



All Saints Church of England Primary School

# **Whole School Curriculum Map 2015-2017 Rolling Programme.**

**V. 1 17/6/2015**



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Key Planned events in whole school calendar.</b> This supports direct teaching of Social, moral, Spiritual and cultural (SMSC) understanding and particularly context for teaching of <b>British Values.</b>		House Captain and School Council Elections Dahl day 13/9 European Day of languages 25/9 Macmillan coffee morning end Sept Black History month Oct <b>(Y5) ROAST DINNER RESTAURANT for OAPs HARVEST SUPPER</b>	Bonfire 5/11 Diwali 11/11 Remembrance 11/11 Children in Need 14/11 (bake sale) Anti-Bullying wk 16-20/11 St Andrew 30/1 <b>CHRISTMAS FARMERS' MARKET</b> Christmas Prod S/Y1/Y2	World religion day 17/1 Lancaster Bomber 4/2 Chinese New Year 8/2 Safer Internet day 9/2  <b>GRANDPARENTS' GARDENING EVENT</b>	Fairtrade fortnight 22/2 – 4/3 St David 1/3 World Book day 3/3 Author in St Patrick 17/3 Sport Relief 18/3 Dance /Arts Festival  <b>EASTER SERVICE Y3/4</b>	Guru Nanak's Birthday 15/4 St George 21/4 QE2 90 <sup>th</sup> B'day 23/4 (street party) Headteacher elections Christian Aid week 15-21/5  <b>FARM VISITS</b>	Artist in STEM day Eid 6 <sup>th</sup> July <b>Summer Production (Y5)</b> (No Leavers 2016)  <b>COMMUNITY PICNIC</b>
CofE events		Harvest 16/10	<b>Christmas Celebrations</b>		<b>Easter Celebrations</b>	<b>Pentecost</b>	
<b>SEAL</b>		New Beginnings	Getting On & Falling out	Going for Goals	Good to be me	Relationships	Changes
<b>W/S Year A</b>	CW	Generosity	<b>Compassion</b>	<b>Courage</b>	<b>Forgiveness</b>	<b>Friendship</b>	<b>Respect</b>
	IPC Goal	Cooperation	<b>Morality &amp; respect</b>	<b>Resilience &amp; Adaptability</b>	<b>Morality</b>	<b>Communication</b>	<b>Respect</b>
<b>W/S Year B</b>	CW	<b>Thankfulness</b>	<b>Trust</b>	<b>Perseverance</b>	<b>Justice</b>	<b>Service</b>	<b>Truthfulness</b>
	IPC Goal	<b>Communication</b>	<b>cooperation</b>	<b>Resilience</b>	<b>Morality</b>	<b>Cooperation/Adaptability</b>	<b>Morality</b>
<b>RE UNIT Year A</b>	Y 1&2	<i>What do I know about signs and symbols? Who celebrates what and why?</i>		<i>Visiting a place of worship - Church</i>		<i>The Beginning of the world</i>	
	Y 3&4	<i>How did the world come into being and why should we care what happens to it now?</i>		<i>What are the deeper meanings of our celebrations?</i>		<i>Creation and Green Issues</i>	
	Y 5&6	<i>What does it mean to be a Muslim?</i>		<i>What can we learn from religions about temptations</i>		<i>How do you find your way through the moral maze?</i>	
<b>RE UNIT Year B</b>	Y 1&2	<i>Who is an inspiring person and who inspires me?</i>		<i>Beginning to learn about Hindu People</i>		<i>Where do I belong, What do I believe?</i>	
	Y 3&4	<i>How is new life welcomed into the world?</i>		<i>What does it mean to be a Sikh?</i>		<i>What does light mean, what does dark mean?</i>	
	Y 5&6	<i>What can we learn from reflecting on Sikh, Christian and Muslim wisdom?</i>		<i>What is so special about marriage?</i>		<i>Justice and Poverty: Can religion help to build a fair world &amp; make Poverty history?</i>	
<b>IPC Year A</b>	1&2	<b>'I'm Alive'</b>	<b>'Let's celebrate'</b>	<b>'What's it made of? (&amp; Time travellers)</b>	<b>'Earth- our home'</b>	<b>'Green Fingers'</b>	<b>'From A to B'</b>
	3&4	<b>'Footprints from the Past'</b>	<b>'Active Planet'</b>	<b>'Material World'</b>		<b>'Saving the World'</b>	
	5&6	<b>'Being Human'</b>	<b>'Bronze to Bio-plastic'</b>	<b>'Fascinating Forces'</b>	<b>'Space Explorers'</b>	<b>'Extreme Survivors'</b>	
<b>IPC Year B</b>	1&2	<b>'Super humans'</b>	<b>'People of the Past'</b>	<b>'All Dressed Up'</b>	<b>'Live and let live'</b>	<b>'Flowers and insects'</b>	
	3&4	<b>'How Humans Work'</b>	<b>'Chocolate'</b>	<b>'Living Together'</b>	<b>Turn it Up!</b>	<b>'Time and place, earth and space'</b>	
	5&6	<b>'Existing, Endangered, Extinct'</b>	<b>'Out of Africa'</b>	<b>'Fairground'</b>		<b>The Great , the Bold and the Brave'- (Greece)</b>	
<b>PSHE</b>	<b>1&amp;2</b>	Phys health & well being Intro then maintain Y1 Fire Service	Staying safe – Intro then maintain. Anti-bullying focus	E Safety (although is on going)	Y2 Police Service	Money management: Intro then maintain	Road Safety
	<b>3&amp;4</b>	First Aid and Ambulance Service	Mental Health & Wellbeing : Introduce then maintain Anti-bullying focus	E Safety (although is on going) Substance Abuse (then maintain)		Sex & relationships	
	<b>5&amp;5</b>	Y5 Fire Service Sex & Relationship Ed (Sch Nurse)	Anti-bullying focus Y6 Warning Zone visit	E Safety (although is ongoing)	Y6 Police Service		Mini Enterprise



# Whole School Curriculum Map

2015-16 to 2016-17 ( 2 Year Rolling Programme)

IPC Units with specific National Curriculum key content (artists & techniques):Subjects:

**ART & DESIGN DESIGN TECHNOLOGY Food Technology MUSIC** The curriculum for these subjects is cyclical and repeats skills and application

throughout the year. This can be found at [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239018/PRIMARY\\_national\\_curriculum\\_information\\_given\\_below\\_shows\\_the\\_key\\_learning\\_focus\\_for\\_these\\_areas\\_and\\_the\\_links\\_between\\_them\\_and\\_the\\_ipc\\_topic](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239018/PRIMARY_national_curriculum_information_given_below_shows_the_key_learning_focus_for_these_areas_and_the_links_between_them_and_the_ipc_topic).

Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year A</b>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	<i>'I'm Alive'</i>	<i>'Let's celebrate'</i>	<i>'What's it made of?' (&amp; Time travellers)</i>	<i>'Earth- our home'</i>	<i>'Green Fingers'</i>	<i>'From A to B'</i>
<b>Year 1 &amp; 2</b>	Still Life: Guiseppe Arcimboldo Planning and preparing a Healthy meal Harvest Supper	Handel: Firework Music Diwali art & music Cooking for farmers' market Composing and performing music for Christmas	Comparing Music of 1940's to modern day Observation drawing of artefacts	Environmental art: Andy Goldsworthy Designing & making a nesting box for bees Cooking for parents presentations for IPC Unit	Designing & making a Watering Device Tschalkovsky 'Sleeping Beauty' Planting and growing vegetables	Moving vehicles (junk models with axel) Cooking for QE 2 Birthday Street party/Family Picnic Planting and growing vegetables
Unit	<i>'Footprints from the Past'</i>	<i>'Active Planet'</i>	<i>'Material World'</i>		<i>'Saving the World'</i>	
<b>Year 3 &amp; 4</b>	Representing Dinosaurs: Michael Skrepnick John Williams Jurassic Park Planning and preparing a Healthy meal Harvest Supper	Artist: Hokusai Mount Fuji) Cooking for farmers' market Composing music inspired by Volcanoes	How is peace represented in art? Cooking for parents presentations for IPC Unit/Lancs Bomber memorial Composing and performing music for Easter		Rousseau Tiger in Jungle paintings South American Music: Pan Pipes Cooking for QE 2 Birthday Street party/Family Picnic Planting and growing vegetables	
Unit	<i>'Being Human'</i>	<i>'Bronze to Bio-plastic'</i>	<i>'Fascinating Forces'</i>	<i>'Space Explorers'</i>	<i>'Extreme Survivors'</i>	
<b>Year 5 &amp; 6</b>	Artist: Leonardo Da Vinci What do portraits tells us about the subject (Mona Lisa)? Planning and preparing a Healthy meal Harvest Supper	Architect Renzo Piano (Shard/Pompidou etc) Cooking for farmers' market Planning, Preparing and performing Carol service	Aeronautical design: Roy Chadwick( Lancaster) Composing and performing music for Lancs Bomber memorial	Moon buggies (propelled) Holst: Planets Cooking for parents presentations for IPC Unit	Mussorgsky: Night on Bald (bare) Mountain Cooking for QE 2 Birthday Street party/Family Picnic Planting and growing vegetables Observation drawing outdoors.	
Unit	<i>'Super humans'</i>	<i>'People of the Past'</i>	<i>'All Dressed Up'</i>	<i>'Live and let live'</i>	<i>'Flowers and insects'</i>	
<b>Year 1 &amp; 2</b>	Planning and preparing a Healthy meal Harvest Supper How do we represent how we feel in art work?	Portraiture: Artist: LS Lowry Picasso Mozart: the Magic Flute Cooking for farmers' market	Weaving & Felting Designing outfits Hindu Ceremonial dress How are Hindu Gods portrayed inn art?	Scientific drawings: Artist: Beatrix Potter Designing & Making a Bird Feeder Cooking for parents presentations for IPC Unit	Drawing and painting outdoors: Artist Van Gogh San Sans: Carnival of the Animals Cooking for Family Picnic Planting and growing vegetables	
Unit	<i>'How Humans Work'</i>	<i>'Chocolate'</i>	<i>'Living Together'</i>	<i>'Turn it Up!'</i>	<i>'Time and Place, Earth and Space'</i>	
<b>Year 3 &amp; 4</b>	Representing light on water/form Hockney Planning and preparing a Healthy meal Harvest Supper	Designing a Wrapper for Chocolate bar Mayan Art Cooking for farmers' market	Working with a community artist (Lancs Bomber Memorial) Community Art Aven Camp/ Brugel the elder How is God represented in Sikhs art	Over use of colour : Fauvism Compare Ukulele to other string music: Vivaldi Four Seasons and Double bass Dragonetti Cooking for parents presentations for IPC Unit	Representing time: Salvador Dali Designing and making a Sundial Instrument performance Ukulele/African Drums Cooking for Family Picnic Planting and growing vegetables	
Unit	<i>'Existing, Endangered, Extinct'</i>	<i>'Out of Africa'</i>	<i>'Fairground'</i>		<i>The Great , the Bold and the Brave'- (Greece)</i>	
<b>Year 5 &amp; 6</b>	Tedd Baker Animal Prints design Planning and preparing a Healthy meal Harvest Supper	Islamic geometric design African Drum performance Cooking for farmers' market Planning, Preparing and performing Choir service	Moving fairground ride, with lights and sound  How is temptation represented in art?		Greek Architecture Mnesicles (The Propylaea) and Phidias architect/sculpture/artist Cooking for Family Picnic Planting and growing vegetables Theatre in Ancient Greece Choral performance	



