



**CREATIVE CURRICULUM**  
**LONG TERM PLAN 2022 - 2023**



	<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>
<b>EYFS</b>	<p><b>MONSTERS &amp; ME</b></p> <p>En: Instructions – spider sandwich, gruffalo crumble, messy area, factual writing – monstrous beings <i>Book list:</i> Spider sandwiches, The bog baby, Monster mess, 12 terrible things, Creepy monsters sleepy monsters, The colour monster, The Gruffalo, Where the Wild Things Are, ten little monsters (maths link). Letter – Dear Santa...</p> <p>Ma: Place value to 5, sorting, comparing, time – follow White rose maths termly.</p> <p>Sc: Plants, including humans, seasonal changes, habitats of monsters, Monster melting, exploding, slime etc. Identifying and classifying.</p> <p>G: Locational Knowledge: School key terms, church, park, home, school – Where do I live? Draw local area map.</p> <p>H: What can you do now that you couldn't as a baby? Special memories, 'Little people, big dreams' book.</p> <p>DT: Cooking and nutrition/follow instructions, monstrous menu for monster ball, monster bake off, running stitch monster/monster puppets (upside down gloves).</p> <p>Art: Self-portraits (half monster), design own monster, spring collage, colour mixing, handprint monsters. Simple rubbings, natural patterns, cutting, gluing and manipulation.</p> <p>Mu: Singing, playing instruments, listen to recorded music</p>	<p><b>BEAR'S BIG ADVENTURE</b></p> <p>En: Making Marks in T1a. Descriptions of bears. Writing letters to Paddington/different story bears. <i>Book list:</i> Hands off my honey!, Bear snores on, Biscuit bear, We're going on a bear hunt, Brown bear, brown bear what do you see?, The bear who stared, Paddington, any Eric Carle, One bear at a bedtime (maths link). See separate lists.</p> <p>Ma: Addition and subtraction to 5 and 10, place value to 10, shape and space - follow White rose maths termly.</p> <p>Sc: Observe, describe &amp; compare species of bears. Experiments – gummy bears, hibernating bears, how does a bear stay warm? Bears healthy diet – marmalade sandwiches only?</p> <p>G: Location: school &amp; home. Where in the world do different bears live? E.g Grizzly, polar, koala etc.</p> <p>H: Personal history. Old and new teddy bears. Memory box, Chinese New Year, Holi and Easter.</p> <p>DT: Use blocks and multilink to build models in the construction. Use cardboard boxes/junk modelling, sellotape etc to create their own bear caves. Make porridge for the 3 bears or bake biscuit bear. Use natural resources or the outside provision to build an obstacle course for the bears.</p> <p>Art: Collage different textures, brown, grizzly, artic bears. Pencil pressure (thick and thin), printing, playdough and clay.</p>	<p><b>ALL CREATURES GREAT &amp; SMALL</b></p> <p>En: Letter and story writing. Non-fiction fact leaflets. Labels, posters for environment. <i>Book list:</i> What the ladybird heard, Pig's egg, A squash and a squeeze, The ant and the grasshopper, Commotion in the ocean, Farmer Duck, Rumble in the jungle, Rainbow fish, Tadpoles promise, Super worm, The very greedy bee, Norman the slug, ten little lovebugs.</p> <p>Ma: Patterns, counting on and back, place value to 20, measures – White rose maths.</p> <p>Sc: Animals, similarities &amp; differences. Mini beast hunt, whose poo is this, who lives here? Life cycles.</p> <p>G: Maps, globes, plans, locational/directional language. Habitats (jungle, rainforest, plains etc), compare weather. Sort &amp; classify.</p> <p>H: Personal event timeline and memory box recap.</p> <p>DT: Animal sculptures, cooking using farm produce</p> <p>Art: Printing, junk model farms, sea creatures, Henri Rousseau animal painting, weaving and wax resist.</p> <p>Mu: All things bright &amp; beautiful song, animal sounds, jungle noises, Old McDonald</p> <p>P.E: Movement – jungle dance, animal travel.</p> <p>Co: Complete simple programme e.g drawing tool on IWB or interactive game</p>

<p>P.E: movement – Balance, manipulation etc. Monsters Inc/monster mash.</p> <p>Co: Using tech - monstrous selfies, recognise common uses of information technology, use technology safely</p> <p>R.E: F4 Being special. F2 Incarnation (Christmas)</p> <p>PSHE: Relationships - What is the same and different about us? Who is special to us?</p> <p><i>EVENT – Monster ball/Monster mash dance!</i></p>	<p>Mu: Teddy Bear, Teddy Bear. If you go down to the woods,</p> <p>P.E: Movement - bears/Outdoor area/Balance etc</p> <p>Co: Investigating calculators, telephones, cameras, ipads. Set homework – technology in the home?</p> <p>R.E: F6 Which stories are special and why? F3 Salvation (Easter)</p> <p>PSHE: Health and Wellbeing - What helps us stay healthy? Living in the Wider World - What can we do with money?</p> <p><i>EVENT – Teddy bears picnic Bake sale</i></p>	<p>R.E: F5 Which places are special and why? F1 Creation, How can we care for our wonderful world?</p> <p>PSHE: Health and Wellbeing - Who helps to keep us safe? Living in the Wider World - How can we look after each other and the world?</p> <p><i>EVENT – Ugly bug ball! Caterpillars/butterflies to hatch?</i></p> <p><i>TRIP – Yorkshire Wildlife park? Zoo lab?</i> (Farms, sea creatures, zoo safari, minibeasts)</p>
--	--	---

