







**Cranford C E Primary School  
2023-24**

ACORNS (R)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	<i>Me and My World</i>	<i>Celebrations</i>	<i>Superheroes</i>	<i>Explorers</i>	<i>Traditional Tales</i>	<i>Journeys</i>
<b>Communication &amp; Language</b>	<b>Welcome to Cranford!</b> Settling in activities. Getting to know you. Routines and rules. Daily story time.	<b>Tell Me a Story!</b> Developing vocabulary. Retelling events. Follow instructions. Daily story time.	<b>Tell Me Why!</b> Ask how and why questions. Invent stories. Describe events in detail. Daily story time.	<b>Talk it Through!</b> Use time connectives to describe events. Understand how to listen carefully. Use stimulus to talk about an object. Daily story time.	<b>What Happened?</b> Re-read books to develop language and understanding. Relate books to own lives. Re-enact familiar stories in play. Daily story time.	<b>Time to Share!</b> Show and tell. Read and discuss books in detail. Read and discuss and create maps. Daily story time.
<b>PSED</b> Personal, Social & Emotional Development 	'Being Me in My World'	'Celebrating Differences'	'Dreams and Goals'	'Healthy Me'	'Relationships'	'Changing Me'
<b>Physical Development</b> (Developing Fine Motor and Gross Motor Skills)	<b>FM:</b> threading, cutting, weaving. Begin to use correct pencil grip. <b>GM:</b> cooperation games, climbing, explore different ways of moving. Develop good personal hygiene.	<b>FM:</b> making playdough, fine motor activities, develop muscle tone, structured drawing activities. <b>GM:</b> ball skills-throwing and catching, balance-scooters, skipping	<b>FM:</b> handle tools, objects, construction and malleable materials with increasing control. Draw freely. Do/undo buttons. <b>GM:</b> ball skills-aiming, dribbling, kicking. Balance opportunities.	<b>FM:</b> Hold pencil effectively with comfortable grip. Form recognisable letters. <b>GM:</b> move with confidence. Use full body to spin, tilt, slide and bounce.	<b>FM:</b> develop correct pencil grip and letter formation. Cut with scissors: straight lines. <b>GM:</b> obstacle activities: spatial awareness. Dance/move to music.	<b>FM:</b> form letters correctly, inc upper case. Diagonal lines. Increasing control of colouring within lines. Draw recognisable pictures. <b>GM:</b> races/team games. Increased confidence to climb/balance.
<b>Literacy</b> (Developing skills for reading and writing) 	<b>Key Texts:</b> You Choose Not Now Bernard The Colour Monster  <b>Writing for a Purpose:</b> Writing own name Invitations  <b>Phonics:</b> Set 1 sounds, oral blending.  Daily Story Time and Rhyme Time.	<b>Key Texts:</b> Elmer 'Twas the Night Before Christmas Little Robin Red Vest  <b>Writing for a Purpose:</b> Firework Poetry Letters to Santa  <b>Phonics:</b> Match Set 1 letters and sounds. Write CVC words and simple labels. Say a simple sentence.  Daily Story Time and Rhyme Time.	<b>Key Texts:</b> Supertato What the Ladybird Heard Rosie's Hat  <b>Writing for a Purpose:</b> Safety Posters Thank you letter  <b>Phonics:</b> Read and Write Set 1 letters and some Set 2 graphemes; CVC and CVCC words; some red words; simple labels, captions and sentences.  Daily Story Time and Rhyme Time.	<b>Key Texts:</b> The Night Pirates Whatever Next Dinosaurs and All That Rubbish  <b>Writing for a Purpose:</b> Fact File: animals Poster: look after our planet  <b>Phonics:</b> Read and write most Set 1 and 2 graphemes correctly. Read and write words, captions, short sentences. Start to use finger sentences. Read own writing.  Daily Story Time and Rhyme Time.	<b>Key Texts:</b> The Magic Porridge Pot Jack and the Beanstalk The Little Red Hen  <b>Writing for a Purpose:</b> Recipes Instructions  <b>Phonics:</b> Read and write words and captions using Set 1 and 2 sounds. Read and write short sentences becoming more consistent with finger spaces. Confidently read own writing.  Daily Story Time and Rhyme Time.	<b>Key Texts:</b> Journey Mrs Armitage on Wheels The Hundred Decker Bus  <b>Writing for a Purpose:</b> Map – creating and labelling Recount of a journey  <b>Phonics:</b> Write most upper and lower case letters correctly. Use tripod grip. Read own sentences. Sentences can be read by others.  Daily Story Time and Rhyme Time.
