




















Key

 Aspire Focus	The knowledge focus (often derived from a range of subjects) that inspires the terms learning and creates cross curricula links			 Teaching of Historical knowledge: covering chronology, local, national and worldwide events, eras and dynasties from the past. Investigated through a range of sources.	 Teaching of knowledge linked to Religion and World Views, (R&WV): to know how to understand believing, living and thinking in a multi denominational world. Covering: stories, belief, god, faith, community, worship and celebration, life journeys and rites of passage through a theological, philosophical and sociological lens.
 Science	Teaching of Scientific knowledge that covers scientific enquiry as well as: Biology Chemistry Physics    Also: geology, astronomy and evolution			 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.	 Teaching of knowledge/ emotional literacy linked to relationships: children’s personal, social, health and well being, including relationships and sex education.
				 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.	 Teaching of knowledge linked to Computing: digital literacy and online safety, computer systems and networks, creating media, data and information and programming/coding.
Geography 	Teaching of Geographical knowledge that covers geographical understanding of the world Physical Human plus Fieldwork			 Teaching of knowledge linked to PE: games ¹ , dance, gymnastics, athletics, outdoor adventure, swimming including how to evaluate and improve performance plus gaining an understanding of fitness and health.	 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.
				 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.	 This icon indicates where a key text in English aligns with the termly focus – e.g. Beowulf links to the study of the Saxons.



NB:

EYFS Our EYFS curriculum map covers 2 annual cycles – A and B. This enables the same “thematic” approach e.g. The Natural World/Space/ Travel, to be delivered to both the Nursery and Reception Class simultaneously, but with content adapted to suit the ages and stages of the children in each class and depending on their needs at that time. This offers a broad curriculum to all children but prevents any duplication of content between the 2 cohorts. It also allows for retrieval and embedding of language for the children who attend both years at Carlton Road (approx 50% of Reception). A synopsis of the themes are given here, along with other key non-core areas. The full detail is in its own document, EYFS Curriculum Overview, found in our EYFS webpages.







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 Foci: Relationships / PSED People and Communities	Autumn 2 Foci: Traditional stories/ Oracy	Spring 1 Foci: Past , Present, Future	Spring 2 Foci: The Natural World	Summer 1 Foci: The Natural World	Summer 2 Foci: Travel and Transitions	Other
Aspire Focus Cycle A 	Colours of the World The topic will introduce the children to the new year and the setting. It will cover the concepts of emotions, choices, regulation, where we come from, our families and special relationships.	Into the Woods 1 Tricks, Traps and Spells This unit will focus on traditional stories, during the term the children will share tales with woodland themes and or magical elements, tricks or curses! Little Red Riding Hood, Sleeping Beauty and Hansel and Gretel are examples.	Zoom to the Moon This topic will focus on Space and travel, planets and aliens. During the term children will explore a variety of texts such as The Smeds and the Smoos, Whatever Next and How to catch a star. They will build their own rockets and take a trip to the moon, where they will spot aliens and maybe even discover a new planet.	All Creatures Great and Small 1 This topic will explore a variety of animals, minibeasts, the farm and the zoo. The children will learn about habitats and diets of animals and the differences between animals on the farm vs in a zoo. They will also have the opportunity to handle exotic animals and speak to professionals who work with them.	Field to Fork This topic will focus on where our food comes from. Lincolnshire is a huge farming community, and we feel it is crucial for our children to understand the importance of where they live. How do potatoes grown down the road end up as the chips we enjoy for tea?	Up, Up and Away! This topic will focus on all things that move up. From aeroplanes, helicopters and hot-air balloons to ourselves as we transition to Year 1.	Our Seasonal and Community Curriculum is found in detail in the overview found on the EYFS pages of this website
Aspire Focus Cycle B 	All About Me The topic will introduce the children to the new year and the setting. It will cover the concepts of emotions, choices, regulation, where we come from, our families and special relationships.	Into the Woods 2 Sticks, Bricks and Structures A second unit based around traditional stories (as above) but this time with a focus on construction. The Three Little Pigs, The Three Billy Goats Gruff, and Goldilocks and the Three Bears are examples.	Dinosaur Roar Before humans walked The Earth, Dinosaurs stomped! This topic will focus on the past - what is a Dinosaur? Where did they come from? What did they eat? We will explore a variety of texts including Dinosaur Road and T-Rex Drip.	All Creatures Great and Small 1 This topic will explore a further variety of animals, minibeasts, both found on the farm and the zoo. The children will learn about a further range of habitats and diets of animals and the differences between animals on the farm vs in a zoo. They will also have the opportunity to handle exotic animals and speak to professionals who work with them. Animals / lifecycles / habitats will vary from cycle A,	Seeds, Soil and Sunshine Having recapped on local farms, his topic will focus on where our more exotic foods come from, how fruits are grown - lifecycles, farming abroad etc. We will touch on the journey fruit has taken from a hot climate to our supermarkets.	All Aboard! A second unit based around moving / transport but this time with a focus on land and sea. Sailing boats, pirate ships, ferries / cruise ships, as well as trains and our transition moving up to Year 1.	






