



Subject: Art

RECEPTION			YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			YEAR 6		
AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
Painting skills: self-portraits, teddy bears	Junk modelling pig houses	Colour mixing. Silhouette dinosaurs	Painting (colour wheel) Colour mixing with powder paint		Textiles and collage Henri Rousseau – sensory display based on jungle.	Painting (movement in painting)	Batik		Collage. Children create their own collaged images of landscapes		Abstract Art – Pollock, Mondrian & Kandinsky	Symbolism Artist focus- Edvard Munch.	Relationships Studying relationship portrayed in different ways such as portraits, willow tree sculpture and photographs.	Textiles – Cross stitching and sewing.	Art Nouveau – Artist studied Of Charles Rennie Mackintosh = remit is to use the styles of the famous Art Nouveau artists that they have been looking at to inspire their creations.			Digital Art Learning different digital art techniques (layering, smudging and photo bashing). Apply in a final piece.	Portraits Paul Nash Capturing Conflict. A comparison between artists Nash and Lowry (studied in Year 5). Looking at sketching skills and paints.	Textiles fashion show: applying all textiles skills throughout the school to upcycle an item of clothing. Use sewing, applique, etc.
Diva Lamps	People Who Help Us painting	Making salt dough fossils	WASP Colour wheel. Painting leaves Georgia O’Keefe		Print making skills (William Morris) Observational drawing to use for printing, printing using natural objects. Matisse			Paper Sculpture	Mouldable Materials. Use clay and/or modrock to create an Egyptian artefact.		Children use techniques learnt to create their own piece of abstract art.	Recreate own versions of The Scream using symbolism by Monoblock printing and digital art.	Study how artists have developed the portrayal of relationship over time. Digital art – take own photos to portray relationships.	.		Wire Sculpting (Outcome: Producing a small scale wire sculpture	Architecture - Designing an ecological and sustainable house.		Create a mood board to share at the fashion show.	
X-ray hands	Clay minibeast Mothers' Day cards	Sketching skills											Study how artists have developed the portrayal of relationship over time.							
Firework Art		Fathers Day cards																		
Winter trees																				
Christmas cards																				
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Subject: DT



RECEPTION			YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			YEAR 6			
AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	
Provision opportunities to learn how to use a range of tools. Cutting skills Playdough skills. Design and make a clay Diva lamp. Baking Gingerbread Men.	Junk modelling: A house for the 3 little pigs. Bake bread (Little Red Hen)	Junk Modelling: Create a boat for the Gingerbread Man.	Design and make a birdfeeder Evaluating flapjack and bird seed, designing human and bird /flapjack'	Make a shield for a knight				Structures (continued)– design and make a model of something you would find in a garden			Shell Structures – Design and Make a Desk Tidy Gold Task – Independently design and make a shell structure product. Levers and Linkages - Viking moving picture	Control and monitor models using software designed for this purpose – Microbits – Tamagotchi style toy	Exploring bridges	Making dips			Cams – Making and designing a cam toy Making bread			Design and make a kite Learn different frame structure assembling techniques. Combine to make a kite. Make, break and improve.	Program, monitor and control a product. Build a robot using a MicroBit and programme it using iPads to move in particular directions. The robot then needs to be strengthened with different techniques researches researched. Create a new shell and re-programme the robot to follow a course. Computing link.
Alvey Values																					
We encourage the children to find a reason to make something, then design, build and evaluate their work.																					
Significant levels of originality and the willingness to take creative risks to produce innovative ideas and prototypes. An excellent attitude to learning and independent working. The ability to use time efficiently and work constructively and productively with others. The ability to carry out thorough research, show initiative and ask questions to develop an exceptionally detailed knowledge of users' needs. The ability to act as responsible designers and makers, working ethically, using finite materials carefully and working safely. A thorough knowledge of which tools, equipment and materials to use to make their products. The ability to apply mathematical knowledge. The ability to manage risks exceptionally well to manufacture products safely and hygienically. A passion for the subject and knowledge of, up to date technological innovations in materials, products and systems.																					

Subject: Geography



RECEPTION			YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			YEAR 6		
AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
Our School Environment: Local area, explore Lollycocks: Autumn Walk Arctic/Antarctic Animals Christmas Around the World	Continents of the world Postal Service: Learn Home Address Animals around the world atlas work Farm animals and their young	Dinosaur habitats.	The world outside my window Seasonal Change Human/Physical Geography Weather: Temperature, windsock and rain gauges Pirates Map of the world (land/sea) Key vocabulary and physical features. Treasure island map with a key	Castles Localational Knowledge of Human/Physical features across the UK Skills & Fieldwork Where would you build a castle and why? Locating famous castles on a map of UK 3D model (whole class) Me on a Map Local Area Study Contrasting human and physical features Comparing localities Sleaford and a non-European location Me on a map (world/Europe/Uk/country) Land use in the locality Skills and fieldwork	Rumble in the jungle Animals around the world (locate on world map) To locate hot and cold areas of the world in relation to the Equator Use of maps and globes to identify continents and oceans. Potty about plants Directional language to study school grounds and Lollycocks field and a non-European location Lollycocks features - Lollycocks Plant growth linked to weather	Journey Continents and oceans Location of hot and cold areas of the world in relation to the equator Mapping oceans and continents Comparing hot and cold countries London's Burning London's location in comparison to Sleaford. Use of aerial photos and maps through the ages.	India Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.	Location, Location, Location. The United Kingdom, Great Britain and British Isles With a focus on coastal and inland towns: Observational comparison between Hunstanton and Sleaford.		Rocks, Rumbles & Eruptions European Geography Mountains, Volcanoes, Earthquakes	Home and Away UK and Local Geography Settlements Land Use, comparing UK town with European Town.	Rivers (Upper, middle, lower, erosion & deposition, key UK and World rivers, map reading). Our locality study River Sleas – fieldwork opportunity. How has the land/river use changed over time? Maps and mapping – focus on Sleaford and the locality and how it has changed over time. OS maps Countries and cities of UK.	South American countries Brazil – Carnival Include Trade links etc as well as time difference and time zones. Earth Hour				Skills Unit Locate the world's countries, using maps to focus on Europe. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Use the 8 points of a compass, 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) orienteering Coasts Describe and understand key aspects of human geography, fishing, wind farms and coasts in the form of coastal defences and local area. Physical geography Features of coastlines and erosion Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Stone Age-Iron Age. Using fieldwork to observe, measure and record the human and physical features in the local area. Create their own iron age settlement map, showing land uses and the height of the land. Describe how locations around the world have changed. Describe & understand how physical features affect the human activity within the location settlements, land use, economic activity) – comparison between American and UK features. Collect and analyse statistics to draw clear conclusions about locations. Describe and understand key aspects of physical geography climate zones, biomes, rivers etc.) Describe and understand human geography including settlements, land use etc.)	WW2 UK knowledge link to WW2 bombing sites. Discuss how topographical features may have impacted sites. Use a range of geographical resources to describe features of a location. What would a pilot use? Name and locate countries and cities of the world and identify their human and physical characteristics and how these have changed over time. Describe how countries and geographical regions are interconnected and interdependent. Use six-figure grid references to locate bombing sites in the UK. Use the eight points of a compass.	Name and locate the countries of North and South America and identify their main physical and human characteristics. Identify and describe the geographical significance of latitude, longitude etc. Understand some of the reasons for geographical similarities and differences between countries. Describe geographical diversity around the world.

Alvey Values

We are interested in finding out about the physical features, people and culture of countries around the world and comparing them with our own locality.
An excellent knowledge of where places are and what they are like.
An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
An extensive base of geographical knowledge and vocabulary.
Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
The ability to reach clear conclusions and develop a reasoned argument to explain findings.
Significant levels of originality, imagination or creatively as shown in interpretations and representations of the subject matter.
Highly developed and frequently utilised fieldwork and other geographical skills and techniques.
A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there
The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

RECEPTION			YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			YEAR 6		
AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
My family Bonfire Night Guy Fawkes		Planets and space travel Sorting dinosaurs Why did dinosaurs become extinct? Fossil Workshop	Pirates and Galleons <i>Famous Pirates – Blackbeard, Mary Reid and Anne Bonny, Calico Jack</i>	Castles and Medieval Life William the Conqueror Sleaford local study <i>William Alvey – history of our school.</i>		Christopher Columbus Matthew Flinders Grace Darling Amy Johnson The Great Plague The Great Fire of London		Jethro Tull	Life in Ancient Egypt		Viking settlers		Ancient Greece and its impact on the modern world.	Victorians – Rich vs Poor Important Victorian people. Victorian Legacy. Industrial Revolution	The Roman Empire and its impact on Britain- Boudicca revolt. The Anglo- Saxons	History of Space Travel		Stone Age to the Iron Age Handling artefacts from prehistory and dating them. To identify the features of settlements in prehistory. Field work to identify local pre-historic sites. To identify significant advancement s To understand beliefs in prehistory.	WW11 and its impact beyond. To identify key people and places in WW2. Impact of aircraft and The Blitz. To understan d how society changed men and women. Propagand a WW11 Independent study. Comparing the speed of this moment of history to prehistory.	