 Maths	Getting to Know You: Just Like Me	It's Me, 1, 2, 3! Light and Dark – 4 & 5	Alive in 5! Growing 6, 7, 8	Building 9 & 10	To 20 and Beyond! First, then, now.	Find My Pattern On the Move...
<b>Understanding The World</b> (Geography, History, Science, RE, PSHE)  See EYFS LTP for specific links to KS1 topics.	<b>Key texts to support UtW:</b> Lost and Found (G, S) The Growing Story (H, S) The Thing That I Love About Trees (S) Two Homes (G) On The Way Home (G) The Elves and the Shoemaker (H, S)	<b>Key texts to support UtW:</b> The Scarecrows Wedding (S) Zim Zam Zoom (S) Hats of Faith (RE) The Grasshopper and the Ant (S) Beautiful Oops (PSHE) Babushka (H, RE)	<b>Key texts to support UtW:</b> Traction Man is Here (H, S) Superworm (S) We're All Wonders (PSHE) The Nurse and the Wolf (S, H) Together We Can (PSHE) Florence Nightingale (H, S)	<b>Key texts to support UtW:</b> Owl Babies (S, PSHE) The Snail and the Whale (G, S) Rescue and Jessica (PSHE) The Lion and the Mouse (H, PSHE) Giraffe's Can't Dance (S, PSHE) Tadpole's Promise (S)	<b>Key texts to support UtW:</b> The Three Little Wolves and the Big Bad Pig (PSHE) Each Peach, Pear Plum (H) Handa's Surprise (H, S, G) The Gingerbread Man (H, S) Ruby's Worry (PSHE) Oliver's Vegetables (S)	<b>Key texts to support UtW:</b> Naughty Bus (G) We're Going on a Bear Hunt (G, S) Coming to England (H) Billy Goats Gruff (H, S) The Suitcase (G, PSHE) The Tiny Seed (S)
RE	<b>UC F1</b> Why is the word God so important to Christians? (EYFS unit) + Harvest	<b>UC F2</b> Why do Christians perform nativity plays at Christmas? (Christmas and Divali)	<b>P'boro Syllabus (Religion) F5</b> Places of Worship	<b>UC Salvation F3</b> Why do Christians put a cross in an Easter Garden?	<b>P'boro Syllabus (Religion) F4</b> Being Special	<b>P'boro Syllabus (Thematic) F6</b> Special Stories
<b>Expressive Arts &amp; Design</b>  See EYFS LTP for planned enhancements within provision	<b>Artist Focus:</b> Frida Khalo – Drawing (Self-Portrait)	<b>Artist Focus:</b> Andy Goldsworthy – Rangoli pattern	<b>Artist Focus:</b> Roy Lichtenstein – print (comic book style)	<b>Artist Focus:</b> Rob Biddulph – Drawing	<b>Artist Focus:</b> Edward Said Tingatinga - Painting	<b>Artist Focus:</b> Alfred Wallis – Painting



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ELMS (1/2)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	<i>Holiday</i>	<i>Remember</i>	<i>Homes</i>	<i>All Creatures Great and Small</i>	<i>From Field to Fork</i>	<i>On the Move</i>
Maths	Y1: Place Value within 20 Y1: Addition & Subtraction within 20  Y2: Place Value: Numbers to 200 Y2: Addition & Subtraction within 100	Y1: Addition & Subtraction within 20 Y1: Place Value & Multiplication within 50  Y2: Addition & Subtraction within 100 Y2: Multiplication	Y1: Division & Consolidation Y1: Place Value within 100 Y1: Measurement: Length & Height Y1: Shape  Y2: Division Y2: Statistics Y2: Measurement: Length & Height Y2: Properties of Shape	Y1: Shape & Consolidation Y1: Fractions & Consolidation  Y2: Properties of Shape Y2: Fractions	Y1: Geometry Y1: Time Y1: Problem Solving & Efficient Methods Y1: Measurement: Weight & Volume  Y2: Geometry Y2: Time Y2: Problem Solving & Efficient Methods Y2: Measurement: Mass, Capacity and Temperature	Y1 & 2  Consolidation & Investigations
