

WHOLE SCHOOL LONG TERM MAP 2021/2022

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
SCIENCE	Autumn Animals including humans Seasonal changes inc weather: Summer into Autumn.	Autumn Materials Animals including humans – Basic needs, hygiene	Autumn Rocks Light	Autumn All living things and their habitats States of matter	Autumn Earth and space Forces	Autumn All Living Things – Finding and classifying Electricity
	Spring Materials Seasonal changes inc weather: winter Winter into spring	Spring Animals including humans – offspring growing into adults	Spring Animals including humans Plants	Spring Animals including humans	Spring Living things and their habitats – life cycles.	Spring Evolution Light
	Summer Plants Seasonal changes inc weather: Spring Spring into summer	Summer All living things and habitats Plants	Summer Forces and magnets	Summer Sound Electricity	Summer Properties and changes of materials Animals including humans – birth to old age (Puberty talks)	Summer Animals Incl Hums
HISTORY	Autumn Dinosaurs – Mary Anning	Autumn Intrepid explorers	Autumn Early Civilisations Stone Age to the Iron Age	Autumn Anglo-Saxons, Picts and Scots	Autumn Ancient Egypt	Autumn WWI
	Spring Titanic	Spring Great fire of London	Spring Invaders and Settlers- The Romans	Spring Ancient Greeks	Spring A local history study - Manchester	Spring The Mayans
	Summer Holidays past and present	Summer Castles	Summer Standege Tunnel	Summer Henry VIII and the Tudors	Summer Vikings vs Anglo Saxons	Summer How has Britain changed since 1948?
GEOGRAPHY	Autumn Wonderful Weather Seasonal and daily weather patterns (see Science throughout the year) Hot and cold places Extreme Weather	Autumn What a wonderful world	Autumn United Kingdom	Autumn Human and physical features- Water	Autumn Place knowledge – North America, Biomes	Autumn Human and physical Our European Neighbours
	Spring Our country Name, locate and identify characteristics of the 4 countries and capital cities of the UK, compare with an area in a non- European country	Spring Sensational safari	Spring Extreme Earth	Spring Place knowledge- Europe – compare to UK- Modern day Greece	Spring Human and physical – World Trade	Place Knowledge The south America Making comparisons with the Uk
	Summer Our local area and our school Fieldwork and observational skills Key physical features and human features	Summer Magical mapping	Summer Land use	Summer Locational knowledge- contrasting location	Summer Marvellous maps	Summer Skills and fieldwork Our local area

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ART	Autumn To use drawing, painting and sculpture to develop their ideas, experiences and imagination. Artist: Paul Klee - Senecio Painting – Making dark colours by adding black. Making light colours by adding white. Using dark and light colours together. Christmas activities	Autumn Christmas activities Remembrance day	Autumn Painting Techniques / experiment & control with a range of materials. Developing line and tone in sketching Printing techniques (Neolithic stone spheres) Sketching skills , focus on line and tone, light and dark. (Fossils and ammonites) Explore texture in clay (Make a clay ammonite)	Autumn Sketching skills- Dragon eyes Make own sketch books Record observations and ideas Great historical artist/ architect/ designer study (can use different mediums/ skills here) linked with Water topic	Autumn Sketching Skills	Autumn Sketching skills Record observations and ideas – sketching soldiers/trenches
	Spring Artist – TBA Line – to find and make new lines and line patterns. Drawing – to find out about light and dark by smudging and blending Collage: to make and decorate new shapes by tearing, arranging and adding. Artist – Emma Majury Printing: Science link, taking rubbings and prints of plants.	Spring Chalk, oil pastels – using colour, texture and pattern Colour mixing Shade and tone	Spring Painting techniques / secondary colours Great historical artist/ designer – study – different mediums and skills Jackson Pollock	Spring Greek clay pots	Spring Great historical artist/architect – LS Lowry	Spring Collage – Creating a South American College in the style of Beatriz Milhazes Creating a piece of art based on Torres Garcia
	Summer Emotions Artist Holidays Local Area	Summer Water colour paintings	Summer Painting skills/ sculptures Andy Goldsworthy Using sketchbooks to record observations. (Janet Iles)	Summer No taught	Summer Printing	Summer None
DT	Autumn Food technology – smoothies (linked to Science)	Autumn planets	Autumn Reinforcing complex structures Stone Age houses Weapons Outfit Jewellery Design & make product to a given criteria – Christmas gift	Autumn Design and make a product- Anglo Saxon jewellery	Autumn Design, make, evaluate – Canopic Jars (strengthen, stiffen, reinforce)	Autumn Designing and creating potion bottles Use a more sophisticated electrical system in a product
	Spring Mechanisms – Wheels and axles	Spring Tudor Houses	Spring Roman shield Cooking & nutrition – Roman feast	Spring Food technology- Greek food Levers/linkages/ moving pictures- Tudor pop-up book	Spring Victorian toys – design, make, evaluate	Spring Seasonality/ food/ cooking with a heat source: - tortillas (Mayans)
	Summer Structures – windmills (link to RE Pentecost and holidays)	Summer Clay – design and evaluate	Summer Not taught	Summer Design and make a product to a more complex given criteria- with an electrical element-Windmill	Summer Cooking, seasonality and nutrition	Summer Evaluating, investigating and designing bridges and supportive structures

