

English						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year Group						
Reception	<p>Daisy's Dragons (2 weeks) Writing outcomes: -lists -story maps - labels</p> <p>A Perfect Fit (2 weeks) Writing outcomes: -labels -captions</p> <p>Elmer (2 weeks) Writing outcomes: -name writing -story maps - retelling</p>	<p>Room On The Broom (2 weeks) Writing outcomes: - instructions (magic spells) - rhyming words - letters</p> <p>Kippers Birthday (2 week) Writing outcomes: - invites - lists - cards</p> <p>The Christmas Story (2 weeks) Writing outcomes: - retelling - story mapping - performance - letters</p>	<p>A New Home For A Pirate (2 weeks) Writing outcomes: - story mapping - drawing and labelling - lists</p> <p>Pirates Love Underpants (2 weeks) Writing outcomes: - story mapping - letters - treasure maps</p> <p>Someone Swallowed Stanley Writing outcomes: - posters - letters - short sentences - riddles</p>	<p>The Greedy Goat (2 weeks) Writing outcomes: - story mapping - innovation</p> <p>Habitats The Bog Baby (2 weeks) Writing outcomes: - instructions</p> <p>The Gruffalo (2 weeks) Writing outcomes: - character descriptions - story mapping</p>	<p>The Three Billy Goats Gruff (2.5 weeks) Writing outcomes: - story sequencing - repeated phrases - story mapping - innovation - letters</p> <p>Little Red Riding Hood (2.5 weeks) Writing outcomes: - story sequencing - retelling - story mapping - posters</p> <p>Mr Wolf's Pancakes (2 weeks) Writing outcomes: - instructions - lists - recount of co-op walk</p>	<p>Non-fiction sources (books, video clips) (2 weeks) Writing outcomes: - fact files - information posters</p> <p>The way back home (2 weeks) Writing outcomes: - retelling - story mapping - postcards / letters - recounts</p> <p>Emma Janes Aeroplane (2 weeks) Writing outcomes: - story writing</p> <p>Transition work/story (1 week) Writing outcomes: - letters - diaries</p>

