




















Key









 Aspire Focus	<p>The knowledge focus (often derived from a range of subjects) that inspires the terms learning and creates cross curricula links</p>		<p>Teaching of Historical knowledge: covering chronology, local, national and worldwide events, eras and dynasties from the past. Investigated through a range of sources.</p>		<p>Teaching of knowledge linked to Religion, faith and belief systems: to know how to understand believing, living and thinking in a multi denominational world. Covering: beliefs about god, community worship and celebration, life journeys and rites of passage.</p>
 Science	<p>Teaching of Scientific knowledge that covers scientific enquiry as well as: Biology Chemistry Physics</p>    <p>Also: geology, astronomy and evolution</p>		<p>Teaching of knowledge linked to Art to know how to: explore, observe, compare, adapt and review both others and their own art via: drawing, painting, printing, textiles, sculpture, collage and digital media.</p>		<p>Teaching of knowledge/ emotional literacy linked to relationships: children’s personal, social, health and well being, including relationships and sex education.</p>
 Geography	<p>Teaching of Geographical knowledge that covers geographical understanding of the world Physical Human plus Fieldwork</p>   		<p>Teaching of knowledge linked to Design and Technology: to know how to Design, Make, Evaluate and to acquire Technical Knowledge. To generate their own knowledge linked to Food and Nutrition.</p>		<p>Teaching of knowledge linked to Computing: digital literacy and online safety, computer systems and networks, creating media, data and information and programming/coding.</p>
			<p>Teaching of knowledge linked to PE: games¹, dance, gymnastics, athletics, outdoor adventure, swimming including how to evaluate and improve performance plus gaining an understanding of fitness and health.</p>		<p>Teaching of knowledge required communicate in Spanish, i.e. a modern foreign language: listening and speaking, reading and writing, grammar and vocabulary plus intercultural understanding.</p>
			<p>Teaching of knowledge linked to Music: to know how to perform musically using vocals and or instruments. To know how to explore, compose and listen to music; to know how to appraise music.</p>		<p>This icon indicates where a key text in English aligns with the termly focus – e.g. Beowulf links to the study of the Saxons.</p>


NB:


















The Academy Maths curriculum is covered in our Calculation Policy and our White Rose National Curriculum Progression Ladder.






English by separate progression documents and policies; due to the breadth of the subject content they are not included on this grid; these can all be found on the school website at <https://www.carltonroadacademy.net/parents/curriculum-a-z-by-subject>











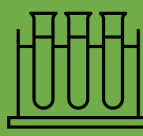










¹ **Games:** those described as “invasion games” cover (not exhaustive) football, rugby, hockey, lacrosse, netball, basketball dodge/bench ball . Net / Wall games cover (not exhaustive) tennis, badminton, table tennis, volleyball. Others may include rounders, cricket, tri golf.





EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Lincolnshire Heritage Week
Aspire Focus 	Ourselfs Foci: PSED/CLL <i>All about me, my family and where I live. Familiar stories and experiences. Rules and routines of school</i>	Once Upon a Time Foci: CLL/EAD <i>Fairy Tales and Nursery Rhymes</i>	Amazing Animals Foci: UW <i>Pets, farms, moving onto jungle, artic and desert animals. Incorporating animal body parts, habitats, animal care and animals that help us.</i>	Superhuman/Let's imagine! Foci: PSED/EAD <i>People within our own family and community, emergency services. Superheroes through literature.</i>	Grow Foci: UW/PD <i>Growing our own food, From growing to the plate Being healthy, eating and being active including sports. Plants and flowers. Minibeasts. Geographical mapping.</i>	Let's Move Foci: EAD/PSED <i>Travel, journeys and transport. Holidays, staying safe in the sun. Exploration, travel and discovery. Looking ahead and transition to Year 1.</i>	Summer Term Geography Fieldwork 
PSHE & RSE 	Being Me In My World Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Celebrating Difference Identifying talents Being special Families Where we live Making friends Standing up for yourself	Dreams and Goals Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Healthy Me Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Relationships Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Changing Me Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations	Exploring where we play. Learn, practice, develop and apply a range of fieldwork skills and techniques to investigate the geography of the school grounds. Orienteering
SCIENCE 	Us, our bodies and senses	Light and Materials	Pets and other animals.	How do people use science to help us?	Planting and growing	Transport, movement and forces	
Cooking and baking		Habitats around us – who lives where?	Farming				
Daily weather charting and time, seasonal observations linked to own setting							
	Introducing the passage of time through the creation of an on-going ' Memory Box ' to share & order memories through the year which includes significant days For example; St George's Day, Remembrance Day, VE Day						
RE 	Myself <i>[Introduce people who belong to a religious group]</i>	Special people to me <i>[Introduce people who are important to members of a religious group, e.g. Jesus, Prophet Muhammad, vicar, imam, etc.]</i>	Our special books <i>[Introduce stories from religions and important books for members of a religious group]</i> Noah	Our special things <i>[Introduce objects that are important to members of a religious group, e.g. cross, subha beads, prayer mat, etc.]</i> Easter- cross	Our special places <i>[Introduce places of worship, e.g. church, mosque]</i> Bo the Church Mouse	Our beautiful world <i>[Introduce stories about creation and some beliefs about the natural world, e.g. the duty to care for the environment]</i>	
	Me! / My Stories (Charanga)	Songs for Christmas	Everyone (Charanga)	Our World (Charanga)	Big Bear Funk	Reflect Rewind Replay	
PE 	Topic 1 Awareness Movement Patterns Locomotion Skill Behavioural Instruction Me, Myself & I Planning	Topic 1 Fitness Aerobic Anaerobic Strength Flexibility	Topic 1 Awareness Movement Patterns Locomotion Skill Behavioural Instruction Fun and Games planning	Topic 1 Manipulation Focus 1.Catching 2.Aiming Throwing and Catching Planning	Topic 1 Show understanding of the need for safety when tackling new challenges Adjust speed and direction to avoid obstacles Fun and Games Planning	Topic 1 Manipulaiton Focus 1. Ball Skills 2. Sports Day Practice Ball Skills Planning	


