Year 1			
<p><b>Year 1</b></p>	<p style="text-align: center;"><b>OUT OF THIS WORLD</b></p> <p><i>Star Gazing Day – pop up dome coming into school. Stargazing.co.uk Visit to media museum Alien dress up day Alien crash landing science day Astronaut training week</i></p> <p>En:</p> <ul style="list-style-type: none"> <li>• Space poetry – adjectives/noun/verb</li> <li>• How to Catch a Star</li> <li>• The Way Back Home</li> </ul> <p>Ma:</p> <ul style="list-style-type: none"> <li>• Number: Number and place value, Addition and subtraction to 5 and 10 and 20, place value to 10 and 20.</li> <li>• Counting in 2,5,10s.</li> <li>• Shape and space, Measurement</li> <li>• Geometry: Properties of shapes, Position and Direction.</li> <li>• Telling the time.</li> </ul> <p>Sc:</p> <ul style="list-style-type: none"> <li>• <b>Materials and their properties</b> Class materials book.</li> <li>• <b>Seasonal Changes.</b></li> </ul>	<p style="text-align: center;"><b>BLOOMING BRILLIANT BRITAIN</b></p> <p><i>Walk down to garden centre in Bradford Forest Schools 4 dressing up theme days (England, Scotland, Ireland, Wales)</i></p> <p>En:</p> <ul style="list-style-type: none"> <li>• The Queens hat (England)</li> <li>• Information text Scotland and Wales</li> <li>• Invent info leaflet for Ireland</li> <li>• Fab finish days – England, Scotland, Wales and Ireland dress up and eat food from these places</li> </ul> <p>Ma:</p> <ul style="list-style-type: none"> <li>• Number and place value. Addition and subtraction</li> <li>• Measurement</li> <li>• Geometry – properties of shapes, position and direction</li> </ul> <p>Sc:</p> <ul style="list-style-type: none"> <li>• <b>Plants</b></li> <li>• <b>Seasonal changes</b></li> </ul> <p>Geography:</p> <ul style="list-style-type: none"> <li>• <b>Locational Knowledge – England, Scotland,</b></li> </ul>	<p style="text-align: center;"><b>WE ALL WENT ON SAFARI</b></p> <p><i>Visit to Knowsley Safari Park Wild Animal Dress up Day Considering how we protect their Safari Outdoor Forest School</i></p> <p>En:</p> <ul style="list-style-type: none"> <li>• Information text – all about animals</li> <li>• Stories – We all went on Safari</li> <li>• Poems – Animal list poems</li> <li>• Ugly Five</li> </ul> <p>Ma:</p> <ul style="list-style-type: none"> <li>• Number: Number and place value, Addition and subtraction.</li> <li>• Multiplication and division.</li> <li>• Simple Fractions.</li> <li>• Measurement.</li> <li>• Geometry: Properties of shapes,</li> <li>• Position and Direction</li> </ul> <p>Sc:</p> <ul style="list-style-type: none"> <li>• <b>Animals, including humans</b></li> <li>• <b>Seasonal changes</b></li> </ul> <p>Geography:</p> <ul style="list-style-type: none"> <li>• <b>Directional language, NESW.</b></li> <li>• <b>Drawing maps and giving directions.</b></li> </ul>