<p>Year 1</p>	<p>Transition Week Unit (1 week) Text: <i>The Colour Monster goes to School</i> by Anna Llenas</p> <p>Writing Outcomes: -simple sentence to describe the first week</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Finger spaces • Segmenting and blending to spell <p>Fiction: Journey story (3 weeks) Text: <i>The Shopping Basket</i> by J Burningham</p> <p>Writing Outcome: - Shopping lists - Food labels - Captions</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Finger spaces • Segmenting and blending to spell <p>Non-Fiction: Recounts (2 weeks) Text: <i>Spooky Rumpus</i> by Tony Mitton</p> <p>Writing Outcomes: -Recount of spooky disco</p>	<p>Fiction: Traditional Tales (4 weeks) Text: <i>Cinderella</i></p> <p>Writing Outcomes: - Imitate story - Letter: to say why Cinderella should go to the ball</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Conjunctions • Adjectives <p>Poetry: Senses poetry (2 weeks) Text: <i>The Snowflake Mistake</i> by L.Treleven</p> <p>Writing Outcomes: -Write and perform an acrostic poem using senses</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Adjectives <p>Christmas Week (1 week) Text: <i>A message for Santa</i></p> <p>Writing Outcomes: Letters</p> <p>EGPS focuses:</p>	<p>Fiction: Problem and resolution story (3 weeks) Text: <i>Lost and Found</i> by Oliver Jeffers</p> <p>Writing Outcome: -Story writing: imitation</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Conjunctions (and, but) <p>Fiction: Action story (4 weeks) Text: <i>Traction Man</i> by Mini Grey</p> <p>Writing Outcomes: - Character description of a super hero to join Traction Man’s team. Perform as an ‘audition’. - Story writing with innovation of characters (use character descriptions already written)</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Adjectives • Conjunctions (review all) 	<p>Fiction: Traditional Tales (4 weeks) Texts: <i>Jack & the Beanstalk</i> (main text), <i>Jim & the Beanstalk</i> (example of innovation)</p> <p>Writing Outcome: - Story writing: innovate alternative ending - Letter: from the giant with ways to help him</p> <p>EGPS focus:</p> <ul style="list-style-type: none"> • Suffixes (ed, ing, er ...linked to text, climbed, shouted, running, faster, growing, taller, stomping etc) • Question marks and exclamation marks <p>Non-Fiction: Instructions (2 week) Text: <i>Jim & the Beanstalk</i> by Raymond Briggs</p> <p>Writing Outcome: -Write instructions of how to plant a seed</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Imperative verbs • Nouns and plural noun suffixes (es, s) 	<p>Fiction: Fantasy settings (3 weeks) Text: <i>Am I Yours?</i> by Alex Latimer</p> <p>Writing Outcome: -Newspaper report about the cracked dinosaur egg. Perform as reporters.</p> <p>EGPS focus:</p> <ul style="list-style-type: none"> • Prefix un (linked to topic...unbreakable, unfortunately, unhappy etc) <p>Fiction: Rhyming fiction (3 weeks) Text: <i>Superworm</i> by Julia Donaldson</p> <p>Writing Outcomes: - Character description of Wizard Lizard - Innovation</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Prefix un (linked to topic...unkind, unfortunately, unhappy, unbelievable, untidy, untie etc) • Adjectives • Time connectives 	<p>Fiction: Adventure story (3 weeks) Texts: <i>The Pirates Next Door</i> by Jonny Duddle</p> <p>Writing Outcome: - Write class pirate adventure story</p> <p>EGPS focus:</p> <ul style="list-style-type: none"> • Simple past and present tense <p>Non-Fiction: Fact files: pirates and explorers (3 weeks) Texts: <i>The Pirates Next Door</i> by Jonny Duddle</p> <p>Writing Outcome: - Fact files linked to pirate and explorers themes</p> <p>Themed week: Health and wellbeing week (1 week)</p> <p>Writing Outcome: Write a review of your healthy smoothie. Perform as a short video clip.</p> <p>EGPS focus:</p>
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	<p>EGPS focuses:</p> <ul style="list-style-type: none">• Capital letters at the start of sentences• Full stops• Capital letter for pronoun I	<ul style="list-style-type: none">• Capital letters at the start of sentences• Full stops• Capital letter for pronoun• Question marks and exclamation marks				<ul style="list-style-type: none">• Simple past and present tense
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<p>Year 2</p>	<p>Transition Week Unit: (1 week) Text: <i>The Mega Magic Teacher Swap</i> by Rochelle Humes</p> <p>Writing Outcomes: -simple sentence to describe the first week</p> <p>Fiction: Action story (2 weeks) Text: <i>Supertato</i> by Sue Hendra</p> <p>Writing Outcome: -Story writing: imitate then innovate characters</p> <p>EGPS Focuses:</p> <ul style="list-style-type: none"> • Capital letters, full stops, finger spaces • Expanded noun phrases • Exclamation marks <p>Fiction: Traditional Tales (2 weeks) Text: <i>The Enormous Turnip</i></p> <p>Writing Outcome: -Write a story opener</p> <p>EGPS Focuses:</p> <ul style="list-style-type: none"> • Capital letters, full stops, finger spaces 	<p>Poetry: Senses (1 week) Text: <i>Sparks in the Sky</i> eBook (Twinkl)</p> <p>Writing outcomes: -Firework senses poem (based on I can see, I can smell, I can hear etc.)</p> <p>EGPS Focuses:</p> <ul style="list-style-type: none"> • Exclamations • Expanded noun phrases • Adjectives <p>Unit 2 - Fiction: Historical fiction (3 weeks) Text: <i>The Conqueror</i> by David McKee</p> <p>Writing Outcomes: - Character description - Setting description</p> <p>EGPS Focuses:</p> <ul style="list-style-type: none"> • Suffixes that can be added to verbs (adding ed, ing or er) • Use of suffix 'er' and 'est' in adjectives. <p>Non-Fiction: Information texts</p>	<p>Fiction: Stories from different cultures (3 weeks) Text: <i>Handa's Surprise</i> by Eileen Browne</p> <p>Writing Outcome: -Write a setting description.</p> <p>EGPS Focuses:</p> <ul style="list-style-type: none"> • Subordination (using when, if, that, because) and <p>Poetry: Rhyming (3 weeks) Text: <i>Monkey Puzzle</i> by Julia Donaldson</p> <p>Writing Outcome: -Write and perform a series of rhyming couplets to tell part of a story.</p> <p>EGPS Focuses:</p> <ul style="list-style-type: none"> • Verbs – progressive in the past and present <p>Non-Fiction: Chinese New Year (1 week) Text: Example letters, non-fiction text Chinese New Year</p>	<p>Fiction: Modern classic fiction (3 weeks) Text: <i>The Lighthouse Keepers Lunch</i> by Ronda and David Armitage</p> <p>Writing outcome: - Imitate the story - Innovate the story</p> <p>EGPS Focuses:</p> <ul style="list-style-type: none"> • Commas in a list • Expanded noun phrases • Apostrophes for possession <p>Fiction: Stories from the same author (3 weeks) Text: <i>Katie Morag seaside stories</i> by Mairi Hedderwick</p> <p>Writing Outcomes: - Innovate the problem in the story - Invent class seaside story</p> <p>EGPS Focuses:</p> <ul style="list-style-type: none"> • Past and present tense • Apostrophes for omission 	<p>Fiction: Story with a moral (1/2 weeks) Text: <i>Clean Up!</i> by Nathan Bryon</p> <p>Writing Outcome: -Question and answer focus</p> <p>EGPS Focuses:</p> <ul style="list-style-type: none"> • Prefix un linked to text (unkind, unwilling, unfortunately, untidy, unhappy) • Commas in a list • Co-ordination (using or, and, but) • Exclamation and question marks <p>SAT's preparation (2 weeks) - TBC</p> <p>Non-Fiction: Explanation texts (2 weeks) Text: How to grow a seed (WAGOLL text provided by English team)</p> <p>Writing Outcome: -Explanation: How a seed grows (life cycle)</p> <p>EGPS Focuses:</p> <ul style="list-style-type: none"> • Using a and an accurately 	<p>Fiction: Stories from familiar settings (2 weeks) Text: <i>Alfie Goes Camping</i> by Shirley Hughes</p> <p>Writing Outcome: -Invent class camping story</p> <p>EGPS Focuses:</p> <ul style="list-style-type: none"> • Suffixes that can be added to verbs (adding ed, ing or er) • Expanded noun phrases • Inverted commas for speech <p>Poetry Humorous poetry (1 week) Text: Silly seaside riddles/descriptive poetry</p> <p>Writing Outcome: -Write and perform own riddles/descriptive poetry</p> <p>EGPS Focuses:</p> <ul style="list-style-type: none"> • Commas in a list Co-ordination (and, but) <p>Non-Fiction:</p>
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	<ul style="list-style-type: none"> Using capital letters for names and the personal pronoun. <p>Non-Fiction: Instructions (1 week) Text: <i>A range of simple recipes and instructions</i> (WAGOLL text provided by English team)</p> <p>Writing outcome: -Write instructions for how to brush your teeth</p> <p>EGPS Focuses:</p> <ul style="list-style-type: none"> Imperative verbs Commands Plural noun suffixes (es, s) Accurate use of a and an Commas in a list 	<p>(2 weeks) Texts: <i>A range of newspaper reports – First News and Twinkl</i></p> <p>Writing Outcomes: -Newspaper report (or a section of) about the Great Fire of London.</p> <p>EGPS Focuses:</p> <ul style="list-style-type: none"> Questions Statements <p>Christmas Week (1 week) Text: <i>A message for Santa</i></p> <p>Writing Outcomes: Letters</p> <p>EGPS Focuses:</p> <ul style="list-style-type: none"> Using capital letters for names and the personal pronoun Full stops, exclamation marks and question marks. 	<p>Writing Outcome: -Write a letter to another class describing Chinese New Year.</p> <p>EGPS Focuses:</p> <ul style="list-style-type: none"> Past and present tense Exclamation and question marks 		<ul style="list-style-type: none"> Commands Imperative verbs Exclamation and question marks 	<p>Non-chronological Reports (3 weeks) Text: (WAGOLL text provided by English team)</p> <p>Writing Outcome: Non-chronological report based on wildlife</p> <p>EGPS Focus:</p> <ul style="list-style-type: none"> Revision <p>Non-fiction: Recount (1 week) Text: <i>Alfie Goes Camping by Shirley Hughes</i></p> <p>Writing Outcome: Write a recount of class camping day/trip</p> <p>EGPS Focuses:</p> <ul style="list-style-type: none"> Past and present tense Suffixes that can be added to verbs (adding ed, ing or er) Use of suffix 'er' and 'est' in adjectives.
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<p>Year 3</p>	<p>Fiction: Stories with a familiar setting (3/4 weeks) Texts: <i>Stone Age Boy</i> by Satoshi Kitamura</p> <p>Writing Outcome/s: - Setting description - Character description - Innovate and write a section of the story</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Word families based on common words • Prepositions • Conjunctions <p>Non-Fiction: Instructions (3 weeks) Texts: <i>How to wash a woolly mammoth</i> by Michelle Robinson</p> <p>Writing Outcome/s: -Sets of instructions linked to themes in text.</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Determiners (a or an) • Adverbs to express time • Commas in a list • Headings and sub-headings 	<p>Poetry: Language Play (2 weeks) Texts: <i>On The Ning Nang Nong</i> by Spike Milligan <i>Firework Night</i> by Enid Blyton</p> <p>Writing Outcome/s: -Write and perform nonsense poems</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Formation of nouns using a range of prefixes <p>Fiction: Myths and Legends (4 weeks) Texts: <i>Can you catch a mermaid?</i> by Jane Ray</p> <p>Writing Outcome/s: - Non-chronological report - Description of special item in myth - Setting description - Innovate and write a section of the myth</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Irregular tense changes • Introduction to paragraphs 	<p>Poetry: Performance Poetry (1 week) Texts: <i>The Sound Collector</i> by Rodger McGough <i>Please Mrs Butler</i> by Alan Ahlberg</p> <p>Writing Outcome/s: -Write and perform a performance poem with sounds</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Suffixes to form comparison of adjectives and adverbs <p>Fiction unit: Fantasy & Imaginary Texts: <i>The Tin Forest</i> by H. Ward & W. Anderson (3/4 weeks)</p> <p>Writing Outcome/s: - Setting descriptions (comparative) - Character description - Dialogue conversation between characters (using inverted commas)</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Inverted commas to punctuate direct speech • Conjunctions, adverbs and prepositions (embedding) 	<p>Fiction: Adventure & Mystery (4 weeks) Texts: <i>The Lost Happy Endings</i> by Carol Anne Duffy</p> <p>Writing Outcome/s: - Character description - Diary entry - Innovate and write an alternative ending (with speech)</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Perfect form of verbs • Apostrophes for contractions • Inverted commas (embedding) <p>Poetry: Shape poetry and calligrams (2 weeks) Texts: <i>The Lost Happy Endings</i> by Carol Anne Duffy</p> <p>Writing Outcome/s: -Write and perform shape and calligram poetry linked to key themes in text</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Suffixes to form comparison of 	<p>Non-Fiction: Information Texts (5 weeks) Texts: <i>A World of Cities</i> by James Brown</p> <p>Writing Outcome/s: - Descriptive writing (setting/country) - Fact-file - Diary entry - Information texts linked to a country in text</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Introduction to paragraphs • Heading and sub-headings • Commas in a list (all embedding) 	<p>Fiction: Plays and Dialogue (3 weeks) Texts: <i>Matilda</i> by Roald Dahl</p> <p>Writing Outcome/s: - Scene description - Character description - A variety of playscripts based on key points of the plot.</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Inverted commas • Perfect form of verbs • Conjunctions, adverbs and prepositions (all embedding) <p>Non-Fiction: Authors and Letters (3 weeks) Text: <i>Where the Forest meets the Sea</i> by Jeannie Baker <i>Window</i> by Jeannie Baker</p> <p>Writing Outcome/s: - Formal letters (to the author) - Letters (to others to share the author's work)</p>
