

	Week 1-7	Week 8	Week 9-14	Christmas	Week 15 - 23	Week 24	Week 25 - 30	Week 31	Week 32 - 38	Week 39
Key Question	What happened in the Great Fire of London? [1]	LTW Charities - care givers and animal welfare [2]	Where does our food come from? [3]		Where do we live? [4]	LTW Influential people - the Royal Family [5]	How has Britain changed since 1960? [6]	LTW Masters of the arts	What was life when Queen Victoria ruled? [7]	
Enrichment & Staynor Passport Opportunity										
Trip and visitor contact list	Selby Fire Brigade	Adopt a donkey- Knottingley- visit the donkey	Farm Visit, grow something		A walk around the local area		Castle museum/Walk by the Ouse		Day as a Victorian	
Potential book links If the year group is stated, it's from TOB. If the author is stated, it is not from TOB.	Great Fire of London	Webites	TOB Farmer Duck (Y1) Oliver's Vegetables - Vivian French		No Place Like Home - Ronjooy Gosh Shine - Patrick McDonald Tiger Who Came for Tea	The Queen's Knickers - Nicholas Allan		I am an Artist Marta Altes		
Writing Opportunities	Diary		Instructions - how to make a...		Familiar settings				Setting description	
History Skills Progression	Imagine they're in the Great Fire of London - set fire to houses they've made									
Geography Skills Progression	Point 2 Significant, nation/global event beyond living history [8]		[9]		[10]		[11]		Point 3 Life of a significant individual in the past [12]	
Art Skills Progression	Locational knowledge point 2 Human & Physical point 2 Geographical skills Point 1 and 3 [13]		Location knowledge point 1 and 2 Human and physical point 1, 2 and 2 Geographical skills point 1, 2, 3 and 4 [14]		Location knowledge point 2 and 1 Place knowledge Point 1 Human & physical Point 2 & 3 Geographical skills points 1, 2, 3, 4 [15]		[16]		Location Knowledge Point 2 Human & Physical Point 2 Geographical skills point 1, 2 and 3 [17]	
DT Skills Progression	Painting [18]		Point 1, 2, 3 and 4 Sculpture		Learn through Day: Point 2 and 3 Painting water colour - linked to local area [19]				[20]	
Computing Knowledge Progression	Learn through Day: Design point 2, Make point 1, Evaluate point 1 and 2, Technical knowledge point 1 [21]		Learn through Day: Design point 1, Make point 1 and 2 & Evaluate point 1 and 2 Textiles, make a reusable bag [22]		[23]		Learn through Day: Design point 1, Make point 1 & Evaluate point 2 [24]		Learn through Day: Technical knowledge point 2 sliders and leavers - moving picture or object Mechanics [25]	
Science Skills Progression	Digital literacy Point 4 and 6 [26]		Information Technonogy Point 4 and 6 [27]		Control Systems Point 4, 6 and 6 [28]		Information Technology Point 1,2, 3, 4 [29]		Control Systems Point [30]	

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RE - agreed syllabus										
C = Christians J = Jewish H = Hindus M = Muslim NR = none religious	Animals including Humans [31]		Materials [32]		Seasonal Changes		Plants [33]		Living Things [34]	
PSHE/RSE Guidance from LCP	What does it mean to belong? Weddings		How do Christian families prepare for Christmas?		1.1 Who is a Christian and what do they believe?		1.6 How and why do we celebrate special and sacred times? (Christians & Jewish)		1.8 How should we care for others and the world, and why does it matter? (Christians & Jewish)	
Cook School	Being me in my world	RSPCA	Celebrating difference		Dreams and goals	If I were a king or	Healthy me &	Celebrating our	Relationships &	
Spanish										
	yr1 colours. Yr2 Days of the week. Easter		Yr1, Counting to 29. Yr 2 Counting to 39. Both years Christmas		Yr1, How I feel, Day of the Dead, Yr2, Colours, Day of the Dead		yr1 body. yr 2 pets. Spanish foods		yr1 fruit. yr2 first foods. Art - Miro	

[1] A historical study into a significant event: planes

[2] A study into how charities work and who they benefit. Fundraising for both.

[3] A geographical study into how food reaches our plates, including non-European countries. Focus on Fair Trade

[4] A geographical study into the local area.

[5] A study into why the Royal Family are influential in Britain and across the world.

[6] A study into the rich culture of the UK and how we have become so diverse.

Has our food always been the same?

Celebrations

Representations - TV, books etc - when did this begin to change?

Disabilities - paralympics 1960

Where does technology come from?

Has music always sounded the same?

[7] A historical study into a significant person: Queen Victoria

[8] Visit Selby and look at the reasons why people might have settled there initially.

