		Autumn Term	Spring Term	Summer Term
Acorn	A & B	**Ourselves, Magical Me / Journeys** Growing Up Fantasy Journeys Magical Tales Winter Poems Celebrations Nativity	**Stomp, Chomp, Big Roars / Blast Off!** Dinosaur man Explorers Dinosaur Stories Information Books Characters Through Role Play Science Oxford Information Texts Rocket Construction Investigation	**A Walk On The Wild Side** Pets and working animals Night and day animals Sacred and mythical animals Baby animals Animal tales Habitats
Beech	A	**WEATHER** Geography • Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Music • Use their voices expressively and creatively by singing songs and speaking in chants and rhymes. • Play tuned and untuned instruments musically. • Listen with concentration and understanding to a range of high-quality live and recorded music. • Experiment with, create, select and combine sounds using the interrelated dimensions of music.	**GREAT FIRE OF LONDON** History • Events beyond living memory that are significant nationally or globally. Design & Technology • Build structures, exploring how they can be made stronger, stiffer and more stable. • Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing). • Select and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.	**UK & THE WORLD** Geography Locational Knowledge • Name and locate the world's seven continents and five oceans. • Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding area. Place Knowledge • Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non-European country. • Use basic geographical vocabulary to refer to: - Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season & weather.

				- Key human features, including: city, town, village, factory, farm, house, office, port, harbour & shop. Geographical Skills and Fieldwork • Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.

Lime	A	**SEASONS**
		Geography (KS1)
		• Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
		Geography (KS2)
		• Describe and understand climate zones and biomes.
		Music
		• Use their voices expressively and creatively by singing songs and speaking in chants and rhymes.
		• Play tuned and untuned instruments musically.
		• Listen with concentration and understanding to a range of high-quality live and recorded music.
		• Experiment with, create, select and combine sounds using the interrelated dimensions of music.
			HISTORICAL EVENT
			History (KS1)
			• Events beyond living memory that are significant nationally or globally (for example, the first aeroplane flight or events commemorated through festivals or anniversaries).
			History (KS2)
			• A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066 (for example, a significant turning point in British history – the first railways).
			Design & Technology
			• Build structures, exploring how they can be made stronger, stiffer and more stable.
			• Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).
			• Select and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.
				UK & THE WORLD ****
				Geography (KS1)
				Locational Knowledge
				• Name and locate the world's seven continents and five oceans.
				• Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding area.
				Place Knowledge
				• Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non-European country.
				• Use basic geographical vocabulary to refer to:
				  - Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season & weather.
				  - Key human features, including: city, town, village, factory, farm, house, office, port, harbour & shop.
				Geographical Skills and Fieldwork
				• Use world maps, atlases and globes to identify the UK and its countries, as

				well as the countries, continents and oceans studied at this key stage. **** The world country will need to be different to Beech as year 1 children will repeat this unit as year 3 children.
Oak	A	**STONE AGE TO IRON AGE** History • Changes in Britain from the Stone Age to Iron Age, for example - late Neolithic hunter-gatherers and early farmers e.g. Skara Brae - Bronze Age religion, technology & travel e.g. Stonehenge - Iron Age hill forts, tribal kingdoms, farming, art and culture. Design & Technology • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	**ROMAN EMPIRE** History • The Roman Empire and its impact on Britain for example - Julius Caesar's attempted invasion in 55-54BC - the Roman Empire by AD42 and the power of its army - successful invasion by Claudius and conquest including Hadrian's Wall - British resistance (Boudica) • A local history study, for example - a depth study linked to one of the British areas of study - a study over time tracing how several aspects of national history are reflected locally - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality Geography • Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans & graphs and digital technologies.	**EUROPEAN GEOGRAPHY** Geography • Locate the world's counties, using maps to focus on Europe (including the location of Russia) and North & South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. • Understand geographical similarities and differences through the study of human & physical geography of a region of the UK and a region in a European country. • Describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, river, mountains and the water cycle. -human geography, including: types of settlement and land use, economic activity including trade links, the distribution of natural resources including energy, food, minerals and water. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
Willow	A	**EARTH MATTERS** Geography • Describe and understand key aspects of:	**ANCIENT EYGPT** History • The achievements of the earliest	**WORLD GEOGRAPHY** Geography • Understand geographical similarities