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		<ul style="list-style-type: none"> Headings and sub-headings (embedding) 	<p>Non-Fiction: Non-chronological reports: <i>linked to 'Why did the Romans settle in Britain?' History unit.</i> (2 weeks)</p> <p>Writing Outcome/s: -Non-chronological report linked to the Romans</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> Intro to paragraphs Commas to separate items in a list Determiners (all embedding) 	<p>adjectives and adverbs (embedding)</p>		<p>EGPS focuses: Revision of all Y3 EGPS objectives – time dedicated to identifying and teaching to gaps</p>
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<p>Year 4</p>	<p>Fiction: Stories which raise issues/dilemmas (3/4 weeks) Texts: <i>Charlotte's Web by E.B White</i></p> <p>Writing Outcome/s: - Setting description - Diary entry - Write the next chapter at key turning point of the novel - Newspaper report</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Fronted adverbials • Use of commas after fronted adverbials <p>Non-fiction: Persuasive Texts (3 weeks) Texts: <i>Charlotte's Web by E.B White</i></p> <p>Writing Outcome/s: - Persuasive letters - Persuasive debate</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Paragraphs • Appropriate choice of pronoun or noun <i>within</i> a sentence 	<p>Fiction: Stories from other cultures (3/4 weeks) Texts: <i>Grandpa Chatterji By Jamila Gavin</i></p> <p>Writing Outcome/s: - Character description - Comparative setting description - Instructions (curry) - Innovate and write a new chapter</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Standard English forms for verb inflections • Apostrophes to mark singular and plural possession <p>Non-fiction: Information Texts (3 weeks) Texts: <i>Grandpa Chatterji By Jamila Gavin</i></p> <p>Writing Outcome/s: - Information texts linked to key themes in text (e.g.; India, cultural differences, food etc)</p> <p>EGPS focuses:</p>	<p>Fiction: Stories with imaginary worlds (4 weeks) Texts: <i>MalaManda: an Eerie on Sea Mystery by Thomas Taylor</i></p> <p>Writing Outcome/s: - Setting description of children's own imaginary world - Innovate and write a new chapter</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Inverted commas and speech punctuation • Noun phrases (expanded by modifying adjectives, nouns and preposition phrases) <p>Poetry: Creating Images (2 weeks) Texts: <i>What are you? By Pie Corbett</i></p> <p>Writing Outcome/s: -Poems using similes, alliteration and other poetic devices to create imagery</p> <p>EGPS focuses:</p>	<p>Non-fiction: Recounts: newspapers and magazines (4 weeks) Texts: <i>The True Story of the Three Little Pigs by John Scieszka & Lane Smith</i></p> <p>Writing Outcome/s: - News bulletin (film) - Newspaper report - Diary entry - Informal letter (recount)</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Fronted adverbials • Use of commas after fronted adverbials • Noun phrases • Inverted commas and speech punctuation (all embedding) <p>Non-Fiction: Explanation texts (3 weeks) Texts: <i>Wallace and Gromit's Cracking Contraptions by Haynes</i></p> <p>Writing Outcome/s: -ch design their own cracking contraption and write an explanation text to explain how it works</p> <p>EGPS focuses:</p>	<p>Fiction: Historical fiction (4/5 weeks) Texts: <i>Time Travel Twins: The Viking Attack by Josh Lacey</i></p> <p>Writing Outcome/s: - Historical setting - Informal letter - Innovate and re-write an alternative chapter</p> <p>EGPS focuses: Revision of all Y4 EGPS objectives – time dedicated to identifying and teaching to gaps</p> <p>Non-fiction: Non-Chronological Reports (2 weeks) Texts: <i>Time Travel Twins: The Viking Attack by Josh Lacey</i></p> <p>Writing Outcome/s: -Non-chronological reports linked to themes in key text</p> <p>EGPS focuses: Revision of all Y4 EGPS objectives – time dedicated to identifying and teaching to gaps</p>	<p>Fiction: Play scripts (4 weeks) Texts: <i>Escape to Pompei by Christina Balti</i></p> <p>Writing Outcome/s: - Scene description - Character description - Suspense narrative of dilemma - Playscripts based on key points of the plot.</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Inverted commas and speech punctuation • Apostrophes (all embedding) <p>Poetry: Exploring form - Haiku and Cinquain poetry (2 weeks) Texts: <i>Escape to Pompei by Christina Balti</i></p> <p>Writing Outcome/s: Haiku and Cinquain poems linked to key themes in text</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Appropriate choice of pronoun or noun <i>within</i> a sentence
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		<ul style="list-style-type: none">• Appropriate choice of pronoun or noun <i>across</i> a sentence• Paragraphs (embedding)	<ul style="list-style-type: none">• Plurals and possessive (-s)	<ul style="list-style-type: none">• Appropriate choice of pronoun or noun <i>within</i> a sentence (embedding)• Plurals and possessive (-s) (embedding)		<ul style="list-style-type: none">• Noun phrases (expanded by modifying adjectives, nouns and preposition phrases) (all embedding)
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<p>Year 5</p>	<p>Fiction: Adventure fiction (5 weeks) Texts: <i>Kensuke's Kingdom</i> by <i>Michael Morpurgo</i></p> <p>Writing Outcome/s: - Balanced argument - Formal persuasive letter - Diary entry - Write a next chapter (including speech)</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Modal verbs to indicate degrees of possibility • Devices to build cohesion within a paragraph <p>Non-Fiction: Instructions (1 week) Texts: <i>Kensuke's Kingdom</i></p> <p>Writing Outcome/s: Survival guide instructions</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Linking ideas across paragraphs using time adverbials 	<p>Poetry: Poetic Style (2 weeks) Texts: <i>The Magic Box</i> by <i>Kit Wright</i></p> <p>Writing Outcome/s: -A piece of free-verse poetry focusing on word-play, rhyme, metaphor and word choice.</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Converting nouns or adjectives using suffixes • Verb prefixes (-ate, ise, -ify) <p>Fiction: Modern classics (4/5 weeks) Texts: <i>Tom's Midnight Garden</i> by <i>Phillipa Pearce</i></p> <p>Writing Outcome/s: - Character descriptions - Descriptive narrative - Re-write a chapter (including speech)</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Relative clauses • Dashes, brackets or commas for parenthesis 	<p>Fiction: Traditional stories, fables, myths and legends. (4 weeks) Texts: <i>Orchard Book of Greek Myths</i> by <i>Geraldine McCaughrean</i></p> <p>Writing Outcome/s: - Setting description - Character description - Re-write section of a myth from an alternative character's viewpoint - Non-chronological report</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Commas to clarify meaning and avoid ambiguity • Devices to build cohesion within a paragraph (embedding) <p>Non-Fiction: Recounts (3 weeks) Texts: <i>Orchard Book of Greek Myths</i> by <i>Geraldine McCaughrean</i></p> <p>Writing Outcome/s: - Newspaper reports - Diary entries</p> <p>EGPS focuses:</p>	<p>Fiction: Stories from other countries (4 weeks) Texts: <i>Journey to Jo-burg</i> by <i>Beverley Naidoo</i></p> <p>Writing Outcome/s: - Character description - Setting description - Diary entry - Informal letter</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Linking ideas across paragraphs using time adverbials • Commas to clarify meaning and avoid ambiguity • Modal verbs to indicate degrees of possibility • Devices to build cohesion within a paragraph (all embedding) <p>Non-Fiction: Persuasive Texts (2 weeks) Texts: <i>Journey to Jo-burg</i> by <i>Beverley Naidoo</i></p> <p>Writing Outcome/s: - Persuasive letter - Persuasive speech</p> <p>EGPS focuses:</p>	<p>Fiction: Mystery and Suspense (3/4 weeks) Texts: <i>Hacker</i> by <i>Malorie Blackman</i></p> <p>Writing Outcome/s:</p> <ul style="list-style-type: none"> • Setting description • Suspense writing (with dialogue) • Re-write a chapter from an alternative character's perspective <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Relative clauses (embedding) • Dashes, brackets or commas for parenthesis (embedding) <p>Poetry: Classic/Narrative Poems (2 weeks) Texts: <i>The Highwayman</i></p> <p>Writing Outcome/s: -Poetry writing inspired by the Highwayman (focusing on language and rhythm of the poem)</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Converting nouns or adjectives using suffixes 	<p>Fiction: Novel-based study (6/7 weeks) Texts: <i>The Boy in the Girl's Bathroom</i> by <i>Louis Sachar</i></p> <p>Writing Outcome/s: - A school report - Balanced argument - Write a next chapter (Including speech punctuation) - Epilogue</p> <p>EGPS focuses: Revision of all Y5 EGPS objectives – time dedicated to identifying and teaching to gaps in ch's learning</p>
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			<ul style="list-style-type: none">• Apostrophes to mark singular and plural possession• Linking ideas across paragraphs using time adverbials (embedding)	<ul style="list-style-type: none">• Adverbs to indicate degrees of possibility• Devices to build cohesion within a paragraph (embedding)	<ul style="list-style-type: none">• Verb prefixes (all embedding)	
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<p>Year 6</p>	<p>Poetry: The Power of Imagery (2 weeks) Texts: <i>City Jungle and From the Balcony poems</i> by Pie Corbett</p> <p>Writing Outcome/s: -Write and perform poems using personification, figurative language & imagery</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Synonyms and antonyms • Recap verb prefixes and converting nouns or adjectives using suffixes (Y5) <p>Fiction: Horror (4 weeks) Texts: <i>Room 13</i> by Robert Swindells Short films: <i>Literacy Shed – Alma and Francis Brandywine</i></p> <p>Writing Outcome/s: - Character description - Setting description - A short horror story (with speech)</p> <p>EGPS focuses:</p>	<p>Non-Fiction: Biographies (2 weeks) Texts: <i>Mud, Sweat and Tears</i> by Bear Grylls <i>Adventures into undiscovered worlds</i> by Steve Backshall</p> <p>Writing Outcome/s: -Biographies of a famous explorer</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Formal and informal vocabulary • Adverbial phrases (time) for cohesion • Semi-colon, colon and dashes • Layout devices to structure non-fiction writing <p>Poetry: Protest Poetry (1 week) Texts: <i>Blinded by your grace</i> by Stormzy <i>Bridge over Troubled Water (Artists for Grenfell)</i> by Stormzy</p> <p>Writing Outcome/s: -Write and perform poetry using a range of poetic devices</p>	<p>Fiction: Short stories with flashbacks (3 weeks) Short films: <i>Up and The Piano</i></p> <p>Writing Outcome/s: - Short flashback narrative extracts - A short class story with a flashback (including speech)</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Semi-colon, colon and dash • Cohesive devices (linking ideas across paragraphs) (all embedding) <p>Non-Fiction: (Persuasion and Arguments (3 weeks) Texts: <i>Unit provided within the English folder.</i></p> <p>Writing Outcome/s: - persuasive speech - formal persuasive letter - persuasive advert - balanced argument</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Passive voice • Informal and formal speech structures 	<p>Fiction: Science fiction (3/4 weeks) Texts: <i>Who let the Gods out?</i> by Maz Evans</p> <p>Writing Outcome/s: - Character description - Setting description - Diary entry</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Grammatical connections (contractions) • Passive voice (embedding) • Perfect form of verbs <p>Unit 8 - Non-fiction: Journalistic writing (2 weeks) Texts: <i>Who let the Gods out?</i> by Maz Evans</p> <p>Writing Outcome/s: - Journalistic newspaper reports</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Formal and informal speech structures • Layout devices to structure non-fiction writing (embedding) • Hyphens (embedding) 	<p>SATs Revision: Reading and EGPS SATs Revision (2 weeks)</p> <p>Fiction: Adventure (4 weeks) Texts: <i>Stormbreaker</i> by Alex Rider Short films: <i>Literacy Shed – Ruin</i></p> <p>Writing Outcome/s: - Write an extract of an adventure narrative -Re-write a chapter of a fantasy narrative (at a key turning point)</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Cohesive devices • Semi-colon, colon and dashes (embedding) • Adverbial phrases for cohesion (embedding) 	<p>Fiction: Modern world classics (6/7 weeks) Texts: <i>Boy 87</i> by Ele Fountain</p> <p>Writing Outcome/s: - Poetry - Narrative extract using speech - Re-write the ending from a different perspective</p> <p>EGPS focuses:</p> <ul style="list-style-type: none"> • Managing shifts in formality (using a range of formal and informal vocabulary and grammatical structures to match particular audiences and purposes) • Colons and semi colons in a list (embedding)
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	<ul style="list-style-type: none"> Expanded noun phrases (to convey complicated information concisely) Semi-colon, colon and dashes (embedding) Adverbial phrases for cohesion (embedding) 	<p>EGPS focuses:</p> <ul style="list-style-type: none"> Hyphens Synonyms and antonyms (embedding) <p>Fiction: Fantasy (3/4 weeks)</p> <p>Texts: <i>Harry Potter and the Philosopher's Stone by JK Rowling</i></p> <p>Writing Outcome/s:</p> <ul style="list-style-type: none"> - Write a missing chapter - Non-chronological report - Descriptive writing - Journalistic report <p>EGPS focuses:</p> <ul style="list-style-type: none"> Subjunctive form Punctuation of bullet points to list information Expanded noun phrases (embedding) Layout devices to structure non-fiction writing (embedding) 	<ul style="list-style-type: none"> Layout devices to structure non-fiction writing (embedding) Colons and semi colons in a list 			
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Science

