

## Two-Year Rolling Plan: All Key Stages

### Reception

#### Year A and B

| Subject   | Autumn  | Spring  | Summer  |
|-----------|---|---|---|
| Theme     | All about me<br>Autumn 1<br>Autumn 2  | The Start of something Wonderful<br>Spring 1<br>Spring 2  | Food Glorious Food<br>Summer 1<br>Summer 2  |
| Science   | Communication and Language<br>Understanding the world<br>Growing<br>Our bodies<br>Weather<br>Seasons<br>Investigation area<br>Night and day<br>Hibernation<br>Habitats<br>Seasons<br>Sound Walk<br>Animals-North pole<br>Teeth Health | Communication and Language<br>Understanding the world<br>Planting<br>Labelling a plant/exploring parts of a plant<br>Chinese New Year<br>Life cycles<br>Real caterpillars-observation<br>Teeth Health | Communication and Language<br>Understanding the world<br>Push and Pull-Forces<br>Caring for our world<br>Healthy food/sorting healthy and unhealthy<br>African animals<br>Climate<br>Dressing for different weathers-materials<br>Space (Ready Steady Mo)<br>Teeth Health |
| Geography | Understanding the world<br>Our local area<br>Mapping<br>Investigation area  | Understanding the world<br>Chinese New Year<br>Maps and Journeys<br>Habitats<br>Climates  | Understanding the world<br>Food from around the world<br>Caring for our world<br>African animals<br>Climate<br>Somalia<br>Comparing England to Africa<br>Globe  |
| History   | Understanding the world<br>Guy Fawkes<br>Remembrance Day  | Understanding the world<br>Lifecycles- changes over time<br>Arcimboldo- celebrating artists from the past   | Understanding the world<br>Past and present- babies   |
| RE        | Communication and Language<br>Understanding the world<br>Diwali-Rama and Sita   | Communication and Language<br>Understanding the world<br>Easter   | Communication and Language<br>Understanding the world<br>North Yorks-   |

|       |   |  |  |
|-------|---|--|--|
|       | <p>Nativity<br/>Churches<br/>Christmas</p> <p>North Yorks-<br/>Which stories are special and why?<br/>Which people are special and why?</p>   | <p>North Yorks-<br/>Where do we belong?<br/>What is special about our world and why?</p>   | <p>Which places are special and why?<br/>Which times are special and why?</p>  |
| DT    | <p>Communication and Language<br/>PSED<br/>Physical development<br/>Expressive Arts and Design<br/>Making bread<br/>Joining materials<br/>)<br/>Box modelling<br/>Scissor skills<br/>Clay<br/>(Divas/hedgehogs</p>                    | <p>Communication and Language<br/>PSED<br/>Physical development<br/>Expressive Arts and Design<br/>Designing a 3D castle<br/>Box modelling<br/>Scissor skills<br/>Joining skills</p> | <p>Communication and Language<br/>PSED<br/>Physical development<br/>Expressive Arts and Design<br/>Construction<br/>Paper Mache turnips<br/>Making potato characters<br/>Exploring different types of houses and materials<br/>Designing trainers</p>    |
| Art   | <p>Physical development<br/>Expressive Arts and Design<br/>Leaf rubbings<br/>Transitional art<br/>Art provision Bonfire night paintings<br/>Diwali art<br/>Night and day drawings<br/>Box modelling-habitats<br/>Christmas crafts</p> | <p>Physical development<br/>Expressive Arts and Design<br/>Arcimbaldo<br/>Vegetable printing<br/>Van Gogh<br/>Spring crafts</p>  | <p>Physical development<br/>Expressive Arts and Design<br/>Painting characters<br/>Potato printing<br/>Making potato characters<br/>Painting fruits<br/>Painting animals<br/>Space pictures-Chalk and paint<br/>Designing trainers<br/>Summer crafts</p> |
| PSHE  | <p>Communication and Language<br/>PSED<br/>Understanding the world<br/>Expressive Arts and Design<br/>Physical development</p>  | <p>Communication and Language<br/>PSED<br/>Understanding the world<br/>Expressive Arts and Design<br/>Physical development</p>   | <p>Communication and Language<br/>PSED<br/>Understanding the world<br/>Expressive Arts and Design<br/>Physical development</p>   |
| Music | Expressive Arts and Design  | Expressive Arts and Design   | Expressive Arts and Design   |

|           |   |   |   |
|-----------|---|---|---|
|           | Exploring Sound<br>Celebration music                                | Music and Movement<br>Musial stories                                | Transport<br>Big Band   |
| Computing | Expressive Arts and<br>Design<br>Interactive<br>whiteboard<br>Ipads | Expressive Arts and<br>Design<br>Interactive<br>whiteboard<br>Ipads | Expressive Arts and<br>Design<br>Interactive<br>whiteboard<br>Ipads |
| PE        | Expressive Arts and<br>Design<br>PSED<br>Physical development       | Expressive Arts and<br>Design<br>PSED<br>Physical development       | Expressive Arts and<br>Design<br>PSED<br>Physical development       |

