

Cycle	Term		Term		Term	
1	A1	A2	Sp1	Sp2	Sm1	Sm2
1	<p><b><u>Invaders and settlers</u></b></p> <p>KS2 - the Roman Empire and its impact on Britain.</p>	<p><b><u>Invaders and settlers</u></b></p> <p>KS2 - Settlement and struggle of Saxons and Vikings</p>	<p><b><u>Volcanoes and Earthquakes</u></b></p> <p>KS1 and KS2 - locational knowledge KS2 physical Geography KS1 and KS2 Geographical skills (maps)</p> <p>( Geography focus - last time focused on Pompeii)</p> <p>Careers - work of seismologists</p>	<p><b><u>WW1</u></b></p> <p>KS1 - Changes within living memory used to reveal aspects of change in national life.</p> <p>KS1 - Significant individuals who contributed to national and international achievements -</p> <p>Careers - compare to a modern soldier</p>	<p><b><u>Europe</u></b></p> <p>KS1 locational knowledge KS2 locational knowledge KS2 place knowledge</p> <p>KS1 and KS2 Geog skills (maps)</p> <p>Careers - travel and tourism</p>	<p><b><u>Titanic</u></b></p> <p>KS1 - events beyond living memory that are significant globally.</p> <p>Careers - jobs on ships/transport</p>
	<p>English -</p> <p>Suggested text:</p> <p>The thieves of Ostia by Caroline Lawrence</p>	<p>English -</p> <p>Suggested text:</p> <p>Attack of the Vikings by Tony Bradman</p>	<p>English -</p> <p>Suggested text:</p>	<p>English -</p> <p>Suggested Text:</p> <p>Private Peaceful by Michael Morpurgo</p>	<p>English -</p> <p>Suggested Texts:</p> <p>Around the World in 80 days by Jules Verne (abridged)</p>	<p>English -</p> <p>Suggested Texts:</p> <p>Survivor Titanic by Stephen Davies</p>

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	<p><b>Narrative - character description</b></p> <p>Word classes - proper and common nouns Adjectives - expanded noun phrases Synonyms - KS2</p>	<p><b>Non - Narrative - Non chronological report - writing for different purposes</b></p> <p>Paragraphs - KS2 Layout Sentences with different forms - question, command, exclamation, statement.</p> <p>Subordination Past and present tense.</p>	<p><b><u>Stranded!: A Mostly True Story from Iceland</u></b> AEvar THor Benediktsson &amp; Anne Wilson</p> <p><b>Narrative - setting description</b></p> <p>Adjectives Adverbs Adverbial phrases of manner and time - KS2 Synonyms - KS2 Similes - KS2</p>	<p><b>Non - Narrative - Letter writing - writing for different purposes</b></p> <p>First person Past and present tense Sentences with different forms - question, command, exclamation, statement.</p>	<p><b>Narrative - story with a journey</b></p> <p>Structure Paragraphs - KS2 Description</p>	<p><b>Non Narrative - Newspaper - writing for different purposes</b></p> <p>Paragraphs - KS2 Where, Who, What, where, when - KS2 Passive language - KS2 Layout Speech - LKS2</p>
	<p>Science - Light and dark Animals including humans (seasonal changes throughout)</p>	<p>Science - Materials and their uses (seasonal changes throughout)</p>	<p>Science - states of matter (seasonal changes throughout)</p>	<p>Science - forces (seasonal changes throughout)</p>	<p>Science - plants (seasonal changes throughout)</p>	<p>Science - Lights (seasonal changes throughout)</p>
	<p>History - When and why did the Romans come to Britain and what was their legacy?</p>	<p>History - Who else invaded Britain and why did they come here?</p>	<p>Geography - What are volcanoes and earthquakes and where do we find them?</p>	<p>History - Why did WW1 start and what is its legacy today?</p>	<p>Geography - Where is Europe and what can we find there?</p>	<p>History - What happened to the Titanic and what is its significance today?</p>

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					How are European countries similar or different to the UK?	
	<p><b>Digital Literacy -. Using the internet safety - focus on social media.</b></p> <p>use technology safely and respectfully, keeping personal information private;</p> <p>identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>WFS progression steps - E Safety</p>	<p><b>Digital Literacy -. Using a keyboard and word processing skills</b></p> <p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>recognise common uses of information technology beyond school.</p> <p>WFS progression steps - Multi media and using the internet. - Technology in our lives</p>	<p><b>Digital Literacy - Using Powerpoint to create a presentation</b></p> <p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>recognise common uses of information technology beyond school.</p> <p>WFS progression steps - Multi media and using the internet. - Technology in our lives</p>	<p><b>Digital Literacy - Using the Internet to retrieve information</b></p> <p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>recognise common uses of information technology beyond school.</p> <p>WFS progression steps - Multi media and using the internet. - Technology in our lives</p>	<p><b>Digital Literacy - writing and sending emails</b></p> <p>use technology safely and respectfully, keeping personal information private;</p> <p>recognise common uses of information technology beyond school.</p> <p>WFS progression steps - Multi media and using the internet. - Technology in our lives</p>	<p><b>Digital Literacy - Coding</b></p> <p>understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions</p> <p>create and debug simple programs</p> <p>use logical reasoning to predict the behaviour of simple programs</p> <p>WFS progression steps - Programming</p>
	Creative Arts -	Creative Arts -	Creative Arts -	Creative Arts -	Creative Arts -	Creative arts -