	<p>Topic 2 Spatial Awareness Travelling Range of Movements <u>Movement Development Planning</u></p>	<p>Topic 2 Play in groups Take turns with others Run skilfully and negotiate space <u>Working with others planning</u></p>	<p>Topic 2 Manipulation Focus</p> <ul style="list-style-type: none"> Gym Rolling Movement Patterns Movement Development Planning 	<p>Topic 2 Explore and copy basic rhythms Use bodies to respond to music/stories/ topics <u>Amazing Animals</u> <u>Links to EYFS TOPIC</u></p>	<p>Topic 2 <u>Themed Dance</u> <u>Dance Planning</u></p>	<p>Topic 2 Play in groups Take turns with others Run skilfully and negotiate space <u>Working with others planning</u></p>	
<p>MFL</p> 	<p>Greetings and Nursey Rhymes</p>		<p>Numbers and Colours</p>		<p>Shapes and Seasons</p>		
<p><i>Spanish in EYFS and KS1 is a gradual introduction to aspects of the KS2 curriculum that lies ahead, comprising of: songs, chants, simple phrases and early vocab concepts. It is not timetabled but fitted in around other parts of the school day as, if and when practical or possible.</i></p>							

YEAR 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Lincolnshire Heritage Week	
Aspire Focus 	Time Tardis <i>History; Living memory; self/parents/grandparents.</i> 	Where do we live? <i>Human Geography; our location; cities and countries of UK, weather, seasonality. Simple mapping to identify human and physical geographical features.</i> 	Mary Anning / Jurassic World <i>Physical Geography; cliffs and coasts, fossils and archaeological finds.</i> 	Great Fire of London <i>History; using a range of historical sources to find out about the Great Fire and compare it's impact on individual lives with local natural disasters.</i> 	They Changed the World <i>History; using a range of sources to learn about local significant individuals and their contribution to our society. [Amy Johnson/Mae Jemison/Helen Sharman]</i> 	Be Wild <i>Geography; Understanding the importance of recognising local wildlife, plants, woods, and our local farming roots.</i> 	Summer Term Historical Enquiry 	
SCIENCE 	Light 	Forces 	Animals including humans 	Materials 	Plants 		Investigating the history of our school Through the use of Digimap – compare 1850 to present day.	
	Seasonal Change Autumn	Seasonal Change Autumn - Winter	Seasonal Change Winter	Seasonal Change Winter – Spring	Seasonal Change Spring - Summer	Seasonal Change Summer		
Daily weather charting and telling time								
ART 	Drawing <i>Self-portraits; Pencil, charcoal, pastel, chalk</i>		Sculpture <i>Creating clay dinosaurs</i>		Collage and Mixed Media <i>Using the inspiration from World Changers and Be Wild to create collages mixing concepts of technology and flight/ space with the natural world.</i>			Use a range of sources and age appropriate chronology 'Local History – culture on your doorstep'
DT 	Textiles <i>Designing a Kite</i>		Structures <i>Designs explore a range of joining techniques</i>		Cookery <i>Designing dishes using locally sourced ingredients</i>			
PE 	Topic 1 Team Games Technique Drop Ins Identify Skill Netball Planning	Topic 1 Catch/Avoid/ Evade Technical Drop Ins Identify Skill Tag Rugby Planning	Topic 1 Combine different ways of travelling exploring a range of movements and shapes Agility, balance, co-ordination Gymnastics planning	Topic 1 Sending and receiving (throwing and rolling) Throwing and catching Basic tactics Volleyball planning	Topic 1 Manipulation Focus Ball Skills Technical Session Tennis planning	Topic 1 Catching Throwing Striking Cricket Planning		
	Topic 2 Fitness Aerobic Anaerobic Strength Flexibility	Topic 2 Pass, shoot and receive the ball Apply basic attacking and defending principles Basketball Planning	Topic 2 Music Rhythm Dance Y1 Dance Planning Technique Drop In Identify Skill Great Fire of London Links to Y1 Topic	Topic 2 Send and receive the ball Dribble the ball at speed Spatial Awareness Ball control Football Planning	Topic 2 Outdoor Adventurous activities Orienteering planning	Topic 2 Athletics- Running, Jumping and Throwing technique Athletics planning		