Key Texts	<b>Paddington's Postcards</b> Michael Bond  <b>The Queen's Handbag</b> Steve Antony  <b>Finn McCool and The Giant's Causeway</b> Charlotte Guillain	<b>Where the Poppies Now Grow</b> Hillary Robinson  <b>Funny Bones</b> Alan Ahlberg	<b>The Little House</b> Virginia Lee Burton  <b>On The Way Home</b> Jill Murphy	<b>How to Wash a Woolly Mammoth</b> Michelle Robinson  <b>Gorilla</b> Anthony Browne	<b>The Jolly Postman</b> Alan and Janet Ahlberg  <b>Three Little Wolves and the Big Bad Pig</b> Eugene Trivizas	<b>The Bear and the Piano</b> David Litchfield  <b>All Aboard the London Bus</b> Patricia Toht
Literacy	<b>Non-narrative:</b> Postcard- recount from summer holiday (2 weeks)  <b>Non-Narrative:</b> Labelling a map of the UK – mini fact-files (2 weeks)  <b>Narrative:</b> Retell the story of Finn McCool – focus on setting(3 weeks)	<b>Poetry:</b> Remembrance Poem using senses language (2 weeks)  <b>Narrative:</b> Stories with repeating patterns (3 weeks)  <b>Non-Narrative:</b> Letter to Santa (Y2 persuasion) (1 week)	<b>Non-narrative:</b> Information Text: Comparing our homes (3 weeks)  <b>Narrative:</b> Retell own version of story (3 weeks)	<b>Non-narrative:</b> Instructions: How to look after your pet (3 weeks)  <b>Narrative:</b> Adventure Story (3 weeks)	<b>Poetry:</b> Senses, Countryside and Nature (1 week)  <b>Non-Narrative:</b> Letter Writing (2 weeks)  <b>Narrative:</b> Traditional Stories – own version (3 weeks)	<b>Narrative:</b> Setting (3 weeks)  <b>Non-narrative:</b> Information text: London (3 weeks)
Cross Curricular writing	<b>Geography:</b> labelling a map	<b>Science</b> Instructions – how to look after our body	<b>Science:</b> information text: materials within our homes	<b>History:</b> <u>Postcards</u> : Explorers write home!	<b>Science:</b> Plant diaries – recording differences as they grow	<b>Geography:</b> Information Text: London
Science	<b>Plants:</b> Trees	<b>Animals inc Humans:</b> Body Parts	<b>Materials:</b> Naming Everyday Materials	<b>Animals</b>	<b>Plants:</b> Flowers	<b>Materials:</b> Properties of Everyday Materials
History		<b>Significant People:</b> Florence Nightingale	<b>Changes within Living Memory:</b> Homes: Inside and Out			<b>Local Study:</b> Wickstead Park
Geography	<b>Locational Knowledge:</b> UK Countries			<b>Locational Knowledge:</b> UK Cities	<b>Place Knowledge:</b> Local Study: Our School	
PE	<b>Hit Catch Run</b> – Unit 1 (year 1) <b>Attack Defend Shoot</b> – Unit 1	<b>Gymnastics</b> – Unit 1 <b>Dance</b> – Unit 1	<b>Dance</b> – Unit 2 <b>Send &amp; Return</b> – Unit 1	<b>Gymnastics</b> – Unit 2 <b>Attack Defend Shoot</b> – Unit 2	<b>Run Jump Throw</b> – Unit 1 <b>Send &amp; Return</b> – Unit 2	<b>Run Jump Throw</b> – Unit 2 OAA
PSHE	<b>Being Me In My World</b> (Year 2)	<b>Celebrating differences</b> (Year 2)	<b>Dreams &amp; Goals</b> (Year 2)	<b>Healthy Me</b> (Year 2)	<b>Relationships</b> (Year 2)	<b>Changing Me</b> (Year 2)
