



	Cycle B	Extr	a objectives to be co	Cycl vered (alongside uni		ng term plan for cyc	le A)
	Objectives not covered due to partial closure	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Y1/2 Plants - Know and explain how seeds and bulbs grow into plants - Know what plants need in order to grow and stay healthy Living things and their habitats - Classify things by living, dead or never lived - Know how a specific habitat provides for the basic needs of things living there (plants and animals) - Match living things to their habitat - Name some different sources of food for animals - Know about and explain a simple food chain	Seasonal changes	Living things and their habitats - cycle B - Classify things by living, dead or never lived - Know how a specific habitat provides for the basic needs of things living there (plants and animals) - Match living things to their habitat - Name some different sources of food for animals - Know about and explain a simple food chain	Materials inc some of cycle B objectives - changing shape - Know how materials can be changed by squashing, bending, twisting and stretching	Animals inc humans	Birds and plants in local area	Cycle B plants - Know and explain how seeds and bulbs grow into plants - Know what plants need in order to grow and stay healthy
	Y3/4 Forces - Know about and describe how objects move on different surfaces - Know how a simple pulley works and use to on to lift an object - Know how some forces require contact and some do not, giving examples - Know about and explain how magnets attract and repel - Predict whether magnets will attract or repel and give a reason Electricity	Animals inc humans Skeleton/muscles	Living things and habitats Y1/2 cycle B objectives - Classify things by living, dead or never lived - Know how a specific habitat provides for the basic needs of things living there (plants and animals)	Rocks	Light and Sound to be taught together	Electricity cycle B - Identify and name appliances that require electricity to function - Construct a series circuit - Identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers)	Forces and magnets Y1/2 cycle B objectives - Know how materials can be changed by squashing, bending, twisting and stretching Y3/4 cycle B objectives - Know about and describe how objects





- Know the difference between a conductor and an insulator; giving examples of each		explain a simple food chain					of a sw - Know betwe and	y the function witch y the difference en a conductor an insulator; g examples of each	pulley works and use to on to lift an object - Know how some forces require contact and some do not, giving examples - Know about and explain how magnets attract and repel - Predict whether
									magnets will attract or repel and give a reason
Stand-alone sessions	- Know and explain how	cle B plants - conditions for growth now and explain how seeds and bulbs grow into plants now what plants need in order to grow and stay healthy							
			ay healthy		•				
Y5/6	Ele	ctricity (cycle B)		Earth and	space	Animals in	-	Forces	Living things
Human body - Identify and name the main parts of the human circulatory system	function	pliances that require elect	tricity to			humans (cycle B)	1	Y3/4 cycle B objectives	- lifecycles - Describe the
- Know the function of the heart, blood vessels and blood		components in a series of				- Identify and i the main parts		- Know about and describe	changes as humans develop to
- Know the impact of diet, exercise, drugs and lifestyle on health (covered in Jigsaw) Know the ways in which nutrients and water		oulbs, switches and buzze ner a lamp will light within a switch				the human circulatory sys - Know the fur		how objects move on different	old age (cycle B)
are transported in animals, including humans	- Know the difference b insulator; giving examp	etween a conductor and les of each	-			of the heart, b vessels and blo	lood	surfaces - Know how a	
Electricity - Compare and give reasons for why	do not work in a circuit	- Compare and give reasons for why components work and do not work in a circuit				 Know the imposite of diet, exercised drugs and lifes 	se,	simple pulley works and use to on to lift an	
components work and do not work in a circuit	 Draw circuit diagrams using correct symbols Know how the number and voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer 					on health (cov in Jigsaw)		object - Know how	
 Draw circuit diagrams using correct symbols 						Know the way which nutrient	ts	some forces require contact	
- Know how the number and voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer						and water are transported in animals, includ	1	and some do not, giving examples	
Stand-alone sessions	Magnets Y3/4 cycle B					humans			





	- Know about and explain how magnets attract and repel
	- Predict whether magnets will attract or repel and give a reason