Alvey Values

Developing the skills of historical enquiry is an important part of the curriculum. Understanding British history within a global context is also a key part of our history curriculum.

An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.

The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.

The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.

The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.

A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.

A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.

A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.



Subject: Computing

RECEPTION			YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			YEAR 6		
AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
<p>Ipads: Sketches School: Drawing Explore line using a variety of pens/brushes</p> <p>Barefoot Computing : Awesome Autumn & Busy Bodies</p>	<p>GarageBand: Drums and Strings.</p> <p>NumBots</p> <p>Barefoot Computing : Springtime and People Who Help Us</p> <p>Beebots</p>	<p>Barefoot Computing : Super Space and Summer Fun</p> <p>Numbots</p>	<p>Technology around us</p> <p>Moving a robot</p>	<p>Digital painting</p> <p>Grouping data</p>	<p>Digital Writing</p> <p>Programming Animations</p>	<p>Computer Systems & Networks – IT Around Us</p> <p>Creating Media – Digital Photography</p>	<p>Programming – Robot Algorithms</p> <p>Data and information - Pictograms</p>	<p>Creating media – Digital Music</p> <p>Programming - Quizzes</p>	<p>Connecting Computers – Digital Devices</p> <p>Stop Frame Animations</p>	<p>Sequencing Sounds</p> <p>Branching Databases</p>	<p>Desktop Publishing</p> <p>Events and actions in programs</p>	<p>The internet</p> <p>Audio Productions</p>	<p>Repetition in shapes.</p> <p>Photo Editing</p>	<p>Data Logging</p> <p>Repetition in games.</p>	<p>Systems Videoing</p>	<p>Coding/Programming</p> <p>Databases</p>	<p>Vector graphics</p> <p>Coding/Programming</p>	<p>Computing systems and networks – communication and collaboration</p> <p>Creating media – 3D modelling</p> <p>Programming a Micro:Bit product</p>	<p>Data and information – introduction to spreadsheets</p> <p>Creating media – 3D modelling</p>	<p>Programming – sensing movement. Using the Micro:Bit for primary to secondary transition</p>

Alvey Values

We teach specific skills with an emphasis on programming. However, we also use ICT to help in all other curriculum areas.

Competence in coding for a variety of practical and inventive purposes, including the application of ideas within other subjects.

The ability to connect with others safely and respectfully, understanding the need to act within the law and with moral and ethical integrity.

An understanding of the connect4d nature of devices.

The ability to communicate ideas well by using applications and devices throughout the curriculum.

The ability to collect, organise and manipulate data effectively.



Subject: Literacy (Reading)

RECEPTION			YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			YEAR 6		
AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
Magical Me We're Going on a Bear Hunt Michael Rosen Little Rabbit Foo Foo Michael Rosen This is Bear Peace at Last Funny Bones Light and Dark The Gingerbread Man Day Monkey Night Monkey Julia Donaldson Owl Babies Lost and Found Oliver Jeffers Rama and Sita The Nativity Story	People Who Help Us Little Red Hen Three Little Pigs The Jolly Postman You Choose Animal Magic Farmer Duck Aaaarrggghh Spider The Hungry Caterpillar	Traditional Tales Jack and the Beanstalk Goldilocks Billy Goats Gruff Little Red Riding Hood Rainbow Fish Commotion in the Ocean We are Explorers The Kiss that Missed But Martin! Dinosaurs love underpants Aliens love underpants	The World outside my window 1.Where the Wild Things Are – 1d Hairy McClary – 1c Pumpkin Soup – 1c Can't you Sleep Little Bear? – 1b Six Dinner Sid – 1a Peace at Last – 1b Elmer – 1e Pirates Something Else 1b The Owl and the Pussycat – 1a Dogger – 1c Lost and Found - 1c I want my hat back – 1d	Castles Begu – 1d Hermelin the Detective 1b Tadpole's promise – 1e Please Mrs Butler – 1a Mr Wolf's Pancakes - 1e Oi, Frog! Me on a Map! Knuffle Bunny – 1c The Elephant and the Bad Baby – 1d Cops and Robbers – 1e Imagine the World – 1a Man on the Moon – 1b The Way Back Home – 1e Potty about Plants Bear and the Piano – 1d Silly Billy – 1d Now I am 6 – 1a The Lighthouse Keeper's Lunch - 1e	Me and Other Animals On Sudden Hill – 1d After the Fall – 1d Avocado Baby – 1c The Stinky Cheese Man – 1c Crazy Mayonnaise Mum – 1a The Tiger who Came to Tea – 1e Good Little Wolf – 1e	Journey The Umbrella by Ingrid Schubert Grampa by John Burnington Out of Africa The Earth Book My Grandpa by Kenn Nesbitt London's Burning The Frog Prince Brothers Grimm Frog Anthology of Intriguing Animals The Frog (poem) by Hilaire Belloc	India Grampa by John Burnington Out of Africa The Earth Book My Grandpa by Kenn Nesbitt Spring Watch Fantastic Mr Fox by Roald Dahl Fox Anthology of Intriguing Animals Colour (poem) by Christina Rossetti	Green Earth Dinosaurs and All That Rubbish by Michael Foreman Neil Armstrong The Curriculum Companion: History by Bone and Quigley Dinosaurs in the Air The Big Eart Book Hurt No Living Thing by Chrltin Rossetti Wolves by Emily Gravett Wolf (Anthology of Intriguing Animals) A Wolf in the Park (poem) by Richard Edwards	Tomb Raiders PICTURE BOOK Flotsam by David Wiesner Tuesday by David Wiesner POETRY Fireworks by James Reeves FICTION The Firework Maker's Daughter by Phillip Pullman	Rocks, Rumbles & Eruptions FICTION The Witches by Roald Dahl NON FICTION Witches by Colin Hawkins POETRY The Witch by Mary Elizabeth Coleridge Let Battle Commence FICTION The Mousehole Cat by Antonia Barber POETRY The Kraken by Alfred Lord Tennyson	Home & Away FICTION Charlotte's Web by E.B.White NON FICTION Spider Anthology of Intriguing Animals Let Battle Commence FICTION The Mousehole Cat by Antonia Barber POETRY The Kraken by Alfred Lord Tennyson	Voices in the Park by Anthony Browne Hansel and Gretel by Anthony Browne The Ledge of Podkin One-Ear by Keiran Lanwood Elves in Arthur Spiderwick's Field Guide to the Fantastical World Around You From a Railway Carriage by Robert Louis Stevenson	The Midnight Fox by Betsy Byars Temperate Woodlands in The Wonder of Trees by Nicola Davis & Lorna Scobia Moonlit Apples by John Drinkwater Five Children and It by Edith Nesbit	The Iron Man by Ted Hughes Iron Age Tools and Weapons The Curriculum Companion: History by Bone and Quigley Dream	T4R The Promise (picture book) SRING 2 Tom's Midnight Garden (F) The Fog (Poetry T4R)	T4R Eagle in the Snow (F) In Flanders Fields (Poetry) SUMMER 2 Eagles (NF) The Door (Poetry)	T4R Cogheart (F) Victorians (NF) Autumn 2 Skellig (F) Silver (Poetry)	Stone Age-Iron Age The Invention of Hugo Cabret by Brian Selznick Non-fiction: Shackleton's Journey Poetry: The Listeners	WW2 Class book: The Girl of Ink And Stars by Kiran Millwood Hargrave Classic book: Macbeth Holes (Louie Sachar) Poetry: The Listeners	American Trailblazers Holes by Louis Sachar Onwards and Upwards Class book: Wonder by R.J. Palacio

Subject: Literacy (Writing)