EYFS non-core specifics by term for Reception (and Nursery if relevant) :





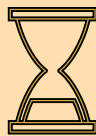












EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<div>PSHE & RSE</div> <div></div>	Being Me In My World Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Celebrating Difference Identifying talents Being special Families Where we live Making friends 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
<div>SCIENCE</div> <div></div>	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					
<div></div>	Introducing the passage of time through the sharing of special times and memories through the year which includes significant days. For example; St George’s Day, Remembrance Day, Religious festivals and seasonal events.					
<div>R&WV</div> <div></div>	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>	Special Stories <i>[Introduce stories from religions and important books for members of a religious group]</i>	Special Times <i>[Introduce objects that are important to members of a religious group, e.g. cross, subha beads, prayer mat, etc.]</i>	Our special places and things <i>[Introduce places of worship, e.g. church, mosque, [Introduce objects that are important to members of a religious group, e.g. cross, subha beads, prayer mat, etc.]</i>	Special World <i>[Introduce stories about creation and some beliefs about the natural world, e.g. the duty to care for the environment]</i>
<div></div>	Me! (Charanga)	Songs for Christmas	Everyone (Charanga)	Our World (Charanga)	Big Bear Funk	Reflect Rewind Replay
<div>PE</div> <div></div>	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 Manipulation Focus 1. Ball Skills 2. Sports Day Practice Ball Skills Planning
	Topic 2 Spatial Awareness Travelling Range of Movements Movement Development Planning	Topic 2 Play in groups Take turns with others Run skilfully and negotiate space Working with others planning	Topic 2 Manipulation Focus <ul style="list-style-type: none">GymRollingMovement PatternsMovement Development Planning	Topic 2 Explore and copy basic rhythms Use bodies to respond to music/stories/ topics Amazing Animals Links to EYFS TOPIC	Topic 2 Themed Dance Dance Planning	Topic 2 Play in groups Take turns with others Run skilfully and negotiate space Working with others planning





YEAR 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Lincolnshire Heritage Week
<div>Aspire Focus</div> <div></div>	<div>Time Tardis</div> <div>History; Living memory; self/parents/grandparents.</div> <div></div>	<div>Where do we live?</div> <div>Human Geography; our location; cities and countries of UK, weather, seasonality. Simple mapping to identify human and physical geographical features.</div> <div></div>	<div>Mary Anning / Jurassic World</div> <div>Physical Geography; cliffs and coasts, fossils and archaeological finds.</div> <div></div>	<div>Great Fire of London</div> <div>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.</div> <div></div>	<div>They Changed the World</div> <div>History; using a range of sources to learn about local significant individuals and their contribution to our society. [Amy Johnson/Mae Jemison/Helen Sharman]</div> <div></div>	<div>Be Wild</div> <div>Geography; Understanding the importance of recognising local wildlife, plants, woods, and our local farming roots.</div> <div></div>	<div>Summer Term</div> <div>Historical Enquiry</div> <div></div>
	<div>SCIENCE</div> <div></div> <div><div>Animals including humans</div><div><div>The Human Body</div><div>Seasonal Change Autumn</div></div><div><div>Different Animals</div><div>Seasonal Change Autumn - Winter</div></div><div><div>Planting A</div><div>Seasonal Change Winter</div></div><div>Everyday Materials</div><div><div>Seasonal Change Winter – Spring</div></div><div><div>Caring for the Planet</div><div><div>Planting B</div><div>Seasonal Change Spring - Summer</div></div><div><div>Planting C</div><div>Seasonal Change Summer</div></div><div>Growing and Cooking</div></div><div>Daily weather charting and telling time</div></div>						
<div>ART</div> <div></div>	<div>Drawing</div> <div>Self-portraits; Pencil, charcoal, pastel, chalk</div>		<div>Sculpture</div> <div>Creating clay animals</div>		<div>Collage and Mixed Media</div> <div>Using the inspiration from World Changers and Be Wild to create collages mixing concepts of technology and flight/ space with the natural world.</div>		
<div>DT</div> <div></div>	<div>Textiles</div> <div>Puppets</div>		<div>Structures</div> <div>Designs explore a range of joining techniques</div>		<div>Cookery</div> <div>Designing dishes using locally sourced ingredients</div>		
<div>PE</div> <div></div>	<div>Topic 1</div> <div>Team Games Technique Drop Ins Identify Skill Netball Planning</div>	<div>Topic 1</div> <div>Pass, shoot and receive the ball Apply basic attacking and defending principles Basketball Planning</div>	<div>Topic 1</div> <div>Combine different ways of travelling exploring a range of movements and shapes Agility, balance, co-ordination Gymnastics planning</div>	<div>Topic 1</div> <div>Sending and receiving (throwing and rolling) Throwing and catching Basic tactics Volleyball planning</div>	<div>Topic 1</div> <div>Manipulation Focus Ball Skills Technical Session Tennis planning</div>	<div>Topic 1</div> <div>Athletics- Running, Jumping and Throwing technique Athletics planning</div>	
	<div>Topic 2</div> <div>Football Send and receive the ball Dribble at speed Spatial awareness Ball control</div>	<div>Topic 2</div> <div>Fitness Aerobic Anaerobic Strategic Flexibility</div>	<div>Topic 2</div> <div>Music Rhythm Dance Y1 Dance Planning Technique Drop In Identify Skill Great Fire of London</div>	<div>Topic 2</div> <div>Catch avoid evade Technical drop ins Identify skills Tag rugby Planning</div>	<div>Topic 2</div> <div>Outdoor Adventurous activities Orienteering planning</div>	<div>Topic 2</div> <div>Catching Throwing Striking Cricket Planning</div>	