Cycle B	Fxtr	a objectives to be co	•	le A its that are on the lo	ng term plan for cyc	le A)
 Objectives not covered due to partial closure 	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1/2 Significant Individuals – The Queen and her Family Be able to show the Queen's life on a timeline in chronological order. Be able to draw the Queen's family tree Be able to talk about a key event in the Queen's life To compare how life was at the start of the Queen's reign to now. To be able to recall facts about the Queen's coronation. Previously covered in Cycle B – George Stephenson.	No History taught	No History taught	Question; How did th change Lon Opportunity to cover from this time. E.g. S Char	g memory (Historical ne Great Fire of London ndon today?) r Significant Individual Samuel Pepys or King rles II. e Significant Individual.	No History taught	Changes in living memory (Historical question; How was the food grown in my grandparents time, how is it different now?)
Stand-alone sessions						
Y3/4 The Vikings Know where Viking originated from and show this on a map. Know that the Vikings and Anglo- Saxons were often in conflict. Know why the Vikings frequently won battles with the Anglo Saxons	No History taught	No History taught	Stone Age a	and Iron Age	No History taught	Roman Empire KS1 – Significant Ind - Idea for significant individual: Boudica
Stand-alone sessions	Know where Viking o	ded to prepare for Y5/6 riginated from and sho and Anglo-Saxons we	ow this on a map.	can be covered in Term 2	/3 or 6.	1





	Know why the Vikings	frequently won battle	es with the Anglo Saxons		
Y5/6 Ancient Civilisations – Mayans Know about the impact that the Mayans had on the world. Know why the Mayans were considered an advanced society in relation to their time period when compared with British history.	Know why the Vikings No History taught	Frequently won battle	Anglo Saxons Anglo Saxons Invaders and settlers Begin topic with short sessions about The Vikings to set the context. New learning for Y5 and retrieval for Y6. Y3/4 - Know where Viking originated from and show this on a map. Know that the Vikings and Anglo-Saxons were often in conflict. Know why the Vikings frequently won battles with the Anglo Saxons	No History taught	Ancient Civilisations – Mayans Know about the impact that the Mayans had on the world. Know why the Mayans were considered an advanced society in relation to their time period when
			LOCAL HISTORY FOCUS – THE CROWLE STONE The Stone is dated back to the Anglo Saxon times so can be tied in with this topic. See Rev Lines for more information and visit potential to church.		compared with British history.
Stand-alone sessions					

	Cycle B Objectives not covered due to	Cycle A Extra objectives to be covered (alongside units that are on the long term plan for cycle A)							
	partial closure	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
graphy	Y1/2 Field Work – Our Town and a French Town -Locate Key Places on a map. -Present information knowledgably about Crowle and Brittany. -Use a compass and directional language. -Make a map using symbols.	What's it like where I live? -Locate key places on a map -Present information knowledgably about Crowle. -Make a map using symbols		No Geography taught	No Geography taught	Field Work – Town and City – Comparing Crowle and Lincoln (TRIP OPPORTUNITY – Lincoln Cathedral and Castle)	No Geography taught		
Geo	Stand-alone sessions	Comparison of a Fre - Present information Britt -Compare Crow	knowledgeably about any.						





Y3/4 Field Work – Hills and Mountains -Locate Key Places (above) on maps, globes and digital computer mapping. -Present information knowledgably about Mam Tor and Ben Nevis. -Use an 8 point compass and use a 4 figure grid references. -Make a map including landmarks, using simple symbols in a key.	The United Kingdom -Locate key places on maps, globes and digital computer mapping. Based around location knowledge – including comparison between Crowle and European (not French) town Include knowledge of mountains and hills	No Geography taught	No Geography taught	Field Work – Forests -Use an 8 point compass and use a 4 figure grid reference. -Make a map including landmarks, using simple symbols in a key.	No Geography taught	
Stand-alone sessions	Stand alone lesson incorporated into Term 1/2 Present information knowledgably about Mam Tor and Ben Nevis.					
Y5/6 Field Work – Coasts and Rivers -Locate Key Places (above) on maps, globes and digital computer mapping. -Present information knowledgably about Coasts and Rivers. -Use an 8 point compass and use a 4 figure grid references. -Make a map including landmarks, using simple symbols in a key.	Capital Cities of the World. Facts about Continents	No Geography taught	No Geography taught	Field Work – Mapwork -Locate Key Places (above) on maps, globes and digital computer mapping. -Use an 8 point compass and use a 4 figure grid references. -Make a map including landmarks, using simple symbols in a key.	No Geography taught	
Stand-alone sessions	 Location knowledge Mam Tor and Ber Present information knowledgably abo This can be done at Kingswood with per 	out Coasts and Rivers.			I	

	Cycle B	Cycle A Extra objectives to be covered (alongside units that are on the long term plan for cycle A)					
۶E	Objectives not covered due to partial closure	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Rec						