RECEPTION			YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			YEAR 6		
AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
Talk for Reading Supporting verbal language: recount of we're going on a bear hunt. Writing recognisable letters. T4R: Little Rabbit Foo Foo Name Writing T4W The Gingerbread Man (Recipe) Short sentence opportunities in child led play. Labelling. CVC writing for character names. Lost and Found Postcard writing	T4W The Little Red Hen Creating story maps, labelling the key events such as plant, grind, bake, eat T4W Farmer Duck Recount of the Farm Visit Instructions – jobs on the farm	T4W Jack and the Beanstalk The Kiss that Missed	Narrative (Story) How to Catch a Star	Narrative (Story) Handa's Surprise	Narrative (Story) The Storm Whale	Journey Tale – Meerkat Mail	Tale of Fear – The Owl Who Was Afraid of the Dark	Beat the Baddie Tale – Supertato	Narrative The Day the Crayons Quit Conflict & Resolution Story	Narrative Grandpa's Teeth Lost and Found story	Narrative The Lion, The Witch and The Wardrobe Portal Story Opening & Setting	NARRATIVE 1 Class text / stimulus: The Wild Girl – Chris Wormell Model Text: The Wild Girl adapted model Plot Structure: Overcoming the monster Focus: Character NON-FICTION 1 Class text / stimulus: The Wild Girl –Chris Wormell Model Text: The Day I met the Mighty Aslan Text type: Recount Focus: Journalistic writing (magazine article)	NARRATIVE 3 Class text / stimulus: The Tunnel – Anthony Browne Model Text: The Tunnel adapted model Plot Structure: Opening and Build Up in a portal story Focus: Setting (atmosphere)	NARRATIVE 4 Class text / stimulus: The Spiderwick Chronicles – Holly Black Model Text: The Night Fairy Plot Structure: Finding Tale Focus: Character & Setting NON-FICTION 3 Class text / stimulus: The Spiderwick Chronicles – Holly Black Model Text: Letter to a River Troll Text type: Persuasion Focus: Persuasive letter	Atmosphere and suspense opening Spiderwick Chronicles	Characterisation – Beowulf and Grendel the characters	Discussions (NF) Do Elves exist? Poetry	Chasing/hiding narrative	Flashback : manipulating plot in narratives	Independent writing (various genres)
Instructions how to bake a gingerbread man Non-fiction Nocturnal Animal facts	People Who Help Us recount Diary of a hungry child Non-fiction Minibeast facts	Non-fiction Dinosaur facts Sea creature facts	Instructions (Non-fiction) Sandwich making	Non-chronological Report (Non-fiction) Amazing Antelopes	Non-chronological Report (Information) The Big Blue Whale	Non-chron reports – The Storm Owl	Instructions – How to Trap a Dragon	Non-chron reports – Supertato	Non Fiction Cracking Contraptions Persuasive Advert	Non Fiction Why do Dragons ...? Explanation Text	Non Fiction The Land of Never Believe Non Chron Report about an imaginary World	POETRY 1 Model poem: What do the fairies ride? (Clare Bevan) NARRATIVE 2 Class text / stimulus: Flat Stanley (Jeff Brown) Model Text: Adventure at Sandy Cove – Pie Corbett Plot Structure: Finding Tale Focus: Action	POETRY 2 Model poem: Dragon's Wood (Brian Moses) NON-FICTION 2 Class text / stimulus: The Tunnel – Anthony Browne Model Text: Rose's diary Text type: Recount Focus: First person diary recount	NON-FICTION 4 Class text / stimulus: The Spiderwick Chronicles – Holly Black Model Text: Should Trolls be Slaughtered? Text type: Discussion Focus: Discursive writing	Action Based on Beowulf and Grendel's action scenes.	Meeting Tale – The day the whales came	Information and non-chronical texts Killer Whales	Explanation texts Poetry	Discussion texts Poetry	Autobiography Poetry

Subject: Literacy (Handwriting)



