

Summer 1: Geography focus – Beyond Belief							
	Year 1	Year 2	Year 3	Year 3/4	Year 4/5	Year 5	Year 6
Class Book	Alice in Wonderland	The BFG <b>by Roald Dahl</b>	Harry Potter and the Philosopher's Stone <b>by J. K. Rowling</b>	Harry Potter and the Philosopher's Stone <b>by J. K. Rowling</b>	Harry Potter and the Philosopher's Stone <b>by J. K. Rowling</b>	The Lion, the Witch and the Wardrobe <b>by C.S. Lewis</b>	The Lion, the Witch and the Wardrobe <b>by C.S. Lewis</b>
Geography	<b>Super South Africa</b> Name and locate the world's seven continents and five oceans Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features	<b>Super South Africa</b> Name and locate the world's seven continents and five oceans Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features	<b>Marvellous Mountains and Raging Rivers</b> Name and locate, geographical regions and their identifying human and physical characteristics, key topographical features Describe and understand key aspects of physical geography including mountains and rivers Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features	<b>Marvellous Mountains and Raging Rivers</b> Name and locate, geographical regions and their identifying human and physical characteristics, key topographical features Describe and understand key aspects of physical geography including mountains and rivers Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features	<b>Marvellous Mountains and Raging Rivers</b> Name and locate, geographical regions and their identifying human and physical characteristics, key topographical features Describe and understand key aspects of physical geography including mountains and rivers Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features	<b>How is our land used?</b> Name and locate, geographical regions and their identifying human and physical characteristics, key topographical features Describe and understand key aspects of physical geography including mountains and rivers Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	<b>How is our land used?</b> Name and locate, geographical regions and their identifying human and physical characteristics, key topographical features Describe and understand key aspects of physical geography including mountains and rivers Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Science	<b>Introduction to Plants:</b> Venturing outside, children identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. They use magnifying glasses to observe and name plant parts and sort leaves into groups based on appearance. Pupils investigate if beans	<b>Plant Growth</b>	<b>Plant reproduction</b> Explaining how plants reproduce in the context of the life cycle of a flowering plant, gathering data on plant growth and investigating the structure and function of the parts of a flowering plant.	<b>Year 3: Plant reproduction</b> <i>Explaining how plants reproduce in the context of the life cycle of a flowering plant, gathering data on plant growth and investigating the structure and function of the parts of a flowering plant.</i>	<b>Year 4: Animals: Classification and changing habitats</b> <i>Children explore different ways living things can be grouped and make classification keys. They study ways that habitats may change over time and understand that humans can have both positive and</i>	<b>Year 5: Forces and Space: Balanced and Unbalanced Forces</b> <i>Building on their knowledge of contact and non-contact forces, children explore gravity, friction, air resistance and water resistance in more depth and consider the effect of these forces being imbalanced. They plan investigations to</i>	<b>Animals: Circulation and Health</b> Studying the human circulatory system, children learn about the role of the heart, blood and blood vessels and use models to demonstrate their function. They explore how lifestyle choices affect our health and use secondary sources to advise patients. Pupils devise

	need water for growth and identify edible plant parts.			<b>Year 4: Animals: Classification and changing habitats</b> Children explore different ways living things can be grouped and make classification keys. They study ways that habitats may change over time and understand that humans can have both positive and negative effects on their surroundings.	<i>negative effects on their surroundings.</i>  <b>Year 5: Forces and Space: Balanced and Unbalanced Forces</b> Building on their knowledge of contact and non-contact forces, children explore gravity, friction, air resistance and water resistance in more depth and consider the effect of these forces being imbalanced. They plan investigations to further their understanding of the effects of these forces. Pupils test their ideas using models and compete to build the most effective pulley system.	<i>further their understanding of the effects of these forces. Pupils test their ideas using models and compete to build the most effective pulley system.</i>	their own investigation to look at the relationship between exercise and heart rate, applying their knowledge of variables and then analysing secondary data to understand fitness better.
Art	Map It Out	Map it out	Fabric of Nature	Fabric of Nature	Fabric of Nature	Photo Opportunity	Photo Opportunity
Music	On this Island: British Songs and Sounds	On this Island: British Songs and Sounds	Samba and Carnival Sounds and Instruments	Samba and Carnival Sounds and Instruments	Samba and Carnival Sounds and Instruments	South and West Africa	South and West Africa
Comp	Programming 2: Beebots	Programming 2: Beebots	Creating Media: Video Trailers	Creating Media: Video Trailers	Creating Media: Video Trailers	Programming Music: Scratch	Programming Music: Scratch
PSHE	Jigsaw Relationships	Jigsaw Relationships	Jigsaw Relationships	Jigsaw Relationships	Jigsaw Relationships	Jigsaw Relationships	Jigsaw Relationships (Y6)
PE	Strike, field, catch Net/wall (hand-based)	Strike, field, catch Net/wall (hand-based)	Tennis Cricket	Tennis Cricket	Tennis Cricket	Tennis Cricket	Tennis Cricket

RE	<b>Religion:</b> Judaism <b>Enquiry:</b> Is Shabbat important to Jewish children? <b>Doncaster syllabus strand:</b> Expressing	<b>Religion:</b> Judaism <b>Enquiry:</b> Is Shabbat important to Jewish children? <b>Doncaster syllabus strand:</b> Expressing	<b>Religion:</b> Judaism <b>Enquiry:</b> How does celebrating Shavuot help Jewish children feel closer to God? <b>Doncaster syllabus strand:</b> Living	<b>Religion:</b> Judaism <b>Enquiry:</b> How does celebrating Shavuot help Jewish children feel closer to God? <b>Doncaster syllabus strand:</b> Living	<b>Religion:</b> Judaism <b>Enquiry:</b> How does celebrating Shavuot help Jewish children feel closer to God? <b>Doncaster syllabus strand:</b> Living	<b>Religion:</b> Judaism <b>Enquiry:</b> What is the best way for a Jew to show commitment to God? <b>Doncaster syllabus strand:</b> Living	<b>Religion:</b> Judaism <b>Enquiry:</b> What is the best way for a Jew to show commitment to God? <b>Doncaster syllabus strand:</b> Living
Spanish			Language Angels: Seasons	Language Angels: Seasons	Language Angels: Seasons	Language Angels: At the Cafe	Language Angels: At the Cafe