Know that Jesus told stories that helped						
people learn things.						
Y1/2	Creation story	Christmas story	Jesus as a friend	Easter - Palm Sunday	Shabbat	Chanukah
How do Jews show their commitment to					Use the right names	Use the right names
God?			Rec - Know that Jesus		for things that are	for things that are
Use the right names for things that are			told stories that		special to Jews	special to Jews
special to Jews			helped people learn		Know one of the ways	Know one of the ways
Know one of the ways Jews show			things.		Jews show	Jews show
commitment to God			Key vocab - Jesus,		commitment to God	commitment to God
Start to understand that there are different			Bible		Start to understand	Start to understand
ways they can do this.					that there are	that there are
Vocab - Commitment, worship, Torah, Bar,					different ways they	different ways they
Bat Mitzvah, ceremony.					can do this.	can do this.
					Vocab - Commitment,	Vocab - Commitment,
					worship, Torah, Bar,	worship, Torah, Bar,
					Bat Mitzvah,	Bat Mitzvah,
					ceremony.	ceremony.
Stand-alone sessions			1			
Y3/4	Y1/2 - How do Jews	Nativity- The true	To cover three units in one term – approx. 4		Brahman - how this	River Ganges -
Do people need to go to church to show	show their	meaning of	weeks	on each	belief influences	significance to
they are Christians? (Christianity)	commitment to God?	Christmas for			Hindu's everyday	Hindus
Use the correct names for places/	Use the right names	Christian children.		to church to show they	lives.	
ceremonies or symbols that are special to	for things that are			? (Christianity)		
Christians	special to Jews			for places/ ceremonies		
Explain some of the symbolism during	Know one of the ways			special to Christians		
worship	Jews show			nbolism during worship		
Explain the ways Christians use churches to	commitment to God			stians use churches to		
worship/ celebrate Holy Communion and	Start to understand		worship/ celebrate H	Ioly Communion and		
baptism.	that there are			tism.		
Vocab - Bread, wine, holy communion,	different ways they			e, holy communion,		
baptism, church, Holy Communion	can do this.		baptism, church,	Holy Communion		
	Vocab - Commitment,					
	worship, Torah, Bar,					
	Bat Mitzvah,					
	ceremony.		Could Jesus really heal	? Bible stories, miracles		
	Unit condensed to 3					
	lessons. Note- this		Good Friday- Last sup	oper and Jesus' Death		
	will be a revisit for Y4					
	children so they will					
	need to have					
	activities which					
	encourage greater					





	depth of					
	understanding					
	Divali					
	Unit to be condensed					
	to 4 lessons.					
Stand-alone sessions						
Y5/6	Does belief in	Y3/4 unit - Do people	Hindu belief that	Did God intend Jesus	Do beliefs in Karma,	What is the best way
Does belief in Akhirah (life after death)	Akhirah (life after	need to go to church	there is one God with	to be crucified?	Samsara and Moksha	for a Christian to
help Muslims live good lives?	death) help Muslims	to show they are	many different		help Hindus lead	show commitment to
Muslim belief in life after death	live good lives?	Christians?	aspects.		good lives?	God?
How Muslims follow Allah's rules to ensure	Muslim belief in life	(Christianity)			-	
they will go to Heaven.	after death	Use the correct				
Vocab - Akhirah, Muhammad, prophet,	How Muslims follow	names for places/				
heaven.	Allah's rules to ensure	ceremonies or				
	they will go to	symbols that are				
	Heaven.	special to Christians				
	Vocab - Akhirah,	Explain some of the				
	Muhammad,	symbolism during				
	prophet, heaven.	worship				
		Explain the ways				
	Harris II'r dae ale arri	Christians use				
	How Hindus show	churches to worship/				
	commitment to God.	celebrate Holy Communion and				
	Objectives/ sessions	baptism.				
	from both units to be	Vocab - Bread, wine,				
	combined	holy communion,				
	••••••••	baptism, church, Holy				
		Communion				
		(short unit 3-4				
		sessions)				
		Note- this will be a				
		revisit for Y6 children				
		so they will need to				
		have activities which				
		encourage greater				
		depth of				
		understanding				





		Is the Christmas story		
		true?		
		(Short unit 3-4		
		sessions)		
	Stand-alone sessions			