# KS1

## Year A

| Subject   | Autumn   | Spring                                       | Summer   |
|-----------|--|--|--|
| Science   | Animals including humans (life processes and food chain) | Plants                                       | Everyday materials   |
| Geography | What is the UK weather like                              | What is the UK like?                         | Why is London bigger than Harrogate?   |
| History   | Great fire of London                                     | Neil Armstrong/Tim Peak                      | Castle   |
| RE        | Who is a Muslim and what do they believe?                | Who is a Christian and what do they believe? | How do we celebrate special times? (Easter and Eid)<br><br>How should we care for others in the world and why? |
| DT        | Mechanisms- moving story book                            | Textiles - puppets                           | Cooking and Nutrition - wraps  |
| Art       | Jan Griffier   | Van Gogh- Starry night                       | Henri Matisse  |
| PSHE      | Relationships  | Living in the wider world                    | Health and Wellbeing   |
| Music     | Music symbols (under the sea)                            | Dynamics (space)                             | Call & Response (africa)   |
| Computing | Technology around us<br>Information technology           | Intro to animation                           | Digital Painting<br>Digital Photography  |
| PE        | Dance - GFOL<br><br>Throwing and Catching                | Gymnastics                                   | Bat and Ball skills<br><br>Athletics   |

Year B

| Subject   | Autumn  | Spring                                 | Summer  |
|-----------|---|--|---|
| Science   | Animals<br>(classification/grouping)            | Living things and habitats             | Humans  |
| Geography | Where do we live?                               | What is Kenya like?                    | Where are places in the world?                    |
| History   | Toys from the ages                              | Mary Anning                            | Florence Nightingale                              |
| RE        | Who is Christian? (recap)                       | Who is a Jew and what do they believe? | What does it mean to belong to a faith community? |
|           | How do we celebrate special times? (xmas focus) | What makes some places sacred?         |   |
| DT        | Structures (windmills)                          | Mechanisms (moving monster)            | Cooking and Nutrition (fruit salad)               |
| Art       | Frida Kahlo                                     | Clay Fossils                           | Pop Art- Roy Lichtenstein                         |
| PSHE      | Relationships                                   | Living in the wider world              | Health and Wellbeing                              |
| Music     | Keeping the pulse (my fav things)               | Instruments (musical story telling)    | Pitch (superheroes)                               |
|           | Singing (on this island)                        |  |   |
| Computing | Grouping data                                   | Moving a robot                         | Digital Writing                                   |
|           | Pictograms                                      | Robot Algorithms                       |   |
| PE        | Dance -GFOL                                     | Gymnastics                             | Bat and Ball skills                               |
|           | Throwing and Catching                           |  | Athletics   |

Lower KS2

Year A

| Subject   | Autumn  | Spring   | Summer  |
|-----------|---|--|---|
| Science   | Rocks and states of matters<br>Changing, classifying, grouping materials        | Plants   | Living things and habitats  |
| Geography | What is our local environment like? (land use)                                  | How do the regions of the UK vary? (cities, rivers)                                  | Life in North Yorkshire (settlements and maps)  |
| History   | Vikings   |  | Stone Age to Iron Age   |
| RE        | What does it mean to be a Hindu in Britain today?                               | Why is Jesus inspiring to some people?   | Why do some people think that life is a journey?                                      |
| DT        | Food and adapting a recipe?   | Mechanical systems: Pavilions  | Structure: constructing a castle  |
| Art       | Dragon eyes (clay, sculpture and sketching)                                     | Neil Simmone: Water colour and sketching, Local artist                               | Digital Media: Andy Warhol, pop art   |
| PSHE      | What makes a family?<br>Personal boundaries<br>Recognising respectful behaviour | The value of rules and laws<br>How the internet is used<br>Different jobs and skills | Health choices and habits<br>Personal strengths and achievements<br>Risks and hazards |
| Music     | Vikings<br>Rock and Roll  | Recorders<br>Production  | Rivers<br>Recorders   |
| Computing | Connecting Computers<br>Stop frame animation                                    | Sequencing events, loops, conditionals   | Branching databases<br>Desktop publishing   |
| PE        | Invasion Games<br>Dance – Viking theme dance                                    | Gymnastics<br>Circuit Training   | Striking and Fielding<br>Athletics  |
| French    | Phonics<br>J'apprends le français<br>Les Animaux                                | La Date<br>Do you have a pet?  | Ma famille  |