MUSIC 	Hey You Charanga	Rehearsal, Preparation and Performance of Nativity songs	In the Groove Charanga	Round and Round Charanga	Your Imagination Charanga	Reflect, Rewind and Replay
RE 	God – Christianity Believing <i>What do Christians learn and understand about God through Old Testament Bible stories?</i> <i>What do stories in the New Testament tell us about Jesus?</i>	Community – Christianity Living <i>What do Christians do to express their beliefs?</i> <i>Which celebrations are important to Christians?</i> <i>What are the key practices associated with these celebrations and what do they tell us about beliefs?</i>	God – Islam Believing <i>How is Allah described in the Qur'an?</i> <i>What do Muslims learn about Allah and their faith through the Qur'an?</i>	Community – Islam Living <i>What do Muslims do to express their beliefs?</i> <i>Which celebrations are important to Muslims?</i>	Term 5 and 6- Places of worship – BIG Questions Believing, Living, Thinking <i>(Visit to local Christian Church and Mosque)</i> <i>What impact do these places have on the community?</i> <i>What do key objects, features and symbols tell us about beliefs in God?</i>	
PSHE & RSE 	Being Me In My World Feeling special and safe, Being part of a class Rights and responsibilities, Rewards and feeling proud, Consequences, Owning the Learning Charter	Celebrating Difference Similarities and differences, Understanding bullying and knowing how to deal with it, Making new friends, Celebrating the differences in everyone	Dreams and Goals Setting goals, Identifying successes and achievements, Learning styles, Working well and celebrating achievement with a partner, Tackling new challenges, Identifying and overcoming obstacles, Feelings of success	Healthy Me Keeping myself healthy, Healthier lifestyle choices, Keeping clean, Being safe, Medicine safety/safety with household items, Road safety, Linking health and happiness	Relationships Belonging to a family, Making friends/being a good friend, Physical contact preferences, People who help us, Qualities as a friend and person, Self-acknowledgement, Being a good friend to myself, Celebrating special relationships	Changing Me Life cycles – animal and human, Changes in me, Changes since being a baby, Differences between female and male bodies (correct terminology), Linking growing and learning, Coping with change Transition
COMPUTING 	Computer Systems and Networks Technology Around Us Recognising technology in school and using it responsibly.	Creating Media Digital Painting Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally.	Programming A Moving a Robot Writing short algorithms and programs for floor robots, and predicting program outcomes.	Data and Information Grouping Data Exploring object labels, then using them to sort and group objects by properties.	Creating Media Digital Writing Using a computer to create and format text, before comparing to writing non-digitally.	Programming B Programming Animations Designing and programming the movement of a character on screen to tell stories.
Digital Literacy – Online Safety linked to both Computing and PSHE Units throughout the year as well as a discrete week of teaching.						
MFL 	Greetings		Numbers and Colours		Shapes	
<i>Spanish in EYFS and KS1 is a gradual introduction to aspects of the KS2 curriculum that lies ahead, comprising of: songs, chants, simple phrases and early vocab concepts. It is not timetabled but fitted in around other parts of the school day as and when practical or possible.</i>						





YEAR 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Lincolnshire Heritage Week
Aspire Focus 	Forest Rangers <i>Human Geography; land use and human impact. Comparisons with Lincolnshire woodland, UK forests and non-European rainforests. Using knowledge of physical geography intertwined with scientific and historical learning.</i>		Beyond 1066 <i>Investigating the significance of the Norman Conquest, blending historical and geographical knowledge to investigate the impact of these invaders on our current landscape, including castles as sources of historical enquiry.</i>		Journeys of Exploration <i>geographical knowledge to explore the legacy of exploration comparing the UK with Australia following in the footsteps of Banks and Matthew Flinders.</i>		Summer Term
	 		  		  		
SCIENCE 	Living things and their habitats 	Animals including humans 	Materials 	Forces 	Plants 	Electricity 	Geography Fieldwork Mapping our school (supporting our new arrivals to school)
Daily weather charting and telling time, seasonal observations linked to own setting							
ART 	Printing <i>Mono printing and impression printing</i>		Painting <i>Abstract artists (Wassily Kandinsky, Ted Harrison, Jackson Pollock, Paul Klee and Damien Hirst)</i>		Textiles <i>Weaving, threading using threads</i>		Build on experience from EYFS. Following our fieldwork enquiry framework, children will learn, practice, develop and apply a range of fieldwork and mapping skills and techniques to investigate the geography of the school grounds. Orienteering; building on prior experience.
DT 	Cookery <i>Using Forest Foods</i>		Levers <i>Using simple levers design a working picture for a child demonstrating, for example 'cut-out' castle or a working portcullis</i>		Electrical circuits <i>Design a working lighthouse</i>		
PE 	Topic 1 Catching Throwing Striking Volleyball Planning	Topic 1 Invasion Games Technique Sessions Identify Skill Defend & Attack Principles Football Planning Basketball Planning	Topic 1 Team Games Technique Drop Ins Identify Skill Netball Planning	Topic 1 Team Games Technique Drop Ins Identify Skill Hockey Planning	Topic 1 Catch/Avoid Evade Tag Rugby Planning	Topic 1 Catching Throwing Striking Rounders Planning	
	Topic 2 Fitness Aerobic Anaerobic Strength Flexibility	Topic 2 Pass, shoot and receive the ball. Apply basic attacking and defending principles	Topic 2 Dance Technique Y2 Dance Planning Drop Ins Identify Skill Shipwrecked Theme Links to Y2 Topic	Topic 2 Combine different ways of travelling exploring a range of movements and shapes Agility, balance, co-ordination Gymnastics planning	Topic 2 Net and Wall Badminton Planning	Topic 2 Athletics- Running, Jumping and Throwing technique Athletics planning	
MUSIC 	Hands, Feet, Heart Charanga	Rehearsal, Preparation and Performance of Nativity songs	I Wanna Play in a Band Charanga	Zoo time Charanga	Friendship Song Charanga	Reflect, Rewind and Replay	






