	Cycle B	Cycle A Extra objectives to be covered (alongside units that are on the long term plan for cycle A)							
	Objectives not covered due to partial closure	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
PSHE	Y1/2 Healthy me I can make some healthy choices and explain why they are good for my body. Relationships I can identify some of the things that cause conflict between me and my friends I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends Changing Me I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) I respect my body and understand which parts are private	Being me in my world	Celebrating difference	Dreams and Goals	Healthy me I can make some healthy choices and explain why they are good for my body	Relationships I can identify some of the things that cause conflict between me and my friends I can demonstrate how to use the positive problem- solving technique to resolve conflicts with my friends	Changing Me I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) I respect my body and understand which parts are private		
	Stand-alone sessions								
	Y3/4 Healthy me (4B) I can recognise when people are putting me under pressure and can explain ways to resist this when I want to I can identify feelings of anxiety and fear associated with peer pressure Relationships (4B)	Being me in my world	Celebrating difference	Dreams and Goals	Healthy me I can recognise when people are putting me under pressure and can explain ways to resist this when I want to	Relationships I can explain different points of view on an animal rights issue.	Changing me Y1/2 objectives I can recognise the physical differences between boys and girls, use the correct names for parts of		





I can explain different points of view on an animal rights issue. I express my own opinion and feelings on this Changing Me (4B) I can identify what I am looking forward to when I am in Year 5 I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this.				I can identify feelings of anxiety and fear associated with peer pressure	l express my own opinion and feelings on this	the body (penis, testicles, vagina) I respect my body and understand which parts are private
Stand-alone sessions		1			I	
Y5/6 Healthy me I can evaluate when alcohol is being used responsibly, anti-socially or being misused I can tell you how I feel about using alcohol when I am older and my reasons for this. Relationships I can recognise when people are trying to gain power or control I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control Changing Me I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. I recognise how I feel when I reflect on the development and birth of a baby also within CYCLE A science for Y5/6 I can contribute to the group and understand how we can work best as a whole	Being me in my world	Celebrating difference	Dreams and Goals	Healthy me Y3/4 objectives I can recognise when people are putting me under pressure and can explain ways to resist this when I want to I can identify feelings of anxiety and fear associated with peer pressure Y5/6 objectives I can evaluate when alcohol is being used responsibly, anti- socially or being misused I can tell you how I feel about using alcohol when I am older and my reasons	Relationships Y3/4 objectives I can explain different points of view on an animal rights issue. I express my own opinion and feelings on this Y5/6 objectives I can recognise when people are trying to gain power or control I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control	Changing Me I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. I recognise how I feel when I reflect on the development and birth of a baby. I can contribute to the group and understand how we can work best as a whole
				for this.		





	All year groups to complete as a home learning task wb 13.7.20
	I can identify what I am looking forward to when I am in Year ?.
	I can reflect on the changes I would like to make when I am in Year ? and can describe how to go about this

	Cycle B Objectives not covered due to	Extra	objectives to be c	Cyc overed (alongside un	le A its that are on the lo	ng term plan for cyc	le A)
	partial closure	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Y1/2 Create Own Music • make a sequence of sounds and respond to different moods in music	Hands, feet, heart		I Wanna Play in a Band • make a sequence of sounds and respond to different moods in music	Zootime	Friendship Song	Reflect, rewind and replay
	Stand-alone sessions						
Music	Y3/4 Use and Understand • create repeated patterns with different instruments • improve my work; explaining how it has been improved History of Music • recognise the work of at least one famous composer	Mamma Mia • recognise the work of at least one famous composer		 Glockenspeil 2 make a sequence of sounds and respond to different moods in music (y1/2) create repeated patterns with different instruments improve my work; explaining how it has been improved 	Stop!	Lean on Me	Reflect, rewind and replay
	Stand-alone sessions			1	1		
	Y5/6 Use and Understand • use music diary to record aspects of the composition process Appreciate • describe, compare and evaluate music using musical vocabulary	Нарру		Classroom Jazz 2 • use music diary to record aspects of the composition process • create repeated patterns with different instruments (y3/4)	 History of Music Unit describe, compare and evaluate music using musical vocabulary explain why they think music is 	Music and Me	Reflect, rewind and replay





• explain why they think music is successful or unsuccessful		• improve my work; explaining how it has been improved (y3/4)		
Stand-alone sessions				