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MUSIC	Autumn Exploring Dynamics Percussion Seasonal and assembly songs listening Christmas Nativity Production learning Nativity Songs	Autumn Exploring Rhythm and pulse listening Christmas Nativity Production Learning Nativity Songs	Autumn Recorders Introduction to Recorders Notes B A G Hot Cross Buns Building on note knowledge note E and D Clapping Rhythms	Autumn Exploring the Musical elements Pitch/dynamics/rhythm/tempo/melody listening Exploring Composition Using percussion working in groups based on the elements	Autumn Composition and Music and Movement /Body percussion Focus on singing and performance How we present different types of songs	Autumn Composition using percussion Focus on Dynamics/tempo /pitch rhythm and beat/melody Introducing Music Theory focus on Stave/ Notation and note values Placing notes on stave Group interpretations of Jingle Bells using glocks and percussion and other instruments
	Spring Exploring Beat and rhythm Seasonal songs Listening Exploring pitch Easter	Spring Exploring Dynamics Seasonal songs Listening Exploring tempo Easter	Spring Recorders Playing tunes using notes B A G D E To perform in Assembly Introduce notes Top C and D Clapping Rhythms	Spring Peter and the wolf Listening/Writing /drawing work on Peter and the Wolf Notation Introduction to stave and notation placing notes on the stave	Spring Elements of music Introduction to Stave and notation Composition focus on melody Using Glocks and percussion working in groups	Spring Song Writing Group Song Writing Instrumental Composition Using knowledge of Musical elements and Notation To write a Melody and arrangement as a group for performance in Assembly
	Summer Exploring tempo Seasonal songs Listening Composing with percussion Seasonal songs	Summer Exploring pitch Seasonal songs Listening Composition based on the elements	Summer Recorders Playing jazz tunes with CD backing Clapping Rhythms Solos /duets and group work End of year production	Summer Exploring Singing and performing Listening Composing in groups Using knowledge of musical elements and notation using tuned and untuned percussion instruments	Summer Carnival of the Animals Listening/Writing /drawing work on Carnival of the Animals Composition in groups using knowledge of Musical elements and notation	Summer Classical composer project End of term Production and Leavers Service
PE	Autumn Dance Games Athletics Gymnastics	Autumn Dance - Music and movement Gymnastics – agility and co-ordination/shape Developing basic movements-throwing, catching, running and jumping. Orienteering	Autumn Gymnastics Dance	Autumn Dance - exploring a range of movement patterns, comparing and improving performances. Gymnastics - technique, control and balance, flexibility and strength. Dance Outdoor challenges - orienteering. Swimming	Autumn Gymnastics Dance	Autumn Gymnastics Games Dance
	Spring Athletics Gymnastics Outdoor and Adventure Games Playground games	Spring Team games – simple tactics, attacking and defending Travelling, sending and receiving a ball and other equipment Outdoor challenges – orienteering Team games – invasion, competitive net, striking/fielding Gymnastics – balance	Spring Games Outdoor and adventurous activities Team building skill	Spring Team games - competitive and non-competitive, applying basic principles for attacking and defending. Year 4 swimming. Outdoor challenges - orienteering. To develop range of skills in running, jumping, throwing and catching in isolation and in combination. Team games - competitive and non-competitive, applying basic principles for attacking and defending.	Spring Games Gymnastics	Spring Gymnastics Games Dance
	Summer Outdoor and Adventure Games	Summer Athletics Team games – invasion, competitive net, striking/fielding Sports day practise Outdoor challenges – orienteering	Summer Swimming Athletics	Summer Athletics including Sports Day practice. Racquet/ bat skills - tennis, badminton, rounders and cricket. Gymnastics/ dance Outdoor challenges- orienteering.	Summer Athletics Outdoor and adventurous activities	Summer Gymnastics Games Dance