<p>RE</p> 	<p>Academy Designed Unit Community Celebration Part 1 BIG Questions <i>Believing, Living, Thinking</i> <i>Thankfulness linked to Harvest... How do Christians and Jews thank their God for the Harvest? Think about the importance of gratitude – Do you only have to say thank you if you believe in God?</i></p>	<p>Life Journey – Christianity Living <i>What do Christians do to celebrate birth? What does it mean and why does it matter to belong?</i></p>	<p>Being Human – Islam Believing <i>What does the Qur’an say about how Muslims should treat others and live their lives? How can Muslim faith and beliefs be seen in the actions of inspirational Muslims?</i></p>	<p>Academy Designed Unit Community Celebration Part 2 BIG Questions <i>Believing, Living, Thinking</i> <i>Why do Christians celebrate Easter (Christianity)? Why do Jews celebrate Passover (Judaism)? What are the links between these two celebrations?</i></p>	<p>Being Human – Christianity Believing <i>What does the Bible say about how Christians should treat others and live their lives? How can Christian faith and beliefs be seen in the actions of inspirational Christians?</i></p>	<p>Life Journey – Islam Living <i>What do Muslims do to celebrate birth? What does it mean and why does it matter to belong?</i></p>	
<p>PSHE & RSE</p> 	<p>Being Me In My World Hopes and fears for the year, Rights and responsibilities, Rewards and consequences, Safe and fair learning environment, Valuing contributions, Choices, Recognising feelings</p>	<p>Changing Me Life cycles in nature, Growing from young to old, Increasing independence, Differences in female and male bodies (correct terminology,) Assertiveness Preparing for transition</p>	<p>Healthy Me Motivation, Healthier choices, Relaxation, Healthy eating and nutrition, Healthier snacks and sharing food</p>	<p>Relationships Different types of family, Physical contact boundaries, Friendship and conflict, Secrets Trust and appreciation, Expressing appreciation for special relationships</p>	<p>Celebrating Difference Assumptions and stereotypes about gender, Understanding bullying, Standing up for self and others, Making new friends, Gender diversity, Celebrating difference and remaining friends</p>	<p>Dreams and Goals Achieving realistic goals, Perseverance, Learning strengths, Learning with others, Group co-operation, Contributing to and sharing success</p>	
<p>COMPUTING</p> 	<p>Computer Systems and Networks Information Technology Around Us Identifying IT and how its responsible use improves our world in school and beyond.</p>	<p>Creating Media Digital Photography Capturing and changing digital photographs for different purposes.</p>	<p>Programming A Robot Algorithms Creating and debugging programs, and using logical reasoning to make predictions</p>	<p>Data and Information Pictograms Collecting data in tally charts and using attributes to organise and present data on a computer.</p>	<p>Creating Media Making Music Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.</p>	<p>Programming B Programming Quizzes Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.</p>	
<p>Digital Literacy – Online Safety linked to both Computing and PSHE Units throughout the year as well as a discrete week of teaching.</p>							
<p>MFL</p> 	<p>Greetings</p>		<p>Numbers and Colours</p>		<p>Shapes</p>		
<p>Days of the Week and Months of the Year</p>							
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YEAR 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Lincolnshire Heritage Week
Aspire Focus 	Stone Age to Iron Age <i>Investigating the earliest periods of history, children will know the journey that the human race has taken since it's beginning when we lived alongside the dinosaurs.</i> 		Our Active Planet <i>Physical Geography; understanding our planet, why natural disasters occur and their impact on people's lives.</i> 		The Legacy of the Ancient Romans <i>Investigating the legacy of the Roman culture up to 410 AD on our world through a range of sources, identifying where we see Roman influence in our locality today.</i> 		Summer Term Historical Enquiry 
GEOGRAPHY 	<p style="text-align: center;">Telling time including 24-hour clock at home and around the world. During the year to add to, enhance and revise knowledge of climate both locally and around the world as the concept links with other learning and experiences across the curriculum</p>						
SCIENCE 	Animals including humans 	Materials 	Rocks and soils	Magnets 	Plants 	Light 	Investigating the history of The Boston May Fair
ART 	Painting and collage <i>Using colour wash techniques inspired by our ancestor's cave paintings</i>		Drawing <i>The Great Wave inspires pen & ink graphic illustration</i>		Mosaic <i>Using Mosaics to create a 3D design</i>		Use Digimaps to compare our locality to the area in the 19th Century
DT 	Cooking <i>Healthy bread-based snacks</i>		Levers and Pulleys <i>Make a moving graphics card</i>		Axles, wheels and frame structures <i>Applying historical learning to design vehicles with axels and wheels</i>		Use a range of sources and chronology to explore 'Local History, the culture on your doorstep.'
PE 	Topic 1 Invasion Games Technique Drop Ins Identify Skill Defend/Attack Principles Hockey Planning	Topic 1 Catch/Avoid/ Evade Technical Drop Ins Identify Skill Tag Rugby Planning	Topic 1 Perform a range of actions, agilities and clarity of movement Create Gymnastic sequences Develop flexibility, strength, control, technique and balance Gymnastics Planning	Topic 1 Dance Y3 Dance Planning Technique Drop Ins Identify Skill Romans Theme Linked to Y3 Topic	Topic 1 Net & Wall Badminton Planning	Topic 1 Catching Throwing Striking Tennis Planning	
	Topic 2 Send and receive the ball Dribble the ball at speed Spatial Awareness Ball control Football Planning	Topic 2 Fitness Aerobic Anaerobic Strength Flexibility	Topic 2 Swimming	Topic 2 Swimming	Topic 2 Striking & Fielding Technical Sessions Cricket Planning	Topic 2 Athletics- Running, Jumping and Throwing technique Athletics planning	
MUSIC 	Let Your Spirit Fly Charanga	Three Little Birds Charanga		Boston Choral Workshop Project "The Big Sing"	Lincolnshire Music Service	Recorder and relevant notation (Woodwind Introduction)	





