<p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>• Comparing Environments: school grounds and alien planets.</li> <li>• Naming physical features and drawing maps.</li> <li>• Daily weather watch</li> <li>• Seasonal changes with trees</li> </ul> <p><b>History:</b></p> <ul style="list-style-type: none"> <li>• Who do we remember on Remembrance Day?</li> <li>• Why do we commemorate Bonfire night?</li> <li>• Big Book of Brilliant People</li> </ul> <p><b>DT:</b></p> <ul style="list-style-type: none"> <li>• Make lego constructions using instructions</li> <li>• Linking to art – Design, make and evaluate alien space craft.</li> <li>• Linking to art – Sewing and evaluating alien underpants.</li> <li>• Make Lego constructions, following instructions.</li> <li>• Chopping and peeling fruit independently.</li> </ul> <p><b>Art:</b></p> <ul style="list-style-type: none"> <li>• Printmaking inspired by Yayoi Kusama.</li> <li>• Chalk galaxy pictures</li> <li>• Kandinsky painted circles</li> <li>• Junk model spaceships and alien crafts</li> <li>• Using different grades of pencils</li> </ul> <p><b>Mu:</b></p> <ul style="list-style-type: none"> <li>• Singing, playing instruments, listen to recorded music.</li> </ul> <p><b>P.E:</b></p>	<p><b>Ireland and Wales</b></p> <ul style="list-style-type: none"> <li>• Human and Physical Geography</li> <li>• Daily weather watch</li> <li>• Seasonal changes with trees</li> </ul> <p><b>History:</b></p> <ul style="list-style-type: none"> <li>• What is St. Patricks Day?</li> <li>• What are the myths and legends of Britain</li> <li>• How has your street changed?</li> <li>• What happened on Pudding Lane in 1666?</li> <li>• How and where did the fire start?</li> <li>• What impact did the fire have on everyday life?</li> </ul> <p><b>DT:</b></p> <ul style="list-style-type: none"> <li>• Cooking and nutrition – cooking linked to each country of the uk Welsh Rarebit, Scottish Shortbread, Irish Stew, Afternoon tea for the queen linking to halves and quarters</li> <li>• Design make and evaluate – British structures using junk materials (link with Art)</li> <li>• Cooking traditional dishes from different countries; welsh rarebit, Scottish shortbread, sandwiches and scones, Irish Stew.</li> <li>• Linking to art – sew and decorate some handbag/hat for the Queen</li> <li>• Chopping and peeling fruit independently</li> </ul> <p><b>Art:</b></p> <ul style="list-style-type: none"> <li>• Red, white and blue interlocking shapes features</li> <li>• Paul Cezanne painted fruit using secondary colours</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Weather watch</li> <li>• Seasonal changes with tree</li> </ul> <p><b>History:</b></p> <ul style="list-style-type: none"> <li>• Endangered animals</li> <li>• Big book of brilliant people – Attenborough</li> <li>• Jane Goodhall</li> </ul> <p><b>DT:</b></p> <ul style="list-style-type: none"> <li>• Moving Animal picture using moving sliders.</li> <li>• Make Lego constructions, following instructions.</li> <li>• Chopping and peeling fruit independently.</li> <li>• Linked to art – Sew and make a clown’s face pillow, cut and glue features.</li> </ul> <p><b>Art:</b></p> <ul style="list-style-type: none"> <li>• Explore line and different types of shading</li> <li>• Impasto painting of trees</li> <li>• Monoprint circus tent</li> <li>• Wax resist lion’s face</li> <li>• Sewing ringmaster’s hat</li> <li>• Animal face cushion</li> <li>• Weaving popcorn box</li> <li>• Clay animal pedestals</li> </ul> <p><b>Mu:</b></p> <ul style="list-style-type: none"> <li>• Singing , playing instruments, listen to recorded music.</li> </ul> <p><b>P.E:</b></p> <ul style="list-style-type: none"> <li>• Multi skills</li> <li>• Animal Dance – Lion King</li> <li>• Cricket</li> </ul> <p><b>Co:</b></p> <ul style="list-style-type: none"> <li>• Use technology purposefully, algorithms, use technology safely</li> </ul> <p><b>R.E.</b></p> <ul style="list-style-type: none"> <li>• Who am I? What does it mean to belong?</li> </ul>
--	---	--

	<ul style="list-style-type: none"> <li>• <b>Dance</b></li> <li>• <b>Athletics</b></li> </ul> <p><b>Co:</b></p> <ul style="list-style-type: none"> <li>• <b>Use technology purposefully – alien selfies, recognize common uses of information technology, use technology safely</b></li> </ul> <p><b>R.E:</b></p> <ul style="list-style-type: none"> <li>• <b>What do Christians believe God is Like?</b></li> <li>• <b>Why does Christmas matter to Christians?</b></li> </ul> <p><b>PSHE:</b> <u>Relationships, ourselves and others.</u></p> <ul style="list-style-type: none"> <li>• <b>Similarities and differences.</b></li> <li>• <b>Individuality and our bodies.</b></li> </ul> <p><u>Relationships, ourselves and others.</u></p> <ul style="list-style-type: none"> <li>• <b>People who care for us.</b></li> <li>• <b>Groups we belong to.</b></li> <li>• <b>Families.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Styrofoam printing with abstract shapes to make a handbag/hat for the queen</b></li> <li>• <b>Block printing to make tartan</b></li> <li>• <b>Irish shamrock collage</b></li> <li>• <b>Clay flowers</b></li> </ul> <p><b>Mu:</b></p> <ul style="list-style-type: none"> <li>• <b>Singing, playing instruments, listen to recorded music – British artists</b></li> </ul> <p><b>PE:</b></p> <ul style="list-style-type: none"> <li>• <b>Gymnastics</b></li> <li>• <b>Hockey</b></li> </ul> <p><b>Co:</b></p> <ul style="list-style-type: none"> <li>• <b>Use technology purposefully – algorithms.</b></li> <li>• <b>Staying safe using Technology</b></li> </ul> <p><b>R.E:</b></p> <ul style="list-style-type: none"> <li>• <b>What do Jews believe?</b></li> <li>• <b>Why does Easter matter to Christians?</b></li> </ul> <p><b>PHSE:</b> <u>Being Healthy</u></p> <ul style="list-style-type: none"> <li>• <b>Hygiene, medicines, people who help us be healthy</b></li> </ul> <p><u>Money</u></p> <ul style="list-style-type: none"> <li>• <b>Making choices between need and want.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>How should we care for the world and for others?</b></li> </ul> <p><b>PSHE:</b> <u>Keeping safe</u></p> <ul style="list-style-type: none"> <li>• <b>People who help us.</b></li> <li>• <b>Ourselves and others.</b></li> </ul> <p><u>The world around us.</u></p> <ul style="list-style-type: none"> <li>• <b>Caring for others.</b></li> <li>• <b>Growing and changing.</b></li> <li>• <b>Caring for animals WWF &amp; Wildlife trust</b></li> </ul>
--	--	---	---