RECEPTION			YEAR 1			YEAR 2 Follow Penpals			YEAR 3 Follow Penpals and individual class needs			YEAR 4 Follow Penpals and individual class needs			YEAR 5 Follow Penpals and individual class needs			YEAR 6		
AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
DEVELOPING GROSS MOTOR SKILLS The vocabulary of movement Large movements Responding to music DEVELOPING FINE MOTOR SKILLS Hand and finger play Making and modelling Links to art Using one-handed tools and equipment DEVELOPING PATTERNS AND BASIC LETTER MOVEMENTS Pattern making Responding to music Investigating straight line patterns Investigating loops Investigating circles Investigating eights and spirals Introducing curly caterpillar letters: c, a, d, o, s, g, q, e, f Practising curly caterpillar letters: a, d Practising curly caterpillar letters: o, s Practising curly caterpillar letters: g, q Practising curly caterpillar letters: e, f Practising all the curly caterpillar letters	Introducing long ladder letters: i, l, t, u, y Practising long ladder letters: l, i Practising long ladder letters: t, u Practising all the long ladder letters Introducing one-armed robot letters: r, b, n, h, m, k, p Practising one-armed robot letters: b, n Practising one-armed robot letters: h, m Practising one-armed robot letters: k, p Practising all the one-armed robot letters	Introducing zig-zag monster letters z, v, w, x Practising zig-zag monster letters z, v, w, x Introducing capitals for curly caterpillar letters: C, O, A, D, G, Q, E, F Introducing capitals for one-armed robot letters: R, B, N, H, M, K, P Introducing capitals for zig-zag monster letters: Z, V, W, X Practising one-armed robot letters: x, p Practising all the one-armed robot letters	1. Letter formation practice: long ladder family 2. Letter formation practice: one-armed robot 3. family Letter formation practice: curly caterpillar Family 4. Letter formation practice: zig-zag monster Family 5. Practising the vowels: i 6. Practising the vowels: u 7. Practising the vowels: a 8. Practising the vowels: o 9. Practising the vowels: e 10. Letter formation practice: capital letters 11. Introducing diagonal join, no ascender, to an anticlockwise letter: joining id, iq 12. Introducing diagonal join, no ascender, to an anticlockwise letter: joining wa, wo 13. Introducing diagonal join, no ascender, to an anticlockwise letter: joining ol, ot 14. Practising diagonal join, no ascender, to an anticlockwise letter: joining nd, ld 15. Practising diagonal join, no ascender, to an anticlockwise letter: joining ng 16. Practising diagonal join, no ascender, to an anticlockwise letter: joining of, if 17. Assessment	11. Introducing diagonal join to ascender: joining at, all 12. Practising diagonal join to ascender: joining ai, ay 13. Practising diagonal join, no ascender: joining ime, ine 14. Practising diagonal join to ascender: joining Ch 15. Introducing horizontal join, no ascender: Cy 16. Practising diagonal join, no ascender: joining in, im 17. Practising diagonal join, no ascender: joining cr, tr, dr 18. Introducing diagonal join, no ascender, to an anticlockwise letter: joining oa, og 19. Practising horizontal join, no ascender, to an anticlockwise letter: joining wh, oh 20. Practising horizontal join, no ascender, to an anticlockwise letter: joining of, if 21. Assessment	21. Practising diagonal join to an anticlockwise letter: ea, ear 22. Introducing horizontal join to r: or, oor 23. Introducing horizontal join from r to ascender: fu, fr 24. Introducing qu (diagonal join, no ascender) 25. Introducing r (horizontal join, no ascender) 26. Introducing ss (diagonal join, no ascender) 27. Introducing ff (horizontal join to ascender) 28. Capital letter practice: height of ascenders and capitals 29. Assessment 30. Assessment	11. Practising diagonal join to r: ir, ur, er 12. Practising horizontal join to r: or, oor 13. Introducing horizontal join from r to ascender: fu, fr 14. Introducing horizontal join from ere 15. Practising joining to and from r: air 16. Introducing diagonal join to s: dis 17. Introducing horizontal join to s: sws 18. Introducing diagonal join from s to ascender: Sh 19. Introducing diagonal join from s, no ascender: Si, su, se, sp, sm 20. Introducing horizontal join from r to an anticlockwise letter: rs 21. Introducing horizontal join to ascender in words: ole, obe 22. Practising horizontal join to ascender in words: ook, ool	21. Practising diagonal join to an anticlockwise letter: ea, ear 22. Introducing horizontal join to and from f to ascender: ft, fl 23. Introducing horizontal join from f, no ascender: fu, fr 24. Introducing qu (diagonal join, no ascender) 25. Introducing r (horizontal join, no ascender) 26. Introducing ss (diagonal join, no ascender) 27. Introducing ff (horizontal join to ascender) 28. Capital letter practice: height of ascenders and capitals 29. Assessment 30. Assessment	1. Revising joins in a word: long vowel Phonemes 2. Revising joins in a word: le 3. Revising joins in a word: ing 4. Revising joins in a word: high frequency words 5. Revising joins in a word: new vocabulary 6. Revising joins in a word: un, de 7. Revising joins to and from s: dis 8. Revising joins to and from r: re, pre 9. Revising joins to and from f: ff 10. Revising joins: qu 11. Introducing joining b and p: diagonal join, no ascender, to an anticlockwise letter, ba, bo, pa, po 12. Practising joining b and p: diagonal join to ascender, bl, ph 13. Practising joining b and p: diagonal join to ascender, bl, ph 14. Relative sizes of letters: silent letters 15. Parallel ascenders: high frequency words 16. Parallel ascenders: adding y to words 17. Relative size and consistency: ly, less, fl 18. Relative size and consistency: capitals 19. Speed and fluency practice: er, est 20. Speed and fluency practice: opposites	11. Introducing joining b and p: diagonal join, no ascender, to an anticlockwise letter, ba, bo, pa, po 12. Practising joining b and p: diagonal join to ascender, bl, ph 13. Practising joining b and p: diagonal join to ascender, bl, ph 14. Relative sizes of letters: silent letters 15. Parallel ascenders: high frequency words 16. Parallel ascenders: adding y to words 17. Relative size and consistency: ly, less, fl 18. Relative size and consistency: capitals 19. Speed and fluency practice: er, est 20. Speed and fluency practice: opposites	21. Consistency in spacing: mis, anti, ex 22. Consistency in spacing: non, co 23. Consistency in spacing: apostrophes 24. Layout, speed and fluency practice: address 25. Layout, speed and fluency practice: dialogue 26. Layout, speed and fluency practice: poem 27. Layout speed and fluency practice: letter 28. Handwriting style: calligrams 29. Assessment 30. Handwriting style: acrostics	1. Revising joins in a word: ness, ship 2. Revising joins in a word: ing, ed 3. Revising joins in a word: s 4. Revising joins in a word: ifly 5. Revising joins in a word: nn, mm, ss 6. Revising parallel ascenders: tl, ll, bb 7. Revising parallel ascenders and descenders: pp, ff 8. Revising joins to an anticlockwise letter: cc, dd 9. Revising break letters: dictionary work and alphabetical order 10. Linking spelling and handwriting: related words	11. Introducing sloped writing 12. Parallel ascenders: al, ad, af 13. Parallel descenders and break letters: ight, Ough 14. Size, proportion and spacing: ious 15. Size, proportion and spacing: able, ful 16. Size, proportion and spacing: fs, ves 17. Speed and fluency: abbreviations for notes 18. Speed and fluency: note making 19. Speed and fluency: drafting 20. Speed and fluency: lists	21. Size, proportion and spacing: v, k 22. Size, proportion and spacing: ic, ist 23. Size, proportion and spacing: ion 24. Size, proportion and spacing: its, it's 25. Speed and fluency: able, ful 26. Speed and fluency: diminutives 27. Print alphabet: captions, headings, labels 28. Print capitals: posters 29. Assessment Presentational skills: font styles 20. End-of-term check	1. Introducing sloped writing in letter families 2. Practising sloped writing: diagonal join to ascender 3. Practising sloped writing: diagonal join, no ascender 4. Practising sloped writing: diagonal join, no ascender 5. Practising sloped writing: horizontal join to an anticlockwise Letter 6. Practising sloped writing: horizontal join, no ascender 7. Practising sloped writing: horizontal join to an anticlockwise Letter 8. Practising sloped writing: joining from r 9. Practising sloped writing: joining from s 10. End-of-term check	11. Practising sloped writing: proportion – joining from f to Ascender 12. Practising sloped writing: size – joining from f, no ascender 13. Different styles for different purposes: writing a paragraph 14. Practising sloped writing: speed 15. Practising sloped writing: speed and legibility 16. Practising sloped writing: size, proportion and spacing 17. Practising sloped writing: building speed 18. Different styles for different purposes: decorative alphabets 19. Different styles for different purposes 20. End-of-term check	21. Sloped writing: proportion, joining p and b to ascenders 22. Handwriting for different purposes: joining from p and b, no Ascender 23. Practising sloped writing: parallel downstrokes 24. Practising sloped writing: all double letters 25. Practising sloped writing for speed 26. Practising sloped writing for fluency 27. Personal style 28. Handwriting for different purposes: print alphabet 29. Assessment 30. Capitals	1. Style for speed: crossbar join from t 2. Style for speed: looping from g: 'll, ll, v, 'a, 'lg 3. Style for speed: looping from j and y: 4. Style for speed: looping from f 5. Style for speed: different joins to s 6. Style for speed: looping from b 7. Style for speed: joining from v, w, x and z 8. Handwriting for different purposes: abbreviations 9. Spacing between words 10. End-of-term check	11. Improving handwriting: the importance of consistent sizing 12. Improving handwriting: the importance of proportion 13. Improving handwriting: the importance of spacing 14. Improving handwriting: the importance of consistent sizing of parallel ascenders and descenders 15. Improving handwriting: the importance of closed and open letters 16. Improving handwriting: pen breaks in longer words 17. Handwriting for different purposes: annotations 18. Handwriting for different purposes: pen breaks in longer words 19. Choice of handwriting tools 20. End-of-term check	21. Handwriting for different purposes: fast-joined and print letters 22. Handwriting for different purposes: note making 23. Handwriting for different purposes: neat writing 24. Handwriting for different purposes: print letters for personal details 25. Different styles of writing of parallel ascenders and descenders 26. Handwriting for different purposes: presentation 27. Handwriting for different purposes: decorated capitals 28. Handwriting for different purposes: layout 29. Assessment 30. Handwriting for different purposes: handwriting patterns	

Subject: Literacy (Spelling)

[illegible]

Subject: Literacy (Grammar)



