



## Crayke Church of England Primary School Curriculum Long Term Plan YEAR A

| Year A | Year 1/2 – Beech   | Year 3/4 - Holly  | Year 5/6 – Oak  |
|--------|--|---|---|
| AUTUMN | <b>THEME:</b><br><b>Shiver Me Timbers</b>  | <b>THEME:</b><br><b>Through the Ages</b>  | <b>THEME:</b><br><b>A Child's War</b>   |
|        | <b>ENQUIRY QUESTION:</b><br><b>What was it like to be a pirate?</b>                              | <b>ENQUIRY QUESTION:</b><br><b>How did life change through the Stone, Bronze and Iron Ages?</b> | <b>ENQUIRY QUESTION:</b><br><b>What was it like to be a child during WW2?</b>   |
|        | <b>History</b> – Significant figures (Blackbeard and Anne Bonny)                                 | <b>History</b> – Changes in Britain from the Stone Age to the Iron Age                          | <b>History</b> – World history (WW2)  |
|        | <b>Geography</b> – locational knowledge (continents and seas)                                    | <b>Geography</b> – Human geography (settlements)  | <b>Geography</b> – map study (world maps)   |
|        | <b>RE</b> – Sacred places, Christmas   | <b>RE</b> – Jesus as inspiration, Festivals   | <b>RE</b> – God – belief, holy and loving, Jesus - messiah  |
|        | <b>Science</b> – Uses of everyday materials and Seasonal changes                                 | <b>Science</b> – Understanding plants, light and seeing   | <b>Science</b> – Forces, magnets and light  |
|        | <b>Art</b> – Textiles – plaiting; attach by gluing<br>Painting – self portraits; tints and tones | <b>Art</b> – Painting – Cave painting using watercolours<br>Sculpture- clay pots (coil)         | <b>Art</b> – Drawing – sketching pencils and charcoal in style of <i>LS Lowry</i><br>Painting – in style of <i>Lowry</i> recreating |
|        | <b>DT</b> – Cooking and nutrition; Mechanisms  | <b>DT</b> – Mechanical systems; Digital World   | <b>DT</b> – Textiles; Structures  |
|        | <b>Music</b> – Exploring pulse and tempo; Exploring rhythm                                       | <b>Music</b> – Reading notation; Exploring staff notation                                       | <b>Music</b> – Reading notation; developing sight reading skills  |
|        | <b>Computing</b> – Online safety, internet searching   | <b>Computing</b> – Coding, online safety, spreadsheets  | <b>Computing</b> – Online safety, coding  |
|        | <b>PSHE</b> – Keeping Safe (Road safety) and Feelings and Emotions (Jealousy)                    | <b>PSHE</b> – Keeping Safe (Windows) and Computer Safety (Making friends online)                | <b>PSHE</b> – Keeping Safe (Peer pressure) and Feelings and Emotions (Anger)  |
|        | <b>PE</b> – Gymnastics, Dance, Multi-sports  | <b>PE</b> – Gymnastics, Dance, Basketball, Fitness  | <b>PE</b> – Swimming, Hockey, Volleyball  |
|        | <b>Spanish</b> – Instruments; Shapes   | <b>Spanish</b> – The date; Do you have a pet?   |   |