<p><b>Year 2</b></p>	<p><b>WORLD OF BEATRIX POTTER</b> En: Fiction short narrative; Nonfiction explanation text – Non Chronological reports.</p> <p>Ma: Number and place value Addition Subtraction</p> <p>Sc: Animals including humans – basic needs, offspring Humans – healthy eating – fruits and vegetables that can be grown</p>	<p><b>ADVENTURES WITH KNIGHTS</b> En: Fiction, Imitate, Innovating and inventing a quest story. Setting descriptions (Mini choc topic: Fiction – character description, Nonfiction reports, instructions) Ma: Multiplication and Division, Statistics, Geometry, properties of shape. Sci: Materials – identify and compare the suitability of different materials for different</p>	<p><b>OCEAN EXPLORERS</b> En: Fiction Narrative, Nonfiction newspaper reports, diary. Famous pirates</p> <p>Ma: Measurement, Length and Height, Capacity, Temperature. Time Geometry- position and direction Sc: Materials – what would be a suitable material for a pirate ship? Floating and sinking, What could we use to keep a penguins egg warm?</p>
----------------------	---	--	--

<p>at home Habitats. Plants and animals that live in a garden. G: Locational knowledge: Use simple compass directions simple grid references. Place Knowledge: Study the human and physical geography of a small area of the UK Human and Physical Knowledge: Use basic geographical vocabulary to refer to key physical and human features. H: Lives of significant people – Beatrix Potter and Queen Victoria DT: Understand purposeful, functional and appealing products. Small Make- experimenting with hinges. Big make – make a carrot cake Mr McGregor style garden Art: Draw lines with increased skill, awareness and control. Experiment with the visual elements; line, shape, pattern and colour. Draw lines with increased skill, awareness and control. Mu: Use voice expressively and creatively by singing songs and speaking in chants and rhymes. P.E: Dance, Athletics. Co: E-Safety - Know login details and passwords should only be shared with trusted adults. R.E Creation- Who made the world? incarnation– Why does Christmas matter to Christians? Harvest Nativity/Christmas What do Christians believe God is like? Who do Christians say made the world? Why does Christmas matter to Christians? What is the ‘good news’ Christians believe Jesus brings? PSHE: Relationships What makes a good friend? What is bullying?</p>	<p>contexts. What material would be best to make a castle out of? Find out how the shape of solid objects can be changed by e.g. squashing, twisting etc G: Locational knowledge – locate different castles in the UK. H: Lives of significant people – study of a famous monarch. Queen Elizabeth + King Charles. Comparison of lives and duties. DT: Explore and use moving mechanisms DT: Explore and use moving mechanisms – make a moving dragon Make a castle with towers. Explore leavers by setting up an activity course outside with mechanisms. Design and make a chocolate/wrapper Art: Taught about the work of Paul Klee – explore his technique and use within own work. Castle painting Pencil sketch a castle Design and make a coat of arms Mu: Understand how music is used in state ceremonies. Identify instruments used. P.E: Multi skills; Gymnastics Co: Understand and use algorithms - beebots R.E: Judaism – Who is Jewish and what do they believe? Gospel- What is the Good News Jesus brings? Beliefs – Can you tell what somebody believes by what they look like? Easter/Salvation What is the Good News Jesus Brings? Why does Easter matter to Christians? Who is Jewish and how do they live? PSHE: Living in the wider world What jobs do people do?</p>	<p>Sc: Living things and their habitats – underwater habitats, freezing habitats Adaptation/food chains Materials: Classification: Do all Penguins look the same? Do all bears look like polar bears? G: Locational knowledge – name and locate the world’s 7 continents and 5 oceans. Learn to read a map like a pirate- use correct terminology/Create own maps using correct symbols H: Famous Explorers Lives of significant people – famous explorer Ernest Shackleton Scott /female Pirate Changes within living memory – Royal Navy/RNLI comparing pirates with sailors of today. What was life like at sea for a pirate? Who were the famous pirates? Where did they sail? What did the famous explorers discover? How does this impact on our lives today? DT: Understand the design process within contexts Small Make: Create a bookmark. Create a puppet- fish Design purposeful, functional and appealing products. Small make: Make roast vegetable wraps. Make healthy flap jacks for my packed lunch. Pour a drink into my cup for my packed lunch. Big Make: Make a variety of healthy snacks and dips for a picnic. Art: Water colours – seascapes, use clay to create a sea animal. Create a wax or oil resist to make a secret pirate treasure map. Create a large collage of an underwater scene using recycled materials (link to ocean plastics) Mu: Listen to and understand a range of high-quality live and recorded music Mu: Use voices to create sound – learn sea shanties P.E: Multi skills; Tennis Dance; Rugby</p>
---	--	---

