



Moorside Primary School and Nursery Cycle B 2024-2025

Key Stage 1

		Changes over time (History)		Diversity (Geography)		Inventions (History)	
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Forest School		Y2 Forest School (Science)	Y1 Forest School (Seasons)			Forest School Y2	Forest School Year 1
Theme Days/ special assemblies FBV/PHSCE		Jeans for Genes (Equality) Tolerance (Diversity) European Day (linked to Geography) Tolerance	Remembrance Day (linked to History/FBV) Comic Relief (Equality) Tolerance: Cultures and Faiths.	Safer Internet Day (linked to ICT) Chinese New Year (FBV) Mutual Respect.	Month of Reading Madness National Science week Democracy: choice of experiment.	JIA Wear Purple day (Equality) Tolerance	Refugee Week (Diversity) Mutual Respect.
Big Ideas & strands		Comparisons – similarities & differences Environment – settlements People – society Interpretation – Sources of information		Comparisons – similarities & differences Environment – human and physical features and climate People – culture and population Interpretation –maps		Comparisons – similarities & differences Environment – Local Area People – society Interpretation – Sources of information	
TEXTS		<u>Texts Y1</u> Bog Baby <u>Y2</u> Meerkat Mail	<u>Y1</u> Toby and the Great Fire of London <u>Y2</u> Vlad and the Great Fire of London	<u>Y1</u> The Tiger in the Garden The Tiny Seed <u>Y2</u> The Diary of a Killer Cat	<u>Fiction Y1</u> The Great Kapok Tree <u>Y2</u> The Sharmans Apprentice The Magic Faraway Tree	<u>Fiction Y1</u> The Lighthouse Keeper's Lunch <u>Y2</u> <u>Fiction</u> George's Marvellous Medicine	<u>Fiction Y1</u> Can't you Sleep Little Bear <u>Non-fiction Y2</u> Flotsam Mr Majeika
PSHCE Kapow		Internet safety (link to ICT) Family & Relationships Mutual Respect: making choices and how this affects others.	Family & Relationships Health & Wellbeing	Internet safety (link to ICT) Health & Wellbeing Safety & the Changing Body	Safety & the Changing Body Citizenship Mutual Respect: making choices and how this affects others.	Internet safety (link to ICT) Citizenship Economic wellbeing Mutual Respect: Individual Liberty	Economic wellbeing Transition
RE Plan Bee	Y1	Our wonderful world Tolerance Mutual Respect	Why do Christians give gifts at Christmas? Tolerance Mutual Respect	Special Books Tolerance Mutual Respect	What did Jesus Teach Us?	What do Hindus Celebrate? Tolerance	What do Muslims Celebrate?
	Y2	Leaders and Teachers Tolerance	Christmas Celebrations	Who was Buddah? Tolerance Mutual Respect.	Why is the Torah Special? Tolerance Mutual Respect	Christian Rites of Passage Tolerance	What do Sikhs Believe? Mutual Respect

Science MTP – separate year groups	Living things and their habitats Y2 Animals including humans Y1 Seasonal changes Y1	Plants Animals including humans Y2 Seasonal changes Y1	Everyday materials and their uses Seasonal changes (Y1)			
Geography		Locational knowledge <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans Y2 Y1 UK and Capital Cities Place knowledge <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country – Brazil Geographical skills and fieldwork 				
History	Changes within Living Memory -Homes	The Great Fire of London Events commemorated through festivals or anniversaries – Remembrance and Bonfire Night	Y1 UK – Countries and capital cities Y2 Continents, Oceans, Northern and Southern Hemisphere	Brazil	Events within living memory that are significant nationally or globally - for The first aeroplane flight – The Wright Brothers Lives of significant Individuals Neil Armstrong	Reveal aspects of change in national life. Victorians – Railways Alexander Graham-Bell Light bulb
Esafety	To begin every term Mutual Respect.					
ICT	Y1 Online Safety Grouping and sorting Y2 Online Safety Coding Pupils should be taught to: <ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies 	Y1 Pictograms Y2 Spreadsheets Pupils should be taught to: <ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions 	Y1 Lego Builders Y2 Questioning Pupils should be taught to: <ul style="list-style-type: none"> create and debug simple programs use logical reasoning to predict the behaviour of simple programs Pupils should be taught to: <ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions 			
DT	Free standing structures Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [the local community, industry and the	Preparing fruit and vegetables Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from.	Templates and joining techniques/wheels and axels Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [the home and school, gardens and playgrounds].			