		- physical geography, including vegetation belts, volcanoes and earthquakes and the water cycle. - Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.		civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; the Indus Valley; Ancient Egypt; the Shang Dynasty of Ancient China. Art - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (eg pencil, charcoal, paint, clay). - About great artists, architects and designers in history. Design & Technology Make - Select from and use a wide range of tools and equipment to perform practical tasks. - Select from and use a wide range of materials and components, including contraction materials, textiles and ingredients, according to their functional properties & aesthetic qualities.	and differences through the study of human & physical geography of a region of the UK, a region in a European country and a region within North or South America. - Locate the world's counties, using maps to focus on Europe (including the location of Russia) and North & South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. - Human geography, including: types of settlement and land use, economic activity including trade links, the distribution of natural resources including energy, food, minerals and water. - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. - Use the eight points of a compass, four & six figure grid references, symbols and key (including the use of Ordinance Survey maps) to build their knowledge of the UK and the wider world.
Science Year A	Beech	**Seasonal changes** **Year 1 Summer 1 Wonderful weather**	**Plants** **Year 1 Summer 2 What's Growing in our gardens?**	**Animals including Humans** **Year 1 Autumn 1 Ourselves Year 1 Autumn 2 Our pets**	**Everyday materials** **Year 1 Spring 1 Let's build Year 1 Spring 2 Marvellous materials**
		Observe changes across the four seasons Observe and describe weather associated	identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.	identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. identify and name a variety of common animals that are carnivores, herbivores and omnivores.	distinguish between an object and the material from which it is made. identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.

		with the seasons and how day length varies	identify and describe the basic structure of a variety of common flowering plants and trees.	describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	describe the simple physical properties of a variety of everyday materials. compare and group together a variety of everyday materials on the basis of their simple physical properties.
	Lime	**Light** **Year 3 Autumn 2 Light and shadows**	**Animals including Humans** **Year 3 Autumn 1 Keeping healthy**	**Uses of Everyday Materials** **Year 2 Spring 2 Squash, bend, twist, stretch**	**Plants** **Year 3 Summer 1 Roots and shoots** **Year 3 Summer 2 Artful flowers, fruits and seeds**
		recognise that they need light in order to see things and that dark is absence of light. notice that light is reflected from surfaces. recognise that light from the sun can be dangerous and that there are ways to protect their eyes. find patterns in the way that the size of shadows change. recognise that shadows are formed when the light from a light source is blocked by a solid object.	identify that animals, including humans, need the right types and amount of nutrition, and cannot make their own food; they get nutrition from what they eat. identify that humans and some other animals have skeletons and muscles for support, protection and movement.	identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting, stretching.	identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. explore the requirements for plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plat to plant. investigate the way which water is transported within plants. explore the part that flowers play in the life cycle of flowering plants including pollination, seed formation and seed dispersal.
	Oak	**Forces**	**State of Matter**	**Animals including**	**Living things and their**	**Earth and Space**

		Year 5 Autumn 2 May the forces be with you	**Year 4 Autumn 2 States of matter scientists**	**Humans** **Year 4 Summer 1 Excuse me, are these your teeth?**	**habitats** **Year 4 Summer 2 Help our habitats!**	**Year 5 Autumn 1 Space!**
		explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. identify the effects of air resistances, water resistances and friction, that act between moving surfaces. recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	compare and group materials together, according to whether they are solids, liquids or gases. observe that some materials change state when they are heated or cooled, and measure or research temperature at which this happens in degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	describe the simple functions of the basic parts of the digestive system in humans. identify the different types of teeth in humans and their simple functions. construct and interpret a variety of food chains, identifying producers, predators and prey.	Recognise that environments can sometimes change and that this can sometimes pose dangers to living things.	describe the movement of Earth, and other planets, relative to the Sun in the solar system. describe the movement of the Moon relative to the Earth. describe the Sun, Earth and the Moon, as approximately spherical bodies. use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.
	Willow	**Earth and Space** **Year 5 Autumn 1 Space!**	**Forces** **Year 5 Autumn 2 May the forces be with you**	**Living things and their Habitat** **Year 6 Spring 1 Classification connoisseurs**	**Evolution** **Year 6 Spring 2 Game of survival**	**Animals including Humans** **Year 6 Summer 1 When art meets science**
		describe the movement of Earth, and other planets, relative to the Sun in the solar system. describe the movement of the Moon relative to the	explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. identify the effects of	describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-	recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.	identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. describe the ways in which nutrients and water