 RE	God – Hinduism <i>Believing</i> <i>How are deities and key figures described in Hindu sacred texts and stories?</i> <i>What might Hindus understand about the Divine through these stories?</i> <i>What is the purpose of visual symbols in the mandir?</i>		God – Islam <i>Believing</i> <i>What do the main concepts in Islam reveal about the nature of Allah?</i> <i>What is the purpose of visual symbols in a mosque?</i> <i>(Seven features of a mosque as opposed the three at KS1)</i>		Term 3 and 4 God – Christianity <i>Believing</i> <i>How do symbols in the Bible help Christians relate to God?</i> <i>What do symbols in the story of Jesus' baptism reveal about the nature of God?</i> <i>What visual symbols and symbolic acts can be seen in a Christian church?</i> <i>How might language within worship express Christian beliefs?</i>		Term 5 and 6 Academy Designed Unit Spirited Arts - Expressing Beliefs through the Arts BIG Questions <i>Believing, Living, Thinking</i> <i>How do religious and non-religious people understand the value of creativity?</i> <i>How do religious and non-religious people understand the connection between beliefs about human beings and human creativity?</i> <i>How do religious and non-religious people express their beliefs creatively?</i> <i>Why might some religious people not use pictorial representation to express their beliefs?</i>					
	 PSHE & RSE	Being Me In My World Setting personal goals, Self-identity and worth, Positivity in challenges, Rules, rights and responsibilities, Rewards and consequences, Responsible choices, Seeing things from others' perspectives		Celebrating Difference Families and their differences, Family conflict and how to manage it (child-centred), Witnessing bullying and how to solve it, Recognising how words can be hurtful, Giving and receiving compliments		Dreams and Goals Difficult challenges and achieving success, Dreams and ambitions, New challenges, Motivation and enthusiasm, Recognising and trying to overcome obstacles, Evaluating learning processes, Managing feelings, Simple budgeting		Healthy Me Exercise, Fitness challenges, Food labelling and healthy swaps, Attitudes towards drugs, Keeping safe and why it's important- online and off line scenarios, Respect for myself and others, Healthy and safe choices		Relationships Family roles and responsibilities, Friendship and negotiation, Keeping safe online and who to go to for help, Being a global citizen, Being aware of how my choices affect others, Awareness of how other children have different lives, Expressing appreciation for family and friends		Changing Me How babies grow, Understanding a baby's needs, Outside body changes, Inside body changes, Family stereotypes, Challenging my ideas, Preparing for transition
 COMPUTING		Computer Systems and Networks Connecting Computers Identifying that digital devices have inputs, processed, and outputs, and how devices can be connected to make networks.		Creating Media Stop-frame Animation Capturing and editing digital still images to produce a stop-frame animation that tells a story.		Creating Media Desktop Publishing Creating documents by modifying text, images, and page layouts for a specified purpose.		Data and Information Branching Databases Building and using branching databases to group objects using yes/no questions.		Programming A Sequencing Sounds Creating sequences in a block-based programming language to make music.		Programming B Events and Actions in Programmes Writing algorithms and programs that use a range of events to trigger sequences of actions.
	Digital Literacy – Online Safety linked to both Computing and PSHE Units throughout the year as well as a discrete week of teaching											
 MFL	Phonics 1 & I am learning Spanish		Animals		Musical Instruments		Seasons		Fruits OR Vegetables		Little Red Riding Hood	
	Classroom Commands		Christmas		Days of the week		Months of the year					
	Festivals: La Tomatina											


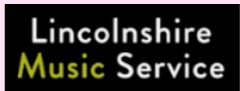




YEAR 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Lincolnshire Heritage Week
Aspire Focus 	Anglo-Saxon Invasion <i>Exploring the impact of the Anglo-Saxons on UK culture following Roman rule. Using historical sources to know where we find their legacy around us today.</i>  	Lincolnshire Farming <i>Human and Physical Geography: Investigating land use and settlements locally and within the UK.</i>  	River Deep and Mountain High <i>Using a range of geographical sources to know the location and key physical features of the major countries, continents, mountains and rivers of the world. Geographical knowledge is applied to compare local and world rivers.</i> <i>This includes a local river fieldwork study</i>  		Ancient Civilisations; Ancient Egyptian culture <i>An investigation of Ancient Civilisations of the world followed by an in-depth study of the Ancient Egyptians. Using historical sources to understand the significance the culture has had on the world as we know it today.</i>   		Summer Term 
GEOGRAPHY 	Telling time including 24 hour clock, discussion of climate zones – on going across subjects from Year 3						Geography Fieldwork Mapping changes in our local area Focussing geographical enquiry on the school grounds and land use around the school: children will learn, practice, develop and apply a range of fieldwork skills and techniques to investigate the local human geography around the school.
SCIENCE 	Electricity 	Forces 	Living things and their habitats 	Animals including humans 	States of Matter 	States of Matter 	
ART 	Weaving <i>Learning to use Anglo Saxon 'Branch' weaving techniques</i>		Painting <i>Applying knowledge of the Impressionists and Pointillism to create an aquatic watercolour</i>		Printing <i>Applying knowledge of Egyptian symbols and printing techniques to design and build tiles for printing unique designs influenced by the Pharaohs</i>		
DT 	Cooking <i>Design and cook a dish with locally farmed ingredients</i>		Pulleys <i>Designing a cable car that would transport people up a mountain and across a valley</i>		Levers and frame structures <i>Applying knowledge of Egyptian irrigation methods to build working models of a Shaduf.</i>		
PE 	Topic 1 Invasion Games Technique Drop Ins Identify Skill Defend/Attack Principles Hockey Planning	Topic 1 Technique Sessions Identify Skill Basketball Planning	Topic 1 Perform a range of actions, agilities and clarity of movement Create Gymnastic sequences Develop flexibility, strength, control, technique and balance Gymnastics Planning	Topic 1 Striking & Fielding Technical Sessions Tri Golf Planning	Topic 1 Outdoor Adventurous Activities Orienteering Planning	Topic 1 Catching Throwing Striking Cricket Planning Swimming???	
	Topic 2 Catching Throwing Striking Volleyball Planning	Topic 2 Fitness Aerobic Anaerobic Strength Flexibility	Topic 2 Dance Technique Y4 Dance Planning Drop Ins Identify Skill Egyptian Theme Linked to Y4 Topic	Topic 2 Send and receive the ball Tactics Positioning Football Planning	Topic 2 Swimming	Topic 2 Athletics- Running, Jumping and Throwing technique Athletics planning	

