The Icknield Way' (history)	Visit Botanic Gardens, Cambridge (book cocoa workshop (history) and visit rainforest greenhouse) (geography)	<b>Visit Anglo-Saxon village at West Stow</b> OR History Off the Page – Stapleford School island	Swimming lessons @ SVC Fieldwork: weather, land use and traffic surveys in Sawston (Building new housing/ Cambridge City/ farming- visit Sawston farms) <b>Visit Cambridge city centre (geography) - open-top guided bus tour</b>	Swimming lessons @ SVC <b>Trip to Birmingham and Cadbury's factory?</b> (history) Sikh visitor

YEAR 5

<b>English (writing) The Write Stuff</b>	One Small Step ( <b>adventure narrative</b> ) 17 days 2*	The Snowman ( <b>story narrative</b> ) 12 days 1* Plastic pollution ( <b>speech</b> ) 23 days 5*	I Believe in Unicorns by Michael Morpurgo ( <b>narrative</b> ) 20 days 6*  Screen Use ( <b>balanced argument</b> ) 18 days 3*	The most dangerous animal in the world by Valerie Bloom ( <b>poetry</b> ) 14 days 2* The Lion Above the Door by Onjali Q Rauf	David Attenborough ( <b>biography</b> ) 19 days 4*	Penguins ( <b>non- chronological report</b> ) 19 days 2* Macbeth ( <b>narrative</b> ) 16 days 2*
<b>Class readers</b>	The Lost Whale – Hannah Gold  The Worries: Sohal finds a friend – Jion Sheibani	Alice’s Adventures in Wonderland  The Worries: Jaz and the new baby – Jion Sheibani	The 1,000 Year Old Boy – Ross Welford  Greek Myths	Malamander – Thomas Taylor  The Worries: Shara and the really big sleepover – Jion Sheibani	class choice	The Last Bear – Hannah Gold  The Worries: Leo says goodbye – Jion Sheibani
<b>Mathematics White Rose Maths</b>	Number - Place Value Number - Addition and Subtraction	Number - Multiplication and Division A Number - Fractions A	Number - Multiplication and Division B Number - Fractions B	Number - Decimals and percentages Number - Perimeter and Area Statistics	Geometry - Shape Geometry - Position and direction Number - Decimals	Number - Negative numbers Measurement - Converting units Measurement – Volume
<b>Science Developing Experts</b>	Earth and Space	Forces	Properties of materials	Changes of materials	Animals including humans	Living things and their habitats
<b>Computing Teach Computing</b>	Computing systems and networks – <i>Systems and searching</i>	<i>Creating media - Video production</i>	<b>Programming A</b> – Selection in physical computing	<b>Data and information</b> – Flat-file databases	<b>Creating media</b> – Introduction to vector graphics	<b>Programming B</b> – Selection in quizzes
<b>History Kapow</b>		*New to Year 5: British history 4: <b>Were the Vikings raiders, traders or something else?</b>		<b>What did the Greeks ever do for us?</b> (Moved from summer term)		<b>What was life like in Tudor England?</b> (Moved from Autumn term)