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|--------|--|--|--|
| SPRING | <b>THEME:</b><br><b>Growing, Growing, Grown!</b>   | <b>THEME:</b><br><b>The Inventing Room</b>   | <b>THEME:</b><br><b>A Taste of Tuscany</b>   |
|        | <b>ENQUIRY QUESTION:</b><br><b>How can we explore growing?</b>   | <b>ENQUIRY QUESTION:</b><br><b>How did the invention of chocolate change York?</b>   | <b>ENQUIRY QUESTION:</b><br><b>What do Tuscany and North Yorkshire have in common?</b>   |
|        | <b>History</b> – Monarchy  | <b>History</b> – Local history (York); Industrial Revolution   | <b>History</b> – Local study   |
|        | <b>Geography</b> – Seasonal and daily weather patterns; 4 countries of UK                                  | <b>Geography</b> – Local maps; changes to locality   | <b>Geography</b> – Contrasting locality - Italy  |
|        | <b>RE</b> – Muslim faith; celebrating sacred times, Easter   | <b>RE</b> – Hinduism; Good Friday  | <b>RE</b> – What does it mean to be a Muslim in Britain today? What did Jesus do to save human beings? What kind of a king is Jesus?                               |
|        | <b>Science</b> – Plants; Seasonal changes  | <b>Science</b> – Electricity; sound  | <b>Science</b> – Animals including humans - circulatory system; heart; diet; drugs; lifestyle  |
|        | <b>Art</b> – Sculpture (natural materials); Observational drawing (plants)                                 | <b>Art</b> – Painting – colour mixing Artist study: <i>Joanne Tinker</i><br>Printing – packaging in the style of <i>William Morris</i> | <b>Art</b> – Digital media - local landscapes<br>Drawing – oil pastels <i>David Hockney</i> (landscapes)<br>Sculpture – plaster of Paris hands <i>Michelangelo</i> |
|        | <b>DT</b> – Structures; Textiles   | <b>DT</b> – Cooking and nutrition; Structures  | <b>DT</b> – Electrical systems; Cooking and nutrition  |
|        | <b>Music</b> – Exploring pitch; Creating music   | <b>Music</b> – Ensemble skills; Composition skills   | <b>Music</b> – Pop music; Composition project  |
|        | <b>Computing</b> – Online safety; animated books   | <b>Computing</b> – Spreadsheets  | <b>Computing</b> – Online safety   |
|        | <b>PSHE</b> – Computer safety (online bullying); Being responsible (water) Keeping healthy (washing hands) | <b>PSHE</b> – Feelings and emotions (grief); Being responsible (stealing); Keeping healthy (medicine)                                  | <b>PSHE</b> – Computer safety (image sharing); Being responsible (Looking out for others) Keeping healthy (smoking)  |
|        | <b>PE</b> – Games; invasion towards rugby; fitness   | <b>PE</b> – Invasion; Net/wall; Swimming   | <b>PE</b> – Dance; invasion; net/wall  |
|        |  | <b>Spanish</b> – Vegetables; Ice-creams  | <b>Spanish</b> – What is the weather?; My home   |

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| SUMMER | <b>THEME:</b><br><b>Animal Explorers</b>  | <b>THEME:</b><br><b>Radical Romans</b>   | <b>THEME:</b><br><b>Riches in the Rainforest</b>   |
|        | <b>ENQUIRY QUESTION:</b><br><b>Where are the wild things?</b>                             | <b>ENQUIRY QUESTION:</b><br><b>How did the Romans impact Britain?</b>                                | <b>ENQUIRY QUESTION:</b><br><b>How did the rainforest support the Maya?</b>  |
|        | <b>History</b> –  | <b>History</b> – Romans in Britain   | <b>History</b> – Maya civilisation   |
|        | <b>Geography</b> – Comparing UK to non-European country – Australia                       | <b>Geography</b> – Roman Empire (maps); OS map study; fieldwork                                      | <b>Geography</b> – Central America   |
|        | <b>RE</b> – Belonging to a faith community, good news Jesus brings                        | <b>RE</b> – Religion – right and wrong; Creation story   | <b>RE</b> – Place of worship; Ahisma Ummah   |
|        | <b>Science</b> – Living things and their habitat, seasonal changes                        | <b>Science</b> – Animals including humans  | <b>Science</b> – Evolution and inheritance; Living things and their habitats (micro-organisms)                               |
|        | <b>Art</b> – Collage in the style of <i>Matisse</i> The Snail; Printing (animal patterns) | <b>Art</b> – Textiles – coin purses  | <b>Art</b> – Printing - Maya patterns and rainforest animals Collage – Rainforest scene collaborative project                |
|        | <b>DT</b> – Mechanisms  | <b>DT</b> – Textiles; Electrical systems   | <b>DT</b> – Digital world; Mechanical systems  |
|        | <b>Music</b> – Singing and playing skills; playing rhythm and pitch                       | <b>Music</b> – Exploring Classical music; Becoming musicians   | <b>Music</b> – Composition project; Singing with style   |
|        | <b>Computing</b> – Creating pictures, spreadsheets, coding                                | <b>Computing</b> – Branching databases; simulations and graphing                                     | <b>Computing</b> – Game creator, 3D modelling, concept maps  |
|        | <b>PSHE</b> – Relationships (Friendship); Our World (Growing); Hazard watch (Is it safe?) | <b>PSHE</b> – Relationships (Touch); Our World (Looking after our world); Hazard watch (Is it safe?) | <b>PSHE</b> – Growing and changing (puberty); Working world (Enterprise); World without judgement (inclusion and acceptance) |
|        | <b>PE</b> – Swimming, games   | <b>PE</b> – Fitness; OAA; Striking/fielding; athletics   | <b>PE</b> – Athletics, OAA, Cricket, Striking/fielding   |
|        | <b>Spanish</b> – The Classroom; Goldilocks  | <b>Spanish</b> – Clothes; At School  |  |

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