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COMPUTING	Autumn Using and applying – basic skills E-safety Paint packages, changing size and colour	Autumn Programming turtle logo and scratch	Autumn Word process	Autumn Word processing	Autumn Scratch – developing games	Autumn Creating animations
	Spring Programming – BeeBot	Spring Computer art	Spring Internet Research E-Safety	Spring Animation	Spring Webpage design	Spring Creating websites App design
	Summer Word processing E-safety.	Summer Presentation skills	Summer Scratch – algorithms and debug	Summer Scratch/hour of code	Summer Flowol	Summer Creating films
MFL - SPANISH	Autumn Culture, all colours Christmas	Autumn Culture Cities Numbers 1-20 What's your name? Christmas	Autumn Greetings Pencil case Numbers to 31 Christmas Ask and answer questions. Make links between Spanish phonemes and spellings. Begin to develop accurate pronunciation and intonation so that others understand when I am using familiar words or phrases.	Autumn Greetings Pencil case Make links between Spanish phonemes and spellings. Read a wider range of words aloud. Appreciate songs. Numbers to 31 Christmas Engage in conversations, ask and answer questions.	Autumn Greetings Festivals Numbers to 1000 Read and show understanding from the main points in a text. Currency Christmas Develop accuracy in pronunciation and intonation.	Autumn Greetings Festivals Understand the main points in a spoken passage. Weather Compass points Christmas Key features and patterns of the language and how to apply these to build sentences and how these are similar and different in English.
	Spring Greeting, numbers 1-10 Pets, Easter	Spring How old are you? Colours Family Easter	Spring Fruit Stories Easter Begin to write familiar vocabulary. Engage in conversations. Make simple statements expressing preferences. Appreciate stories.	Spring Fruit Write some familiar words without help. Stories Easter Develop accurate pronunciation and intonation so that others understand when I am reading aloud or using familiar words/phrases. Read and understand familiar written phrases. Appreciate stories.	Spring Café Understand and use negative statements. Healthy eating Easter Express likes, dislikes and preferences.	Spring Sport Stories Write phrases on a range of topics using a model. Perform a narrative ,sketch or presentation Verbs Easter Understand basic grammar appropriate to the language being studied, including feminine and masculine forms and the conjugation of high –frequency verbs.
	Summer Body parts Fruits	Summer Days of the week Months of the year Have you any brothers or sisters? Pencil case	Summer Jungle animals Farm animals Transport Recognise and begin to respond to the written form of familiar vocabulary. Appreciate songs. Speak in sentences, using familiar vocabulary, phrases and basic language structures.	Summer Jungle animals Farm animals Listen and show understanding of short phrases through physical response. Describe things using a language scaffold. Use a bi lingual dictionary to find the meaning of a word. Appreciate poems and rhymes. Transport Express opinions and respond to those of others. Present my ideas and memorise a short text. Describe people. Write some familiar phrases without help. Read a wider range of sentences and phrases aloud.	Summer Clothes Time Manipulate language by changing single element in a sentence. Apply knowledge of language rules when building short sentences. Stories Broaden my vocabulary and develop my ability to understanding of new words that are introduced into familiar written material, including through using a dictionary. Apply knowledge of language rules when building short sentences.	Summer Where do you live? Directions Use spoken language confidently to initiate and sustain conversations. Flags European countries Write phrases on a range of topics using a model. Understand the main points in a spoken story. Read and respond to stories in the language, understanding the main points.