RECEPTION			YEAR 1			YEAR 2 WE FOLLOW T4W AND TEACH OTHER GRAMMAR CONCEPTS AS TO CLASS NEEDS AND GENRE THAT HAVE BEEN IDENTIFIED IN COLD TASKS AS WELL AS COVERING THE BELOW			YEAR 3 WE FOLLOW T4W AND TEACH OTHER GRAMMAR CONCEPTS AS TO CLASS NEEDS AND GENRE THAT HAVE BEEN IDENTIFIED IN COLD TASKS AS WELL AS COVERING THE BELOW			YEAR 4 WE FOLLOW T4W AND TEACH OTHER GRAMMAR CONCEPTS AS TO CLASS NEEDS AND GENRE THAT HAVE BEEN IDENTIFIED IN COLD TASKS AS WELL AS COVERING THE BELOW			YEAR 5 WE FOLLOW T4W AND TEACH OTHER GRAMMAR CONCEPTS AS TO CLASS NEEDS AND GENRE THAT HAVE BEEN IDENTIFIED IN COLD TASKS AS WELL AS COVERING THE BELOW			YEAR 6 WE FOLLOW T4W AND TEACH OTHER GRAMMAR CONCEPTS AS TO CLASS NEEDS AND GENRE THAT HAVE BEEN IDENTIFIED IN COLD TASKS AS WELL AS COVERING THE BELOW		
AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
Capital letters. Nouns Pronouns Adjectives Full stops Object, subject Sentence structure			Sentence structure capital letters in sentences Capital letters for names and for the personal pronoun. Sequencing sentences to form short narratives. Joining words and joining clauses using and. Introduction to capital letters, full stops ... to demarcate sentences. Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. Capital letters for names and for the personal pronoun.	Regular plural noun suffixes -s or -es (for example, dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun. How the prefix un- changes the meaning of adjectives (negation, for example, unkind, for example, unkind).	Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper). How the prefix un- changes the meaning of verbs and adjectives (negation, for example unkind, or undoing; untie the boat). How the prefix un- changes the meaning of adjectives (negation, for example unkind, for example, unkind).	Subordination (using when, if, that, because) and co-ordination (using or, and, but). How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Correct choice and consistent use of present tense and past tense throughout writing. Expanded noun phrases for description and specification (for example, the blue butterfly, plain flour, the man in the moon).	Use of -ly in standard English to turn adjectives into adverbs. Time connectives. Commas to separate items in a list. Apostrophes to mark singular possession in nouns (for example, the girl's name). Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting). Correct choice and consistent use of present tense and past tense throughout writing. Expanded noun phrases for description and specification (for example, the blue butterfly, plain flour, the man in the moon).	Formation of adjectives using suffixes such as -ful, -less. Use of the suffixes -er and -est in adjectives. Formation of nouns using suffixes such as -ness, -er and by compounding (e.g. whiteboard, superman)	Capital letters for proper nouns Full stops and capital letters Capital letters in poetry Using 'a' and 'an' Conjunctions Question marks Adjectives Words to replace nouns (pronouns) Conjunctions to express time Regular past tense verbs Prepositions Standard English Speech marks Verb recognition	Adjectives to compare Regular plural nouns Irregular plural nouns Collective nouns Adverbs of manner Adverbs of time and place Alternative verbs Prepositions Parts of a sentence Irregular past tense verbs Conjunctions Apostrophe for contraction	Direct speech Full stops, question marks, exclamation marks Commas in lists Adverbs to begin a sentence Prefixes Word families Apostrophe for possession Possessive pronouns Present perfect tense Subordinate clauses Alternatives for said Irregular adjectives to compare (Standard English) Paragraphs Headings and subheadings	Expressing time, place and cause using conjunctions (for example, when, before, after, while, so, because). Use of commas after fronted adverbials (where these are fronted adverbial clauses). Introduction to punctuate commas to punctuate direct speech. Use of inverted commas and other punctuation to indicate direct speech. The grammatical difference between plural and possessive s. Apostrophes to mark singular and plural possession (for example, the girl's name, the girls' names). Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (for example, the strict maths teacher with curly hair). Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.	Forming of nouns using a range of prefixes (for example super-, anti-, auto-). Word families based on common words, showing how words are related in form and meaning (for example, solution, dissolve, insoluble). Use of the forms a or an according to whether the next word begins with a consonant or a vowel (for example, a rock, an open box). The grammatical difference between plural and possessive s. Apostrophes to mark singular and plural possession (for example, the girl's name, the girls' names). Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (for example, the strict maths teacher with curly hair). Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.	Expressing time, place and cause using adverbs (for example, then, next, soon, therefore) or prepositions (for example, before, after, during, in, because of). Fronted adverbials (for example, Later that day, I heard the bad news). Use of commas after fronted adverbials. Use of the present perfect form of verbs instead of the simple past (for example, He has gone out to play contrasted with He went out to play). Standard English forms for verb inflections, instead of local spoken forms (for example, we were instead of we was, or I did instead of I done). Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (for example, the strict maths teacher with curly hair). Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.	To develop a knowledge of vocabulary and terminology To know what a noun phrase is. To use extended noun phrases. To using a wide range of devices to build cohesion within and across paragraph recognise a noun or adjective within an expanded noun phrase. Tenses	Tenses Relative clauses To use the passive and active voice. To use causal conjunctions and use cause and effect sentences. To identify the key features of fiction and non-fiction genres.	To use transitional conjunctions and adverbials of time to develop links between paragraphs. To use dashes, brackets and commas for parenthesis. To use technical vocabulary related to the topic. To use relative clauses including which, where, when, who and whom. To use colons to introduce a list.	Conjunctions (identifying types. Must include co-ordinating and sub-ordinating). Inc. time for recounts. Word classes inc. adverbs Noun and verb classification inc. modal Fronted adverbials and sentence starters. Paragraph reminder if needed. Subject and object Subject and object Commas for clauses, to clarify meaning and lists. Paragraph reminder. Parentheses (brackets, dashes, commas) Semi-colons, colons in lists. Bullet points for lists Semi-colons, colons and dashes (for clauses) Relative and embedded clauses Relative and embedded clauses	Implied relative pronouns Expanded noun phrases Past perfect tense and other tenses Adverbs (without an ly ending) Modal verbs (of politeness) Direct speech/ indirect speech Apostrophes (for contraction and possession) Subjunctive form (needs to include teaching on formal style) Reported speech Prepositions of time Hyphens used to avoid ambiguity (man-eating shark) Possessive / relative pronouns	Use of the progressive form of verbs in the present and past tense to mark actions in progress REVISION ON TENSES Determiners / articles REVISION ON WORD CLASSES Statements, questions, commands and exclamations REVISION ON PUNCTUATION Sentence / phrase / clauses REVISION ON PARTS OF SENTENCE (subject / object) Revision of grammar for writing Revision of grammar for writing



Subject: MFL

RECEPTION			YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			YEAR 6		
Cultural awareness			<i>Emphasis on spoken French Skills – enjoyment of French</i> <i>Introduce masculine and feminine nouns</i> <i>Connective et</i> <i>Introduce phonics relevant to vocab with actions</i>			<i>Starting to write words and read simple sentences</i> <i>Masculine and feminine nouns</i> <i>Introduce adjective agreement and position</i> <i>Connective et</i> <i>Introduce phonics relevant to vocab with actions</i>			<i>Writing in sentences. First written assessments</i> <i>M and f nouns</i> <i>Simple negative</i> <i>Connectives et/mais</i> <i>Adjective agreement</i> <i>Je /tu verb form</i> <i>Il /elle</i> <i>Plural nouns</i> <i>Accents</i> <i>Introduce phonic actions and symbols</i>			<i>Balance between spoken, reading and written</i> <i>Masculine and feminine nouns</i> <i>Adjective agreement and position</i> <i>Je/tu verb form and questions</i> <i>Il/elle</i> <i>Introduce regular er verb endings</i> <i>Elision – apostrophe</i> <i>Introduce phoneme for phonics</i>			<i>Encouraging accuracy in writing and introduction of adjectival agreements and more demanding reading texts</i> <i>Adjective agreement and position of nouns and adjectives – sing and plural</i> <i>Position of irregular adjectives</i> <i>Je/tu verb form</i> <i>Il/elle</i> <i>Regular verb endings</i> <i>Il y a/ il y avait</i> <i>Introduce past tense</i> <i>Question words</i> <i>Continue use of phonics</i>			<i>Build on work of year 5</i> <i>Adjective agreement and position of nouns and adjectives – sing and plural</i> <i>Je/tu verb form</i> <i>Il /elle</i> <i>Introduce regular er verb endings</i> <i>Introduce past tense</i> <i>Variety of connectives</i> <i>More complex sentence building</i> <i>Secure use of phonics</i> <i>Independence</i>		
AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
			Greetings Flag and about France Numbers to 12 Speaking ass: no. to 12	Purple mash Numbers Colours	Days of the week Numbers to 20 Colours Speaking ass: days of the week	Purple mash Numbers Colours	Classroom instructions Familiar stories (hungry caterpillar, enormous turnip) Speaking ass: months caterpillar/ no. to 20	Months and birthdays Numbers to 31 Animals Introducing adjectives Speaking ass: months Writing ass: Describing animals	Phonics My family Recap of numbers Speaking ass: no. to 31 Writing ass: My family	Healthy lifestyle Foods Likes and dislikes Sports Speaking ass: likes and dislikes Reading ass: healthy lifestyle	Purple mash My family Months of the year Additional Numbers Colours	Purple mash My family Sports and hobbies Additional My family Food Numbers Colours Months	Alphabet Ma ville Places in town and giving directions Numbers to 69 Speaking ass: giving directions and alphabet Reading ass: directions	Weather and clothing Speaking ass: weather report Writing ass: weather and clothing	The Body, describing monsters – adjectival agreement		Food and shopping, numbers to 100, French Breakfast Speaking ass: school subjects song Writing ass: my school	Paris advert (linked with class novel) Schools Items in pencil case, school building, School subjects Speaking ass: school subjects Writing ass: Describing a picture Reading assessme nt - postcards	Body and adjective agreement s Avoir Speaking ass: going to the doctors role play Reading A la plage – postcards and describing a picture Writing ass: Describing a picture Reading assessme nt - postcards	Purple mash Animals The body Untaught topics Pocket money and transport
Alvey Values We study French as our MFL but we are also interested in other languages, particularly the languages our children speak at home. The confidence to speak with good intonation and pronunciation. Fluency in reading. Fluency and imagination in writing. A strong awareness of the culture of the countries where the language is spoken. A passion for languages and a commitment to the subject. The ability to use language creatively and spontaneously. An independence in their studies and the ability to draw upon a wide range of resources.																				