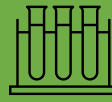








<div>MUSIC</div> <div></div>	Hey You Charanga	Rehearsal, Preparation and Performance of Nativity songs	In the Groove Charanga	Round and Round Charanga	Your Imagination Charanga	Reflect, Rewind and Replay
<div>R&WV</div> <div></div>	Who is God to Christians?	The Importance of saying thank you?	Who is Allah to Muslims?	Is it possible to speak to God?	What is my view of the World?	Is there a right way to worship?
<div>PSHE & RSE</div> <div></div>	<div>Being Me In My World</div> <div>Feeling special and safe, Being part of a class Rights and responsibilities, Rewards and feeling proud, Consequences, Owning the Learning Charter</div>	<div>Celebrating Difference</div> <div>Similarities and differences, Understanding bullying and knowing how to deal with it, Making new friends, Celebrating the differences in everyone</div>	<div>Dreams and Goals</div> <div>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</div>	<div>Healthy Me</div> <div>Keeping myself healthy, Healthier lifestyle choices, Keeping clean, Being safe, Medicine safety/safety with household items, Road safety, Linking health and happiness</div>	<div>Relationships</div> <div>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</div>	<div>Changing Me</div> <div>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</div>
<div>COMPUTING</div> <div></div>	<div><u>Computer Systems and Networks</u></div> <div>Technology Around Us</div> <div>Recognising technology in school and using it responsibly.</div>	<div><u>Creating Media</u></div> <div>Digital Painting</div> <div>Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally.</div>	<div><u>Programming A</u></div> <div>Moving a Robot</div> <div>Writing short algorithms and programs for floor robots, and predicting program outcomes.</div>	<div><u>Data and Information</u></div> <div>Grouping Data</div> <div>Exploring object labels, then using them to sort and group objects by properties.</div>	<div><u>Creating Media</u></div> <div>Digital Writing</div> <div>Using a computer to create and format text, before comparing to writing non-digitally.</div>	<div><u>Programming B</u></div> <div>Programming Animations</div> <div>Designing and programming the movement of a character on screen to tell stories.</div>
	Digital Literacy – Online Safety linked to both Computing and PSHE Units throughout the year as well as a discrete week of teaching.					
<div>MFL</div> <div></div>	Animals	I know How?			Ice Cream	
	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, when and if practical or possible.					