<p>MUSIC</p> 	<p>Lincolnshire Music Service</p> <p>Recorder – Toots (flute style)+ Notation (Woodwind Introduction 2)</p>		<p>Lincolnshire Music Service</p> <p>Ukulele and Notation (Strings Introduction)</p>		<p>Lincolnshire Music Service</p> <p>Samba and Notation (Percussion Ongoing)</p>					
<p>RE</p> 	<p>Celebrations (A range of beliefs) <i>Believing, Living, Thinking</i></p> <p><i>What different events/times of life do we celebrate? How do different people celebrate things differently? How does celebration relate to remembrance?</i></p>	<p>Community – Hinduism <i>Living</i></p> <p><i>How is Hindu belief expressed personally and collectively? How does Hindu worship and celebration build a sense of community? Explore the ways in which worship and celebration engage with/affect the natural world.</i></p>	<p>Being Human – Sikhism <i>Believing</i></p> <p><i>In what ways does the Guru Granth Sahib teach Sikhs about how to live? How do beliefs impact on actions?</i></p>	<p>Community Christianity <i>Living</i></p> <p><i>Worship within different Christian denominations: Catholic, CofE, Baptist, Methodist, Evangelical. How is Christian belief expressed collectively? How does Christian worship and celebration build a sense of community? Explore the ways in which worship and celebration engage with/affect the natural world. Explore beliefs about creation and natural world</i></p>	<p>Academy Designed Unit - Pilgrimage BIG Questions <i>Believing, Living, Thinking</i></p> <p><i>What is a pilgrimage? What does pilgrimage involve? E.g. Christian pilgrimage to Walsingham. Muslim pilgrimage to Makkah, Jewish pilgrimage to Jerusalem. Hindu pilgrimage to the Ganges Do you need to be religious to go on a pilgrimage? What is the environmental impact of pilgrimage? Where would you go on a pilgrimage? (Where matters to you? E.g. football grounds)</i></p>					
	<p>Being Me In My World</p> <p>Being part of a class team, Being a school citizen, Rights, responsibilities and democracy (school council), Rewards and consequences, Group decision-making, Having a voice, What motivates behaviour</p>	<p>Celebrating Difference</p> <p>Challenging assumptions, Judging by appearance, Accepting self and others, Understanding influences, Understanding bullying, Problem-solving, Identifying how special and unique everyone is, First impressions</p>	<p>Dreams and Goals</p> <p>Hopes and dreams, Overcoming disappointment, Creating new, realistic dreams, Achieving goals, Working in a group, Celebrating contributions, Resilience, Positive attitudes</p>	<p>Healthy Me</p> <p>Healthier friendships, Group dynamics, Smoking, Alcohol, Assertiveness, Peer pressure, Celebrating inner strength</p>	<p>Relationships</p> <p>Jealousy, Love and loss, Memories of loved ones, Getting on and Falling Out, Girlfriends and boyfriends, Showing appreciation to people and animals</p>	<p>Changing Me</p> <p>Being unique, Having a baby, Girls and puberty, Confidence in change, Accepting change, Preparing for transition, Environmental change</p>				
<p>COMPUTING</p> 	<p>Computer Systems and Networks The Internet</p> <p>Recognising the Internet as a network of networks including the WWW, and why we should evaluate online content.</p>	<p>Creating Media Audio Production</p> <p>Capturing and editing audio to produce a podcast, ensuring that copyright is considered.</p>	<p>Programming A Repetition in Shapes</p> <p>Using a text-based programming language to explore count-controlled loops when drawing shapes.</p>	<p>Data and Information Data Logging</p> <p>Recognising how and why data is collected over time, before using data loggers to carry out an investigation.</p>	<p>Creating Media Photo Editing</p> <p>Manipulating digital images and reflecting on the impact of changes and whether the required purpose is fulfilled.</p>	<p>Programming B Repetition in Games</p> <p>Using a block-based programming language to explore count-controlled and infinite loops when creating a game.</p>				
<p>Digital Literacy – Online Safety linked to both Computing and PSHE Units throughout the year as well as a discrete week of teaching</p>										
<p>MFL</p> 	<p>Phonics 1 & I am learning Spanish</p>	<p>Animals</p>	<p>Musical Instruments</p>	<p>Seasons</p>	<p>Fruits OR Vegetables</p>	<p>Little Red Riding Hood</p>				
	<p>Classroom Commands</p>	<p>Christmas</p>	<p>Days of the week</p>	<p>Months of the year</p>						
<p>Festivals: La Tomatina and Las Fallas</p>										

YEAR 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Lincolnshire Heritage Week
Aspire Focus 	Viking Conflicts <i>Building on learning about the Anglo-Saxons to identify the role the Vikings played in shaping our way of life. Using historical sources to find evidence of their legacy around us today.</i>  	The Mayan Civilisation <i>Building on knowledge of ancient civilisations to investigate similarities and differences between the Mayans and civilisations we know about and to explore how indigenous cultures influence the world we live in today.</i>  	Nature's Energy <i>Applying knowledge of human and physical geography to explore how using renewable energy is shaping our lives and landscapes around us.</i> <i>Includes a coastal fieldwork study</i>   	Ancient Greek Legacy <i>Investigating the legacy of the Ancient Greek culture, it's achievements and the impact still seen in the Western World today.</i>   		Summer Term 	
	GEOGRAPHY 	Understanding and applying time, 12/24h clock and international time zones , understand Greenwich Mean Time (Prime Meridian, the centre of World Time: local links to Boston Meridian)					
SCIENCE 	Materials 	Earth and Space	Sound 	Living things ad their habitats 	Animals including humans 		
ART 	Pencil drawing and painting <i>Develop knowledge of depth and tone</i>		3D Sculpture & collage <i>Application of knowledge of the Mayan culture</i>		Pencil Drawing <i>Exploring the human body through lines and movement influenced by observations from the Ancient Greeks</i>		
DT 	Frame Structures <i>Application of knowledge of the Viking culture</i>		Cooking <i>Using knowledge of the Mexican culture to design a traditional savoury dish – chilli, tacos etc.</i>		Computer Aided Design <i>Application of knowledge of Greek architecture</i>		
PE 	Topic 1 Invasion Games Field Games Technique Drop Ins Identify Skill Football Planning	Topic 1 Netball Key Skills Tactics Technique Netball Planning	Topic 1 Key Skill Dance Unit Y5 Dance Planning Teamwork and Developing Partner Work Greek Dance Theme Linked to Y5 Topic	Topic 1 Develop creating own Gymnastic sequences Develop flexibility, strength, control, technique and balance Gymnastics Planning	Topic 1 Striking & Fielding Technical Session Identify Skill Rounders Planning	Topic 1 Sending & Receiving Gameplay Principles Volleyball Planning	
	Topic 2 Fitness Aerobic Anaerobic Strength Flexibility	Topic 2 Invasion Games Technique Drop Ins Identify Skill Defend/Attack Principles Hockey Planning	Topic 2 Swimming	Team 2 Swimming	Outdoor & Adventurous Activities Orienteering Planning	Topic 2 Athletics- Running, Jumping and Throwing technique Athletics planning	