(Based on Twinkl SOW, Supplement with WR science)

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Year 1	<p>Animals (including humans) Observing animals, comparing animals, animal diets, The human b Families, Homes, Schools, Environments, Reources, Planet Protectors. ody, senses, sorting animals.</p>	<p>Seasonal Changes (Autumn/Winter) Seasons, Seasonal weather (Autumn), Autumn walk, Seasonal weather (Winter), Animals in Winter.</p>	<p>Everyday Materials Naming materials, Objects & materials, properties, testing properties, umberella invetsiagtion, sorting.</p>	<p>Seasonal Changes (Spring/Summer) Winter to spring, Seasonal weather (Spring), Spring walk, Seasomla weather (Summer), Staying safe in the sun.</p>	<p>Plants Making observations, The parts of a plant, Garden & wild plants, Terrific trees, Fruit & vegetable plants, comparing plants.</p>	<p>Scientists and inventors Lego, Mae Januison, Zoos, Sesnory garden, Measuring the weather, At the vets, Wrapping up warm, Super senses.</p>
Year 2	<p>Animals (including humans) Animal offspring, Life cycles, growing up, survival, exercise, healthy living.</p>	<p>Living Things & Their Habitats Living, dead, never alive, Local habitats, Microhabitats, World habitats, Food chains.</p>	<p>Uses of everyday materials Identifying uses, Out and about, comparing suitability, changing shape, recycling, discovering new materials.</p>	<p>The environment Climate change, Reducem, reuse, recycle, Energy experts, Forest Friends, Water wise, Endangered animals.</p>	<p>Plants What do plants need to grow?, What's inside a seed?, Life cycle of a plant, What do plants need to stay helathy?, How do plants grow in hot, dry and cold places?</p>	<p>Scientists and inventors Greenhouse growing, Brilliant Botany, Doctors surgery, Discovering germs, Charles Macintosh, Rachel Carson, Wind power.</p>