**Whole School Curriculum Map**  
**IPC Units with specific National Curriculum content focus:**

**2015-16 to 2016-17 ( 2 Year Rolling Programme)**  
**Subject: SCIENCE**

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit name	<b>'I'm Alive'</b>	<b>'Let's celebrate'</b>	<b>'What's it made of?' (&amp; Time travellers)</b>	<b>'Earth- our home'</b>	<b>'Green Fingers'</b>	<b>'From A to B'</b>
Year 1 & 2 National Curric Content	<b>Y1 Animals inc humans</b> <ul style="list-style-type: none"> <li>Identify, name and compare living things</li> <li>Compare structure</li> <li>Identify and name parts of human body</li> </ul> <b>Y1 Seasonal change</b>		<b>Y1 Everyday materials</b> <ul style="list-style-type: none"> <li>Distinguish between object and material</li> <li>Identify &amp; name materials</li> <li>Properties</li> <li>Compare &amp; group</li> </ul> <b>Y1 Seasonal change</b>	<b>Y2 Living things &amp; their habitats</b> <ul style="list-style-type: none"> <li>Dead &amp; alive</li> <li>Habitats</li> </ul>	<b>Y1 Plants:</b> <ul style="list-style-type: none"> <li>Identify and name plants and trees</li> <li>Structure of plants</li> </ul> <b>Y1 Seasonal change</b>	
Unit name	<b>'Footprints from the Past'</b>	<b>'Active Planet'</b>	<b>'Material World'</b> <i>Hist &amp; Geog:</i> <i>(Scavengers and Settlers/ The Great, the Bold and the Brave)</i>		<b>'Saving the World'</b>	
Year 3 & 4 National Curric Content	<b>Y4 Living thing and Habitats (intro)</b> <b>Y3 Rocks:</b> <ul style="list-style-type: none"> <li>Compare, group &amp; classify rocks</li> <li>Formation of fossils</li> <li>Soils are rocks and organic matter</li> </ul> <b>Significant Scientist:</b>	<b>Y4 States of Matter</b> <ul style="list-style-type: none"> <li>Compare and group solids/liquids/gasses</li> <li>Observe materials change state...</li> <li>Evaporation and condensation in the water cycle</li> </ul> <b>Significant Scientist:</b>	<b>Y3 Forces and Magnets</b> <ul style="list-style-type: none"> <li>Movement on differing surfaces</li> <li>Notices forces between 2 surfaces v magnetism working at a distance</li> <li>Magnetism repel/attract</li> <li>Classify magnetic /non magnetic materials</li> <li>Magnetic poles</li> </ul>	<b>Y4 States of Matter: (revisit)</b> <b>Yr 4 Electricity:</b> <ul style="list-style-type: none"> <li>Identify common</li> <li>Complete series circuit</li> <li>Use a switch,</li> <li>Identify conductors &amp; insulators, recognise metal as a conductor.</li> </ul> <b>Significant Scientist:</b>	<b>Y3 Plants:</b> <ul style="list-style-type: none"> <li>Parts&amp; functions of a plant.</li> <li>Requirements for life</li> <li>Transportation of water in a plant</li> <li>Roles of flowers in plant life cycle</li> </ul> <b>Y4 Living thing and Habitats:</b> <ul style="list-style-type: none"> <li>Recognise living thing can be classified</li> <li>Use classification keys</li> <li>Environmental change a danger to living things</li> </ul> <b>Significant Scientist:</b>	
Unit name	<b>'Being Human'</b>	<b>'Bronze to Bio-plastic'</b>	<b>'Fascinating Forces'</b>	<b>'Space Explorers'</b>	<b>'Extreme Survivors'</b>	
Year 5 & 6 National Curric Content	<b>Yr 5 Animals,inc humans</b> Describe changes as humans develop to old age <b>Y6 Animals and Humans</b> <ul style="list-style-type: none"> <li>Human circulatory system</li> <li>Impact of diet , exercise drugs and lifestyle</li> <li>Transportation of water and nutrients in animals and humans</li> </ul> <b>Yr 6 Light: Intro)</b>  <b>Significant Scientist: Leonardo DaVinci</b>	<b>Yr 5 Properties and changes of Materials</b> <ul style="list-style-type: none"> <li>Classify on the basis of property</li> <li>Materials that dissolve to make a solution &amp; recovery of substance from a solution</li> <li>Using knowledge of state to separate materials</li> <li>Reversible changes</li> <li>Non reversible changes</li> </ul> <b>Significant Chemists: Alexander Fleming &amp; Gertrude Elion</b>	<b>Yr 5 Forces and Magnets</b> <ul style="list-style-type: none"> <li>Gravity</li> <li>Air resistance, water resistance and friction</li> <li>Levers, pulleys and gears allow a smaller force to have greater impact</li> </ul> <b>Significant Scientist: Isaac Newton</b>	<b>Yr 5 Earth and Space</b> <ul style="list-style-type: none"> <li>Earth and planets' movement in relation to the sun</li> <li>Moon relative to earth</li> <li>Sun/Moon/Earth as spheres</li> <li>Earth's rotation to explain day &amp; night and movement of sun across the sky.</li> </ul> <b>Yr 6 Light (revisit)</b> <ul style="list-style-type: none"> <li>Light appears to travel in straight lines</li> <li>Objects are seen because they give out or reflect light into the eye</li> <li>Explain how we see using light sources</li> <li>Light travels in straight lines to form shadows.</li> </ul>	<b>Y5 All Living things and habitats</b> <ul style="list-style-type: none"> <li>Difference in life cycles of mammal/an amphibians/insects/birds</li> <li>Life processes of reproduction in plants and some animals</li> </ul> <b>Y6 All Living thing sand habitats</b> <ul style="list-style-type: none"> <li>Describe classification</li> <li>Give reason for classifying plants and animals based on specific characteristics.</li> </ul> <b>Significant Scientist: Jane Goodall</b>	



IPC Units with specific National Curriculum content focus:

Subject: **SCIENCE**

Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit name	<i>'Super humans'</i>	<i>'People of the Past'</i>	<i>'All Dressed Up'</i>	<i>'Live and let live'</i>	<i>'Flowers and insects'</i>	
Year 1 & 2 Nat. Curric Content	<p><b>Y2 Animals inc humans</b></p> <ul style="list-style-type: none"> <li>Basic reproduction &amp; growth</li> <li>Needs for survival</li> </ul> <p>Exercise, food, hygiene</p> <p><b>Y1 Seasonal change</b></p>		<p><b>Y2 Uses of materials</b></p> <ul style="list-style-type: none"> <li>Identify and compare materials</li> <li>Compare how things move on diff surfaces</li> <li>How solid objects can be changed</li> </ul> <p><b>Y1 Seasonal change</b></p>	<p><b>Y2 Living things &amp; their habitats</b></p> <ul style="list-style-type: none"> <li>Identify &amp; name animals &amp; plants in diff environments</li> <li>Food chains</li> </ul>	<p><b>Y2 Plants</b></p> <ul style="list-style-type: none"> <li>Seeds &amp; bulbs</li> <li>What plants need</li> </ul> <p><b>Y1 Seasonal change</b></p>	
Unit name	<i>'How Humans Work'</i>	<i>'Chocolate'</i>	<i>'Living Together'</i>	<i>'Turn it Up!'</i>	<i>'Time and Place, Earth and Space'</i>	
Year 3 & 4 National Curric Content	<p><b>Yr 3 Light (Intro)</b></p> <p><b>Yr 3 Animals inc humans</b></p> <ul style="list-style-type: none"> <li>Need for right nutrition</li> <li>Skeletons and muscular structures</li> </ul> <p><b>Yr4 Animals inc humans</b></p> <ul style="list-style-type: none"> <li>Digestive system</li> <li>Types of teeth &amp; function</li> <li>Food chains</li> </ul> <p><b>Significant Scientist:</b></p>	<ul style="list-style-type: none"> <li>Consolidation</li> <li>Yr 4 States of Matter</li> </ul>	<p>Consolidation</p> <p><b>Revisit forces</b></p>	<p><b>Yr 4 Sound</b></p> <ul style="list-style-type: none"> <li>How sounds are made</li> <li>Recognise sounds as vibrations travelling to ear</li> <li>Patterns between pitch and features of object making sound</li> <li>Patterns between volume and strength of vibration</li> <li>Recognise sounds get fainter through increased distance from source.</li> </ul> <p><b>Yr 3 Light (Intro)</b></p>	<p><b>Yr 3 Light</b></p> <ul style="list-style-type: none"> <li>Dark is absence of light</li> <li>Reflective surfaces</li> <li>Danger of the Sun</li> <li>Formation of shadows</li> <li>Pattern of change in shadow size</li> </ul> <p><b>Significant Scientist: Caroline Herschel</b></p> <p><b>Revisit Yr 4 Electricity</b></p>	
Unit name	<i>'Existing, Endangered, Extinct'</i>	<i>'Out of Africa'</i>	<i>'Fairground'</i>		<i>'The Great ,the Bold and the Brave'- (Greece)</i>	
Year 5 & 6 National Curric Content	<p><b>Y6 All Living things and habitats</b></p> <ul style="list-style-type: none"> <li>Describe classification</li> <li>Give reason for classifying plants and animals based on specific characteristics.</li> </ul> <p><b>Significant Scientist Rachel Carson</b></p>	<p><b>Yr 6 Evolution and Inheritance</b></p> <ul style="list-style-type: none"> <li>Living things have changed over time</li> <li>Living things produce offspring of same kind but are not identical</li> <li>Plants and animals a have adapted over time.</li> </ul> <p><b>Significant Scientist: Darwin</b></p>	<p><b>Yr 6 Electricity</b></p> <ul style="list-style-type: none"> <li>Associate volume and brightness with use of voltage and power</li> <li>Compare and give reasons for variation of brightness/volume of components in circuit and the position of switches</li> <li>Use of symbols.</li> <li><b>(Revisit Y5 Forces)</b></li> <li><b>Investigation workshops</b></li> </ul>			