Cycle B		Cycle A Extra objectives to be covered (alongside units that are on the long term plan for cycle A)						
Objectives not covere partial closure		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Y1/2 Gym Flight (Missed from autu -Can show control when jumpi variety of ways -Can perform a 5-part sequence Athletics Indoor (Missed from aut -Know basic principles of runni and throwing -Show awareness of effective running, jumping and throwing	ng in a e umn 2) ng, jumping technique in	Gym dy Management	Gym Flight -Can show control when jumping in a variety of ways -Can perform a 5-part sequence	Interpretive Dance	Gym Floor Exercises	Dance Performance Dance -Can show control when jumping in a variety of ways -Can perform a 5-part sequence	Games Sending and Receiving -Can throw and stop an object consistently -Can begin to throw and catch with control -Can apply throwing and catching skills in a game situation	
Games Net/wall (From Spring -Can control an object coming them -Can control and move an object Performance Dance (from sum -Can show control when jumpi variety of ways -Can perform a 5-part sequence Games Sending and Receiving 1)	towards C ct accurately mer 1) ng in a e	Games Object Control	Athletics (Indoor) -Know basic principles of running, jumping and throwing -Show awareness of effective technique in running, jumping and throwing	Games Sending and Receiving -Can throw and stop an object consistently -Can begin to throw and catch with control	Games Net/Wall -Can control an object coming towards them -Can control and move an object accurately	Athletics	Games Locomotion/Agility -Can move fluently in a variety of ways -Can link movements with balance and agility	





 -Can throw and stop an object consistently -Can begin to throw and catch with control Games Sending and Receiving 2 (Summer 2) -Can throw and stop an object consistently -Can begin to throw and catch with control -Can apply throwing and catching skills in a game situation Games Locomotion (Summer 2) -Can link movements with balance and agility 						
Y3/4 Performance Dance (Spring 2)	Gym Body Management	Dance Interpretive Dance	Gym Floor Exercises	Dance Performance Dance	Gym Flight	Athletics -Can jump for
-Can work cooperatively to perform a dance			Y1/2) -Can show	Y1/2 Can show	Y1/2 - Can show control when jumping	distance and can use
sequence -Can adapt and perform a dance sequence			control when jumping in a variety of ways	control when jumping in a variety of ways	in a variety of ways	correct technique when throwing in a
			-Can perform a 5-part	-Can perform a 5-part	-Can perform a 5-part	variety of ways
Games Net/Wall (Spring 2)			sequence	sequence	sequence	-Know the difference
-Can perform volley and forehand shots					Can parform	in running for
-Can perform volley and forehand with				-Can work	-Can perform gymnastic	distance and sprinting
control and accuracy				cooperatively to	movements such as	and can adapt pace
Gym Flight (Summer 1)				perform a dance sequence	jumps, turns and	accordingly. -Can throw and jump
-Can perform gymnastic movements such as				-Can adapt and	balances in isolation	-Can throw and jump using correct
jumps, turns and balances in isolation				perform a dance	-Can combine	technique
-Can combine gymnastic movements in a				sequence	gymnastic	consistently
sequence and perform with control					movements in a sequence and	
Athletics (Summer 1)	C	A 4 6 1 - 4 1			perform with control	
-Are aware of basic techniques in running,	Games Invasion	Athletics (indoor)	Games	Games		Games
jumping and throwing	intusion	Y1/2Know basic	Invasion 2 Y1/2 -Can throw	Net/Wall	Athletics	Striking and Fielding
-Can consistently apply good technique		principles of running,	and stop an object	(Y1/2) -Can control an	(Y1/2) -Know basic	(Y1/2) -Can throw
when running, jumping and throwing		jumping and throwing	consistently	object coming	principles of running, jumping and throwing	and stop an object
Athletics (Summer 2)		-Show awareness of	-Can begin to throw	towards them	Jumping and throwing	consistently
		effective technique in	and catch with		-Are aware of basic	
			control		techniques in	