			<p>Co: Create and debug simple programs. Record singing a pirate song Create pirate book with voices and images (Chatterpix) More advanced layouts of documents</p> <p>R.E: What makes some places sacred to believers? Forms of expression – How does what believers do show what they believe? Who am I? What does it mean to belong? What makes some places sacred to believers? How should we care for the world and for others, and why does it matter? Church visit Mosque visit</p> <p>PSHE: Health and Wellbeing What helps us to stay safe? What helps us grow and stay healthy? How do we recognise our feelings?</p>
--	--	--	---

Year 3			
Year 3	ON OUR DOORSTEP	IN THE BEGINNING...	REMARKABLE ROMANS
	<p>En: Cinquain/Haiku, Information Booklets – Ourselves/Bradford, Traditional Tales</p> <p>Ma: Place Value, Addition Subtraction and Measurement</p> <p>Sc: Light, Plants (throughout the year)</p> <p>G: Geographical skills and fieldwork (maps and compasses), Locational Knowledge (United Kingdom), Place of Significance – Bradford</p> <p>H: Local History Study (Cartwright Hall), Person Study – Lord Masham</p> <p>DT: Electrical Systems (circuits)</p> <p>Art: Observational drawings (pencil and oil pastels), Painting</p> <p>MFL: Numbers, Greetings,</p> <p>Mu: Listen, improvise, play and</p>	<p>En: Shape Poems, Reports, Time-lapse story? Performance</p> <p>Ma: Multiplication, Division, Fractions and Shape</p> <p>Sc: Rocks, Humans (nutrition &amp; skeletons/muscles), Plants (throughout the year)</p> <p>G: Types of settlement and land use, locational knowledge (UK monuments)</p> <p>H: Changes in Britain from the Stone Age to the Iron Age</p> <p>DT: Cooking and Nutrition, Textiles (linked to Art)</p> <p>Art: Textiles/Collage, Print Making (natural resources)</p> <p>MFL: What is your name?, How old are you?, Colours</p>	<p>En: Narrative - Traditional Story Opening, Quest Story</p> <p>Ma: Fractions, Measurement and Statistics</p> <p>Sc: Plants (throughout the year), Forces &amp; Magnets</p> <p>G: Locational Knowledge: (European major cities), physical geography – mountains, Place of Significance - Rome</p> <p>H: The Roman Empire and its impact on Britain, Person Study – Julius Caesar</p> <p>DT: Construction (3D structures – chariots or colosseum)</p> <p>Art: Mosaics, sculpture (bust of an emperor)</p> <p>MFL: Days of the week, Months</p>