<p><b>Geography</b> Kapow</p>	<p><b>Why do oceans matter?</b> (Inc. Great Barrier Reef and addressing climate change and pollution) Moved from spring term</p>		<p><b>What is life like in the Alps?</b> (Mountain ranges, Innsbruck) Moved from autumn term</p>		<p><b>Would you like to live in the desert?</b> (Biomes)</p>	
<p><b>RE</b> Suffolk – Emmanuel Project</p>	<p><i>Theme: Teachings and Authority</i> (What sacred texts and other sources say about God, the world and human life) <b>Christianity</b> Why is the gospel such good news for Christians?</p>	<p><i>Theme: Teachings and Authority</i> (What sacred texts and other sources say about God, the world and human life) Revelation Islam</p>	<p><i>Theme: Teachings and Authority</i> (What sacred texts and other sources say about God, the world and human life) <b>Hinduism</b> yoga / moksha</p>	<p><i>Revisiting Judaism</i> (poss. <i>Teachings &amp; Authority OR Worship, Pilgrimage and Sacred Places</i>) <b>Judaism</b> Kedushah /holiness</p>	<p><i>Theme: Worship, Pilgrimage and Sacred Places</i> (Where, how and why people worship, including importance of particular religious sites) <b>Christianity</b> What is the great significance of the Eucharist for Christians?</p>	<p><i>Theme: Encountering Buddhism</i> (poss. <i>Symbolism and Religious Expression</i>) <b>Buddhism</b> enlightenment</p>
<p><b>Art &amp; Design</b> Access Art</p>	<p><b>Drawing &amp; sketchbooks:</b> '<b>Typography &amp; Maps</b>'</p>	<p><i>Continue The Drawing Journey: Drawing exercises for 9-11</i></p>	<p><b>Surface and colour: 'Mixed Media Land &amp; City Scape'</b> (include one-point perspective)</p>	<p><i>Continue The Drawing Journey: Drawing exercises for 9-11</i></p>	<p><b>Working in 3 dimensions:</b> '<b>Set Design</b>' (for theatre or animation)</p>	<p><i>Continue The Drawing Journey: Drawing exercises for 9-11</i></p>
<p><b>Design &amp; Technology</b> Kapow</p>		<p><b>Unit 1: Cooking and nutrition:</b> <u>Developing a recipe</u> (4 lessons) (Lessons 2-4 and lesson 6; omit lessons 1 and 5) <b>and</b></p>		<p><b>Unit 3: Digital world:</b> <u>Monitoring devices</u> (4 lessons) <b>OR</b> <b>Textiles:</b> <u>Stuffed toys</u> (6 lessons from full curriculum)</p>		<p><b>Unit 4: Mechanical systems:</b> <u>Making a pop-up book</u> (Lessons 1 - 3; omit lesson 4) NB. Use the Jack and Jill book and moving parts template in</p>

		<b>Unit 2: Electrical systems: Doodlers</b> (Lessons 1 - 3; omit lesson 4)				Lesson 2, to reduce time <b>and</b> <b>Unit 5: Structures: Bridges</b> (4 lessons)
<b>Music Charanga</b>	Charanga - 'Livin on a prayer'	Classroom Jazz 1	Make You Feel My Love	The Fresh Air Prince of Bel Air	Dancing in the street	Reflect, Rewind, Replay
<b>PE Get Set 4 PE</b>	<b>Fitness</b> <i>Resilient</i> <b>Invasion Games: Netball</b> <i>Achieve Together</i>	<b>Gymnastics</b> <i>Creative</i> <b>Yoga</b> <i>Resilient</i>	<b>Gymnastics</b> <i>Creative</i> <b>Swimming</b> <i>Resilient</i>	<b>Net/Wall Games: Badminton</b> <i>Unique</i> <b>Swimming</b> <i>Resilient</i>	<b>OAA</b> <i>Resilient</i> <b>Athletics</b> <i>Resilient</i>	<b>OAA</b> <i>Resilient</i> <b>Striking &amp; Fielding: Cricket</b> <i>Honest</i>
<b>PSHE Cambridgeshire</b>	Myself and My Relationships Beginning and Belonging	Myself and My Relationships Family and friends	Healthy and Safer Lifestyles Me and My Online Identity (Enrichment)	Citizenship Working Together	Healthy and Safer Lifestyles Healthy Lifestyles	Healthy and Safer Lifestyles Drug Education Citizenship Diversity and communities
<b>RSE Cambridgeshire</b>					<b>Healthy and Safer Lifestyles</b> RSE	
<b>Languages</b>	Describing me and others	Saying what I and others have	Saying what I and others do	Saying where you are going and what there is there	Saying what activities, I and others do	Saying what I and others like/dislike, want and have to do
<b>Suggested enhanced curriculum experiences</b>	Trip to different Christian churches in Sawston (RE)	Trip to Cambridge Central Mosque (RE)/ Synagogue	Swimming lessons @ SVC Visiting climbing wall? (geography)	Swimming lessons @ SVC	Trip to St Mary's Church, Sawston Year 5 Cambs Maths Challenge	<b>Day trip to Kentwell Hall</b> – Tudor day in June (revisit spring history topic)



	Visiting gospel choir e.g. Cambridge University Gospel Choir?	Pizza making at Pizza Express, Cambridge (DT)	Visit Sawston High Street and fields near school (art)		Trip to Botanic Gardens, Cambridge unless visited in Y4 (visit desert greenhouse) (geography/ science)	<b>UKS2 production</b> <b>Arrange to visit</b> <b>Sawston hall</b> (history)
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**YEAR 6**