-Can jump for distance and can use correct		running, jumping and		-Can control and	running, jumping and	-Can begin to throw
technique when throwing in a variety of		throwing		move an object	throwing	and catch with
ways				accurately	-Can consistently	control
-Know the difference in running for distance					apply good technique	-Can apply throwing
and sprinting and can adapt pace				-Can perform volley	when running,	and catching skills in
accordingly.				and forehand shots	jumping and throwing	a game situation
-Can throw and jump using correct				-Can perform volley		-Can move fluently in
technique consistently				and forehand with		a variety of ways
				control and accuracy		-Can link movements
Games Striking and fielding (Summer 2)						with balance and
-Can throw and catch consistently and						agility
accurately						
-Can apply throwing and catching skills in a						-Can throw and catch
game situation						consistently and
						accurately
						-Can apply throwing
						and catching skills in
						a game situation
						Ũ
Y5/6	Gym	Dance	Gym	Dance	Gym	Athletics
Games Net/Wall (Spring 2)	Body Management	Interpretive Dance	Floor Exercises	Performance Dance	Flight	-Can combine
-Can perform a variety of shots with					Y3/4Can perform	movements with
accuracy and control				(Y3/4) -Can work	gymnastic	fluency and can use
-Can perform a variety of shots using				cooperatively to	movements such as	correct technique
correct technique consistently				perform a dance	jumps, turns and	when sprinting and
				sequence	balances in isolation	throwing and jumping
Gym Flight (Summer 1)				-Can adapt and	-Can combine	-Can evaluate their
-Can perform spins and a variety leaps in				perform a dance	gymnastic	own performance
isolation				sequence	movements in a	and can explain the
-Can perform leaps and spins in a simple					sequence and	effects of exercise on
sequence					perform with control	their body
						-Can perform basic
Athletics (Summer 1)					-Can perform spins	skills consistently
-Can combine movements with fluency and					and a variety leaps in	-Can perform skills
can use correct technique when sprinting					isolation	consistently and can
and throwing and jumping					-Can perform leaps	improve on
-Can evaluate their own performance and					and spins in a simple	performance after
can explain the effects of exercise on their					sequence	evaluation
body	Games	Athletics	Games			
	Invasion	(indoor)	Invasion 2	Games		





-Can pe -Can pe improv Games -Can us bowlin	ics (Summer 2) erform basic skills consistently erform skills consistently and can ve on performance after evaluation s (Striking and Fielding) ise correct technique when batting, ng and fielding pply skills to game situations	Y3/4 Are aw basic techni running, jun throwing -Can consist apply good f when runnin jumping and -Can jump fo distance and correct tech when throw variety of w -Know the d in running fo distance and and can ada accordingly.	ues in ping and ently echnique g, throwing r can use nique ng in a tys fference r sprinting	Net/Wall Y3/4Can perform volley and forehand shots -Can perform volley and forehand with control and accuracy -Can perform a variety of shots with accuracy and control -Can perform a variety of shots using correct technique consistently	OAA	Games Striking and Fielding (Y3/4) -Can throw and catch consistently and accurately -Can apply throwing and catching skills in a game situation -Can use correct technique when batting, bowling and fielding -Can apply skills to game situations
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	Cycle B	Cycle A Extra objectives to be covered (alongside units that are on the long term plan for cycle A)						
L	Objectives not covered due to partial closure	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Ar	 Y1/2 Know how to create a repeated pattern in print. 	Take one Picture Know how to use a viewfinder to focus	Textiles	No Art Taught	Exploring Colour	No Art Taught	No Art Taught	





 Know how to create a printed piece of art by pressing, rolling, 	on an artefact before drawing it.			Know how to use charcoal, pencil and		
rubbing and stamping.				pastel to create art.		
Know how to use a viewfinder	Sculpture					
to focus on an artefact before						
drawing it.Know how to use charcoal,						
pencil and pastel to create art.						
Stand-alone sessions	Know how to	create a repeated patter	n in print.			
Printing- Could be linked to other art			f art by pressing, rolling, ru	ubbing and stamping.		
project such as Mother's Day cards.			-	I		
Y3/4	Take One Picture	No Art Taught	Printing	No Art Taught	David Hockney	No Art Taught
 Use sketchbooks to help create facial expressions. Know how to show facial expressions and body language in sketches and painting. Know how to use marks and lines to shows textiles in art. Know how to use line, tone, shape and colour to represent figures and forms in movement. 	Use sketchbooks to help create facial expressions. Know how to show facial expressions and body language in sketches and painting. Know how to use marks and lines to shows textiles in art. Know how to use line, tone, shape and colour to represent figures and forms in movement. Textiles		 1 / 2 objectives Know how to create a repeated pattern in print. Know how to create a printed piece of art by pressing, rolling, rubbing and stamping. 		1 / 2 Objectives Know how to use a viewfinder to focus on an artefact before drawing it.	
Stand-alone sessions	Know how to use charco	bal, pencil and pastel to o	create art.			
1 / 2 Objectives						
Y5/6	Take one Picture	Painting	No Art Taught	Textiles	No Art Taught	No Art Taught