	<p>perform ('Let your spirit fly')</p> <p>P.E: Invasion Games Football; Gymnastics</p> <p>Co: Using software to present data and use technology safely.</p> <p>R.E: Beliefs – What do different people believe about God? (Hinduism)</p> <p>PSHE: Relationships How can we be a good friend? What are families like?</p>	<p>Mu: Listen, improvise, play and perform ('Three Little Birds')</p> <p>P.E: Dance; Rugby</p> <p>Co: E-safety: sharing personal information; Using software to present data.</p> <p>R.E: Practices – How do faith communities demonstrate what is sacred? (Christianity)</p> <p>PSHE: Health and Wellbeing Why should we eat well and look after our teeth? Why should we keep active and sleep well? What keeps us safe?</p>	<p>of the year, Fruit &amp; Veg</p> <p>Mu: Listen, improvise, play and perform ('Bringing us Together')</p> <p>P.E: Netball; Tennis/cricket</p> <p>Co: E-safety – Accuracy and reliability of online information; Design, write and debug programs, use sequence in programs</p> <p>R.E: Forms of expression – How do believers use symbolism to show their beliefs? (Sikhism)</p> <p>PSHE: Living in the wider world What makes a community?</p>
<b>Year 4</b>	<b>CHILDREN OF THE PAST</b>	<b>CHILDREN OF THE WORLD</b>	<b>CHILDREN OF THE MOORS</b> En:
	<p>En: Information text Description within Norse Myth</p> <p>Ma: Place Value, Number – addition and subtraction</p> <p>Sc: Animals Including Humans Sound</p> <p><b>G: Locational Knowledge</b> Position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the <b>Tropics of Cancer and Capricorn</b>, Arctic and Antarctic Circle. Movement of the Vikings from Scandinavia to Britain <b>Human and Physical Knowledge:</b> Types of settlement and land use of Vikings</p> <p>H: Anglo Saxons and Scots Who came and why did they come?</p> <p>DT: Recycled water bottle challenge</p> <p>Art: Geometric patterns and textiles 3D modelling (clay)</p> <p>MFL:</p> <p>Mu:</p>	<p>En: Biography Explanation text</p> <p>Ma: Number – multiplication and division, Fractions including decimals</p> <p>Sc: States of Matter Electricity</p> <p><b>G: Locational Knowledge</b> (Europe), Human and Physical Geography, Maps North America, concentrating on environmental regions, key physical and human characteristics <b>Human and Physical Knowledge:</b> Human and Physical features of North America Water Cycle</p> <p>H: the Vikings &amp; Anglo-Saxon Example of struggle for England</p> <p>DT: Levers – imagination machine Cooking – imaginative ingredients</p> <p>Art: Portraits and sketching – focus on American painter. 3D modelling (Modroc)</p> <p>MFL: My family</p> <p>Mu:</p> <p>P.E: Dance; Rugby</p>	<p>Tourist Guide, Descriptive setting</p> <p>Ma: Geometry and Statistics</p> <p>Sc: Living Things and Their Habitats</p> <p><b>G: Human and Physical Knowledge</b> Geographical Skills and Fieldwork – Haworth and Ilkley <b>Human and Physical Knowledge:</b> Explore Germany and Haworth as contrasting localities</p> <p>H: WW2 and Evacuees (local history focus – Haworth/Ilkley) What was it like to be a child in WW2</p> <p>DT: Design, make and evaluate a Victorian photograph album</p> <p>Art: Landscape drawings using Watercolour and pastels - moorland (Hockney)</p> <p>MFL: Weather</p> <p>Mu:</p> <p>P.E: Striking and fielding; Netball</p> <p>Co: Data handling</p> <p>R.E: How do believers use symbolism to show their beliefs?</p>

	<p><b>P.E: Invasion Games Football; Gymnastics</b></p> <p><b>Co: Design, write and debug programs</b></p> <p><b>R.E: How do faith communities demonstrate what is sacred? Islam, Judaism, Buddhism</b></p> <p><b>PSHE: Health and Wellbeing</b> What strengths, skills and interests do we have? How can we manage our feelings? How will we grow and change? How can we manage risk in different places?</p>	<p><b>Co: Green screening and editing</b></p> <p><b>R.E: What do different people believe about god? Islam, Judaism, Buddhism</b></p> <p><b>PSHE: Living in the wider world</b> How can our choices make a difference to others and the environment?</p>	<p><b>Islam, Judaism, Buddhism</b></p> <p><b>PSHE: Relationships.</b> How do we treat each other with respect?</p>
--	---	--	--

<p><b>Year 5</b></p>	<p><b>AIN'T YORKSHIRE SWEET</b></p> <p><b>En: Purpose: Writing to Entertain</b> Composition and text:</p> <ul style="list-style-type: none"> <li>Write an art of noticing poem about part of the Yorkshire landscape, both in class, and out in an engaging part of the landscape itself.</li> <li>Atmospheric setting description of the Yorkshire landscape.</li> </ul> <p><b>Purpose: Writing to Inform</b> Composition and text:</p> <ul style="list-style-type: none"> <li>Non-Chronological report about Yorkshire/UK.</li> <li>Leaflet about an area of the UK/Big Book of information about Yorkshire/UK.</li> </ul> <p><b>Ma: Number: Place Value</b></p> <ul style="list-style-type: none"> <li>I can read, compare and order numbers to 100,000</li> <li>I can round numbers to the nearest 10, 100 and 1000.</li> <li>I can use negative numbers</li> </ul> <p><b>Number: Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>I can add and subtract 2 4- with one or more exchanges.</li> <li>I can estimate and check answers using the inverse.</li> <li>I can complete multi step problems.</li> </ul> <p><b>Number: Multiplication and</b></p>	<p><b>IN THE BEGINNING – EARLY CIVILISATIONS</b></p> <p><b>En: Writing to Entertain:</b> Character description – mysterious character on the edge of dark/foggy location. Atmospheric suspense writing – introduction and cliff hanger.</p> <p><b>Writing to inform:</b> News Reports – King Tut and Cleopatra. (Factual -Links with History/Topic)</p> <p><b>Ma: Multiplication</b> 2, 3 &amp; 4 digit numbers by 1 and 2 digit numbers Divide 2, 3 &amp; 4 digit numbers by 1 digit number</p> <p><b>Fractions (weeks 4 -7 )</b></p> <ul style="list-style-type: none"> <li>What is a fraction?</li> <li>Equivalent fractions</li> <li>Fractions greater than 1</li> <li>Improper / mixed number fractions</li> <li>Compare and order fractions less than/more than 1</li> <li>Add fractions/ mixed numbers</li> </ul> <p><b>Decimals and Percentages</b></p> <p><b>Sc: Living Things and their Habitats: Lifecycles/Life processes in plants and animals.</b> How do plants reproduce? Is it the same for all plants? Are all life cycles the same?</p>	<p><b>TIME TRAVELLERS</b></p> <p><b>En: Writing to Entertain:</b> Flash-forward narrative writing – Alien landing</p> <p><b>Writing to Inform:</b> Instructions Discussion Unit – Margaret Hamilton – computer software designer – discussion re women in science/technology in the 60s.</p> <p><b>Ma:– Decimals</b> Addition and subtraction of decimals including whole numbers. Multiplying and dividing decimals by 10, 100 and 1000</p> <p><b>Geometry – Properties of Shape</b> Identifying, ordering and comparing angles Measuring and drawing angles Calculating angles on a straight line and around a point Calculating lengths and angles in shapes</p> <p><b>Sc: Earth and Space.</b> Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth.</p> <p><b>Forces.</b> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p><b>Geography: Locational Knowledge</b></p>