<p>MUSIC</p> 	<p>Choral Experience</p>  <p>School coaching and county rehearsals</p> <p>Lincolnshire Music Service</p> <p>Performance at the Music for Youth Proms 2022</p>  <p>Royal Albert Hall</p>		<p>Trumpet and Notation (Brass Introduction)</p> <p>Lincolnshire Music Service</p>		<p>The Fresh Prince of Bel-Air Charanga</p>	<p>Dancing in the Street Charanga</p>
<p>RE</p> 	<p>Being Human – Hinduism <i>Believing</i></p> <p><i>How do Hindus reflect their faith in the way they live? What is karma and how does it drive the cycle of samsara? How might a Hindu seek to achieve moksha?</i></p>	<p>Life Journey- Islam <i>Living</i></p> <p><i>Islam: How do Muslims show they belong? Rites of passage: include other religions e.g. Amrit in Sikhism. Teaching about marriage, death - use of discussion and debate to embed tolerance and respect for views and opinions</i></p>	<p>Being Human – Christianity <i>Believing</i></p> <p><i>In what ways does the Bible teach Christians to treat others? How is this expressed in practice? How do beliefs impact on actions?</i></p>		<p>Academy Designed Unit Do you have to believe in God to be good? BIG Questions Believing, Living, Thinking</p> <p><i>Opportunity to study Humanism/atheism/Buddhism and explore e.g. issues of social justice; opportunity to explore how valid various religious truth claims are, e.g. that you have to be good because God exists and he wants you to be good.</i></p>	
<p>PSHE & RSE</p> 	<p>Being Me In My World</p> <p>Planning the forthcoming year, Being a citizen, Rights and responsibilities, Rewards and consequences, How behaviour affects groups, Democracy, having a voice, participating</p>	<p>Celebrating Difference</p> <p>Cultural differences and how they can cause conflict, Racism Rumours and name-calling, Types of bullying, Material wealth and happiness, Enjoying and respecting other cultures</p>	<p>Dreams and Goals</p> <p>Future dreams, The importance of money, Jobs and careers, Dream job and how to get there, Goals in different cultures, Supporting others (charity) Motivation</p>	<p>Healthy Me</p> <p>Smoking, including vaping, Alcohol and anti-social behaviour, Emergency aid, Body image, Relationships with food, Healthy choices, Motivation and behaviour</p>	<p>Relationships</p> <p>Self-recognition and self-worth, Building self-esteem, Safer online communities, Rights and responsibilities online, Online gaming and gambling, Reducing screen time, Dangers of online grooming, SMARRT internet safety rules</p>	<p>Changing Me</p> <p>Self- and body image, Influence of online and media on body image, Puberty for girls, Puberty for boys, Conception (including IVF), Growing responsibility Coping with change, Preparing for transition</p>
<p>COMPUTING</p> 	<p>Computer Systems and Networks</p> <p>Systems and Searching</p> <p>Recognising IT systems around us and how they allow us to search the Internet.</p>	<p>Creating Media</p> <p>Video Production</p> <p>Planning, capturing and editing video to produce a short film.</p>	<p>Programming A</p> <p>Selection in Physical Computing</p> <p>Exploring conditions and selection using a programmable microcontroller.</p>	<p>Data and Information</p> <p>Flat-file Databases</p> <p>Using a database to order data and create charts to answer questions.</p>	<p>Creating Media</p> <p>Vector Drawing</p> <p>Creating images in a drawing program by using layers and groups of objects.</p>	<p>Programming B</p> <p>Selection in quizzes</p> <p>Exploring selection in programming to design and code an interactive quiz.</p>
<p>Digital Literacy – Online Safety linked to both Computing and PSHE Units throughout the year as well as a discrete week of teaching</p>						
<p>MFL</p> 	<p>Phonics 1 & I am learning Spanish</p>	<p>Transport</p>	<p>Seasons</p>	<p>Phonics 2 & Presenting Myself</p>	<p>The Classroom</p>	<p>At the Cafe</p>
	<p>Classroom Commands Days of the Week</p>	<p>Christmas</p>	<p>Months of the Year</p>			
<p>Festivals: La Tomatina and Las Fallas</p>						