Computing	Online Safety Exploring Purple Mash	Pictograms (2Count) Lego Builders (2DIY)	Maze Explorers (2Go) Animated Storybooks (2Create a Story)	Coding (2Code)	Spreadsheets (2Calculate)	Technology Outside of School
Art	Painting and Mixed Media: Colour Splash Cycle B			Craft and Design: Map it Out (Cycle B)		Painting and Mixed Media: Life in Colour Cycle B
Design Technology		Structures: Constructing a Windmill Cycle B	Mechanisms: Fairground Wheel (Cycle B)		Mechanisms: Making a Monster Cycle B	
Music	<b>Hands, Feet, Heart</b>	<b>Ho, Ho, Ho and Christmas</b>	<b>I Want to Play in a Band</b>	<b>Zoo Time</b>	<b>Friendship Song</b>	<b>Reflect, Rewind, Replay</b>
RE	PB 1.8 Who Am I and What Does it Mean to Belong	UC 1.3 Why does Christmas Matter to Christians – Digging Deeper Unit (Trip to the local Church)	School Designed Unit: Jewish Festivals/Stories/Celebrations  Outcomes from 1.7	UC 1.4 What is the Good News that Jesus brings? Core and Digging Deeper Units		PB 1.10 How Should We Care for the World and for Others and Why Does it Matters



SYCAMORES (3/4)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic Title</b>	<i>Ancient Egyptians</i>	<i>Ancient Egyptians</i>	<i>Rivers</i>	<i>The UK: London</i>	<i>Anglo-Saxons &amp; The Scots</i>	<i>Anglo-Saxons &amp; The Vikings</i>
<b>Maths</b>	<b>Number:</b> Place Value <b>Number:</b> Addition & Subtraction	<b>Number:</b> Addition & Subtraction <b>Number:</b> Multiplication & Division	<b>Measurement:</b> Length, Perimeter & Area <b>Number:</b> Fractions	<b>Y3 Measurement:</b> Mass & Capacity <b>Y4 Number:</b> Decimals <b>Consolidation</b>	<b>Number:</b> Decimals (incl. money) <b>Measurement:</b> Time <b>Statistics</b>	<b>Statistics</b> <b>Geometry:</b> Properties of Shape <b>Y4 Geometry:</b> Position & Direction
<b>Key Texts</b>	‘The Egyptian Cinderella’ by Shirley Climo  ‘The Egyptians’ by Jonny Marx & Chaaya Prabhat	“Cloud Busting” by Malorie Blackman ( <i>Resistant Text</i> )  ‘Egypt Magnified’ by David Long	‘The Wind in the Willows’ by Kenneth Grahame ( <i>Archaic Text</i> )  ‘Flotsam’ by David Wiesner	‘The Butterfly Lion’ by Michael Morpurgo ( <i>Non-Linear Time Sequences</i> )	‘Beowulf’ by Michael Morpurgo & Michael Freeman	‘Riddle of the Runes’ by Janina Ramirez & David Wyatt
<b>Literacy</b>	<b>Non-Fiction:</b> <u>Recount</u> : Sequencing of events <i>based on key text</i> <b>Narrative:</b> Retelling Traditional Tales: Alternative course of action <i>based on key text</i> <b>Poetry:</b> Impact and interpretation of poetry	<b>Narrative:</b> Stories based in familiar settings; First person <i>based on key text</i> <b>Non-Fiction:</b> <u>Non-Chronological Report</u> : <i>The Ancient Egyptians</i>	<b>Non-Fiction:</b> <u>Information Text</u> <b>Poetry:</b> Water ‘themed’ poetry <i>with percussion</i> for performance.	<b>Non-Fiction:</b> <u>Persuasive Texts</u> : (including adverts) Visit London. <b>Narrative:</b> Stories with a dilemma	<b>Narrative:</b> Stories in imaginary /mythical settings <b>Non-Fiction:</b> <u>Recount</u> : Style of newspaper <b>Non-Fiction:</b> <u>Instructional Text</u>	<b>Narrative:</b> Adventure Story: Plot structure and Setting Description <i>based on key text</i> <b>Non-Fiction:</b> <u>Discussion Texts</u> <i>links to Science</i>