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>  		Women in Nursing <i>Looking at the lives of significant women who shaped the world of nursing from the impact of our local, Boston pioneer Sarah Smith to work further afield by Mary Seacole and Florence Nightingale.</i> 	Castles <i>Bending historical and geographical knowledge to investigate the impact of invaders on our current landscape, including castles as sources of historical enquiry.</i>   	Journeys of Exploration & The Pilgrim Fathers <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 Geography Fieldwork 
	Living things and their habitats 	Animals including Humans  Animal 's Need for Survival	Animals including Humans  Growing up 1 (to step 4) Plants Light and Dark 1	Materials Uses of Everyday Materials - Plastic 	Growing Up 1 step 5 Plants Light and Dark 2 Plants Bulbs and Seeds 1 Growing Up 2 	Plants Light and Dark 2 Wildlife Plants Bulbs and Seeds 2 	Mapping our school (supporting our new arrivals to school) 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.
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>		
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>		Use of electrical circuits in a model <i>Design a working lighthouse</i>		
PE 	Topic 1 Invasion Games Technique Sessions Identify Skill Defend & Attack Principles Football Planning	Topic 1 Catching Throwing Striking Volleyball Planning	Topic 2 Net and Wall Badminton Planning	Topic 1 Team Games Technique Drop Ins Identify Skill Hockey Planning	Topic 1 Catch/Avoid Evade Tag Rugby Planning	Topic 1 Athletics- Running, Jumping and Throwing technique Athletics planning	
	Topic 2 Pass, shoot and receive the ball. Apply basic attacking and defending principles Basketball Planning	Topic 2 Fitness Aerobic Anaerobic Strength Flexibility	Topic 2 Dance Technique Y2 Dance Planning Drop Ins Identify Skill Medieval 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 1 Team Games Technique Drop Ins Identify Skill Netball Planning	Topic 2 Catching Throwing Striking Rounders Planning	
MUSIC 	Hands, Feet, Heart Charanga	Rehearsal, Preparation and Performance of Nativity songs	I Wanna Play in a Band Charanga	Zoo time Charanga	Boomwhackers- Whole Class coaching and performance	Summer Sing – choral	























								
R&WV 	What is a human being? Part 1	What is a human being? Part 2	Local Case study- Christian worldviews- Thomas Clarkson	Local Case study- Muslim worldviews- Dr Timothy Winter/ Sheikh Abdul-Hakim Murad Or Sikh Worldviews- Maharajah Duleep Singh TBC	Welcoming a new human Part 1	Welcoming a new human Part 2		
PSHE & RSE 	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	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	Healthy Me Motivation, Healthier choices, Relaxation, Healthy eating and nutrition, Healthier snacks and sharing food NB aspects of term 2 and 3 PSHE may swap/ adjust in parts to link with science	Relationships Different types of family, Physical contact boundaries, Friendship and conflict, Secrets Trust and appreciation, Expressing appreciation for special relationships	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	Dreams and Goals Achieving realistic goals, Perseverance, Learning strengths, Learning with others, Group co-operation, Contributing to and sharing success		
COMPUTING 	<u>Computer Systems and Networks</u> Information Technology Around Us Identifying IT and how its responsible use improves our world in school and beyond.	<u>Creating Media</u> Digital Photography Capturing and changing digital photographs for different purposes.	<u>Programming A</u> Robot Algorithms Creating and debugging programs, and using logical reasoning to make predictions	<u>Data and Information</u> Pictograms Collecting data in tally charts and using attributes to organise and present data on a computer.	<u>Creating Media</u> Making Music Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.	<u>Programming B</u> Programming Quizzes Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.		
	Digital Literacy – Online Safety linked to both Computing and PSHE Units throughout the year as well as a discrete week of teaching.							
MFL 	Numbers , Colours, Greetings		Shapes		Fruits			
	Days of the Week and Months of the Year							
	<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, when and if practical or possible.</i>							