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1	<p>ART - What were Roman mosaics and where did they use them?</p> <p>KS1 Art</p> <ul style="list-style-type: none"> <li>- Pattern</li> <li>- Collage - texture</li> </ul>	<p>ART - What designs and materials did Vikings use to make jewellery and why?</p> <p>KS1 Art</p> <ul style="list-style-type: none"> <li>- sketching with pencils and design</li> <li>- Pattern, texture</li> </ul>	<p>ART - Which artists have used volcanoes as inspiration?</p> <p>Look at different artists and their styles then choose our preferred method to create our own.</p> <p>KS1 Art</p> <ul style="list-style-type: none"> <li>- Painting - colour mixing</li> </ul> <p>Collage - texture</p>	<p>MUSIC - Which songs were well-known in WW1 and what was the significance of their lyrics?</p> <p>KS1 Music</p> <ul style="list-style-type: none"> <li>- Use voices</li> <li>- Listen to recorded music</li> <li>- Compare pitch, tempo and rhythm in different pieces.</li> </ul>	<p>MUSIC - What is the Eurovision Song Contest and how do you compose a winning song?</p> <p>KS1 Music</p> <ul style="list-style-type: none"> <li>- Use voices</li> <li>- Listen with concentration</li> <li>- Experiment with dimensions of music - composition</li> <li>- instruments</li> </ul>	<p>MUSIC - What is a soundtrack and how did James Horner use it to tell the story of Titanic?</p> <p>KS1 Music</p> <ul style="list-style-type: none"> <li>- Listen with concentration</li> <li>- Experiment and compose</li> <li>- Compare pitch, tempo and rhythm in different pieces.</li> <li>- instruments</li> </ul>
	<p>Cooking/food technology</p> <p>KS1 - Cooking</p> <p>Practicing and embedding skills</p> <p>Use basic principles of a healthy and balanced diet</p>	<p>Cooking/food technology</p> <p>KS1 - Cooking</p> <p>Practicing and embedding skills</p> <p>Where does food come from?</p>	<p>Cooking/food technology</p> <p>KS1 - Cooking</p> <p>Practicing and embedding skills</p> <p>Design make and evaluate</p>	<p>Cooking/food technology</p> <p>KS1 - Cooking</p> <p>Practicing and embedding skills</p> <p>Design make and evaluate</p>	<p>Cooking/food technology</p> <p>KS1 - Cooking</p> <p>Practicing and embedding skills</p> <p>Design make and evaluate</p>	<p>Cooking/food technology</p> <p>KS1 - Cooking</p> <p>Practicing and embedding skills</p> <p>Design make and evaluate</p>

Year 1

Cycle	Term		Term		Term	
	A1	A2	Sp1	Sp2	Sm1	Sm2
	WFS progression steps - independent living	WFS progression steps - independent living	WFS progression steps - independent living	WFS progression steps - independent living	WFS progression steps - independent living	WFS progression steps - independent living
	Mental health and Wellbeing  Good and Bad Feelings - recognising how I am feeling.	Mental health and Wellbeing  Feelings and Emotions and strategies for dealing with them.	Mental health and Wellbeing  Identifying and understanding Mental Health difficulties  Understanding mental illnesses such as depression and anxiety and making links with feelings and emotions.	Mental health and Wellbeing  Identifying, comparing and evaluating strategies for supporting mental health	Mental health and Wellbeing  Building self esteem and coping with disappointment.	Mental health and Wellbeing  Recognising the feelings of others and understanding empathy.
	PSHCE - Managing risk  RSE - Healthy Relationships	PSHCE - Body Image  RSE - Bullying	PSHCE - Hygiene and Independence  RSE - Changes in our body	PSHCE - Healthy Eating and nutrition  RSE - Reproduction	PSHCE - Citizenship  RSE -Sense of Self	PSHCE - Drugs  RSE - Touch and consent
	Careers - Visit from HSBC.  Learning about money in real life contexts.	Careers - Applying for a job - looking at job adverts and the local job market.	Careers - Visiting the education fair - Life Beyond WFS  Preparing and asking questions and then evaluating the colleges/	Careers - When I grow up - looking at how much things cost and budgeting.	Careers - Year 7 jobs event.  Preparing and asking questions and then evaluating the jobs we have learned about.	Careers - Visiting Fire station  Preparing and asking questions and then evaluating the jobs

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	Learning about what happens in a bank and what we use it for.		courses we have learned about.			we have learned about.
	RE - 1.1 What do Christians believe God is like?	RE - 1.1 What do Christians believe God is like?  1.3 - Why does Christmas matter to Christians?	RE - 1.7 - Who is Jewish and how do they live?  1.5 - Why does Easter matter to others?		RE - 1.10 What does it mean to belong to a faith community?	
	Independence - road awareness day activities	Independence - church visit	Independence - shopping		Independence - bike ability	

Pathway 4 yearly Overview year 1