<b>Cross Curricular writing</b>	<b>Computing:</b> Online Safety information leaflet	<b>Science:</b> Fact File on Thomas Edison	<b>Geography:</b> Information Text on Water Cycle (Hot write?)	<b>Science:</b> Information text about food chains	<b>History:</b> Non-Chronological Report on Anglo-Saxon life	<b>History:</b> Information Text – a history of Viking invasions
<b>Science</b>	<b>Animals</b> Humans: digestion, teeth	<b>Electricity</b> <i>SIGNIFICANT PEOPLE: Edison</i>	<b>States of Matter</b>	<b>Animals Including Humans</b> Food Chains	<b>Living Things</b>	<b>Sound</b>
<b>History</b>	<b>The Achievements of the Earliest Civilisations:</b> Ancient Egypt	<b>The Achievements of the Earliest Civilisations:</b> Ancient Egypt			<b>Britain’s Settlement by Anglo-Saxons and Scots</b>	<b>The Vikings’ and Anglo-Saxons’ struggle for the Kingdom of England to the time of Edward the Confessor</b>
<b>Geography</b>			<b>Rivers &amp; The Water Cycle</b> <i>SIGNIFICANT PEOPLE: Archimedes and the screw</i>	<b>UK study:</b> London		
<b>PE</b>	• Tennis ( <i>Y4 planning</i> ) • Gymnastics – Unit 1 ( <i>Y4 planning</i> )	• Dance – Unit 1 ( <i>Y4 planning</i> ) • Basketball ( <i>Y4 planning</i> )	• Gymnastics – Unit 2 ( <i>Y4 planning</i> ) • Outdoor Adventurous Activities	• Dance – Unit 2 ( <i>Y4 planning</i> ) • Badminton	• Athletics ( <i>Y4 planning</i> ) • Cricket	• Swimming • Cricket ( <i>Y4 planning</i> )
<b>PSHE</b>	<b>Being Me In My World</b> (Alternate Year)	<b>Celebrating differences</b> (Alternate Year)	<b>Dreams &amp; Goals</b> (Alternate Year)	<b>Healthy Me</b> (Alternate Year)	<b>Relationships</b> (Alternate Year)	<b>Changing Me</b> (Alternate Year)
<b>Computing</b>	<b>Online Safety</b>	<b>Spreadsheets</b> (2Calculate)	<b>Coding</b> (2Code)	• Writing for different audiences (2email, 2connect) • Logo	• Animation (2Animate) • Effective Search	• Hardware Investigators • Making Music (2Sequence)
<b>Art</b>	<b>Craft and Design:</b> Ancient Egyptian Scrolls		<b>Drawing and Printing</b> Mixed Media: Light and Dark		<b>Craft and Design:</b> Fabric of Nature	
<b>Design Technology</b>		<b>Cooking Nutrition:</b> Eating Seasonally		<b>Electrical Systems:</b> Torches		<b>Structures:</b> Constructing a Castle
<b>Music</b>	<b>Mamma Mia</b>	<b>Glockenspiel Stage 2</b>	<b>Stop!</b>	<b>Lean On Me</b>	<b>Blackbird</b>	<b>Reflect, Rewind &amp; Replay</b>
<b>MFL</b>	<b>Phonics and J’apprends le Français</b>	<b>Les saisons</b>	<b>Les animaux</b>	<b>Les fruits</b>	<b>L’ancienne histoire de la Grande Bretagne</b>	<b>Les glaces</b>
<b>RE</b>	<b>UC : People of God</b> L2a.2: What is it like to follow God?	<b>UC: Gospel</b> L2a.4 - What kind of world did Jesus want? & Christmas	<b>Peterborough Diocese Syllabus</b> L2.9 - What are the deeper meanings of festivals? Part 2	<b>UC: Kingdom of God</b> 2a.6 - When Jesus left what was the impact of Pentecost? & Easter	<b>Peterborough Diocese Syllabus</b> L2.8 - What does it mean to be a Sikh in Britain today? Part 2	<b>Peterborough Diocese Syllabus</b> L2.10 - How and why do people show their commitments during the journey of life? Part 2