		Earth. describe the Sun, Earth and the Moon, as approximately spherical bodies. use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	air resistances, water resistances and friction, that act between moving surfaces	organisms, plants and animals. give reasons for classifying plants and animals based on specific characteristics.	recognise that living things produce offspring of the same kind, but normally off spring vary and are not identical to their parents. identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	are transported within animals, including humans.

IT (Terms not specified)		**Multimedia**		**Programming**		**E-Safety and Data Handling**
	Acorn	Using Word to input simple text.		Bee-bots Tinkering activity x 2. Create simple programs. Uses of everyday technology in role play etc.		E-safety – Introduction to internet safety Hector's World (thinkuknow website)
		Drawing or writing on iPad screen.		Bee-bots app on iPad. Create simple programs. Hopscotch app (iPad)		Data: Starting with graphs
		Throughout year: Online elements including using websites and online games.				
	Beech	Using Word to input text. Drawing using Paint or similar.		Spelling Rules Algorithms Understand what algorithms are. Crazy Character Algorithms Understand what algorithms are. Sharing Sweets Algorithms Understand what algorithms are. Bee-bots Basics Programming Create simple programs. Understand that algorithms are implemented as programs on digital devices. World Map Logic Activity Create simple programs. Use logical reasoning to predict the behaviour of simple programs.		E-safety – Privacy and protecting feelings. Animal Magic (Sid) (thinkuknow website) Data: Sorting information

			Scratch Tinkering Activity	
			Create simple programs.	
			Write programs that accomplish specific goals	
			Scratch Jr Tinkering Activity (iPads)	
			Create simple programs.	
			Hopscotch app (iPads)	
		Throughout year: Online elements including using email, search engines, websites etc.		
	Lime	Using Word to input, save, retrieve and edit text.	Scratch Tinkering Activity	E-safety – Anti-bullying and keeping personal information safe.
		Changing font size, style and colour.	Create simple programs.	Animal Magic (Sid)
			Write programs that accomplish specific goals	(thinkuknow website)
			Scratch Knock Knock Joke	
		Using Powerpoint to combine words and images, including photos.	Write program, debug and evaluate.	
			Scratch-Bot UK map	Data: Collecting and presenting information.
			Understand that programs execute by following precise and unambiguous instructions.	
			Pizza Pickle Scratch Debugging	
			Debug simple programs.	
			Bee-bots 123 Programming	
			Create simple programs.	
			Debug simple programs.	
			Understand that algorithms are implemented as programs on digital devices.	
			2D shape Drawing Debugging	
			Use logical reasoning to detect and correct errors in algorithms	
			Fossil Formation Animation	
			Write programs that accomplish specific goals	
			Simulate physical system	
			Use sequence in programs	
			Introduction to Decomposition Unplugged	
			Solve problems by decomposing them into smaller parts	
			Patterns Unplugged	
			Spot patterns in sets of objects and think of	

			general statements to describe them**.** Abstraction unplugged Create simple models from dough or make quick sketches for a partner to guess what they are representing. Creating own greetings card using Scratch.	
		Throughout year: Online elements which could include using blogs, email, search engines, websites etc.		
	Oak	Combining pictures and recorded sound or text using iMovie or Movie Maker. Touch typing practice. Editing: more advanced editing including moving sections of text. Using a spellchecker.	Classroom Sound Monitor **Control physical systems** **Work with various forms of input** Work with various forms of output Investigating Inputs Scratch Activity Work with various forms of input Investigating Outputs Scratch Activity Work with various forms of output Bug in the Water Cycle Debug programs to ensure they accomplish specific goals Use logical reasoning to detect and correct errors in programs**.** Logical Number Sequences Use logical reasoning to explain how some simple algorithms work Solar System Simulation Activity Simulate physical systems Animated Poem Decomposition Solve problems by decomposing them into smaller parts Variables Unplugged Learn about variables by keeping score for a game. Patterns unplugged Spot patterns in recipes and reuse them in new recipes. Make a game project 3 lesson project which can be adapted to your topic.	E-Safety: Anti-bullying and social network behaviour. Data: Creating databases