<p><b>English (writing) The Write Stuff</b></p>	<p>Paperman – <b>romance narrative</b></p> <p>Letter about bullying – <b>persuasive letter</b></p>	<p>Letters from the Lighthouse – <b>recount</b> (link to history)</p>	<p>Varmints – <b>narrative</b></p> <p>Goldilocks - <b>newspaper report</b></p> <p>Explanation (independent outcome linked to science: circulatory system)</p>	<p>The Extraordinary life of Rosa Parks – <b>biography</b></p> <p>Origin of Species – <b>non-chronological report</b> (link to science)</p>	<p>Independent writing ideas:</p> <p><b>Instructions</b></p> <p><b>Short story</b> (La Luna)</p> <p>If by Rudyard Kipling – <b>poetry</b></p> <p>Window – <b>flash forward story</b></p>	<p>Independent writing ideas: Romeo and Juliet – <b>narrative</b></p> <p><b>Non-chronological report</b></p> <p><b>Diary</b></p> <p><b>Explanation</b></p>
<p><b>Class readers</b></p>	<p>Holes by Louis Sachar</p>	<p>A Kind of Spark by Elle McNicoll</p>	<p>Pupil choice</p>	<p>Darwin's Dragons by Lindsay Galvin</p>	<p>Goodnight Stories for Rebel Girls by Elena Favilli</p>	<p>Skellig by David Almond</p>
<p><b>Mathematics White Rose Maths</b></p>	<p>Number - Place value Number – Addition, Subtraction, Multiplication, Division</p>	<p>Number - Calculation Number – Fractions A Number – Fractions B Measurement - Converting units</p>	<p>Number - Ratio Number - Algebra Number - Decimals</p>	<p>Number - Fractions, Decimals and Percentages Measurement - Area, Perimeter and Volume Statistics</p>	<p>Geometry - Shape Geometry - Position and Direction</p>	<p>Themed Projects, Consolidation and problem-solving Preparation for KS3</p>
<p><b>Science Developing Experts</b></p>	<p>Light</p>	<p>Animals including humans</p>	<p>Animals including humans</p>	<p>Evolution and inheritance</p>	<p>Living things and their habitats</p>	<p>Electricity</p>
<p><b>Computing Teach Computing</b></p>	<p>Computing systems and networks – Communication and collaboration</p>	<p>Creating media – Web page creation</p>	<p>Programming A – Variables in games</p>	<p>Data and information - Introduction to spreadsheets</p>	<p>Creating media – 3D modelling</p>	<p>Programming B – Sensing movement</p>
<p><b>History Kapow</b></p>		<p>What was the impact of WW2 on the people of Britain?</p>		<p>What does the census tell us about the local area? (Moved from autumn term)</p>		<p>Transition unit: <b>Unheard histories:</b> Who should feature on the £10:00 banknote?</p>

		(Moved from spring term)				OR The Sikh Empire
Geography Kapow	Why does population change? (Relating to Britain)		Where does our energy come from?		Can I carry out an independent fieldwork enquiry? (Relate to local area - Micro climates? Local building/ development? Services? Tourism?)	
RE Suffolk – Emmanuel Project	<i>Theme: Beliefs and Questions</i> (What key beliefs people hold about God, the world and humans) <b>Christianity</b> How do Christians show their belief that Jesus is God incarnate?	<i>Theme: Beliefs and Questions</i> (What key beliefs people hold about God, the world and humans) <b>Islam</b> Tawheed / oneness	<i>Theme: Beliefs and Questions</i> (What key beliefs people hold about God, the world and humans) <b>Hinduism</b> atman / Brahman	<i>Theme: Encountering Buddhism</i> (poss. <i>Journey of Life and Death</i> ) <b>Buddhism</b> refuge	<i>Theme: Journey of Life and Death</i> (Why some occasions are sacred to believers and what people think about life after death) <b>Christianity</b> Should believing in the resurrection change how Christians view life and death?	<i>Encountering Humanism</i> (poss. <i>Journey of Life and Death</i> ) <b>Humanism</b> happiness
Art & Design Access Art	Drawing & sketchbooks: '2D Drawing to 3D Making'	Continue The Drawing Journey: Drawing exercises for 9-11	Surface and colour: 'Exploring Identify'	Continue The Drawing Journey: Drawing exercises for 9-11	Working in 3 dimensions: 'Take a Seat'	Continue The Drawing Journey: Drawing exercises for 9-11
Design & Technology Kapow		Unit 1: <b>Structures:</b> Playgrounds and <b>Mechanical systems:</b> Automata toys		Unit 3P: <b>Digital world:</b> Navigating the world Or <b>Textiles:</b> Waistcoats		<b>Electrical systems:</b> Steady hand game and Unit 5: <b>Cooking and nutrition:</b> Come dine with me
Music Charanga	Charanga – Happy	Charanga – Classroom Jazz 2	Charanga – A New Year Carol	Charanga – You've Got a Friend in Me	Charanga – Music and Me	Charanga – Reflect, rewind and replay