OAKS (5/6)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic Title</b>	<i>Crime and Punishment</i>	<i>Crime and Punishment</i>	<i>North &amp; South America</i>	<i>The Amazon</i>	<i>The Amazon</i>	<i>The Mayans</i>
<b>Maths</b>	<b>Number:</b> Place Value <b>Number:</b> Four Operations	<b>Number:</b> Four Operations <b>Number:</b> Fractions	<b>Number:</b> Ratio <b>Number:</b> Decimals & Percentages <b>Number:</b> Algebra	<b>Measurement:</b> Converting Units <b>Measurement:</b> Perimeter, Area and Volume / <b>Statistics</b>	<b>Geometry:</b> Properties of Shape <b>Geometry:</b> Position & Direction <b>Y6 SATS</b>	<b>Investigations &amp; Consolidation</b>
<b>Key Texts</b>	'Clockwork by Philip Pullman	'The Highwayman' by Alfred Noyes ( <i>Archaic Text</i> ) followed by 'Treason' by Berlie Doherty	'Holes' Louis Sachar ( <i>Complexity of Plot</i> )	'The Explorer' by Katherine Rundell	'1000 Year Old Boy' by Ross Welford ( <i>Non-linear time sequences</i> )	"Rain Player" by David Wisniewski  "Popol Vuh" by Victor Montejo, Luis Garay & David Unger
<b>Literacy</b>	<b>Narrative:</b> Warning Tale: <i>Suspense focus</i>  <b>Non-Fiction:</b> <u>Non-Chronological Report</u> : Medicine through the ages  <b>Poetry:</b> Archaic Poems – use of figurative language – 'The Eagle' by Tennyson; 'Fog' by Sandburg and 'Dreams' by L Hughes.	<b>Recount:</b> <u>News Paper Article</u> - linked to the Highwayman  <b>Narrative:</b> : <u>Descriptive Writing</u> : <i>Settings/description focus</i> based on The Highwayman poem	<b>Non-Fiction</b> <u>Information Page</u> - Report focusing on the Yellow Spotted Lizard.  <b>Non-Fiction:</b> Persuasive Texts Holiday Brochures- The Grand Canyon	<b>Narrative:</b> Journey/Adventure story <i>Character including dialogue</i>  <b>Non-Fiction:</b> <u>Recount- Journalistic Writing</u> – What's happening in the Amazon?	<b>Non-Fiction:</b> <u>Discussion Text</u> : Man's impact on the Amazon <i>to include oral debate (Deforestation)</i> <b>Rule of Law Democracy</b>  <b>Non-Fiction:</b> <u>Recount: Biography</u> : <i>Journalistic Writing</i> – Who was Charles Darwin?	<b>Non-Fiction:</b> <u>Persuasive Letter</u> linked to The Curse of the Mayans  <b>Fiction:</b> <u>Diary Entry</u> linked to whole class text The Curse of the Mayans  <b>Narrative:</b> Re-telling familiar stories (based on Mayan stories)
<b>Cross Curricular writing</b>	<b>History:</b> Information Texts on medicine	<b>Science:</b> Information Text on Nicola Tesla	<b>Geography:</b> <u>Explanation Text</u> : explaining the formation of geographical features	<b>Geography:</b> Non-chronological report on wildlife in Amazon	<b>Science:</b> Information text on evolution	<b>History:</b> Non-Chronological Report: The Mayans
<b>Science</b>	<b>Animals: Humans</b> Circulatory system	<b>Electricity</b>	<b>Living Things</b>	<b>Living Things</b>	<b>Evolution</b>	<b>Review</b>