			Scratch Tinkering Activity with Tinkering Chase Game Write programs that accomplish specific goals Network Hunt activity Understand computer networks including the internet	
		Throughout year: Online elements which could include using video-conferencing (Skype) blogs, email, search engines, websites etc.		
	Willow	Using Word to input, save, retrieve and edit text. Changing font size, style and colour. Using Powerpoint to combine words and images, including photos. 2 Sound recording and editing.	Scratch Tinkering Activity Create simple programs. Write programs that accomplish specific goals Scratch Knock Knock Joke Write program, debug and evaluate. Scratch-Bot UK map Understand that programs execute by following precise and unambiguous instructions. Pizza Pickle Scratch Debugging Debug simple programs. Bee-bots 123 Programming Create simple programs. Debug simple programs. Understand that algorithms are implemented as programs on digital devices. 2D shape Drawing Debugging Use logical reasoning to detect and correct errors in algorithms Fossil Formation Animation Write programs that accomplish specific goals Simulate physical system Use sequence in programs Introduction to Decomposition Unplugged Solve problems by decomposing them into smaller parts Patterns Unplugged	E-Safety: Internet citizenship and understanding online risk. Jigsaw (thinkuknow website) Data: Accurate data, spreadsheets and graphs (Excel)

		Spot patterns in sets of objects and think of general statements to describe them**.** Abstraction unplugged Create simple models from dough or make quick sketches for a partner to guess what they are representing. Creating own greetings card using Scratch.	
		Throughout year: Online elements which could include using cloud computing, video-conferencing (Skype) blogs, email, search engines etc.	
Literacy		**See long term literacy plan. Units may be linked where appropriate to the topic focus.** http://www.horspath.oxon.sch.uk/download/classes/curriculumplans/Long-Term-Literacy-Plan-2016-7.pdf	
Maths		**See long term maths plan.** http://www.horspath.oxon.sch.uk/download/classes/curriculumplans/Maths-Long-Term-Curriculum-Plan.pdf	
MFL - French		**EYFS**	
	France Hello Names Rhymes	Colours Family Songs	Numbers Animals Rhymes
		Year 1	
	Family Greetings Colours Fruit Counting Classroom objects	Family Pets Counting Songs	Numbers Days Months
		Year 2	
	Revise numbers, days & months Weather Clothes	Fruit & vegetables Parts of the body	Numbers Commands
		Year 3/4	
	All about me Family & friends Christmas	Getting to know you Holidays Easter	Food glorious food Time Bastille Day
		Year 5/6	
	All about ourselves School life	That's tasty Time travelling French Day	Going shopping Let's visit a French town

R.E. (Year A)	Acorn	Is everybody special? *(Christianity/God/Belonging)* Should we celebrate Harvest or Christmas? *(Christianity/Harvest/Christmas/Celebration)*		How should people care for the world? *(Christianity/Judaism/Creation)* Should everyone follow Jesus? *(Christianity/Jesus/Leaders/Rabbi/Vicars)*		Are some stories more important than others? *(Christianity/Judaism/Old Testament/ Moral stories)* Do we need shared special places? *(Judaism/Synagogue/Community/Symbols)*
	Beech	Who should you follow? *(Christianity/Judaism/Moses/ Old Testament etc.)* Should you wear symbols? *(Christianity/Judaism/Symbols/Christmas)*		Does everyone celebrate the New Year? *(Christianity/Judaism/New Year/ Rosh Hashanah)* Is Easter important for the Church? *(Christianity/Easter/Holy Week)*		Can stories change people? *(Christianity/Judaism/Old Testament stories)* How should you spend the weekend? *(Judaism/Shabbat)*
	Lime	Do Christians have to take communion? *(Christianity/Worship/Communion)* Is light a good symbol for celebration? *(Hindu/Christianity/Judaism/ Advent/Divali/Chanukah)*		Is a Jewish /Hindu child free to choose their beliefs? *(Judaism/Hindu/Belief/Commandments)* Does Easter make sense without Passover? *(Judaism/Christianity/Freedom)*		Does Jesus have authority for everyone? *(Christianity/Authority)* Can made-up stories tell the truth? *(Christianity/Truth/Story)*
	Oak	Do Murtis help Hindus understand God? *(Hindu/Art/Symbol/God)* Should Christians worship Mary? *(Christianity/Mary/Worship)*		Is a holy journey necessary for believers? *(Hindu/Christianity/Pilgrimage)* Should believers give things up? *(Christianity/Lent)*		Did Jesus really do miracles? *(Christianity/Miracles)* Does prayer change things? *(Christianity/Hindu/Prayer)*
	Willow	Do Muslims need the Qur'an? *(Islam/Muhammad (pbuh)/God/Allah/Jibreel)* Does God communicate with man? *(Christianity/Peace/Christmas)*		Does the community of the Mosque help Muslims lead better lives? *(Islam/Sacred Places/Mosque)* Was the death of Jesus a worthwhile sacrifice? *(Christianity/Sacrifice/Sin/Redemption)*		Are you inspired? *(Christianity/Holy Spirit/Inspiration)* What's best for our world? Does religion help people decide? *(Christianity/Islam/Charity/Zakat)*
PSHE		New beginnings	Getting on and falling out	Going for goals	Good to be me	Relationships and changes