		KS2 Christmas carol concert				UKS2 end-of-year production
PE Get Set 4 PE	Invasion Games; Basketball <i>Achieve together</i> Swimming Resilient	Gymnastics <i>Creative</i> Swimming <i>Resilient</i>	Gymnastics <i>Creative</i> Dance <i>Unique</i>	Net/Wall Games: Badminton Unique Fitness <i>Resilient</i>	OAA <i>Resilient</i> Athletics <i>Resilient</i>	OAA <i>Resilient</i> Striking & Fielding: Cricket <i>Honest</i>
PSHE Cambridgeshire	Citizenship Rights, Rules and Responsibilities	Myself and My Relationships Anti-bullying Myself and My Relationships Body Image (Enrichment)	Healthy and Safer Lifestyles Personal Safety	Healthy and Safer Lifestyles Managing Safety and Risk	Myself and My Relationships My emotions Healthy and Safer Lifestyles	Economic Wellbeing Financial capability Myself and My Relationships Managing Change
RSE Cambridgeshire					Year 6 RSE Relationships Revision of naming external and internal body parts Revision of changes in puberty How babies are made	
Languages	Describing me and others	Saying what I and others have	Saying what I and others do	Saying where you are going and what there is there	Saying what activities, I and others do	Saying what I and others like/dislike, want and have to do
Enhanced curriculum experiences	Swimming lessons @ SVC	Swimming lessons @ SVC	Visit nearby wind and solar farms or visitor -	Cool Choices workshop by GenR8	UK Maths Challenge Pond-dipping in school pond.	End-of-year day trip to Felixstowe or London London Eye

	<p><b>Residential trip to Burwell House</b> (including WW2 evacuation re-enactment id possible) and movie night – or include in autumn residential?</p>	<p>Visit Duxford War Memorial museum by bus Walk to Sawston war memorial and graveyard – family trees Visit Challis House and Sawston factories <b>Day trip to Burwell House (WW2 Evacuation re-enactment) and movie night?</b> Walk to Sawston War Memorial on 11/11/24 to attend Remembrance ceremony (history)</p>	<p>via 'Earth Energy Education' (geography) Arrange a visit to Genome Campus (science) Hindu visitor (RE)</p>	<p>Arrange to visit to Sawston Hall (if not visited in previous years), Challis Gardens exhibition by Sawston Historical Society and Sawston factories (history) Trip to Cambridge University by bus – find out more about Darwin (science)</p>	<p><b>and Aquarium or Madame Tussaud's</b> (post-SATs) Cook and serve a meal for invited guests? Olympics Day @ SVC <b>UKS2 production</b> <b>Leavers' assembly</b></p>
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Whole-school enhanced curriculum experiences						
English		KS2 trip to Cambridge Arts theatre pantomime		World Book Day inc. book exchange		UKS2 production
Mathematics			NSPCC Number Day Barclays Bank activities			
Science			KS2 space workshop	Reception - Planetarium Science Week Careers Week		
Computing			Safer Internet Day PSCO visit – yr 5 and 6 online safety talk			
History		Remembrance assembly				
Geography	Workshop by Cambridge Water					
RE		Genr8 Rev Waite visit KS1 Nativity KS2 Christmas concert @ St Mary's church	Rev Waite visit	Genr8	Rev Waite visit	Genr8
Art & Design	Art project – observational drawing/ painting	Christmas card designs to be printed	Art project - clay		Art project – printmaking and textiles	
Design & Technology		Design and make a Christmas decoration for the school tree				
Music			Young Voices at the O2, London		Performance by folk duo	Years 5 & 6 production

PE	Clubs: football, triathlon	Clubs: gymnastics, dance	Clubs: gymnastics, dance, archery	Clubs: gymnastics, dance, archery, girls football	Clubs: football, triathlon AL tournament	Clubs: football, triathlon KS1 & KS2 Sports days AL cross-country competition AL Dance festival
PSHE	Mindfulness workshops	Anti-bullying Week	Mindfulness workshops PSCO visit		Mindfulness workshops NCPCC workshops	My money week Cultural food festival PSCO visit
RSE					RSE Week	
Languages						Cultural food festival