Year 3	Animals (including humans) Nutrition, Food labels, Skeletons, Human skeletons, Muscles, investigating.	Forces and magnets Pushes and pulls, Faster and slower, Scrapyard challenge, Magnet strength, Magnetic poles, Marvellous magnets.	Rocks Types of rocks, Grouping rocks, Fantastic fossils, Mary Anning, Soil formation, Soil profiles.	Light Light and dark, Reflective surfaces, Marvellous mirrors, Sun safety, Making shadows, Changing shadows.	Plants Parts of plants, What do plants need to grow well?, What have you found out?, Moving water, Fantastic flowers, Life cycle.	Scientists and inventors The plant hunters, Marie Curie, George Washington Carver, Fossil finders, Journey to the centre of the Earth, Concave and Convex, Electromagnets, Where in the world?
Year 4	Animals (including humans) Digestive system parts, Digestive system functions, Types and functions of teeth, Tooth decay enquiry.	Living Things & Their Habitats Grouping living things, Classifying vertebrates, Invertebrate hut, Classification keys, Local habitat survey, Environmental changes.	States of Matter Solid, Liquid or gas?, Investigating gases, Heating & cooling, Wonderful water, Evaporation investigation, The water cycle.	Sound Good vibrations, Hearing sounds, Higher and lower, String telephone, Soundproofing, Making music.	Electricity Appliances, Making circuits, Complete circuits, Conductors & insulators, Switches, Electrical discussion.	Scientists and inventors Madagascar in danger, Alexander Graham Bell, Maria Telkes, Garret Morgan, Discovering OXYGEN, Absolute Zero, Thomas Edison, Toothpaste.
Year 5	Animals (including humans) Humans timeline, Growth of babies, Puberty, Changes in old age, Gestation periods, Life expectancy.	Living Things & Their Habitats Making new plants, Mammals, Jane Goodall, Metamorphosis, Comparing life cycles.	Properties & Changes of Materials Properties of materials, Keeping cool, Brighter bulbs, Disappearing or dissolving, Separating mixtures, Irreversible changes.	Earth & Space Spherical bodies, The planets, Geocentric versus Heliocentric, Night & Day, Movement of the moon.	Forces Fabulous forces, Gravity, Air Resistance, Water resistance, Friction, Marvellous mechanisms.	Scientists and inventors David Attenborough, CSI, Mission to the moon, The solar system, Eva Crane, Stephanie Kwolek, Leonardo Da Vinci, Stonehenge.
Year 6	Animals (including humans) The heart, Blood, Investigating heart rate, Benefits of exercise, Diet	Living Things & Their Habitats Classifying conundrums, Linnaeus system, Curious creatures,	Evolution & Inheritance Inheritance, Adaptation, Theory of evolution, Evidence of evolution,	Light How we see, Reflecting light, Refraction, Spectacular spectrum,	Electricity It's electrifying, Circuit symbols, Volts, Electricity investigation.	Scientists and inventors Stephen Hawking, Libbie Hyman, Marie Maynard Daly,