YEAR 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Lincolnshire Heritage Week
<div>Aspire Focus</div> <div></div>	<div>Stone Age to Iron Age</div> <div>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.</div> <div></div>		<div>Our Active Planet</div> <div>Physical Geography; understanding our planet, why natural disasters occur and their impact on people's lives.</div> <div></div>		<div>The Legacy of the Ancient Romans</div> <div>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.</div> <div></div>		<div>Summer Term</div> <div>Historical Enquiry</div> <div></div>
<div>GEOGRAPHY</div> <div></div>	<div>Telling time including 24-hour clock at home and around the world.</div> <div>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</div>						
<div>SCIENCE</div> <div></div>	<div>Animals including humans</div> <div>Skeletons Movements  Nutrition and Diet</div> <div>Food Waste</div> <div>Rocks 2 weeks</div>		<div>Rocks 1 week</div> <div>Fossils  Soil</div>	<div>Light</div> <div></div>	<div>Plants A</div> <div></div>	<div>Magnets & Forces</div> <div>Plants B Biodiversity </div>	<div>Investigating the history of The Boston May Fair</div>
<div>ART</div> <div></div>	<div>Painting and collage</div> <div>Using colour wash techniques inspired by our ancestor's cave paintings</div>		<div>Drawing</div> <div>The Great Wave inspires pen & ink graphic illustration</div>		<div>Mosaic</div> <div>Using Mosaics to create a 3D design</div>		<div>Use Digimaps to compare our locality to the area in the 19 the Century</div>
<div>DT</div> <div></div>	<div>Cooking</div> <div>Healthy bread-based snacks</div>		<div>Levers and Pulleys</div> <div>Make a moving graphics card</div>		<div>Axles, wheels and frame structures</div> <div>Applying historical learning to design vehicles with axels and wheels</div>		<div>Use a range of sources and chronology to explore 'Local History, the culture on your doorstep.'</div>
<div>PE</div> <div></div>	<div>Topic 1</div> <div>Invasion Games - Technique Drop Ins Identify Skill Defend/Attack Principles Basket Ball planning</div>	<div>Topic 1</div> <div>Catch/Avoid/ Evade Technical Drop Ins Identify Skill Tag Rugby Planning</div>	<div>Topic 1</div> <div>Perform a range of actions, agilities and clarity of movement Create Gymnastic sequences Develop flexibility, strength, control, technique and balance Gymnastics Planning</div>	<div>Topic 1</div> <div>Dance Y3 Dance Planning Technique Drop Ins Identify Skill Romans Theme Linked to Y3 Topic</div>	<div>Topic 1</div> <div>Net & Wall Badminton Planning</div>	<div>Topic 2</div> <div>Athletics- Running, Jumping and Throwing technique Athletics planning</div>	
	<div>Topic 2</div> <div>Send and receive the ball Dribble the ball at speed Spatial Awareness Ball control Football Planning</div>	<div>Topic 2</div> <div>Fitness Aerobic Anaerobic Strength Flexibility</div>	<div>Topic 2</div> <div>Swimming</div>	<div>Topic 2</div> <div>Swimming</div>	<div>Topic 2</div> <div>Striking & Fielding Technical Sessions Cricket Planning</div>	<div>Topic 1</div> <div>Catching Throwing Striking Tennis Planning</div>	
<div>MUSIC</div> <div></div>	<div>Lincolnshire Music Service</div>	<div>Recorder and relevant notation (Woodwind Introduction)</div>	<div> THE PARISH OF BOSTON Three Churches, One Witness</div>		<div>Boston Choral Workshop Project "The Big Sing"</div>	<div>Let Your Spirit Fly Charanga</div>	<div>Three Little Birds Charanga</div>






















<div>R&WV</div> <div></div>	What is my duty, how do I know and why does it matter? Hindu Worldviews		What is a good life? Non-Religious Worldviews	What is a good life? Christian Worldviews	Do Christians have to believe in God as Trinity? Part 1	Do Christians have to believe in God as Trinity? Part 2
<div>PSHE & RSE</div> <div></div>	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
<div>COMPUTING</div> <div></div>	<u>Computer Systems and Networks</u> Connecting Computers Identifying that digital devices have inputs, processed, and outputs, and how devices can be connected to make networks.	<u>Data and Information</u> Branching Databases Building and using branching databases to group objects using yes/no questions.	<u>Creating Media</u> Desktop Publishing Creating documents by modifying text, images, and page layouts for a specified purpose.	<u>Creating Media</u> Stop-frame Animation Capturing and editing digital still images to produce a stop-frame animation that tells a story.	<u>Programming A</u> Sequencing Sounds Creating sequences in a block-based programming language to make music.	<u>Programming B</u> 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					
<div>MFL</div> <div></div>	Phonics 1 & I am learning Spanish	Fruits	Little Red Riding Hood	Presenting Myself	Family	At the Cafe
	Classroom Commands	Christmas (Feliz Navidad)				



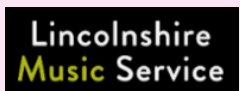




YEAR 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Lincolnshire Heritage Week
Aspire Focus 	Anglo-Saxon Invasion <i>Exploring the impact of the Anglo-Saxons on UK culture following Roman rule. Using historical sources to know where we find their legacy around us today.</i>  	Lincolnshire Farming <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 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.
GEOGRAPHY 	Telling time including 24 hour clock, discussion of climate zones – on going across subjects from Year 3						
SCIENCE 	Electricity & Energy 	Sound 	Living things and their habitats  Group & Classify Data Collection 1 Habitats	Animals including humans  The Digestive System Data Collection B	States of Matter Food Chains States of Matter  States of Matter Data Collection C		
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 Technique Sessions Identify Skill Basketball Planning	Topic 2 Catching Throwing Striking Volleyball 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 Athletics- Running, Jumping and Throwing technique Athletics planning	
	Topic 2 Invasion Games Technique Drop Ins Identify Skill Defend/Attack Principles Hockey 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 Swimming	