IPC Units with specific National Curriculum content focus:

Subject: **HISTORY**

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit name	<i>'I'm Alive'</i>	<i>'Let's celebrate'</i>	<i>'What's it made of?' (&amp; Time travellers)</i>	<i>'Earth- our home'</i>	<i>'Green Fingers'</i>	<i>'From A to B,</i>
Year 1 & 2 National Curriculum Content	<ul style="list-style-type: none"> <li>Significant people from the past/ changes in living memory : In our own families</li> <li>Celebrating past events beyond living memory – Great Fire of London</li> </ul>	<ul style="list-style-type: none"> <li>Celebrating past events and changes in living memory (family occasions) and beyond living memory – Bonfire Night, Remembrance day)</li> <li>Significant People: Guy Fawkes</li> </ul>	(Lancaster Bomber 70 <sup>th</sup> anniversary event) <ul style="list-style-type: none"> <li>Historical event in own locality</li> <li>Changes in living memory: Our school</li> </ul>			<ul style="list-style-type: none"> <li>Events beyond living memory that have national significance</li> <li>Moon Landings</li> <li>Lives of significant individuals: Christopher Columbus and Neil Armstrong</li> </ul>
Unit name	<i>'Footprints from the Past'</i>	<i>'Active Planet'</i>	<i>'Material World'</i>	<i>'Scavengers and Settlers'/ The Great, the Bold and the Brave' (Romans)</i>	<i>'Saving the World'</i>	
Year 3 & 4 National Curriculum Content	<ul style="list-style-type: none"> <li>Awareness of historical investigation and use of timelines</li> </ul>	<ul style="list-style-type: none"> <li>Awareness of the historical event of Pompeii</li> </ul>	<ul style="list-style-type: none"> <li>Brief overview</li> <li>Local Study of an aspect of history or a site dating from the period beyond 1066 that is significant in the locality</li> </ul> Site of the Lancaster Bomber crash on our school grounds end of WWII changes, and historical investigation from sources. (use 'Time Detectives M2)	<ul style="list-style-type: none"> <li>Changes in Britain from the Stone Age to the Iron Age (Scavengers and settlers)</li> <li>The Roman Empire and its impact on Britain (The Great, the bold and the brave – Romans) (Focus on British history aspects to build on previous knowledge)</li> </ul>		
Unit name	<i>'Being Human'/ The Great, the Bold and the Brave'</i>	<i>'Bronze to Bio-plastic' '</i>	<i>'Fascinating Forces' '</i>	<i>'Space Explorers'</i>	<i>'Extreme Survivors'</i>	
Year 5 & 6 National Curriculum Content	Britain's settlement by Anglo-Saxons  The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.  (Not Romans or Greeks)		<ul style="list-style-type: none"> <li>Local Study of an aspect of history or a site dating from the period beyond 1066 that is significant in the locality</li> </ul> Site of the Lancaster Bomber crash on our school grounds end of WWII changes, and historical investigation from sources.(use 'Time Detectives M2)	<ul style="list-style-type: none"> <li>A study of an aspect of theme in British History that extends pupils' chronological knowledge beyond 1066</li> </ul> Monarch/leaders (Use 'They made a difference' M2)		



IPC Units with specific National Curriculum content focus:

Subject: **HISTORY**

Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit name	<i>'Super humans'</i>	<i>'People of the Past'</i>	<i>'All Dressed Up'</i>	<i>'Live and let live'</i>	<i>'Flowers and insects'</i>	
Year 1 & 2 National Curric Content	<ul style="list-style-type: none"> <li>• <b>Significant people from the past:</b> (See People of the Past Unit) Florence Nightingale &amp; Mary Seacole (Black History month Oct)</li> <li>• Edward Jenner (medicine/vaccinations)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Significant people from the past :</b> Elizabeth 1 Compare and contrast Gutenberg &amp; Alexander Graham Bell Lowry and Picasso (art link) Mozart (music link) Also: Mandela Queen Victoria</li> </ul>	<p>Comparing then and now <b>Events in living memory</b> <b>Historical events in own locality</b> (Lancs Bomber)</p> <p>Framework knitters (visit Museum) (link to manufacturing clothes)</p>	<p><b>Significant people:</b> Artist: Beatrix Potter</p>	<p><b>Significant People:</b> Charles Darwin Artist Van Gogh</p>	
Unit name	<i>'How Humans Work'</i>	<i>'Chocolate'</i>	<i>'Living Together'</i>	<i>'Turn it Up!'</i>	<i>'Time and Place, Earth and Space'</i>	
Year 3 & 4 National Curric Content		<ul style="list-style-type: none"> <li>• <b>Non European Study providing contrast with British society (in depth study)</b> The Mayans (Use History AD 900 M3)</li> </ul>	<p><b>Acknowledgement of Lancaster Bomber anniversary (Local History)</b></p>		<p><b>The achievements of the earliest civilizations:</b> Focus: Ancient Egypt (Link: worshipping Sun God Ra) (Use 'History: Temples, Tombs and Treasure ' M2)</p>	
Unit name	<i>'Existing, Endangered, Extinct'</i>	<i>'Out of Africa'</i>	<i>'Fairground'</i>		<i>'The Great ,the Bold and the Brave'- (Greeks)</i>	
Year 5 & 6 National Curric Content		<ul style="list-style-type: none"> <li>• <b>The achievements of the earliest civilizations:</b> An over view of where and when the first civilizations appeared</li> </ul>	<p><b>Acknowledgement of Lancaster Bomber anniversary (local History)</b></p>		<ul style="list-style-type: none"> <li>• <b>Ancient Greece a study of Greek life and achievements and their influence on the western world.</b></li> </ul>	



Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit name	<b><i>'I'm Alive'</i></b>	<b><i>'Let's celebrate'</i></b>	<b><i>'What's it made of?' (&amp; Time travellers)</i></b>	<b><i>'Earth- our home'</i></b>	<b><i>'Green Fingers'</i></b>	<b><i>'From A to B'</i></b>
Year 1 & 2 National Curric Content	<ul style="list-style-type: none"> <li>Locational Knowledge identifying features of the UK</li> <li>Vocabulary</li> <li>Skills: Map/Atlases Globes</li> <li>Local Observations</li> </ul>			<ul style="list-style-type: none"> <li>Locational Knowledge identifying oceans and continents</li> <li>Place Knowledge</li> <li>Contrast UK area to non-European country</li> <li>Vocabulary</li> <li>Skills Using aerial photography and local observations</li> </ul>	<ul style="list-style-type: none"> <li>Place Knowledge</li> <li>Human and Physical geography</li> <li>Weather patterns</li> <li>Vocabulary</li> <li>Skills Using aerial photography and observations of local geography</li> </ul>	<ul style="list-style-type: none"> <li>Locational Knowledge identifying oceans and continents</li> <li>Human and Physical geography</li> <li>Vocabulary</li> <li>Skills Maps &amp; Using aerial photography and observations of local geography</li> </ul>
Unit name	<b><i>'Footprints from the past'</i></b>	<b><i>'Active Planet'</i></b>	<b><i>'Material World'</i></b>	<b><i>'Scavengers and Settlers'/ The Great, the Bold and the Brave' (Romans)</i></b>	<b><i>'Saving the World'</i></b>	
Year 3 & 4 National Curric Content	<ul style="list-style-type: none"> <li>Locational Knowledge locate world's countries</li> <li>Physical &amp; Human</li> <li>Skills: Map/Atlases Globes</li> </ul>	Continued... <ul style="list-style-type: none"> <li>Locational Knowledge locate world's countries</li> <li>Physical &amp; Human</li> <li>Volcanoes &amp; Earth quakes, Water Cycle</li> <li>Skills: Map/Atlases Globes</li> </ul>		<ul style="list-style-type: none"> <li>Locational Knowledge identifying features of the UK</li> <li>Vocabulary</li> <li>Skills: Using maps</li> </ul>	<ul style="list-style-type: none"> <li>Locational Knowledge (revisit countries) Global features (north/south hemisphere etc)</li> <li>Place Knowledge</li> <li>S. American Rainforest (Comparative study)</li> <li>Human and Physical geography</li> <li>Phys: climate zones and biomes</li> <li>Human: settlement/land use, trade links, resources etc</li> <li>Skills: Map/Atlases Globes</li> </ul>	
Unit name	<b><i>'Being Human'</i></b>	<b><i>'Bronze to bio-plastic'</i></b>	<b><i>'Fascinating Forces'</i></b>	<b><i>'Space Explorers'</i></b>	<b><i>'Extreme Survivors'</i></b>	
Year 5 & 6 National Curric Content		<ul style="list-style-type: none"> <li>Location Knowledge (revisit countries)</li> <li>Global features (north/south hemisphere etc)</li> <li>Human and Physical geography</li> <li>Phys: climate zones and biomes</li> <li>Human: settlement/land use, trade links, resources etc</li> <li>Skills: Map/Atlases Globes</li> </ul>	<ul style="list-style-type: none"> <li>(link to Lancaster Bomber event)</li> <li>Locational Knowledge name and locate cities of UK, topographical features and land use patterns, change over time</li> <li>Skills: Use of compass, grid ref and OS maps,</li> <li>Fieldwork to observe inc digital tech</li> </ul>		<ul style="list-style-type: none"> <li>Locational Knowledge (revisit countries) Global features (north/south hemisphere etc)</li> <li>Human and Physical geography</li> <li>Phys: climate zones and biomes</li> <li>Skills: Map/Atlases Globes etc</li> <li>Compass to navigate the world</li> <li>Field work observations to measure human and phys geography.</li> </ul>	





Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit name	<b><i>'Super humans'</i></b>	<b><i>'People of the Past'</i></b>	<b><i>'All Dressed Up'</i></b>	<b><i>'Live and let live'</i></b>	<b><i>'Flowers and insects'</i></b>	
Year 1 & 2		<ul style="list-style-type: none"> <li>Locational Knowledge identifying features of the UK</li> <li>Vocabulary</li> <li>Skills: Using maps</li> </ul>	<ul style="list-style-type: none"> <li>Human and Physical geography</li> <li>Compare and contrast hot &amp; cold places</li> <li>Vocabulary</li> <li>Skills: Maps/Atlases &amp; globes, using directional language of a compass</li> </ul>	<ul style="list-style-type: none"> <li>Human and Physical geography</li> <li>Equator and the polar regions</li> <li>Vocabulary</li> <li>Skills: Maps/Atlases &amp; globes</li> </ul>	<ul style="list-style-type: none"> <li>Locational Knowledge identifying oceans and continents</li> <li>Place Knowledge</li> <li>Vocabulary</li> <li>Skills Using compasses, aerial photography and local observations</li> </ul>	
Unit name	<b><i>'How Humans Work'</i></b>	<b><i>'Chocolate'</i></b>	<b><i>'Living Together'</i></b>	<b><i>'Turn it up'</i></b>	<b><i>'Time and Place, Earth and Space'</i></b>	
Year 3 & 4		<ul style="list-style-type: none"> <li>Locational Knowledge (revisit countries and esp of S.America)</li> <li>Global features hemisphere etc)</li> <li>Human and Physical geography</li> <li>Human: settlement/land use and trade</li> <li>Phys: climate/biomes/veg/rivers mountains etc etc</li> <li>Skills: Map/Atlases Globes etc</li> </ul>	<ul style="list-style-type: none"> <li>(link to Lancaster Bomber event)</li> <li>Locational Knowledge</li> <li>Name and locate cities of UK, topographical features etc.</li> <li>Human and Physical knowledge:</li> <li>Human: settlement and land use</li> <li>Skills: Use of compass, grid ref and OS maps,</li> <li>Field work observations</li> </ul>		<ul style="list-style-type: none"> <li>Locational Knowledge</li> <li>Global knowledge: latitude/longitude/hemisphere, arctic circle</li> <li>Time zones in particular</li> <li>Human and Physical Geography: human: settlement and land use and activity</li> <li>Skills: Field work observations</li> </ul>	
Unit name	<b><i>'Existing , Endangered, Extinct'</i></b>	<b><i>'Out of Africa'</i></b>	<b><i>'Fairground' '</i></b>		<b><i>'The Great ,the Bold and the Brave'- (Greece)</i></b>	
Year 5 & 6		<ul style="list-style-type: none"> <li>Locational Knowledge</li> <li>Countries and global knowledge:</li> <li>Phys: climate zones, biomes etc</li> <li>Skills: Use of maps and globes, atlases etc</li> </ul>			<ul style="list-style-type: none"> <li>Locational Knowledge (revisit countries)</li> <li>Global features (north/south hemisphere etc)</li> <li>Place Knowledge</li> <li>Greece (Comparative study)</li> <li>Human and Physical Geography: Physical: Climate zones</li> <li>Human: settlement and land use and activity</li> <li>Skills: Map/Atlases Globes etc</li> </ul>	



Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Unit name	<b>'I'm Alive'</b>	<b>'Let's celebrate'</b>	<b>'What's it made of?'</b>	<b>'Earth- our home'</b>	<b>'Green Fingers'</b>		
Year 1 & 2 Nat Curric Content	<b>Algorithms</b> Predict, estimate and create a set of instructions to control a floor robot to move between two or more fixed points involving distance and turn.	<b>Hardware &amp; Processing</b> Recreate sounds of a fireworks display and record the sounds on an EasiSpeak or Sound button on Fronter.	<b>Data &amp; Data Representation</b> Use a graphing package and a simple database to collect, organise and classify data, asking and answering questions.	<b>Information Technology</b> Make an electronic class book about e.g different toys.	<b>Programming &amp; Development</b> Beebot or Daisy the Dinosaur App Create a sequence of instructions to meet one of the challenges. Debug (alter) until correct.	<b>Communication &amp; Networks</b> FauxPaw video from <a href="http://iKeepSafe.org">iKeepSafe.org</a> CEOP Thinkuknow resources, based on Hector's World <a href="http://www.thinkuknow.co.uk/5_7/">www.thinkuknow.co.uk/5_7/</a> (lessons 1 – 5) School email system or Fronter SMART Rule – Only send and read MESSAGES with people you know. SMART Rule- Keep passwords and other personal information SAFE	
Unit name	<b>'Footprints from the Past'</b>	<b>'Active Planet'</b>	<b>'Material World'</b>		<b>'Saving the World'</b>		
Year 3 & 4 National Curric Content	<b>Algorithms</b> Create an animation with changing slides and a sprite that moves. Use speech bubbles to add information  Scratch activity cards and tutorials at <a href="http://scratch.mit.edu/help/">http://scratch.mit.edu/help/</a>	<b>Information Technology</b> Combine text, graphics and possibly other features to create both printed documents and multimedia presentations e.g. make a poster for a poem with text, images, relevant colours etc.	<b>Data &amp; Data Representation</b> Research information and enter data into a database. Use it to ask and answer straightforward questions and produce bar charts.		<b>Programming &amp; Development</b> Instruct turtle to create pictures using simple shapes Use 2Go or online turtle program such as <a href="http://www.mathplayground.com/mathpogramming.html">http://www.mathplayground.com/mathpogramming.html</a>	<b>Communication &amp; Networks</b> Share work and work collaboratively through a shared online space ESAFETY	<b>Hardware &amp; Processing</b> Take a picture through the class windows and edit pictures to show changes. Keep photos as separate pictures and the play together using Photostory or Windows Movie Maker. - More able could add music and voice over to explain the changes
Unit name	<b>'Being Human'</b>	<b>'Bronze to Bio-plastic'</b>	<b>'Fascinating Forces'</b>		<b>'Space Explorers'</b>	<b>'Extreme Survivors'</b>	
Year 5 & 6 National Curric Content	<b>Communication &amp; Networks</b> Use advanced search functions in Google, e.g. quotations. Understand websites such as Wikipedia are made by users (link to E-Safety) Use strategies to check the reliability of information, e.g. cross checking with books. Use their knowledge of domain names to aid their judgment of the validity of websites. <b>ESAFETY</b>	<b>Information Technology</b> Plan a presentation, combine from a range of sources, organise and refine to suit purpose and audience e.g. create a presentation about a focus location- Create an interactive map by linking spots with hyperlinks to information pages.	<b>Data &amp; Data Representation</b> Design and use a spreadsheet to solve a problem by changing variables. Answer 'what if questions' Create spreadsheet for business plan using formulas	<b>Information Technology</b> Create a game linked to topic e.g. get a pharaoh to the pyramids without be attacked by the mummies. <a href="http://csamarktnng.vo.msecnd.net/kodu/pdf/kodu_curriculum_keyboard_mouse.pdf">http://csamarktnng.vo.msecnd.net/kodu/pdf/kodu_curriculum_keyboard_mouse.pdf</a> or type in <a href="http://tinyurl.com/q65qt00">http://tinyurl.com/q65qt00</a> (topic link)	<b>Programming &amp; Development</b> Create games with story sections and levels. Link to topics or retelling a story in Literacy e.g. find ingredients to make an Indian recipe or guide a story character through different problems in a story. <a href="http://scratch.mit.edu/help/">http://scratch.mit.edu/help/</a> or <a href="http://www.simonhaughton.co.uk/scratch-programming/">http://www.simonhaughton.co.uk/scratch-programming/</a>		<b>Hardware &amp; Processing</b> Create radio programme or sonic postcard by combining sounds e.g. create music to go with a song that they've written and record it being performed using Audacity



Specific ICT and Computing - Focus (NC) with links to IPC Units

Subject: **ICT**

Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit name	<i>'Super humans'</i>	<i>'People of the Past'</i>	<i>'All Dressed Up'</i>	<i>'Live and let live'</i>	<i>'Flowers and insects'</i>	
Year 1 & 2 National Curriculum Content	<b>Hardware &amp; Processing</b> Take pictures of different exercises and edit and add labels to suggest how they will help. <b>or</b> Take a series of photographs to create an animation or slideshow to illustrate a concept.	<b>Information Technology</b> Combine text, images and possibly other features to create either a printable document or a simple multimedia presentation. Ensure all choices suit the purpose.	<b>Communication &amp; Networks</b> Share and comment on work online, developing understanding about appropriate behaviour and internet safety Work with another class to create a shared text through email/forums.	<b>Algorithms</b> Predict, estimate and create a set of instructions to control a floor robot to move between two or more fixed points involving distance and turn.	<b>Data &amp; Data Representation</b> Use a graphing package and a simple database to collect, organise and classify data, asking and answering questions.	<b>Programming &amp; Development</b> Create a set of online instructions to meet a challenge e.g. a shape or right angle.
Unit name	<i>'How Humans Work'</i>	<i>'Chocolate'</i>	<i>'Living Together'</i>	<i>'Turn it Up!'</i>	<i>'Time and Place, Earth and Space'</i>	
Year 3 & 4 National Curriculum Content	<b>Algorithms</b> Create a simple game where if a conditional statement is met then they start again or lose e.g. don't touch the edge of a maze. Ideas can be found at <a href="http://scratch.mit.edu/help/">http://scratch.mit.edu/help/</a> or <a href="http://www.simonhaughton.co.uk/scratch-programming/">http://www.simonhaughton.co.uk/scratch-programming/</a>	<b>Hardware &amp; Processing</b> Know and can use a range of input and output devices e.g. mouse, keyboard, printers. Act out how information s sent to and from these devices.	<b>Communication &amp; Networks</b> Use at least two online communication methods (eg online discussion, surveys, quizzes, blogs, wikis, shared online folders, web quests) through the Learning Platform in topic work <b>ESAFETY</b>	<b>Programming &amp; Development</b> Create a world to settle in. What resources would be needed e.g. rivers, mountains, trees. Create the world and navigate a sprite around it. Use Kodu guidance on <a href="http://csamarktng.vo.msecnd.net/kodu/pdf/kodu_curriculum_keyboard_mouse.pdf">http://csamarktng.vo.msecnd.net/kodu/pdf/kodu_curriculum_keyboard_mouse.pdf</a> or type in <a href="http://tinyurl.com/q65qtoo">http://tinyurl.com/q65qtoo</a>	<b>Data &amp; Data Representation</b> Collect, find, organise and interpret information using graphing and a branching database e.g. Create a database to solve sorting problems in Science e.g. sort what material a mystery sample is.	<b>Information Technology</b> Plan, design and create and improve their own multimedia presentation showing awareness of audience. E.g. Create a PhotoStory presentation that addresses Bullying and strategies to deal with it.
Unit name	<i>'Existing, Endangered, Extinct'</i>	<i>'Out of Africa'</i>	<i>'Fairground'</i>		<i>'The Great ,the Bold and the Brave'- (Greeks)</i>	
Year 5 & 6 National Curriculum Content	<b>Data &amp; Data Representation</b> Solve a problem by planning and carrying out data collection, by organising and analysing data using a database, and by drawing conclusions and presenting findings to a specific audience	<b>Communication &amp; Networks</b> Regularly update a blog during a term. Add photos and links to related sites or other blogs. <b>ESAFETY</b>	<b>Hardware &amp; Processing</b> Know the difference between hardware and application software, and their roles within a computer system.	<b>Programming &amp; Development</b> Create a simple quiz app on any curriculum area. Instructions for creating a simple app <a href="http://www.appinventor.org/apps/hellopurrr/hellopurrr.pdf">http://www.appinventor.org/apps/hellopurrr/hellopurrr.pdf</a>	<b>Information Technology</b> Plan a presentation including appropriate software, combine from a range of sources, organise and refine to suit purpose and audience	<b>Algorithms</b> Create a simple game such as noughts and crosses or a guessing game using Navigate Python/Small Basics programming - Guide for using Small Basics <a href="http://tinyurl.com/pdd78vb">http://tinyurl.com/pdd78vb</a>