Year B

| Subject   | Autumn   | Spring  | Summer   |
|-----------|--|---|--|
| Science   | Animals including humans (bones, teeth, digestion)<br><br>Forces and Magnets                       | Electricity   | Sound & astronomy and light  |
| Geography | How can we use and interpret maps?   | How does water affect our lives?  | What makes Italy distinctive?  |
| History   | Ancient Egyptian   |   | Victorian and Georgian times – Local study                                     |
| RE        | What do different people believe about God?  | Why do people pray?   | What can we learn from religions about deciding what is right and wrong?       |
| DT        | Egyptian Collars: Sewing and Textiles  | Digital world: mindful moments timer  | Electrical systems: electric poster  |
| Art       | Egyptian Figures   | William Morris  | Kandinsky  |
| PSHE      | Positive friendships<br>Responding to hurtful behaviour<br>Respecting differences and similarities | What makes a community<br>How data is shared and used<br>Making decisions about money | Balanced lifestyle<br>Oral hygiene<br>Personal identity<br>Medicines and drugs |
| Music     | Jazz<br>Chinese New Year   | Recorders<br>Production   | Samba<br>Recorders   |
| Computing | The internet<br>Audio editing  | Sequencing loops, events and actions  | Photo editing<br>Data logging  |
| PE        | Invasion Games<br>Dance – Egyptian theme dance   | Gymnastics<br>Circuit Training  | Striking and Fielding<br>Athletics   |
| French    | Phonics<br>Shape<br>Musical Instruments  | En Classe<br>Je me Presente   | Quel temps fait-i?<br>What is the weather?                                     |

## Upper KS2

## Year A

| Subject   | Autumn   | Spring   | Summer  |
|-----------|--|--|---|
| Science   | <p>Living Things and their Habitats Yr5</p> <p>Properties and Changes of Materials Yr5</p> <p>Animals including Humans Yr6</p> | Electricity Yr6  | Light Yr6   |
| Geography | Why are the lines of latitude and longitude so important?  | What are the world's biomes and vegetation belts like? | What makes Brazil distinctive   |
| History   | The Roman Empire and its impact on Britain:  | Britain's settlement by Anglo-Saxons and Scots:        | The Maya Civilisation   |
| RE        | What matters most to Christians and Humanists?   | What do religions say to us when life gets hard?       | Is it better to express your beliefs in arts and architecture<br>OR charity and generosity? |
| DT        | Bridges  | Stuffed Toys   | Steady hand game  |
| Art       | Observational drawing  | Angie Lewin - print                                    | Maya Masks  |
| PSHE      | Relationships  | Wider World  | Health and Wellbeing  |
| Music     | SOUTH AND WEST AFRICA; POP ART   | MUSICAL THEATRE; RECORDER LESSONS                      | PRODUCTION  |
| Computing | Search Engines<br>Video production   | Databases<br>Coding                                    | Systems and searching<br>Introduction to vector graphics                                    |
| PE        | Football; Dance – through the ages   | Gymnastics Movement<br>Circuit Training                | <p>Striking and fielding:<br/>Rounders</p> <p>Athletics</p>                                 |
| French    | Phonics (2 weeks) and At School (P); Traditions and celebrations (I)   | At the tearoom (I); Me in the world (P)                | <p>Les Habitats (I)</p> <p>Les Habitats (I)</p>   |



Year B

| Subject   | Autumn   | Spring  | Summer  |
|-----------|--|---|---|
| Science   | Properties and Changes of Materials Yr5<br>Earth and Space Yr5<br><br>Forces Yr5 | Evolution and Inheritance Yr6                                   | Living Things and their Habitats Yr6  |
| Geography | Why do people migrate?   | Does our local area have its own ecosystem and microclimate?    | Ordnance survey maps: Can we survey local areas to the school and area on school journey? |
| History   | WW11   | Ancient Greece  | Ancient Greece to Crime and Punishment  |
| RE        | What does it mean to be a Muslim in Britain today?                               | Why do some people believe God exists? (nonreligious /humanist) | If God is everywhere, why go to a place of worship?                                       |
| DT        | WW2 food   | Monitoring devices  | Automata Toys   |
| Art       | Henry Moore  | Perspective (Greek)   | Cartography   |
| PSHE      | Relationships  | Wider World   | Health and Wellbeing  |
| Music     | SONGS OF WW2 (YR6);<br>BLUES (YR 5)  | FILM MUSIC (YR 6);<br>RECORDER LESSONS                          | PRODUCTION  |
| Computing | Spreadsheets<br>Communication and Collaboration                                  | Coding<br>Touch Typing-Yr 5?                                    | Creating website<br>3d model  |
| PE        | Football; Dance – through the ages   | Gymnastics Movement<br>Circuit Training                         | Striking and fielding:<br>Rounders<br><br>Athletics                                       |
| French    | Phonics (2 weeks) and<br>Chez-Moi (I)<br><br>Le Weekend (P)                      | Les Planetes (P)<br><br>Les Vetements (I)                       | Manger et bouger- healthy lifestyles (P)  |