 Use tools to produce intricate patterns and textures in a malleable media. Explore how stimuli can be used as a starting point for 3D work with a focus on form, shape, pattern, texture and colour. Make imaginative use of knowledge that they have acquired of tools, techniques and materials. 	Charcoal 3 / 4 objectives Use sketchbooks to help create facial expressions. Know how to show facial expressions and body language in sketches and painting. Know how to use marks and lines to shows textiles in art. Know how to use line, tone, shape and colour to represent figures and forms in movement.		Make imaginative use of knowledge that they have acquired of tools, techniques and materials.		
Stand-alone sessions Clay sculpture lessons linked to a topic or theme.		and textures in a malleab arting point for 3D work v		pe, pattern, texture and o	colour.

	Cycle B	Cycle A Extra objectives to be covered (alongside units that are on the long term plan for cycle A)						
_	Objectives not covered due to partial closure	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
MFL	Y3/4 Carnival des animaux Use familiar vocabulary to say simple sentences to describe animals their habitats	Moi	On fait le fete	On γ va		Vive le sport	Les quatres amis Carnival des animaux Use familiar vocabulary to say	





and their movements using a language scaffold Read and show understanding of simple familiar phrases and short sentences Write a simple phrase to describe animals and their habitats Language skills covered in all units. Stand-alone sessions Vocab: Descriptions of animals, movements and habitats						simple sentences to describe animals their habitats and their movements using a language scaffold Read and show understanding of simple familiar phrases and short sentences Write a simple phrase to describe animals and their habitats **A short unit will be planned to cover key vocab
Y5/6 Monter un café Engage in transactional language for a café using familiar questions and language Read and show understanding of a menu Read and understand the gist of an unfamiliar text using familiar language Write and says a complex sentence manipulating familiar language to write about café transactions; maybe using a dictionary Stand-alone sessions	Les planetes	En route pour l'ecole	Scenes de plage		Notre ecole	Carnival des animaux Use familiar vocabulary to say simple sentences to describe animals their habitats and their movements using a language scaffold Read and show understanding of simple familiar phrases and short sentences Write a simple phrase to describe animals and their habitats **A short unit will be planned to cover key vocab
Stand-alone sessions	Cover as part of Europe	an Languages Day set	un a cafá and uca tha tra	nsactional language duri	ng this activity	





	Cycle B Objectives not covered due to partial closure	Cycle A Extra objectives to be covered (alongside units that are on the long term plan for cycle A)						
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
E-SAFETY (GP)	Y1/2							
	Year one and two follow playground objectives in both year groups but at different levels.							
	 Online bullying – To know how to recognise and deal with online bullying of themselves or others Online gaming - To know how to play online games safely (with a focus on multiplayer games with chat and messaging functions) Downloading - know how to respond to pop-ups and invitations to download 							
	Stand-alone sessions		L	L	<u> </u>			
	Y3/4 Chat rooms - To communicate safely and sensibly online Meeting up - To understand the risks of meeting people we chat with online, in real life Phishing - To know how to deal with phishing messages	Year 2 – Scenario 1 Digital Footprint – refer to online bullying	Scenario 3 webcamwise – too much information covers communicating safely online/ risks of meeting people online – add in to understand how people communicate online at the start of this unit. You also may need a broader	Year 2 – Scenario 5 Online gaming	Year 2 – Scenario 7 Downloading		Scenario 10 – perfect passwords – add in explanation of phishing and what to do if you receive a phishing email.	





		range of online risk in discussion.				
Stand-alone sessions						
Y5/6	Year 5		Scenario 6 –	Year 5	Scenario 9 Grooming	
	Chat rooms/ meeting		downloading – prior	Scenario 7 – perfect	 make reference to 	
Click jacking	up covered in		to this unit teach a	passwords - add in	pop up messages	
Fake profiles	scenario 5 grooming		condensed lesson	explanation of	about gambling and	
Pop up messages			about click jacking	phishing and what to	the associated health	
	Scenario 1 – Safe		and how to respond	do if you receive a	risks when discussing	
	sharing – include		safely to tempting	phishing email.	online	
	reference to fake		emails and online		advertisements.	
	profiles and how to		offers			
	respond safely.					
Stand-alone session						

DT and ICT/E-safety- the academy is staring a new DT and ICT curriculum so no recovery curriculum is required