	& exercise, Drugs and alcohol.	Microorganisms, Field guide.	Evolution & Human intervention.	Seeing colours, Shadow theatre.		Alexander Fleming, Mary Leakey, Dr Daniel Hale Williams, Steve Jobs.

Maths (Following the WRM SOW)

	Aut 1 (7)	Aut 2 (7)	Spr1 (6+1)	Spr2 (5)	Sum1 (6)	Sum 2 (7)
Year 1	Wk1-6 Place value (within 10) Wk 7 Add + Sub (within 10)	Wk 1-5 Add + Sub (within 10) Wk 6- Shape Wk7- Consolidation/ Problem solving	Wk 1-3 Place value (within 20) Wk 4-6 Add + Sub (within 20)	Wk 1-2 Place Value (within 50) Wk 3-5 Measure (Length+height, mass, volume)	Wk 1 Measure (Length+height, mass, volume) Wk 2-4 Multiplication + Division Wk 4--5 Fractions Wk 6 Geometry (Position and direction)	Wk 1-2 Place Value (within 100) Wk 3 Measure (Money) Wk 4-5 Measure (Time) Wk 6-7 Consolidation
Year 2	Wk1-4 Place value Wk 5-7 Add + Sub	Wk 1-3 Add + Sub Wk 4-6 Shape Wk7 Consolidation/ Problem solving	Wk 1-2 Money Wk 3-6 Multiplication + Division	Wk 1 Multiplication + Division Wk 2-3 Measure (Length+height) Wk 4-5 Measure (Mass, capacity + Temperature)	Wk 1 Measure (Mass, capacity + Temperature) Wk 2-4 Fractions Wk 5-6 Measure (Time)	Wk 1 Measure (Time) Wk 2-3 Statistics Wk 4-5 Geometry (Position and direction) Wk 6-7 Consolidation/ Problem solving
Year 3	Wk1-4 Place value Wk 5-7 Add + Sub	Wk 1-2 Add + Sub Wk 3-6 Mult + Div A Wk7 Consolidation/ Problem solving	Wk 1-3 Mult + Div B Wk 4-6 Measure (Length+perimeter)	Wk 1-3 Fractions A Wk 4-5 Measure (Mass + capacity)	Wk 1-2 Fractions B Wk 3-4 Measure (Money) Wk 5-6 Measure (Time)	Wk 1-2 Measure (Time) Wk 3-4 Geometry (Shape) Wk 5-6 Statistics Wk 7 Consolidation/ Problem solving
Year 4	Wk1-4 Place value Wk 5-7 Add + Sub	Wk 1-2 Measure (Area) Wk 3-6 Mult + Div A Wk 7 Consolidation/ Problem solving	Wk 1-3 Mult + Div B Wk 4-5 Measure (Length+perimeter) Wk 6 Fractions	Wk 1-3 Fractions Wk 4-5 Decimals	Wk 1-2 Decimals Wk 3-4 Measure (Money) Wk 5-6 Measure (Time)	Wk 1-2 Geometry (Shape) Wk 3 Statistics Wk 4-5 Geometry (Position and direction) Wk 6-7 Consolidation/

						Problem solving
Year 5	Wk1-4 Place value Wk 5-6 Add + Sub Wk 7 Mult + Div A	Wk 1-2 Mult + Div A Wk 3-6 Fractions A Wk 7 Consolidation/ Problem solving	Wk 1-3 Mult + Div B Wk 4-5 Fractions B Wk 6 Decimals + percentages	Wk 1-2 Decimals + percentages Wk 3-4 Measure (Perimeter + area) Wk 5-6 Statistics	Wk 1-3 Geometry (Shape) Wk 4-5 Geometry (Position and direction) Wk 6 Decimals	Wk 1-2 Decimals Wk 3 Negative numbers Wk 4-5 Measure (Converting units) Wk 6 Measure (Volume) Wk 7 Consolidation/ Problem solving
Year 6	Wk1-2 Place value Wk 3-7 Four Operations	Wk 1-2 Fractions A Wk 3-4 Fractions B Wk 5-6 Measure (Converting units) Wk 7 Consolidation/ Problem solving	Wk 1-2 Ratio Wk 3-4 Algebra Wk 5-6 Decimals	Wk 1-3 Fractions, decimals and percentages. Wk -4-6 Measure (Perimeter, area + volume)	Wk 1-3 Statistics Wk 4-6 Shape	Wk 1-3 Geometry (Position and direction) Wk 4-7 Consolidation/ Problem solving