**Please note that E-safety is continuously taught throughout the year but Communication and Networks units provide particularly strong links to this. Safer Internet Day in February is also identified by the school to raise e-safety issues.**

**Hardware and Processing and Communication and Networks skills will also overlap all ICT and Computing units.**



**Whole School Curriculum Map**  
**IPC Units with specific National Curriculum content focus**

**2015-16 to 2016-17 ( 2 Year Rolling Programme)**

**Subject: MATHS**

<b>Year A</b>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1&2	<b><i>'I'm Alive'</i></b>	<b><i>'Let's celebrate'</i></b>	<b><i>'What's it made of? (&amp;Time travellers)'</i></b>	<b><i>'Earth- our home'</i></b>	<b><i>'Green Fingers'</i></b>	<b><i>'From A to B,</i></b>
<b>Maths Focus</b>	Number Sense (3wk) Additive reasoning (3wk) Geometric Reasoning (2wk)	Number Sense (2wk) Additive reasoning (2wk) Number Sense (3wk)	Multiplicative reasoning (3wk) Number Sense (3wk)	Additive reasoning (2wk) Geometric Reasoning (3wk)	Number Sense (3wk) Additive reasoning (3wk)	Multiplicative reasoning (3wk) Geometric Reasoning (2wk)
3&4	<b><i>'Footprints from the Past'</i></b>	<b><i>'Active Planet'</i></b>	<b><i>'Material World' (Scavengers and Settlers)'</i></b>		<b><i>'Saving the World'</i></b>	
<b>Maths Focus</b>	Number Sense (3wk) Additive reasoning (3wk)	Multiplicative reasoning (3wk) Geometric Reasoning (2wk) Number Sense (2wk)	Additive reasoning (3wk) Number Sense (3wk)	Multiplicative reasoning (3wk) Geometric Reasoning (2wk)	Number Sense (2wk) Additive reasoning (3wk) Number Sense (2wk)	Multiplicative reasoning (3wk) Geometric Reasoning (2wk)
5&6	<b><i>'Being Human'</i></b>	<b><i>'Bronze to Bio-plastic'</i></b>	<b><i>'Fascinating Forces' '</i></b>	<b><i>'Space Explorers'</i></b>	<b><i>'Extreme Survivors'</i></b>	
<b>Maths Focus</b>	Number Sense (3wk) Additive reasoning (3wk)	Multiplicative reasoning (3wk) Geometric Reasoning (2wk) Number Sense (2wk)	Additive reasoning (3wk) Number Sense (3wk)	Multiplicative reasoning (3wk) Geometric Reasoning (2wk)	Number Sense (2wk) Additive reasoning (3wk) Number Sense (2wk)	
<b>Year B</b>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1&2	<b><i>'Super humans'</i></b>	<b><i>'People of the Past'</i></b>	<b><i>'All Dressed Up'</i></b>	<b><i>'Live and let live'</i></b>	<b><i>'Flowers and insects'</i></b>	
<b>Maths Focus</b>	Number Sense (3wk) Additive reasoning (3wk) Geometric Reasoning (2wk)	Number Sense (2wk) Additive reasoning (2wk) Number Sense (3wk)	Multiplicative reasoning (3wk) Number Sense (3wk)	Additive reasoning (2wk) Geometric Reasoning (3wk)	Number Sense (3wk) Additive reasoning (3wk)	Multiplicative reasoning (3wk) Geometric Reasoning (2wk)
3&4	<b><i>'How Humans Work'</i></b>	<b><i>'Chocolate'</i></b>	<b><i>'Living Together'</i></b>	<b><i>'Turn it Up!'</i></b>	<b><i>'Time and Place, Earth and Space'</i></b>	
<b>Maths Focus</b>	Number Sense (3wk) Additive reasoning (3wk)	Multiplicative reasoning (3wk) Geometric Reasoning (2wk) Number Sense (2wk)	Additive reasoning (3wk) Number Sense (3wk)	Multiplicative reasoning (3wk) Geometric Reasoning (2wk)	Number Sense (2wk) Additive reasoning (3wk) Number Sense (2wk)	Multiplicative reasoning (3wk) Geometric Reasoning (2wk)
5&6	<b><i>'Existing, Endangered, Extinct'</i></b>	<b><i>'Out of Africa'</i></b>	<b><i>'Fairground'</i></b>		<b><i>'The Great the Brave and the Bold (Greece)'</i></b>	
<b>Maths Focus</b>	Number Sense (3wk) Additive reasoning (3wk)	Multiplicative reasoning (3wk) Geometric Reasoning (2wk) Number Sense (2wk)	Additive reasoning (3wk) Number Sense (3wk)	Multiplicative reasoning (3wk) Geometric Reasoning (2wk)	Number Sense (2wk) Additive reasoning (3wk) Number Sense (2wk)	Multiplicative reasoning (3wk) Geometric Reasoning (2wk)