<p><b>Division</b></p> <ul style="list-style-type: none"> <li>I can find multiples and factors of numbers.</li> <li>I understand the terms prime and square.</li> <li>I can multiply by 10, 100 and a 1000</li> <li>Perimeter and area</li> </ul> <p><b>Sc: Properties of Materials</b> Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</p> <p><b>G: We live in Bradford, but what is the rest of Yorkshire like? What is beyond Yorkshire? U.K. What is beyond Yorkshire?</b> Children will be able to: Identify and locate parts of UK on a variety of maps Identify and locate towns and cities in the UK on a variety of maps. Use compass points.</p> <p>History: <b>Significant changes in British history</b> Short study of soldier (N Peacock) for remembrance week. (Make poppies and visit cenotaph.) <b>Significant People for Big Book :</b> Jack Cornwell (Navy - one of the youngest people to get the Victoria Cross) Mary Cassatt – American artist and printmaker.</p> <p><b>DT: Big Cook Make and Bake:</b> Vegetable curry eaten inside a Yorkshire pudding and Yorkshire Parkin slices as part of our UK experience day. Small make: Sew a bag to take with us on our adventure. Link to art/Textiles</p> <p>Art: drawing, painting, sculpture, textiles and evaluation</p> <p>MFL: Spanish Numbers, food, homes, parts of the body</p> <p>Mu: singing/charanga</p>	<p><b>Geography: Human Geography</b> Children will be able to: Describe and understand types of settlement and land use; through a study of areas of ancient Egypt.</p> <p><b>Physical geography:</b> Children will be able to: Use maps, atlases, globes and computer mapping to locate countries and describe features studied in the locations of 4 different civilizations,</p> <p><b>H: Achievement of the Early Civilisation</b> In Depth study of Valley of the kings Ask historical questions and find a wide variety of sources to answer them. Compare civilizations and notice any connections between them. Sort and order historical information according to different time periods/civilizations.</p> <p><b>Significant People for Big Book :</b> Howard Carter – Egyptologist Vera Rubin – Astronomer - Discovered dark matter</p> <p>DT: Joining together fabrics using different stitches – Link to Egypt topic. Building structures using different materials and joining techniques.</p> <p>Art: Drawing: Compose original drawings by adapting and synthesising the work of others - Richard O’Neil, Cezanne and Barry Langroyd Hanson.</p> <p>MFL: Me – parts of the body. What do I look like? Describing clothing, Use basic grammar to enhance sentences</p> <p>Mu: Make you feel my love 6 lessons The fresh prince of Bel-air 6 lessons P.E: Swimming/Dance/Orienteering Sports UK plans</p>	<p>Outdoor learning - Forest Schools</p> <p><b>History:</b> SUT1: Who is Neil Armstrong and what is his contribution to the lives of the people of Bradford?</p> <p>SUT2: Who are Ptolemy, Alhazen and Copernicus, and what is their legacy to our understanding of the universe today?</p> <p><b>Significant People for Big Book :</b> Neil Armstrong, Buzz Aldrin, Michael Collins. Margaret Hamilton – Software developer.</p> <p>DT: Small make: CAMS Spinning planet. Big Make: Sewing a solar system of fabric planets.</p> <p>Art: Drawing: Begin to draw using different perspectives – Barry Langroyd Hanson Painting/Colour: Develop an increasing sophistication in the use of tone to describe objects when drawing from observation – oil pastel drawings of fruit. Printmaking: Link printmaking to International week - Build up layers and colours/textures effectively. Sculpture: Create 3D sculpture using wire and Modroc.</p> <p>Broaden their vocabulary and develop their ability to understand new words, including using a dictionary. Foods, Play and home</p> <p>Mu: Dancing in the street 6 lessons Reflect, rewind, replay 6 lessons</p> <p>P.E: Athletics/Rounders/Cricket</p> <p>Computing: KAPOW Programming 2: Micro:bit 5 Lessons Creating media: Stop Motion Animation 6 Lessons</p>
--	---	---