<b>History</b>	<b>British History Study</b> Extending chronological knowledge beyond 1066: Crime and Punishment	<b>British History Study</b> Extending chronological knowledge beyond 1066: Crime and Punishment				<b>Non-European Society</b> The Mayans
<b>Geography</b>			<b>North &amp; South America</b>	<b>North &amp; South America Region Study:</b> The Amazon	<b>North &amp; South America Region Study:</b> The Amazon	
<b>PE</b>	<ul style="list-style-type: none"> <li>• <b>Tag-Rugby</b> (<i>Y6 planning</i>)</li> <li>• <b>Netball</b> (<i>Y6 planning</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Football</b> (<i>Y6 planning</i>)</li> <li>• <b>Dance – Unit 1</b> (<i>Y6 planning</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Gymnastics – Unit 1</b> (<i>Y6 planning</i>)</li> <li>• <b>Badminton</b> (<i>Y6 planning</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Gymnastics – Unit 2</b> (<i>Y6 planning</i>)</li> <li>• <b>Handball</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Athletics</b> (<i>Y6 planning</i>)</li> <li>• <b>Rounders</b> (<i>Y6 planning</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>OAA</b> (<i>Y6 planning</i>)</li> <li>• <b>Swimming</b></li> </ul>
<b>PSHE</b>	<b>Being Me In My World</b> (Alternate Year)	<b>Celebrating differences</b> (Alternate Year)	<b>Dreams &amp; Goals</b> (Alternate Year)	<b>Healthy Me</b> (Alternate Year)	<b>Relationships</b> (Alternate Year)	<b>Changing Me</b> (Alternate Year)
<b>Computing</b>	<ul style="list-style-type: none"> <li>• <b>Online Safety</b></li> <li>• <b>Networks</b></li> </ul>	<b>Coding (2Code)</b>	<b>Spreadsheets (2Calculate)</b>	<b>Blogging (2Blog) – tie to Literacy</b>	<b>Text Adventures (2Code, 2Connect)</b>	<b>Quizzing (2Quiz, 2DIY, 2Investigate)</b>
<b>Art and Design</b>	<b>Sculpture and 3D: Interactive installations</b>		<b>Craft and Design: Photo opportunity</b>		<b>Sculpture and 3D: Making memories</b>	
<b>Design Technology</b>		<b>Cooking and Nutrition: What could be healthier?</b>		<b>Digital World Navigating the World</b>		<b>Electrical systems- Doodlers</b>
<b>Music</b>	<b>Happy</b>	<b>Classroom Jazz 2</b>	<b>A New Year Carol</b>	<b>You've Got A Friend</b>	<b>Music &amp; Me</b>	<b>Reflect, Rewind &amp; Replay</b>
<b>MFL</b>	<b>Phonics Lesson/The Date</b>	<b>My Home</b>	<b>Do you have a pet?</b>	<b>Planets</b>	<b>Vikings</b>	<b>Me in the World</b>



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<b>RE</b>	<b>UC</b> U2.2 - Creation and science: conflicting or complimentary & Harvest	<b>Peterborough Diocese Syllabus</b> 13 - Why is pilgrimage important to some religious believers? & Christmas	<b>UC</b> U2.4 - Was Jesus the Messiah?	<b>UC</b> 2.7- What difference does the resurrection make for Christians? <i>Y6 Unit &amp; Easter</i>	<b>Peterborough Diocese Syllabus</b> U 2.9 - What does it mean for Muslims to follow God Part 2	<b>Peterborough Diocese Syllabus</b> U2.14 - How do religions help people live through good times and bad times?
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