MUSIC 	Lincolnshire Music Service Recorder – Toots (flute style)+ Notation (Woodwind Introduction 2)		Lincolnshire Music Service	Ukulele and Notation (Strings Introduction)	Lincolnshire Music Service	Samba and Notation (Percussion Ongoing)
R&WV 	What is religion? What is spirituality?	Are all homes spiritual places?	Can spirituality make things better? Non-Religious worldview William Morris case study	Can spirituality make things better? Service-Sikh worldview	Pilgrimage- Muslim and Hindu worldviews	Pilgrimage- Christian worldviews
PSHE & RSE 	Being Me In My World 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	Celebrating Difference Challenging assumptions, Judging by appearance, Accepting self and others, Understanding influences, Understanding bullying, Problem-solving, Identifying how special and unique everyone is, First impressions	Dreams and Goals Hopes and dreams, Overcoming disappointment, Creating new, realistic dreams, Achieving goals, Working in a group, Celebrating contributions, Resilience, Positive attitudes	Healthy Me Healthier friendships, Group dynamics, Smoking, Alcohol, Assertiveness, Peer pressure, Celebrating inner strength	Relationships Jealousy, Love and loss, Memories of loved ones, Getting on and Falling Out, Girlfriends and boyfriends, Showing appreciation to people and animals	Changing Me Being unique, Having a baby, Girls and puberty, Confidence in change, Accepting change, Preparing for transition, Environmental change
COMPUTING 	Computer Systems and Networks The Internet Recognising the Internet as a network of networks including the WWW, and why we should evaluate online content.	Programming A Repetition in Shapes Using a text-based programming language to explore count-controlled loops when drawing shapes.	Creating Media Audio Production Capturing and editing audio to produce a podcast, ensuring that copyright is considered.	Data and Information Data Logging Recognising how and why data is collected over time, before using data loggers to carry out an investigation.	Creating Media Photo Editing Manipulating digital images and reflecting on the impact of changes and whether the required purpose is fulfilled.	Programming B Repetition in Games Using a block-based programming language to explore count-controlled and infinite loops when creating a game.
Digital Literacy – Online Safety linked to both Computing and PSHE Units throughout the year as well as a discrete week of teaching						
MFL 	Phonics 2 & Presenting Myself	Family	Classroom	At the Cafe	My Home	Goldilocks and the 3 Bears
			What Time is it?			