Subject: Music

RECEPTION			YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			YEAR 6		
AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
<p>Learn Names of simple percussion instruments</p> <p>Copying patterns with percussion instruments</p> <p>Everyday singing in class – Learn Good Morning song, Tidy up song, Goodbye song</p> <p>Responding to music.</p> <p>Christmas songs</p> <p>Nursery Rhymes</p> <p>Making musical instruments.</p>	<p>Nursery Rhymes</p> <p>Garage Band: Drums and Strings</p> <p>Boomwhackers</p> <p>Learn Bob the builder dance - Big fish little fish cardboard box.</p>	<p>Percussion instruments to accompany traditional tales. Count the beat.</p> <p>Nursery Rhymes</p>	<p>Favourite songs/ chants and rhymes. Call and response. Clapping patterns. Explore Untuned Percussion Instruments- use of Pulse/ Beat.</p> <p>Body sounds Play along/ compose to familiar stories, characters, moods and songs. The Orchestra</p>	<p>Favourite songs/ chants and rhymes. Call and response. Clapping patterns. Explore Percussion/ Boomwhackers rs. Focus on Untuned Percussion Instruments- use of Pulse/ Beat.</p> <p>Ocarinas. Listen and Appraise: Mozart/ Beethoven/ Vivaldi/ music from the Caribbean. How does music make you feel? Create musical patterns- use of simple notation.</p>	<p>Singing favourite songs, chants and rhymes. Clapping patterns. Call and response. Focus on Pulse/ Beat.</p> <p>Exploring percussion- use of stick and instruments. Naming and playing correctly. Listen and appraise Brahms, Holst, Handel and Abba</p>	<p>Singing: Explore pitch, dynamics and tempo. Recognise the difference between pulse and rhythm Untuned percussion- use of stick and instruments. Changing Tempo. Glockenspiels and introduction to graphic symbols. Drumming on garage band. London's Burning: Singing in a round. Listen and Appraise: Bach, Mozart, Chopin, Elton John</p>	<p>Favourite songs/ chants and rhymes. Call and response. Create own rhythm patterns with dot and stick notation. Playing a Pops, Tai and Drone. Indian music: Traditional and Bollywood. Listen and Appraise: World Music- Ravi Shankar. The Carnival of the Animals. Experiment with timbre. Identifying changes in beat, tempo, dynamics and pitch.</p>	<p>Singing: Explore pitch, dynamics and tempo. Ocarinas Exploring Cup Percussion, Table and drumming. Composing own rhythms using stick and standard notation. Exploring tuned percussion. Listen and Appraise: Mercury, Chopin, Monteverdi, Haydn, Benjamin Britten, Freddie Mercury, Rossini, Brian Wilson.</p>	<p>Singing in unison, exploring pitch. Perform as a choir. Introduction to Keyboards. Composing with 3 notes. (do, re, mi) Introduction to the Stave. Rock and Roll Music: Egypt. Listen and Appraise: Elvis, Freddie Mercury, Chopin, Monteverdi, Haydn, Benjamin Britten, Freddie Mercury, Nigeria: Babatunde Olatunji</p>	<p>Singing favourite songs. Explore actions. Movement to music. Kapow Unit: Charanga Unit: Djembe Drumming Kapow Unit: Appraising Singing- Harmony/ Round. Sections of the Orchestra. Listen and Appraise: Dolly Parton, Brahms, Beethoven, Stevie Wonder.</p>	<p>Singing favourite songs. Explore actions. Movement to music. Kapow Unit: Charanga Unit: Djembe Drumming Kapow Unit: Appraising Singing- Harmony/ Round. Sections of the Orchestra. Listen and Appraise: Dolly Parton, Brahms, Beethoven, Stevie Wonder.</p>	<p>Singing: posture, breath control -Listen and Appraise: Brian Wilson, The Kinks, The Supremes. Performing: Keyboards 1960s</p>	<p>Singing: dynamics Listen and Appraise: Brian Wilson, The Kinks, The Supremes. Performing: Keyboards 1960s</p>	<p>Singing: Portraying emotions -Listen and Appraise: Paul Simon, Pentatonix, Ella Fitzgerald. -Composition: scales, major and minor -Performing: Glockenspiels</p>	<p>-Ballad Singing: enunciation, harmonies, Solo, duet. How music affects mood. Recorders: Stave, GEDBF/ FACE. Overtones, minims, semibreve. Treble clef. Listen and Appraise: Brahms, Holst, Handel, Bob Dylan</p>	<p>Glocks - Develop skills of playing by ear. Listen and Appraise: Wagner Vaughan Williams Ray Davis Steve Wonder</p>	<p>Learning to play: The Ukuleles Holding, fingering, plucking, strumming. Famous Uke players. GCEA Songs with 4 chords: C, F, G, Am. Develop skills of playing by ear. Perform for an audience. Sea Shanties Listen and Appraise: George Formby Jim Hendrix Nigeria: Dolly Parton Music from Hawaii</p>	<p>History of Music: Renaissance 1400-1600. Baroque: 1600-1750. Classical 1750-1830. Read, play and compose on the stave. All notes: A-G. Singing- syncopated rhythms. Edward Elgar</p>	<p>Charanga Unit: Djembe Drumming. African culture. 3 tones- bass, open and slap. Explore rhythms, tempo, crescendo and time signature. Perform and review. W.W2 music. Singing in harmony. Recorders. Holst. Appraise: World music. African, Maori, Ladysmith Black Mambazo Nigeria: Babatunde Olatunji</p>	<p>Introduction to Garage Band. Composing own music, layering with different instruments. Contemporary music. 60s-2000. Performing own compositions.</p> <p>Writing leavers song.</p>
			<p>Songs/ chants and rhymes. Clapping patterns. Untuned Percussion Instruments- focus on Tempo</p> <p>Body sounds Create musical patterns- use of simple notation. Invent own notation symbols. Copy back rhythmic patterns.</p>	<p>Favourite songs/ chants and rhymes. Call and response. Clapping patterns. Untuned Percussion Instruments- focus on Dynamics explore Ukulele/ Beethoven/ Vivaldi/ music from the Caribbean. Sea Shanties. Create musical patterns- use of simple notation.</p>	<p>Singing favourite songs, chants and rhymes. Clapping patterns. Recap Tempo, Pitch and Duration Exploring tuned instruments: Ukulele/ Keyboards and Glocks. Listen and appraise classical and modern music. Listen and Appraise: Monteverdi, John Williams, The Price, World Music: Punjab- Banghra</p>	<p>Singing in a round. Chanting. Sing in tune, showing awareness of diction. Introduction to stick notation. Untuned percussion- introduction to compose. Recap Tempo/ Pitch/ Duration Exploring copycat rhythms. Listen and Appraise: Tchaikovsky Edward Elgar, Florence Price, David Bowie</p>	<p>Favourite songs/ chants and rhymes. Call and response. Explore tuned and untuned percussion. Introduction to Cup Percussion/ Boomwhackers. Compose own rhythms for cups using stick notation. Listen and Appraise: World Music- Bollywood/ anera. Music from Trinidad.</p>	<p>Exploring tuned instruments: Ocarinas, Keyboards and Ukuleles. Performing for an audience. Sign Language Songs. Listen and Appraise: Verdi Rossini, Louise Farrenc, Brian Wilson</p>	<p>Singing in unison, exploring pitch. Perform as a choir. Follow a conductor. Direct others. Egypt: Soundscapes - atmospheric pieces. Listen and untuned percussion. Compose story, mood of timbre. Improvisation. Appraise: Brahms Holst, Handel, Bob Dylan</p>	<p>Singing favourite songs. Explore actions. Movement to music. Charanga Unit: Djembe Drumming Listen and Appraise: World music. African, Maori, Ladysmith Black Mambazo Nigeria: Babatunde Olatunji</p>	<p>Unit: Glocks 2 Introduction to the Stave, Treble Clef and time signature 4/4. Performing own rhythm notation. Crochet, quaver, minims. Tempo: Improvise allegro/ adagio Dynamics: forte/ piano Sign language songs Listen and Appraise: Amy Beach, Stevie Wonder, Vaughan Williams, Wagner, Beethoven, Handel, John Williams</p>	<p>-Singing: diction -Listen and Appraise: Elgar, Bowie, Florence Price, Tchaikovsky -Composition: Time signatures -Performing: Recorder Karate</p>	<p>Singing: meaning of lyrics Listen and Appraise: The Beatles, The Monkeys, The Rolling Stones -Performing: Keyboards The Beatles</p>	<p>Singing: Portraying emotions -Listen and Appraise: Taylor Swift, Vaughan Williams, John Williams -Performing: Cups and Drumsticks</p>	<p>Unit Glocks 3 Singing in three part rounds, and partner songs. Reading music from the stave. Compose using standard notation. Improvise freely over a drone. Work in groups to compose a ternary piece. Space Topic: Garageband Listen and Appraise: Tallis Pachelbel, Fanny Mendelssohn, Stormzy, Holst. Bowie.</p>	<p>Glocks 3- continues. Develop skills of playing by ear. Listen and Appraise: Wagner Vaughan Williams Ray Davis Steve Wonder</p>	<p>Ukuleles continued Introduction to Sea shanties. Writing own lyrics. Perform to an audience.</p>	<p>Charanga Unit: Keyboards 2 Romantic 1830-1900 Modern 1900-1950 Contemporary 1950- Composition: drones. Time signature- 3/4 and 4/4 Treble clef and base clef. Compose with pentatonic scale. Stave and standard notation. Singing: 3-4 part rounds. Notate the melody.</p>	<p>Charanga Unit: Djembe Drumming. Continued. Listen and appraise: Musical theatre.</p>	<p>Free Choice. Ukese/ keyboards Sea Shanties</p>

Alvey Values

We encourage all our children to play a musical instrument. We teach the ocarina, drumming and the ukulele in our music lessons. We also like to think we are singing school where the adults and children enjoy singing in small groups, during our acts of collective worship and just for fun.

A rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work.
 A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise.
 Very good awareness and appreciation of different musical traditions and genres.
 An excellent understanding of how musical provenance – the historical, social and cultural origins of music – contribute to the diversity of musical styles.



Subject: Numeracy

RECEPTION			YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5		YEAR 6	
AUTUMN	SPRING	SUMMER	Book A	Book B	Book A	Book B	Book A	Book B	Book A	Book B	Book A	Book B	Book A	Book B
Number Baseline	Counting Comparing and Ordering	Subtraction Odds/evens	Chapter 1 Number to 10	Chapter 10 Numbers to 40	Chapter 1 Numbers to 100	Chapter 9 More Word Problems	Chapter 1 Numbers to 1000	Chapter 8 Money	Chapter 1 Numbers to 10 000	Chapter 8 Decimals	Chapter 1 Numbers to 1 000 000	Chapter 7 Decimals	Chapter 1 Numbers to 10 Million	Chapter 7 Percentage
Number pattern	Addition	Doubling	Chapter 2 Number Bonds	Chapter 11 Addition and Subtraction Word Problems	Chapter 2 Addition and Multiplication	Chapter 10 Money	Chapter 2 Addition and Subtraction	Chapter 9 Time	Chapter 2 Addition and Subtraction Within 10 000	Chapter 9 Money	Chapter 2 Whole Numbers: Addition and Subtraction	Chapter 8 Percentage	Chapter 2 Four Operations on Whole Numbers	Chapter 8 Ratio
Sorting arrangements	Number bonds to 10	Halving/sharing	Chapter 3 Addition Within 10	Chapter 12 Multiplication	Chapter 3 Multiplication of 2, 5 and 10	Chapter 11 Two-Dimensional Shapes	Chapter 3 Multiplication and Division	Chapter 10 Picture Graphs and Bar Graphs	Chapter 3 Multiplication and Division	Chapter 10 Mass, Volume and Length	Chapter 3 Whole Numbers: Multiplication and Division	Chapter 9 Geometry	Chapter 3 Fractions	Chapter 9 Algebra
Counting to 5	2D/3D shapes	Teen Numbers	Chapter 4 Subtraction Within 10	Chapter 13 Division	Chapter 4 Multiplication and Division of 2, 5 and 10	Chapter 12 Three-Dimensional Shapes	Chapter 4 Further Multiplication and Division	Chapter 11 Fractions	Chapter 4 Further Multiplication and Division	Chapter 11 Area of figures	Chapter 3 Whole Numbers: Multiplication and Division	Chapter 10 Position and Movement	Chapter 4 Decimals	Chapter 10 Area and Perimeter
Using 5 frames	Time	Rekenreks – NCETM	Chapter 5 Positions	Chapter 14 Fractions	Chapter 5 Length	Chapter 13 Fractions	Chapter 5 Length	Chapter 12 Angles	Chapter 5 Length	Chapter 12 Geometry	Chapter 4 Whole Numbers: Word Problems	Chapter 11 Measurements	Chapter 5 Measurements	Chapter 11 Volume
Subitising	Measurement	Measurement	Chapter 6 Numbers to 20	Chapter 15 Numbers to 100	Chapter 6 Mass	Chapter 14 Time	Chapter 6 Mass	Chapter 13 Lines and Shapes	Chapter 6 Graphs	Chapter 13 Position and Movement	Chapter 5 Graphs	Chapter 12 Area and Perimeter	Chapter 6 Word Problems	Chapter 12 Geometry
AB Patterns	Pattern	Capacity	Chapter 7 Addition and Subtraction Within 20	Chapter 16 Time	Chapter 7 Temperature	Chapter 15 Volume	Chapter 7 Volume	Chapter 14 Perimeter of Figures	Chapter 6 Fractions	Chapter 14 Roman Numerals	Chapter 6 Fractions	Chapter 13 Volume	Chapter 6 Word Problems	Chapter 13 Position and Movement
Time			Chapter 8 Shapes and Patterns	Chapter 17 Money	Chapter 8 Picture Graphs				Chapter 7 Time			Chapter 14 Roman Numerals	Chapter 14 Graphs and Averages	Chapter 14 Graphs and Averages
Composition of Number to 5			Chapter 9 Length and Height	Chapter 18 Volume and Capacity									Chapter 15 Negative Numbers	Chapter 15 Negative Numbers
2D shape				Chapter 19 Mass										
Positional Language				Chapter 20 Space										

- Alvey Values:
 - We use the Maths No Problem Scheme which is a mastery curriculum. Differentiation occurs in the support and intervention provided to different pupils rather than in the topics taught. This ensures there is no cap to the children's learning and every day all the children have a chance to succeed. The emphasis is always placed on problem solving.
 - Maths No Problem uses a CPA approach – allowing the children to build their skills through concrete, pictorial and finally abstract representations.
 - Our approach has an emphasis on deep understanding and a sound number sense – which is also developed using the NCETM – Mastering Number program in Reception and KS1.
 - Spaced learning is used to allow the concepts to be revisited over time thus requiring the children to retrieve prior information
 - The lesson structure starts with the exploration of a task, followed by whole class learning, guided pairs work and finally, independent practise.
 - Children are encouraged to find different ways to solve problems
 - Timestables and fluent calculation methods are also a fundamental part of the learning journey.



Subject: PSHE

RECEPTION			YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			YEAR 6		
AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
Getting to know each other	When I grow up	How to be a palaeontologist	Who is in my family?	Is it kind or unkind?	When should I wash my hands?	Why should I exercise?	Is it right or wrong?	Who can I trust?	What are my rights and responsibilities?	Barefoot Computing	What can affect my health?	Growth Mindset	Should I own up? (TP9)	How do I compromise? (TP3)	Can I set goals for me?	What is loss?	What is a debt?	What affects my mental health?	Should I send/post something	Are images in the media real?
Class and school rules	Discussing behaviour in traditional tales	Our achievements in Reception	Who are my important people?	Is teasing ever ok?	Why are teeth important?	What if I don't like vegetables?	How can I compromise?	How can I save the planet?	What do I do when my friend is sad?	Cyber Safety	What's a balanced lifestyle?	What's that feeling I have? (TP1)	What is an aspiration? (TP11)	How do I do emergency first aid? (TP4)	Rule making.	Drugs and Tobacco.	Who pays tax?	Will sad things happen to me?	I'm not comfortable with?	Should I trust the media?
Magical me	What to do if I get lost?	Moving up to Year 1	What makes a person?	What should I do if I don't like it?	What should I do with money?	Are medicines always good?	What are rights and responsibilities?	Where does my money come from?	What is restorative justice?		What is Health and Safety?	Am I at risk? (TP5)	What is an enterprise? (TP12)	What can I do about negative thoughts? (TP8)	Growth Mindset	Online safety.	Who runs our country?	How do I break a habit?	What if I get dared?	Should I cyber bully?
Bonfire safety	Healthy eating		What does sad feel like?	How do I worry feel like?	What did I need as a baby?	Can I stop myself getting ill?	How do I contribute?	Should I keep a secret?			Who can help me be safe?	How do I stay safe online? (TP6)	What can I do about negative thoughts? (TP12)	What worries me in the world? (TP13)	Protected characteristics	How does alcohol damage my health?	Can I save money and the environment?	Should I give in to peer pressure?	If it happens all the time, does it mean it's right?	Am I a cyber bully?
Staying safe in the dark	Looking after pets		Why do we have rules?	How do I keep safe?	What should I do in an emergency?	What does angry feel like?	Do I know my body?	Am I safe online?			How does smoking damage my health?	Am I safe on my mobile phone? (TP7)	What is discrimination? (TP14)	Is it ok to hug? (TP10)	Can my mind get ill?	Damage my health?	Running our country and voting.	How do drugs damage my health?	How do we look after ourselves?	How should I manage my money?
Feeling afraid	Endangered animals (Courageous Advocacy)				Do I have to be the best?	How do I make you feel?	What does private really mean?	What should I aim for?	What happens if I break a rule?	Who do my actions affect?	What's a community?	What does it mean to be anti-social? (TP15)	What do I do when my friend is cross? (TP2)	Puberty lessons	British Values	First aid, Charity	Sex education.	Should I join in an argument?	Sex education. What is puberty?	Transition to secondary school

Alvey Values:

PSHE and Relationships are taught as a discrete subject but they are also taught through other subject areas.