Use OS and topographical maps to look at different settlements.

Identify human and physical features of where settlements are.

Use 4 figure grid references to identify key features of settlements.

Use the 8 compass points to describe journey of the river.

Create own map of where a settlement would be with key areas being included e.g. mountain, river and coasts.

Look at aerial photographs of different areas and label human and physical features.

[9] Look at the economic activity in places

Locate where slave trade came from.

Create tally charts of how many athletes are BME.

Study diversity of areas.

Look at the human and physical of the location of where BME generally settle.

[10] Create map of Roman settlement - both large for whole of UK and smaller settlement example. Include human and physical features.

Explain why the Romans settled in different areas based on the physical features.

Use 8 compass points to describe journey.

Use grid references and OS map to identify where Roman settlements have been found locally.

[11] Compare human and physical features of UK and Poland.

Use aerial photographs and label features.

Capture data in a tally to compare similarities & differences.

Use grid references to locate features.

Create own map showing key features to go and visit - tourist walk guide that includes direction to travel.

[12] Compare physical features and where their settlements.

Create own map to show settlement options.

Use direction language to describe proximity of features

Use grid references to locate features.

[13] - Capital cities
- continents

[14] Create a messy map that shows the journey food takes. Add a key.

Use compass points to describe the journey of the food/tractor.

Invite a local farmer into school to interview.

Have food labels to show the journey of country of origin to the UK on a map.

[15] Study of school and grounds and key features of surrounding environment. Make a map of this with simple symbol and key.

Use direction and compass point to identify places and routes.

Create a plan perspective of the school grounds.

Create sound maps for the area.

Make a journey stick from a walk around the local area.

[16] Look at traditional crafts from Poland and make a Polish folk art egg <https://culture.pl/en/article/a-foreigners-guide-to-polish-folk-art>

[17] Look at leisure and tourism - how did this grow?

[18] Painting - mixing primary colours to make secondary. Tints and Tones. Vangogh- Art critiques - Starry Night . Final piece 'fiery night'

[19] Artist idea: John Bird <https://johnbirdstudio.co.uk/doncaster-gallery-artwork/john-bird/selby-abbey/>

[20] Trivia game - Map of the UK, 3 light bulbs, 2 buzzers, 3 switches, question along the top (independent choice of knowledge question from topic) multiple choice answers, buzzer for incorrect, bulb lights up for correct

[21] E-safety unit - see skills progression

[22] Research well known activists and modern day successes e.g. sports people, Stormzy etc. Ch create presentation or book creator to present.

Children research on <https://www.alarms.org/kidrex/>

Teach information technology progression - see skills progression

[23] Begin by talking about how the Romans communicated - how could this have been improved? NC point 4

Use Beebots to create Roman roads from one point to another.

Code microbits to create pedometers - see skills progression

[24] Create an information project about Poland. Year 4 only must create music to go alongside this - use Song Maker in Symbaloo.

Children research on <https://www.alarms.org/kidrex/>

- see skills progression

[25] Create a game on Scratch based on Mayan history.
Y3 - told their specific game to code
Y4 need to design their own that performs specific goals
- see skills progression

[26] Children should be exposed to basic chromebook skills during the first term.
Y1 - why we should keep our personal information private (what's personal/what's not etc)
Y1 - online content and know to report things to an adult
Y2 - Usernames and passwords (why we use them, what they can be for (banking, school, gaming, emails etc)
Y2 - responding to inappropriate content online (trusted adult/reporting it to the website)

[27] Y1 - IT beyond school (washers, cars, tills, shops, mcdonalds etc)
Y2 - Technology within school (screens, chromebooks, wifi, ipads printer - go on a walk what can you see)

[28] Y1 - what is an algorithm? How do we use them?
Y2 - logical reasoning to predict the outcome of a simple program

[29] Y1 - Understand how and why digital content can be changed (slides, docs etc editing/adding textboxes/seesaw) [content should be pre-made for them to edit]
Y2 - Using technology to create/organise/store/retrieve content (google drive/seesaw)

[30] Y1 - understand that programmes need precise instructions (explore what happens when they don't)
Y2 - Debugging and the impact that will have on their program

[31] Year 1: Labelling body parts and talk about how they have grown. Pet links - identify what classification they fit into

Year 2: Growing, comparing to how they have grown.

[32] Both link to DT topic
Y1 - name basic materials and properties

Y2- classify & sort materials

[33] Seasonal changes- on going throughout the year. How we keep healthy (both animals and humans)?

[34] Year 1- Identifying common and wild plants, deciduous and evergreen trees - looking at the plants in the jurassic coast area

Y2- look at beach habitat to see where she found the fossils, compare habitats where animals are found