Personal Development / Physical Health and Well-being (PHSE, RSE, Citizenship & British Values)

Following the Twinkl RHE SOW

Topic	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	Living in the Wider World	Living in the Wider World	Relationships	Relationships	Health and Wellbeing	Health and Wellbeing
Year 1	Aiming high -Star qualities, Positive learners, Bright futures, Jobs for all, Going for goals, Looking forward.	Diverse Britain My school, My community, My neighbourhood, My country, British people, What makes me proud of Britain.	TEAM Together everyone achieves more, Listening, Being kind, Bullying and teasing, Brilliant brains, Making godo choices.	Be Yourself Marvellous me, Feelings, Things I like, Uncomfortable feelings, Changes, Speak up.	It's My Body My body – my business, Active and asleep, Happy healthy food, Clean as a whistle, Can I eat it?, I can choose.	Think Positive Think happy – feel happy, Its your choice, Go getters, Let it out, Be thankful, Be mindful.
Year 2	One World Families, Homes, Schools, Environments, Reources, Planet Protectors.	Money Matters Money, Where money comes from, Look after it, Save or spend, Want or need, Going shopping.	VIP's Who are yor VIP's?, Families, Friends, Falling out, Working Together, Showing you care.	Digital Wellbeing The internet and me, Online and offline, Staying safe online, Personal information, Communicating online, True or false?	Safety First Keeping safe, Staying safe at home, Staying safe outside, Staying safe around strangers, Safe secrets and surprises, People who can help.	Growing up Our bodies, Is it ok?, Pink and blue, Your family – My family, Gettnng older, Changes.
Year 3	Aiming high Achievements, Goals, Always learning, Jobs and skills, No limit, When I grow up.	Diverse Britain Living in the British Isles, Democracy, Rules – laws and responsibilities, Liberty, Tolerance and respect, What does it mean to be British?	TEAM A new start, Together everyone achieves more, Working together, Being considerate, When thngs go wrong, Responsibilities.	Be Yourself Pride, Feelings, Express yourself, Know your mind, Media-wise, Making it right.	It's My Body My body – My choice, Fit as a fiddle, Good night – Good day, Cough- splutter-sneeze!, Drugs:Healing or harmful?, Choices everywhere.	Think Positive Happy minds – happy people, Thoughts & feelings, Changes, Keep calm and relax, You're the boss, Always learning.

Year 4	One World Chiwa and Kwende, Chiwa's dilemma 1, Chiwa's dilemma 2, Chiwa's sugar, Chiwa's world, Charity for Chewa.	Money Matters Where does money come from?, Ways to pay, Lending and borrowing, Priorities, Advertising, Keeping track.	VIP's Family and Friends, Fabulous friends, Is this a good relationship?, Falling out, What is bullying?, Stand up to bullying.	Digital Wellbeing The digital world, Digital kindness, Do I know you?, Online information, Keep it private, My digital wellness.	Safety First New responsibilities, Risks, Hazards & Danger, Under pressure, Safety when out and about, Dangerous substances, Injuries & Emergencies.	Growing up Human reproduction, Changes in boys, Changes in girls, Changing emotions, Relationships & Families, Where do I come from?
Year 5	Aiming high You can achieve anything, Breaking down barriers, Future focus, Equal opportunities, The world of work, Onwards and upwards.	Diverse Britain Identities, Communities, Respecting the law, Local government, National government, Making a difference.	TEAM Together everyone achieves more, Communicate, Compromise & collaborate, Care, Unkind Behaviour, Shared Responsibilities.	Be Yourself You are unique, Let it out, Uncomfortable feelings, The confidence trick, Do the right thing, Making amends.	It's My Body Your body is your own, Exercise right – sleep tight, Taking care of our bodies, Harmful substances, How we think and feel about our bodies, Healthy choices.	Think Positive The cognitive triangle, Thoughts are not facts, Face your feelings, Choices & consequences, Being present, Yes I can!
Year 6	One World Global citizens, Global warming, Energy, Water, Biodiversity, In our hands.	Money Matters Look after it, Critical consumers, Value for money and ethical spending, Budgeting, Borrowing and saving, Money in the wider world.	VIP's People we love, Think before you act, It's ok to disagree, You decide, Secrets, False friends.	Digital Wellbeing My digital life, Staying safe – healthy and happy online, Online relationships, Social media, Saying no to online bullying, Fake news.	Safety First You are responsible, What are the risks?, Making your mind up, In an emergency, Home, Safe and sound, Outdoors-playing it safe.	Growing up Changing bodies, Changing emotions, Just the way you are, Relationships, Let's talk about sex, Human reproduction.

Pol Ed

	Relationships	Keeping Safe	Understanding the Law	Well-Being	Pol Ed Passport	
EYFS	How can I be a good friend? How can I help make others feel happy? How do I play nicely with others? How can adults at school help me?	How can I play safely? How can I keep safe at school? How can I keep safe at home?	What are rules? What are consequences? What can I do if I'm feeling big emotions? Who are the police and how do they help us?	How can I be a germ buster? How does food help me? How does exercise help me?	What are emotions? What is empathy? What is respect?	What is self-worth? What is resilience? What is risk?