YEAR 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Lincolnshire Heritage Week	
<div>Aspire Focus</div> <div></div>	<div>Nature’s Energy</div> <div>Applying knowledge of human and physical geography to explore how using renewable energy is shaping our lives and landscapes around us.</div> <div>Includes a coastal fieldwork study</div> <div></div>	<div>Viking Conflicts</div> <div>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.</div> <div></div>	<div>The Mayan Civilisation</div> <div>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.</div> <div></div>		<div>Ancient Greek Legacy</div> <div>Investigating the legacy of the Ancient Greek culture, it's achievements and the impact still seen in the Western World today.</div> <div></div>		<div>Summer Term</div> <div></div>	
	<div>GEOGRAPHY</div> <div></div> <div>Understanding and applying time, 12/24h clock and international time zones, understand Greenwich Mean (Prime Meridian, the centre of World Time: local links to Boston Meridian)</div> <div></div> <div>Time</div>						<div>Investigating the history behind street and road names around our school.</div> <div>Using Digimaps to compare our streets in 1850 to present day. Use a range of sources and chronology to explore ‘Local History, the culture on your doorstep’</div>	
	<div>SCIENCE</div> <div></div>	<div>Living things ad their habitats</div> <div>LifeCycles</div> <div>Reproduction</div>	<div>Earth and Space</div> <div></div>	<div>Forces</div> <div></div>	<div>Animals including humans</div> <div></div>	<div>Global Warming</div> <div>Properties of Materials</div>	<div>Reversible and Irreversible Changes</div> <div>Plastic pollution</div>	
	<div>ART</div> <div></div>	<div>Pencil Drawing</div> <div>Exploring the human body through lines and movement influenced by observations</div>		<div>3D Sculpture & collage</div> <div>Application of knowledge of the Mayan culture</div>		<div>Pencil drawing and painting</div> <div>Develop knowledge of depth and tone</div>		
<div>DT</div> <div></div>	<div>Frame Structures</div> <div>Application of knowledge of the Viking culture</div>		<div>Cooking</div> <div>Using knowledge of the Mexican culture to design a traditional savoury dish – chilli, tacos etc.</div>		<div>Computer Aided Design</div> <div>Application of knowledge of Greek architecture</div>			
	<div>Topic 1</div> <div>Invasion Games Field Games Technique Drop Ins Identify Skill Football Planning</div>	<div>Topic 1</div> <div>Invasion Games Technique Drop Ins Identify Skill Defend/Attack Principles</div>	<div>Topic 1</div> <div>Key Skill Dance Unit Y5 Dance Planning Teamwork and Developing Partner Work Greek Dance Theme Linked to Y5 Topic</div>	<div>Topic 1</div> <div>Develop creating own Gymnastic sequences Develop flexibility, strength, control, technique and balance Gymnastics Planning</div>	<div>Topic 1</div> <div>Striking & Fielding Technical Session Identify Skill Rounders Planning</div>	<div>Topic 1</div> <div>Athletics- Running, Jumping and Throwing technique Athletics planning</div>	<div></div>	
	<div>Topic 2</div> <div>Netball Key Skills Tactics Technique Netball Planning</div>	<div>Hockey Planning</div> <div>Topic 2</div> <div>Fitness Aerobic Anaerobic Strength Flexibility</div>	<div>Topic 2</div> <div>Swimming</div>	<div>Team 2</div> <div>Swimming</div>	<div>Outdoor & Adventurous Activities</div> <div>Orienteering Planning</div>	<div>Topic 2</div> <div>Sending & Receiving Gameplay Principles Volleyball Planning</div>		

<div>MUSIC</div> <div></div>	<div> YOUNG VOICES</div> <div>Choral Experience School coaching and Live Performance Young Voices</div>		<div>Lincolnshire Music Service</div>	Brass and Notation (Brass Introduction)	Living on a Prayer Charanga	Fresh Prince of Bel-Air Charanga
<div>R&WV</div> <div></div>	Does creativity matter in religious worldviews? Music	Does creativity matter in religious worldviews? Art	Do people always put their beliefs into action? Social action- Christian Worldviews	Do people always put their beliefs into action? Social action- Muslim Worldviews	Are all people equal? Sikh worldviews	Are all people equal? Christian and non- religious worldviews
<div>PSHE & RSE</div> <div></div>	<div>Being Me In My World</div> <div>Planning the forthcoming year, Being a citizen, Rights and responsibilities, Rewards and consequences, How behaviour affects groups, Democracy, having a voice, participating</div>	<div>Celebrating Difference</div> <div>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</div>	<div>Dreams and Goals</div> <div>Future dreams, The importance of money, Jobs and careers, Dream job and how to get there, Goals in different cultures, Supporting others (charity) Motivation</div>	<div>Healthy Me</div> <div>Smoking, including vaping, Alcohol and anti-social behaviour, Emergency aid, Body image, Relationships with food, Healthy choices, Motivation and behaviour</div>	<div>Relationships</div> <div>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</div>	<div>Changing Me</div> <div>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</div>
<div>COMPUTING</div> <div></div>	<div>Computer Systems and Networks</div> <div>Systems and Searching</div> <div>Recognising IT systems around us and how they allow us to search the Internet.</div>	<div>Creating Media</div> <div>Video Production</div> <div>Planning, capturing and editing video to produce a short film.</div>	<div>Programming A</div> <div>Selection in Physical Computing</div> <div>Exploring conditions and selection using a programmable microcontroller.</div>	<div>Data and Information</div> <div>Flat-file Databases</div> <div>Using a database to order data and create charts to answer questions.</div>	<div>Creating Media</div> <div>Vector Drawing</div> <div>Creating images in a drawing program by using layers and groups of objects.</div>	<div>Programming B</div> <div>Selection in quizzes</div> <div>Exploring selection in programming to design and code an interactive quiz.</div>
	Digital Literacy – Online Safety linked to both Computing and PSHE Units throughout the year as well as a discrete week of teaching					
<div>MFL</div> <div></div>	Do you have a pet?	Clothes	What is the Date?	The weather	Habitats	Planets