Curriculum Areas covered exclusively by Topics: Art and Design, History, Design and Technology, Geography

Curriculum Areas partially covered or linked to Topics: Music, Literacy, Computing and Science

Curriculum Areas which may feature within topics but will need to be taught as stand-alone: Mathematics, Literacy, Science, RE and Computing

SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT (SMSC)

PROMOTING SMSC ACROSS THE CURRICULUM AT Horspath CofE Primary School

ENGLISH contributes to SMSC development through:
- Developing confidence and expertise in language, which is an important aspect of individual and social identity;
- Enabling pupils to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television;
- Developing pupils' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film;
- Helping pupils to understand how language changes over time, the influences on spoken, and written language and social attitudes to the use of language.

HISTORY makes a contribution to children's SMSC by:
- Looking at the creation and evolution of British society;
- Enabling pupils to reflect on issues such as slavery, the holocaust and Imperialism;
- Showing an awareness of the moral implications of the actions of historical figures.

MATHEMATICS can provide a contribution to children's SMSC by:
- Enabling pupils to acknowledge the important contribution made by mathematics by non-western cultures.

SCIENCE contributes to children's SMSC development through:
- Encouraging pupils to reflect on the wonder of the natural world;
- Awareness of the ways that science and technology can affect society and the environment;
- Consideration of the moral dilemmas that can result in scientific developments;
- Showing respect for differing opinions, on creation for example;
- Co-operation in practical activity;
- Raising awareness that scientific developments are the product of many different cultures.

COMPUTING contributes to Children's SMSC development through:
- Preparing the children for the challenges of living and learning in a technologically-enriched, increasingly inter-connected world;
- Making clear the guidelines about the ethical use of the internet;
- Acknowledging advances in technology and appreciation for human achievement

GEOGRAPHY contributes to Children's SMSC development through:
- Opportunities for reflection on the creation of the Earth
- Reflection on the fair distribution of the Earth's resources and issues surrounding climate change;
- Studies of people and physical geography gives our children the chance to reflect on the social and cultural characteristics of society.

Children's SMSC development is actively promoted through PE by:
- Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play;
- Exploring the sports and traditions of a variety of cultures.
- Individual activities that provide the opportunity for self-reflection, awareness and challenge.

FRENCH contributes to children's SMSC development through:
- Children may gain insights into the way of life, cultural traditions, moral and social developments of other people;
- Social Skills are developed through group activities and communications exercises.
- Listening skills are improved through oral/aural work.

ART contributes to SMSC by:
- Art lessons develop children's aesthetic appreciation
- Giving pupils the chance to reflect on nature, their environment and surroundings.
- Studying artists with spiritual or religious theme, issues raised by artists which concerns ethical issues, such as War painting.

DESIGN & TECHNOLOGY contributes to SMSC by:
- Refection on products and inventions, the diversity of material and ways in which design can improve the quality of our lives;
- Awareness of the moral dilemmas created by technological advances;
- How different cultures have contributed to technology;
- Opportunities to work as a team, respecting, other's strengths, sharing equipment.