	<p>P.E: netball, hockey, gymnastics</p> <p>Co: Powerpoint and esafety</p> <p>R.E: Creation/Fall Unit 2B.2 Incarnation Unit 2B.4 Was Jesus the Messiah?</p> <p>PSHE: Kapow y5 units Family and relationships</p>	<p>Computing : KAPOW Programming Music (5 Lessons) using Scratch Data Handling – Data transfer and binary code</p> <p>R.E: R.E: <i>Why do some people believe in God and some not?</i> <b>Unit U2.11 Thematic Diocesan syllabus Salvation Unit 2B.6</b> <i>What did Jesus do to save Human beings?</i> UC <b>R.E. DAY:</b> <i>What will make our city/town/village a more respectful place?</i> <b>Unit U2.12 Thematic Diocesan syllabus</b></p> <p>PSHE: KAPOW Citizenship (6 lessons)</p>	<p><b>Gospel Unit 2B.5</b> What would Jesus Do? What does it mean for Muslims to follow God? <b>Unit U2.9 Islam - Thematic Diocesan syllabus</b> <b>Mosque Visit **</b></p> <p>PSHE: Young Leaders Award</p> <p>**Year 5/6 Production</p>
--	---	---	---

<p>Year 6</p>	 <p><b>HOLA MEXICO!</b></p> <p>En: Writing to Entertain; Writing to Inform</p> <p>Ma: White Rose Maths Autumn Block</p> <p>Sc: Animals, including humans (the heart/circulatory system); Light</p> <p>Geography: Study of Scottish Highlands (UK) and Yucatan Peninsula (North America)</p> <p>History: Ancient Maya</p> <p>DT: Sewing/textiles – Embellished item (Bookmark) Cooking – healthy Mexican dish (e.g. salsa)</p> <p>Art: Drawing; Painting; Collage; Sculpture / 3D form.</p> <p>MFL: Food; Numbers 100 –</p>	 <p><b>EXTREME EARTH</b></p> <p>En: Writing to Entertain; Writing to Inform</p> <p>Ma: White Rose Maths Spring Block</p> <p>Sc: Living things and their habitats (classification); Evolution and Inheritance</p> <p>Geography: Greece and the Mediterranean; Antarctica; Earthquakes and Volcanoes</p> <p>History: Ancient Greece</p> <p>DT: Cooking - 3 course meal</p> <p>Art: Drawing; Painting;</p> <p>MFL: Sports and Hobbies; Daily routines; Easter traditions</p>	 <p><b>SALTAIRE</b> <b>BRITAIN AT WORK</b></p> <p>En: Writing to Persuade; Writing to Discuss</p> <p>Ma: White Rose Maths Summer Block</p> <p>Sc: Electricity; Revision and Consolidation.</p> <p>Geography: Study of Saltaire, UK</p> <p>History: Industrial Revolution and the Victorians Why is Saltaire a Unesco Heritage site?</p> <p>DT: Construction – Wooden item Sewing/textiles – Embellished item (End of year memory)</p> <p>Art: Drawing; Painting; Printmaking; Textiles.</p> <p>MFL: Ways of travelling;</p>
---------------	--	---	---

	<p>1,000; The Day of the Dead; Spanish/Hispanic Christmas traditions</p> <p>Mu: Listen, improvise, play and perform – <i>Charanga</i></p> <p>P.E: Frisbee, Gymnastics</p> <p>Co: E-safety – a balanced lifestyle; Computer Science – write, design and debug a game; Information Literacy – reliability and validity of information</p> <p>R.E: Pilgrimage – Why is pilgrimage important to some religious believers? Kingdom of God – What kind of king is Jesus?</p> <p>PSHE: Health and Wellbeing – How can we keep healthy as we grow?</p>	<p>Mu: Listen, explore, sing, perform – <i>National Anthems</i></p> <p>P.E: Dance; Athletics</p> <p>Co: E-safety – appropriateness of information; Media – combine forms of media and create a green screen; Data handling – sort information efficiently (branching database)</p> <p>R.E: God – What does it mean if God is holy and loving?; Salvation – What difference does the Resurrection mean to Christians?; How does religion help people live through good times and bad times?</p> <p>PSHE: Living in the wider world – How can the media influence people?</p>	<p>Directions; Dos de Mayo; End of year traditions</p> <p>Mu: Listen, improvise, play and perform – <i>Y5/6 performance</i></p> <p>P.E: Tennis; Orienteering</p> <p>Co: E-safety – digital footprints; Media – create interactive products and manipulate sound files; Information Literacy – search engines and rankings</p> <p>R.E: What does it mean for Muslims to follow God?; How can following God bring freedom and justice?</p> <p>PSHE: Relationships – What will change as we become more independent? How do friendships change as we grow?</p>
--	--	---	---

Subject Colour Code
English
Maths
Science
Geography
History
Design & Technology
Art
Modern Foreign Languages
Music
Physical Education
Computing
Religious Education
PSHE