We want our pupils to have the ability and willingness to do the following eight things:

- Try New Things
- Work Hard
- Concentrate
- Push Themselves
- Imagine
- Improve
- Understand Others
- Not give up

Subject: PE



RECEPTION			YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			YEAR 6		
AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
Using the outdoor equipment (including bikes)	Get Set for P.E: Dance	Get Set for P.E: Games	Get Set for PE Fundamentals	Get set for PE – Target Games	Get Set for PE – Net and Wall Games	Get Set for PE – Fundamentals	Get Set for PE - Gymnastics	Get Set for PE – Yoga	Get Set 4 PE Football	Get Set 4 PE Netball	Get Set 4 PE Rounders	Invasion Games – developing skills and tactics	Invasion Games – developing skills and tactics	Striking and Fielding Games – Rounders, Cricket.	Invasion Games – We cover Hockey, Tag Rugby Basketball	Invasion Games – We cover Hockey, Rugby Handball	Striking and fielding.	Hockey	Rounders	Rounders
Parachute Games	Get Set for P.E: Fundamentals	Get Set for P.E: Gymnastics	Get set for PE Gymnastics	Dance	Yoga	Dance	Get Set for PE – Invasion Games	Get Set for PE – Target Games	Get Set 4 PE Gymnastics	Get Set 4 PE Yoga	PPA - Dance	Football, Hockey, Netball.	Football, Hockey, Netball.	Athletics		Striking and Fielding games	Athletics	Basketball	Athletics	Athletics
Get Set for P.E: Introduction to P.E		Sports Day practise												Summer 1 - Gymnastics			.	Fitness		
Get Set for P.E: Ball Skills						Get Set for PE – Ball Skills	Get Set for PE - Gymnastics	Get Set for PE – Fitness	Get Set 4 PE Hockey	Get Set 4 PE Tennis	Get Set 4 PE Athletics	Dance			Gymnastics	Dance	Indoor Gymnastics	Yoga		Dance
Develop fine motor skills in Early Years			Get Set for PE Ball skills	Get set for PE Sending and receiving	Athletics	Dance	Get Set for PE – Sending & Receiving	Get Set for PE – Striking & Fielding Games	Get Set 4 PE Gymnastics	Get Set 4 PE Fitness	PPA - Dance		Spring 2- Striking and Fielding Games – Rounders, Cricket.		Fitness		Yoga			
Provision: playdough, pom poms, peg boards, marble runs etc.			Get set for PE Gymnastics	Dance	Striking and fielding games - outreach								Athletics	Summer 2 – Yoga/						
													Gymnastics							
Alvey Values																				
Physical activity, PE and sport are an important part of our curriculum. 2 hours weekly PE. Active playtimes. Extra-curricular opportunities. We want our children to feel confident enough to find an activity or sport that they are keen to continue with outside of school.																				
The ability to acquire new knowledge and skills exceptionally well and develop an in-depth understanding of PE.																				
The willingness to practice skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve exceptionally high levels of performance.																				
High levels of physical fitness.																				
A healthy lifestyle, achieved by eating sensibly, avoiding smoking, drugs and alcohol and exercising regularly.																				
The ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being.																				
The ability to take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others.																				
Exceptional levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others' performance and the ability to work independently for extended periods of time without the need of guidance or support.																				
A keen interest in PE. A willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport.																				
The ability to swim at least 25 metres before the end of Year 6 and knowledge of how to remain safe in and around water.																				



Subject: RE

RECEPTION			YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			YEAR 6		
AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
Getting to know each other Class and school rules My family Bonfire safety Staying safe in the dark Feeling afraid Diwali Rama and Sita Nativity Story Spirituality	When I grow up Discussing behaviour in traditional tales Healthy eating Looking after pets Endangered animals Courageous Advocacy Easter Story	Our achievements in Reception Moving up to Year 1	Why is God to Christians and why does God matter to them?	Who is Allah (God) to Muslims and why does Allah (God) matter to them?	What is my view of the world?	What is a human being? (Part 1)	Local case study 1	How do people welcome a new human into their community? (Part 1)	What is my duty, how do I know and why does it matter? (Sikh world-views)	What is a good life? (Non-religious world-views)	Do Christians have to believe in God as a Trinity? (Part 1)	What is religion? What is spirituality?	Can spirituality make things better? (Non-religious worldview)	How do people express their spirituality together? (Pilgrimage – Muslim and Hindu worldviews)	Does creativity matter in religious world-views? (Music)	Do people always put their beliefs into action? (Christian worldviews)	Are all people equal? (Sikh worldviews)	Should a worldview always stay the same? (Part 1)	Is technology a good thing for religious world-views? (Part 1)	What is my view of the world? (Case study)
			Why is it important to say thank you?	Is it possible to speak to God?	Is there a right way to worship?	What is a human being? (Part 2)	Local case study 2	How do people welcome a new human into their community? (Part 2)	What is my duty, how do I know and why does it matter? (Hindu world-views)	What is a good life? (Christian world-views)	Do Christians have to believe in God as a Trinity? (Part 2)	Are all homes spiritual places?	Can spirituality make things better? (Sikh worldview)	How do people express their spirituality together? (Pilgrimage – Christian worldviews)	Does creativity matter in religious world-views? (Art)	Do people always put their beliefs into action? (Muslim worldviews)	Are all people equal? (Christian and non-religious worldviews)	Should a worldview always stay the same? (Part 2)	Is technology a good thing for religious world-views? (Part 2)	Does religion matter?

Alvey Values

We know that modern life and the development of technology brings many new opportunities for our children to develop their talents in and out of school. We also know that this can sometimes mean the Church is being pushed out of our children's lives. At the William Alvey we do our best to promote a Christian ethos but also try and link it to modern day living and the diverse nature of our culture both locally and nationally.

An outstanding level of religious understanding and knowledge.
A thorough engagement with a range of ultimate questions about the meaning and significance of existence.
The ability to ask significant and highly reflective questions about religion and demonstrate and excellent understanding of issues related to the nature, truth and value of religion.
A strong understanding of how the beliefs, values, practice and ways of life within any religion cohere together.
Exceptional independence, the ability to think for themselves and take the initiative in, for example, asking questions, carrying out investigations, evaluating ideas and working constructively with others.

Subject: Science



RECEPTION			YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			YEAR 6		
AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
Our school My family	Postman/P olice/Vets/ Fireman/D octors	Planets and space travel	Seasonal Changes Tree in the seasons Wind sock Rain gauge	Use of everyday materials Waterproof investigatio n – link to shield making.	Animals including humans Animal classificati on Naming common animals Human body and senses			Plants Variation and classificati on	Forces & Magnets	Rocks & Soils	Animals Including Humans	Living things and their habitats.	Digestive system & teeth States of Matter – solids, liquids, gases	Sound Electricity	Properties of materials	Earth and Space	Living things and their habitats	Evolution & inheritance . Study on Darwin.	Electricity Working scientifically	All Living things – classificatio n Compariso n between American and British animals
Parts of the body	Materials and their properties	Sorting dinosaurs																		
Our senses																				
Autumn Walk	ICT: Bee- Bots																			
Nocturnal animals Arctic and Antarctic animals Ice experimentt	Animals around the world Farm animals and their young	Parts of a plant How plants grow	Use of everyday materials Sorting materials Identifying properties Grouping materials Changing the shape of materials	Use of everyday materials Seasonal Changes Keep warm/Kee ping Cool Insulating a cup of coffee Tree in the seasons	Plants Local plants and trees (naming and labelling/ca lligrams) Structure of plant Habitats Common wild flowers Tree in the Seasons		Offspring Basic Needs Exercise Food Groups Hygiene Living, Dead and Never Alive Food Chains Habitats and Micro- habitats	Properties of Materials Changing Materials	Light		Plants				Forces	Working scientificall y	Animals including humans	Animals including humans Circulation, heart... Recognise impact of diet, exercise and drugs Describe how nutrients and water transporte d	Light: how it travels, how we see, why shadows are same shape as objects.	

Alvey Values

Developing the skills of scientific enquiry is a vital part of the science curriculum.

The ability to think independently and raise questions about working scientifically and the knowledge and skills that it brings.

Confidence and competence in the full range of practical skills, taking the initiative in, for example, planning and carrying out scientific investigations.

Excellent scientific knowledge and understanding which is demonstrated in written and verbal explanations, solving challenging problems and reporting scientific findings.

High levels of originality, imagination or innovation in the application of skills.

The ability to undertake practical work in a variety of contexts, including fieldwork.

A passion for science and its application in past, present and future technologies.