YEAR 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Phase Transition
<div>ASPIRE Focus</div> <div></div>	<div>The Industrious Victorians</div> <div>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.</div> <div>Learning includes a geography fieldwork study to witness the impact the era had on our locality.</div> <div></div>		<div>WW2: A Battle for Britain</div> <div>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.</div> <div></div>		<div>Pushing Boundaries ‘Earth Heroes’</div> <div>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.</div> <div></div>		<div>Summer Term</div> <div>PHASE TRANSITION*</div> <div>Y6/7 science and maths transition specific projects</div> <div>Enquiry based learning to bridge learning from Year 6 to Year 7</div> <div>* Transition academic workbook is also available to support effective preparation for the KS3 curriculum</div>
<div>GEOGRAPHY</div> <div></div>	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)						
<div>SCIENCE</div> <div></div>	<div>Evolution and Inheritance</div> <div>Variation Adaptations</div> <div></div>	<div>Living things and their habitats</div> <div></div>	<div>Electricity</div> <div></div> <div>Renewable Energy</div>	<div>Light</div> <div></div> <div>Pollution</div>	<div>Animals including humans</div> <div>The Circulatory System</div> <div>Diet Drugs and Lifestyle</div> <div>Fossils</div> <div></div>		
<div>ART</div> <div></div>	<div>Printing & textiles</div> <div>Applying the influence of William Morris into individual textile pattern design</div>		<div>Drawing & Painting</div> <div>Applying knowledge of landscapes, silhouette and perspective to create a wartime masterpiece</div>		<div>Clay</div> <div>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.</div>		
<div>DT</div> <div></div>	<div>Cams and frame structures</div> <div>Using knowledge of typical Victorian toys to design a cam-based moving toy suitable for a child of the era</div>		<div>Textiles</div> <div>Knowledge of the 'Make do and mend' wartime ethos is applied to create thrifty garments and accessories</div>		<div>Digital Control</div> <div>Knowledge of digital circuitry and design is applied to design and programme 'Crumble' vehicles and lights</div>		
<div>Food Tech</div>	<div>Porridge! Our breakfast v Victorian Gruel</div>		<div>Blitz Night Supper – casserole and sandwiches for the shelter</div>		<div>Celebration! – plan, shop, cook and serve end of year tea</div>		
<div>PE</div> <div></div>	<div>Topic 1</div> <div>Outdoor & Adventurous Activities</div> <div>Orienteering Planning</div>	<div>Topic 1</div> <div>Understanding Defence v Attack</div> <div>Basketball</div>	<div>Topic 1</div> <div>Invasion Games Technique</div> <div>Drop Ins</div> <div>Identify Skill</div> <div>Handball Planning</div>	<div>Topic 1</div> <div>Badminton</div>	<div>Topic 1</div> <div>Tennis</div> <div>Top up swimming</div>	<div>Topic 1</div> <div>Athletics- Running, Jumping and Throwing technique</div> <div>Athletics planning</div>	

	<u>Topic 2</u> <u>Swimming</u>	<u>Topic 2</u> <u>Swimming</u>	<u>Topic 2</u> Develop creating own Gymnastic sequences Develop flexibility, strength, control, technique and balance <u>Gymnastics Planning</u>	<u>Topic 2</u> Striking & Fielding Cricket Technical Sessions Identify Skill <u>Cricket Planning</u>	<u>Topic 2</u> Net & Wall Gameplay <u>Tennis Planning</u>	<u>Topic 2</u> Dance
MUSIC 	Re-visiting the new Young Voices Songs for this year in preparation for the school's Christmas Concert. 		New Year Carol Charanga	Happy Charanga	Reflect Rewind Replay Rehearsal, Preparation and Performance of Leavers Performance	 Samba and Notation (Percussion Ongoing)
R&WV 	The Protestant Reformation	Women and Religion	Is technology a good thing for religious worldviews? Part 1	Is technology a good thing for religious worldviews? Part 2	What is my view of the world? Quaker perspective	Is religion a force for good in the world?
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 	<u>Computer Systems and Networks</u> Communication and Collaboration Identifying and exploring how data is transferred and information is shared online.	<u>Creating Media</u> Webpage Creation Designing and creating webpages, giving consideration to copyright, aesthetics, and navigation.	<u>Programming A</u> Variables in games Exploring variables when designing and coding a game.	<u>Data and Information</u> Introduction to Spreadsheets Answering questions by using spreadsheets to organise and calculate data. .	<u>Creating Media</u> 3D Modelling Planning, developing and evaluation 3D computer models of physical objects.	<u>Programming B</u> 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 	The Weather	Habitats	Phonics 4 & Healthy Lifestyles	At School	The weekend	Me in the World