RELIGIOUS EDUCATION

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	Autumn Who is a Christian and what do Christians believe God is like? Why does Christmas matter to Christians? (Incarnation)	Autumn What would Jesus do? What do stories of Jesus tell Christians about how to live? What makes some places sacred? Mosques and Makkah in Islam Christmas	Autumn What do Jewish people believe and how do they live? What do different people believe about worshipping God? Where, how and why do people worship?	Autumn Random acts of kindness What does it mean to live in a Hindu community today? Why do some people think Jesus is inspirational? Salvation, sacrifice, inspiration	Autumn What matters most to Humanists? How do Christians celebrate Christmas around the world?	Autumn How does faith enable resilience? Christmas in the Gospels: Why do Christians believe that Jesus is the Messiah? [incarnation]
	Spring Beginning to learn Islam: What do Muslims believe and how do they live? Islamic festivals and family life: what can we learn from stories of the Prophet?	Spring How should we care about other and the world? Islam Why does Easter matter to Christians? (Salvations)	Spring Why do people pray? What? How?, Where? When? What kind of world did Jesus want?	Spring What are the deeper meanings of the festivals? Why do Christians call the day Jesus died 'Good Friday'?	Spring What are the different ways to worship? What are the differences and similarities between religions? Keeping the 5 Pillars of Islam: How do Muslim beliefs make a difference to their way of living?	Spring How and why do some people inspire others? Is it better to express your religion in arts and architecture or in charity and generosity?
	Summer What does it mean to belong to a faith community? What can we learn from sacred books and stories?	Summer Who celebrates what? How and where? Celebrations that matter, Christian and Muslim. Who is an inspiring person? What stories inspire Christians and Muslims?	Summer How do festivals and family life show what matters to Jewish people? What does it mean to be a Christian in Britain today?	Summer What can we learn from religions about temptation, right and wrong? What helps Hindu people as they try to be good?	Summer Christian Aid, Islamic relief and non-religious charities – can charity change the world? Why does faith make a difference? What is pilgrim? Does a pilgrimage have to be a place of worship?	Summer What does religion look like in Oldham? What will make our community a more respectful place? If God is everywhere, why go to a place of worship?

PSHE & RSE

	Autumn Being Me in My World (Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter) Celebrating Difference (Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone)	Autumn 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) 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)	Autumn Being me in my world (getting to know each other, valuing ourselves and others, rules and responsibilities, rewards and consequences, other points of view) Celebrating difference (family, conflict, bullying, witnessing, harmful words, giving compliments)	Autumn 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)	Autumn Being in my world (Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, Participating) Dreams and goals (Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation)	Autumn 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
	Spring Dreams and Goals (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) Healthy Me (Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety)	Spring Dreams and Goals (Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing Success) Healthy Me (Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing Food)	Spring Dreams and goals (challenges, obstacles, solving problems, evaluating) Healthy me (exercise, calories, drugs, keeping safe, taking care of my body)	Spring 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)	Spring Healthy me (Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour) Celebrating differences (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)	Spring 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

Linking health and happiness)						
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PSHE & RSE (CONTIN)	Summer Relationships (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) Changing Me (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)	Summer Relationships (Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special Relationships) 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)	Summer Relationships (Family roles and responsibilities, friendship, online safety, being a global citizen, appreciation) Changing me (Babies, girls and boys bodies changing on the outside and the inside, family stereotypes, next class)	Summer 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)	Relationships (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) Changing me (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)	Summer 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