**Whole School Curriculum Map**  
**Specific Genre Focus (NC) with links to IPC Units**

**2015-16 to 2016-17 ( 2 Year Rolling Programme)**

**Subject: LITERACY**

<b>Year A</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b><i>'I'm Alive'</i></b>	<b><i>'Let's celebrate'</i></b>	<b><i>'What's it made of? (&amp;Time travellers)</i></b>	<b><i>'Earth- our home'</i></b>	<b><i>'Green Fingers'</i></b>	<b><i>'From A to B,</i></b>
<i>Year 1</i>	<i>3A – Poems about senses 5A – Fairy stories 1A – Labels, lists and signs</i>	<i>1A - Songs and repeating poems 3A – Stories with repeating patterns</i>	<i>4A – Humorous Poems 6A – Fantasy Stories 4A – Information texts</i>	<i>2A - Poetry Rhyme and Pattern 1A – Stories with a familiar setting 3A – Instructions</i>	<i>5A - Poems about nature 2A – Stories with a repeating pattern 6A – Information Texts</i>	<i>6A – Traditional Poems 4A – Traditional Tales 5A – Letters</i>
<i>Year 1/2</i>	<i>4A – The Senses 5A – Fairy stories 1A – Labels, lists and posters</i>	<i>1A – Songs and repeating poems 3A – Traditional Tales from different cultures 4A – Recounts</i>	<i>Year 1/2 5A – Poems by the Sea 2A – Stories - Fantasy 2A – Information texts</i>	<i>Year 1/2 2A – Animal Poems 1A – Stories with a familiar setting 6A – Information Texts: Minibeasts</i>	<i>Year ½ 3A – Playing with different language 2A – Stories with a repeating pattern 3A – Instructions</i>	<i>Year 1/2 6A – Traditional Poems (A.A. Millie 6A – Stories by the same Author 5A – Letters</i>
<i>Year 2</i>	<i>3A – The Senses 2A – Traditional Tales 2A – Information texts – Animals</i>	<i>1A – Songs and repeating poems 3A – Traditional tales from a variety of cultures 4A - Recounts</i>	<i>2A – Poetry – Traditional poems 5A – Quest and Adventure stories 5A – Information Texts</i>	<i>6A – Really Looking! – Bird poems 1A – Stories with a familiar setting 6A- Recounts</i>	<i>5A – Favourite Poems 4A – Stories involving fantasy 3A – Instructions</i>	<i>4A – Humorous Poems 6A – Stories by the same author – Anthony Browne 1A – Postcards and letters</i>
	<b><i>'Footprints from the Past'</i></b>	<b><i>'Active Planet'</i></b>	<b><i>'Material World'</i></b>		<b><i>'Saving the World'</i></b>	
<i>Year 3/4</i>	<i>5A – Traditional Poems 3A – Myths and Legends 3A - Recounts</i>	<i>2A – Creating an image - poetry 4A – Stories from imaginary worlds 2A – Information Texts</i>	<i>1A – Stories by the same author 4A – Non chronological Reports</i>	<i>2A – Stories from other cultures 1A – Instruction and explanation texts</i>	<i>2A – Humorous Poems 6A – Non – Chronological Reports 5A – Adventure Stories</i>	<i>4A – Poetic style 5A – Persuasive writing 6A – Plays and Dialogues</i>
	<b><i>'Being Human'</i></b>	<b><i>'Bronze to Bio-plastic'</i></b>	<b><i>'Fascinating Forces' '</i></b>	<b><i>'Space Explorers'</i></b>	<b><i>'Extreme Survivors'</i></b>	
<i>Year 5/6</i>	<i>3A – Classic Poetry and Oral poetry 1A – Classic Fiction 5A – Persuasive writing</i>	<i>3A – Genre - Fiction 3A – Argument and Debate</i>	<i>6A – Genre Fiction – Science fiction 2A – Instruction and Information texts</i>	<i>5A – Debate Poetry and poetry that tells a story 4A – Reports and Journalism</i>	<i>6A – Classic Poetry 2A -Bibliographies and Autobiographies 6A – Non – Chronological Reports</i>	<i>6A – Power of Imagery 4A – Drama - Shakespeare</i>



Specific Genre Focus (NC) with links to IPC Units

Subject: **LITERACY**

Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>'Super humans'</b>	<b>'People of the Past'</b>	<b>'All Dressed Up'</b>	<b>'Live and let live'</b>	<b>'Flowers and insects'</b>	
<i>Year 1</i>	<i>3A – Poems about senses 6A – Fantasy Stories 1A – Labels, lists and signs</i>	<i>1A - Songs and repeating poems 3A – Stories with repeating patterns</i>	<i>4A – Humorous Poems 5A – Fairy stories 4A – Information texts</i>	<i>2A - Poetry Rhyme and Pattern 1A – Stories with a familiar setting 3A – Instructions</i>	<i>5A - Poems about nature 2A – Stories with a repeating pattern 6A – Information Texts</i>	<i>6A – Traditional Poems 4A – Traditional Tales 5A – Letters</i>
<i>Year 1/2</i>	<i>4A – The Senses 2A – Stories - Fantasy 1A – Labels, lists and posters</i>	<i>1A – Songs and repeating poems 3A – Traditional Tales from different cultures 4A – Recounts</i>	<i>Year 1/2 5A – Poems by the Sea 2A – Stories - Fantasy 2A – Information texts</i>	<i>Year 1/2 2A – Animal Poems 1A – Stories with a familiar setting 6A – Information Texts: Minibeasts</i>	<i>Year ½ 3A – Playing with different language 2A – Stories with a repeating pattern 3A – Instructions</i>	<i>Year 1/2 6A – Traditional Poems (A.A. Millie 6A – Stories by the same Author 5A – Letters</i>
<i>Year 2</i>	<i>3A – The Senses 5A – Quest and Adventure stories 2A – Information texts – Animals</i>	<i>1A – Songs and repeating poems 2A – Traditional Tales 3A – Traditional tales from a variety of cultures 4A - Recounts</i>	<i>2A – Poetry – Traditional poems 5A – Information Texts</i>	<i>5A – Favourite Poems 4A – Stories involving fantasy 3A – Instructions</i>	<i>6A – Really Looking! – Bird poems 1A – Stories with a familiar setting 6A- Recounts</i>	<i>4A – Humorous Poems 6A – Stories by the same author – Anthony Browne 1A – Postcards and letters</i>
	<b>'How Humans Work'</b>	<b>'Chocolate'</b>	<b>'Living Together'</b>	<b>'Turn it Up!'</b>	<b>'Time and place, earth and space'</b>	
<i>Year 3/4</i>	<i>5A – Traditional Poems 3A – Myths and Legends 3A - Recounts</i>	<i>2A – Creating an image - poetry 4A – Stories from imaginary worlds 2A – Information Texts</i>	<i>2A – Stories from other cultures 1A – Instruction and explanation texts</i>	<i>1A – Stories by the same author 4A – Non chronological Reports</i>	<i>2A – Humorous Poems 6A – Non – Chronological Reports 5A – Adventure Stories</i>	<i>4A – Poetic style 5A – Persuasive writing 6A – Plays and Dialogues</i>
	<b>'Existing, Endangered, Extinct'</b>	<b>'Out of Africa'</b>	<b>'Fairground'</b>		<b>'The Great ,the Bold and the Brave'- (Greece)</b>	
<i>Year 5/6</i>	<i>6A – Genre Fiction – Science fiction 2A – Instruction and Information texts</i>	<i>3A – Genre - Fiction 3A – Argument and Debate</i>	<i>3A – Classic Poetry and Oral poetry 1A – Classic Fiction 5A – Persuasive writing</i>	<i>5A – Debate Poetry and poetry that tells a story 4A – Reports and Journalism</i>	<i>6A – Classic Poetry 2A -Bibliographies and Autobiographies 6A – Non – Chronological Reports</i>	<i>6A – Power of Imagery 4A – Drama - Shakespeare</i>