	wider environment]. Design, Make, Evaluate, Tech knowledge		Design, Make, Evaluate, Technical knowledge
PE	Games/ Dance <ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns 	Gymnastics/ Athletics <ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities 	Athletics/Games <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending
Music Music Express	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Listen with concentration and understanding to a range of high-quality live and recorded music 	<ul style="list-style-type: none"> Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music 	<ul style="list-style-type: none"> Experiment with, create, select and combine sounds using the inter-related dimensions of music. Listen with concentration and understanding to a range of high-quality live and recorded music
Art Kapow	<p style="text-align: center;">Y1 Colour Splash Y2 Drawing to Tell a Story</p> Pupils should be taught: <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p style="text-align: center;">Y1 Make Your Mark Y2 Map it out</p> Pupils should be taught: <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use painting to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p style="text-align: center;">Sculpture and 3D Bathing Machines Clay Houses – Seaside and Beach huts</p> Pupils should be taught: <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Lower Key Stage 2						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
			Y3 Forest School (States of Matter) Weds	Y4 Forest School (States of matter) Fri	Y3 Forest School Geog fieldwork and Living things	Y4 Forest school Geog fieldwork and Living things
Theme Days/ special assemblies FBV/PHSCE	Jeans for Genes (Equality) Tolerance European Day (linked to Geography) Tolerance	Remembrance Day (linked to History/FBV) Comic Relief (Equality) Tolerance: Cultures and Faiths.	Safer Internet Day (linked to ICT) Chinese New Year (FBV) Mutual Respect.	Month of Reading Madness National Science week Democracy: choice of experiment.	JIA Wear Purple day (Equality) Tolerance	Refugee Week (Diversity) Mutual Respect.
Big Ideas (provisional questions) and Strands	Changes over time Comparisons – similarities & differences Environment – settlements People – society Interpretation – Sources of information		Diversity Comparisons – similarities and differences Environment – Our town, our country, the world we live in. People – me, my community and other cultures Aspiration – where I have come from and where I am going to		Inventions Comparisons – similarities and differences Environment – Our town, our country, the world we live in. People – me, my community and other cultures Aspiration – where I have come from and where I am going to	
TEXTS	<u>Fiction Y3 and 4</u> Stig of The Dump	Voices in the Park	Y3 – Charlie and the Chocolate Factory		Y3 Diary of a Roman Slave Y4 The Butterfly Lion (Diary of Roman Slave for topic)	
PSHCE	Internet safety (link to ICT) Family & Relationships Mutual Respect: making choices and how this affects others	Family & Relationships Health & wellbeing Mutual Respect: making choices and how this affects others	Internet safety (link to ICT) Health & wellbeing Safety & the changing body	Safety & the changing body	Internet safety (link to ICT) Citizenship	Economic wellbeing Mutual Respect: Individual Liberty
RE– Plan Bee Year 3	Diwali	Signs and symbols	What do we know about Jesus?	Jewish Celebrations Tolerance	What is the Bible and why is it important to Christians?	Islamic Rites of Passage
Year 4	Sikh Rites of Passage	Christmas Journeys	Hindu Worship at Home and in the Mandir Tolerance	Why is Easter Important to Christians?	Buddhist Festivals	Identity and belonging

Science	Electricity	Forces and Magnets	States of matter (Y3 in Spring 1 and Y4 in Spring 2)	Rocks	Living things and their habitats
Geography	Locational knowledge				
	locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.				
	Geographical skills and fieldwork				
	<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 				
	Changes in Britain from the Stone Age to the Iron Age. Remembrance – all wars - allies	Ghana Human and physical geography Types of settlements and land use, focusing on farming and fair trading and how the climate affects this in our own country and another		Use the 8 points of a compass, 4 and 6 figure grid references and key to build knowledge of the UK and the wider world (Forest School)	The Roman Empire (and its impact on Britain) Local Area Study
History Revise chronological understanding throughout				The Ancient Egyptians Tolerance of faiths and cultures. Democracy: showcase choices and vote.	
ICT Ensure revision of previous skills	Keeping ourselves and others safe online throughout with a weekly focus each term. Recap how to use equipment safely and respectfully after closure				
	Email		Graphing		Simulations / Logo
DT	Understand and use electrical systems and their products.		Cooking and nutrition (practical)		
PE	Dance Invasion games and ball skills Football		Creative games making Netball		Cricket/Tennis Athletics
Music Music Express	Ancient Worlds		Around the world		Environment
Art Kapow	Year 3 and 4 - Painting and mixed media – Pre-historic painting		Y3 and 4 Craft and Design – Ancient Egyptian Scrolls		Y3 Drawing – Growing Artists Y4 Drawing – Power prints