YEAR 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Phase Transition
ASPIRE Focus 	The Industrious Victorians <i>Using historical enquiry to understand this turning point in the development of society with a focus on industrialisation and subsequent population migration, it's positive impact on cities, transport and technological progress.</i> Learning includes a geography fieldwork study to witness the impact the era had on our locality.   		WW2: A Battle for Britain <i>Using a wide range of historical sources this is an overview of WW2, to know the impact the war had on families and children both nationally and in our locality and investigate the legacy of the individuals, policy and technology that we see around us today.</i>    		Pushing Boundaries 'Earth Heroes' <i>A geographical study to explore how individuals across the globe have single-handedly tackled the environmental impact of climate change and changed the fortunes of their communities.</i>   		Summer Term PHASE TRANSITION* Y6/7 science and maths transition specific projects Enquiry based learning to bridge learning from Year 6 to Year 7 * Transition academic workbook is also available to support effective preparation for the KS3 curriculum
	GEOGRAPHY  <p>Understanding and applying time, 12/24h clock and international time zones, understand Greenwich Mean Time (Prime Meridian, the centre of World Time: local links to Boston Meridian)</p>						
SCIENCE 	Evolution and Inheritance	Living things and their habitats 	Light 	Forces 	Animals including humans 	Transition project	
ART 	Printing & textiles <i>Applying the influence of William Morris into individual textile pattern design</i>		Drawing & Painting <i>Applying knowledge of landscapes, silhouette and perspective to create a wartime masterpiece</i>		Clay <i>Develop skills in using clay inc. slabs, coils, slips, etc, understand the safety and basic care of materials and tools, Produce intricate patterns and textures in a malleable media. - Memory dish/ model or plate inspired by their years at Carlton Road inspired by commemorative ceramics.</i>		
DT 	Cams and frame structures <i>Using knowledge of typical Victorian toys to design a cam-based moving toy suitable for a child of the era</i>		Textiles <i>Knowledge of the 'Make do and mend' wartime ethos is applied to create thrifty garments and accessories</i>		Digital Control <i>Knowledge of digital circuitry and design is applied to design and programme 'Crumble' vehicles and lights</i>		
Food Tech	Porridge! Our breakfast v Victorian Gruel		Blitz Night Supper – casserole and sandwiches for the shelter		Celebration! – plan, shop, cook and serve end of year tea		
PE 	Topic 1 Invasion Games Technique Drop Ins Identify Skill Defend/Attack Principles Hockey Planning	Topic 1 Understanding Defence v Attack Basketball Planning	Topic 1 Invasion Games Technique Drop Ins Identify Skill Handball Planning	Topic 1 Outdoor & Adventurous Activities Orienteering Planning	Topic 1 Striking & Fielding Cricket Technical Sessions Identify Skill Cricket Planning	Topic 1 Invasion Games Technique Drop Ins Identify Skill Defend/Attack Principles Hockey Planning	
	Topic 2 Swimming	Topic 2 Swimming	Topic 2 Develop creating own Gymnastic sequences Develop flexibility, strength, control, technique and balance Gymnastics Planning	Topic 2 Key Skill Dance Unit Y6 Dance Planning Y6 World War 2 Theme Linked to Y6 Topic	Topic 2 Net & Wall Gameplay Tennis Planning	Topic 2 Athletics- Running, Jumping and Throwing technique Athletics planning	

MUSIC 	Happy Charanga	You've Got a Friend Charanga	New Year Carol Charanga	Music and Me Charanga	Reflect Rewind Replay	 Samba and Notation (Percussion Ongoing)
	Rehearsal, Preparation and Performance of Leavers Performance					
RE 	Academy Designed Unit - Big Questions: What does it mean to live a good life? BIG Questions Believing, Living, Thinking <i>Opportunity to look at guidelines and laws in various religions and non-religious worldviews. Chance to explore whether 'good' means the same thing to everybody e.g. that you have to be good because God exists and he wants you to be good</i>		Academy Designed Unit Judaism Believing and living <i>What do Jews believe about God?</i> <i>How does faith and belief affect the way people live their lives?</i> <i>How do people express their religion and beliefs?</i> <i>How do people mark important events in life?</i>	Life Journey – Hinduism Living <i>Hinduism: How do Hindus show they belong?</i> <i>Rites of passage: include other religions e.g. Amrit in Sikhism.</i> <i>Teaching about marriage, death - use of discussion and debate to embed tolerance and respect for views and opinions</i>	Life Journey – Christianity Living <i>How do Christians show they belong?</i> <i>How do we know if religious claims are true or not, does truth or otherwise actually matter?</i> <i>What impact does religion have on people's lives, regardless of whether they can prove their beliefs to be true or not?</i> <i>Rites of passage; include other religions e.g. Bar/Bat Mitzvah</i>	
PSHE & RSE 	Being Me In My World Identifying goals for the year, Global citizenship, Children's universal rights, Feeling welcome and valued, Choices, consequences and rewards, Group dynamics Democracy, having a voice, Anti-social behaviour, Role-modelling	Celebrating Difference Perceptions of normality, Understanding disability, Power struggles, Understanding bullying, Inclusion/exclusion, Differences as conflict, difference as celebration, Empathy	Dreams and Goals Personal learning goals in and out of school, Success criteria, Emotions in success, Making a difference in the world, Motivation, Recognising achievements, Compliments	Healthy Me Taking personal responsibility, How substances affect the body, Exploitation, including 'county lines' and gang culture, Emotional and mental health, Managing stress	Relationships Mental health, Identifying mental health worries and sources of support, Love and loss, Managing feelings, Power and control, Assertiveness, Technology safety, Take responsibility with technology use	Changing Me Self-image, Body image, Puberty and feelings, Conception to birth, Reflections about change, Physical attraction, Respect and consent, Boyfriends/girlfriends, Sexting Transition
COMPUTING 	Computer Systems and Networks Communication and Collaboration Identifying and exploring how data is transferred and information is shared online.	Creating Media Webpage Creation Designing and creating webpages, giving consideration to copyright, aesthetics, and navigation.	Programming A Variables in games Exploring variables when designing and coding a game.	Data and Information Introduction to Spreadsheets Answering questions by using spreadsheets to organise and calculate data.	Creating Media 3D Modelling Planning, developing and evaluation 3D computer models of physical objects.	Programming B Sensing Designing and coding a project that captures inputs from a physical device.
	Digital Literacy – Online Safety linked to both Computing and PSHE Units throughout the year as well as a discrete week of teaching					
MFL 	Presenting Myself	Seasons	Weather	What is the date?	The Classroom	Healthy Living
	Classroom Commands Days of the Week	Christmas	Months of the Year			
	Festivals: La Tomatina, Las Fallas, San Fermin and El Día de los Muertos					