Year 1	<p>How can I be an ally?</p> <p>How can I make friends?</p> <p>What if my friends are making me feel sad?</p> <p>What is a bully?</p> <p>Why are safe hands important?</p> <p>Why is name calling unkind?</p>	<p>How can I keep safe in new places?</p> <p>How can I speak up?</p> <p>How can I use things safely?</p> <p>What is 999?</p> <p>What is private information?</p> <p>Who are trusted adults?</p>	<p>How can I be responsible?</p> <p>What can happen when rules are broken?</p> <p>What do the police do?</p> <p>Why have different rules in different places?</p>	<p>What makes me special?</p> <p>What do feelings feel like?</p> <p>How can I share my feelings?</p> <p>How can I be an empathy expert?</p>	<p>What is empathy?</p> <p>What is future planning?</p> <p>What is resilience?</p> <p>What is self-worth?</p>	<p>What is fact finding?</p> <p>What is informed decision making?</p> <p>What is respect?</p> <p>What is risk?</p>
Year 2	<p>How are we the safe?</p> <p>How are we the different?</p> <p>How can I work with different people?</p> <p>How do I share family worries?</p> <p>What is a family?</p> <p>Why are relationships important?</p>	<p>How can I keep safe online?</p> <p>What are the different types of meetings?</p> <p>What are medicines?</p> <p>What are private body parts?</p> <p>What is fire safety?</p>	<p>What are needs and wants?</p> <p>What is a job?</p> <p>What is money?</p> <p>What is the internet?</p> <p>Why does age matter?</p>	<p>How can I deal with change?</p> <p>What does it mean to be healthy?</p> <p>How can I look after my body?</p> <p>Why is sleep important?</p> <p>When do I need to take a break?</p>		
Year 3	<p>How should we treat people?</p> <p>What can I do when friendships go wrong?</p> <p>What do we mean by consent friendships?</p> <p>What is bullying?</p> <p>Who are my key people?</p>	<p>How can I share my worries?</p> <p>What are emergency services?</p> <p>What are emergency situations?</p> <p>What do we mean by risk?</p> <p>When should I break a secret?</p>	<p>How can I be a responsible citizen?</p> <p>How do we enforce the law?</p> <p>What are children's rights? What is the law and why do we have it?</p>	<p>What is mental health?</p> <p>What am I good at?</p> <p>How can intense feeling feel?</p> <p>What words can I use to talk about my feelings?</p> <p>How does school help me?</p>	<p>What is empathy?</p> <p>What is future planning?</p> <p>What is resilience?</p> <p>What is self-worth?</p>	<p>What is fact finding?</p> <p>What is informed decision making?</p> <p>What is respect?</p> <p>What is risk?</p>
Year 4	<p>How can we be role models?</p> <p>What is a healthy friendship?</p> <p>What is discrimination?</p>	<p>How can I keep safe in the local area?</p> <p>How can we keep safe on roads?</p>	<p>How can I respect my environment?</p> <p>What are protected characteristics?</p> <p>What can I be?</p>	<p>How do my choices help me to be healthy?</p> <p>What are healthy habits?</p>		

	<p>What is diversity? What is peer influence? Who makes up a community?</p>	<p>What are hazards in the home? What is first aid? Who do I encounter?</p>	<p>What is hate crime?</p>	<p>Why is food fuel? How can I be a hygiene hero? How does school build my character?</p>		
Year 5	<p>How can my adult relationships affect my future? How do words have power? What are my personal boundaries? What is grooming? What is media influence? What is peer pressure?</p>	<p>How can we keep our things safe? How can we use our phones sensibly? What are deep fakes? What are the risks with money? What do I know about drugs? Why are our special people important?</p>	<p>How do rules help our community? What can and can't I do on the internet? What is gambling?</p>	<p>What is my personal identity? How might puberty impact the way I feel? How might being online impact the way I feel? How might my activity levels impact the way I feel? How might school impact the way I feel? How can drugs and alcohol make people feel?</p>		
Year 6	<p>How can I get ready for secondary relationships? How can we be allies against racism? How can we challenge sexism? How can we respect different relationships? What is a debate? What is a relationship with authority?</p>	<p><i>Bonfire Night</i> <i>Halloween</i> <i>(Cover in Autumn 1)</i> How is my data shared? What is spiking? What is the issue with addiction? (vaping/smoking) Why does media have age restrictions?</p>	<p>What different types of crime are there? What does the law say about legal drugs? What does the law say about marriage? What is a weapon? What is antisocial behaviour? What is shop theft?</p>	<p>What does 30 look like? How can I re-frame my thinking? How can I seek support for my mental health? How can I cope with leaving school?</p>		

	Swimming weekly	Swimming weekly	Swimming weekly	Swimming weekly	Swimming weekly	Swimming weekly
I am focusing on feelings.	Bi-weekly sessions based on a book, incorporating ZOR and hands on activities alongside discussions about feelings.					

Physical Education												
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Whole School, varying levels	Invasion Games	Fitness	OAA	Invasion Games	Net/wall Games	Invasion Games	Net/wall Games	Invasion Games	Striking	Golf	Athletics	Sports
Year Group	Introduction to PM Football/Rugby	Creative Computing/Creating Pictures	Data (Excel/Build Spreadsheets) Problem Solving	Following Purple Mash Scheme of Work (Refreshed and revised 2025) Instructions / Route Planning	Stories / Animation / Blogging / Volleyball	Coding / Frisbee	Technology / Networks / Tennis	Music / Sound / Beats	Presenting / Word Processing / Cricket / Rounders	Databases	Online / Microsoft / (To be covered half termly)	Additional Day Prep Units
Year 1	3 lessons	4 lessons	6 lessons	3 lessons	6 lessons	6	4 lessons	4 lessons	–	–	2BeSafe	–
			(Data Explorers)	(Following Instructions)	(Animated Stories)		(Tech Around Us)	(Making Beats)				
Year 2	2 lessons (Additional unit)	5 lessons (Creating Pictures)	6 lessons (Spreadsheets)	4 lessons (Route Explorers)	–	6	4 lessons (The Internet)	3 lessons (Making Music)	4 lessons (Presenting Ideas)	–	2BeSafe	–
Year 3	2 lessons (Additional unit)	–	6 lessons (Spreadsheets)	5 lessons (Route Planners)	–	6	6 lessons (Email)	–	5 lessons (Presentations)	4 lessons (Branching DB)	2BeSafe	micro:bit (4)
Year 4	2 lessons (Additional unit)	–	–	–	4 lessons (Sound Stories)	6	4 lessons (Unpacking HW/SW)	4 lessons (Composing Beats)	–	–	2BeSafe	micro:bit (4)
Year 5	2 lessons (Additional unit)	–	6 lessons (Spreadsheets)	–	–	6	–	–	6 lessons (Word Processing)	4 lessons	2BeSafe	Game Creator (5), Coding Ext. Devices (6), micro:bit (4)
Year 6	2 lessons (Additional unit)	–	6 lessons (Spreadsheets)	–	4 lessons (Blogging)	6	4 lessons (Networks)	–	–	–	2BeSafe	Python (4), Binary (4),