French NYCC syllabus	Year 3 – Unit 1 – Moi and Unit 2 Les couleurs Year 4 – Unit 7 La Monstres and Unit 8 Le Calendrier des fetes	Year 3 – Unit 3 La Jungle and Unit 4 Tuitti Fruitti Year 4 – Unit 9 Les animaux and Unit 10 Au marche	3 – Unit 5 Vive la Sport and Unit 6 – La Meteo Year 4 – Unit 11 Je suis le musicien and Unit 12 A la monde			
Upper Key Stage 2						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Forest School	Y6 Forest School (science)	Y5 Forest School (science)	Y5 Forest school Geog (Fri)	Y6 Forest school Geog (Wed)		
Theme Days/ special assemblies FBV/PHSCE	Jeans for Genes (Equality) Tolerance European Day (linked to Geography) Tolerance	Remembrance Day (linked to History/FBV) Comic Relief (Equality) Tolerance: Cultures and Faiths	Safer Internet Day (linked to ICT) Chinese New Year (FBV) Mutual Respect.	Month of Reading Madness National Science week. Tolerance	JIA Wear Purple day (Equality) Tolerance: Cultures and Faiths	Refugee Week (Diversity) Mutual Respect.
Big Ideas & strands	Changes Comparisons – Similarities & differences Environment – Our town, our country & the world we live in People – Me, my community & other cultures Aspiration – Where I have come from & where I am going to		Diversity Comparisons – similarities & differences Environment – human and physical features and climate People – culture and population Interpretation –maps		Inventions Comparisons – Similarities & differences Environment – Our town, our country & the world we live in. People – Me, my community & other cultures Aspiration – Where I have come from & where I am going to	
TOPIC TEXTS Class Reads	<u>Fiction</u> /My Friend The Enemy <u>Poetry</u> In Flanders Field (Armistice Day)		<u>Fiction</u> Running Wild <u>Poetry</u> World Book Day/Reading poems		<u>Fiction</u> The Wind in the Willows	
PSHCE	Internet safety (link to ICT) Family & relationships Mutual Respect: making choices and how this affects others.	Family & relationships Health & wellbeing Mutual Respect: making choices and how this affects others.	Internet safety (link to ICT) Health & wellbeing Safety & the changing body	Safety & the changing body Citizenship	Internet safety (link to ICT) Citizenship Economic wellbeing Individual Liberty	Economic wellbeing Identity Transition (Y5 Roles & responsibilities) (Y6 Dealing with change)
RE - Plan Bee Year 5	Buddist Worship and Beliefs	Stories of Christianity	Sikh Worship and Community	Where did the Christian Bible Come from?	Belief in our Community	Why is Muhammad important to Muslims?
Year 6	Stories of Hinduism	What is the Qur'an and why is it important to Muslims?	Jewish Worship and Community	What happens when we die?	What is a church?	Expressing Faith through the Arts
Science (Individual Liberty:	Evolution and Inheritance Electricity		Earth and Space Forces		Living things and their habitats Animals including humans –	

scientific enquiry choice)			
	<p>Locational knowledge (throughout Geography topics and across the wider curriculum and themes – specifically History)</p> <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p>Geographical skills and fieldwork (Across the Curriculum)</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 		
History	<p>WW2 – Europe – maps and associated countries Impact on the Local Area</p> <p>World War 2 and how conflicts change the world – A study of an aspect of history dating from a period beyond 1066 that is significant in the locality (Refugees, evacuees and asylum seekers). LOCAL HISTORY STUDY</p>	<p>Human and physical geography Indonesia? Climate zones, Volcanoes and Earthquakes (Progression knowledge of countries and continents)</p>	<p>Study of an aspect within British History – extending chronological knowledge beyond 1066 – Leisure and entertainment within the 20th Century.</p>
ICT	HEAVY EMPHASIS using CEOP - Keeping ourselves and others safe online throughout with a weekly focus each term. (Cover social media) Mutual Respect		
	Spreadsheets	Coding	Y6 Networks Y5 Modelling and Databases
DT	Cooking and Nutrition (practical) - WW2 ration cooking	Computing to monitor, programme and control their products	
PE	Dance Invasion games and ball skills Football	Creative games making Netball	Cricket/Tennis Athletics
Music Music Express	Classical historical traditions – War time songs (music in history) The World Unite	Composition and Listening Earth and Space	Life Cycles
Art Kapow	Years 5 and 6 Painting and mixed media skills – mixed media David Hockney and John Singer Sergeant	Y5 and 6 Craft and Design-Architecture	Y5 Drawing – Make my voice heard Y6 Sculpture and 3D – Making Memories/make my voice heard
French	Year 5 Unit 13 Ma Famillie and Unit 14 Year 6 Unit 19 Les portraits and Unit 20 Les cadeaux	Year 5 Unit 15 Cher Zoo and Unit 16 Le petit dejeuner Year 6 Unit 21 Le Carnival des animaux and Unit 22 Au cafe	Year 5 Unit 17 Vive le temps libre and Unit 18 A la plage Year 6 Unit 23 Tour de France Unit 24 Destinations

