
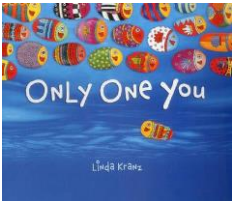
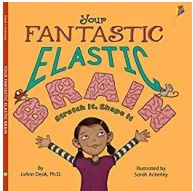
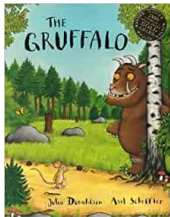
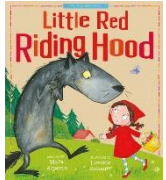
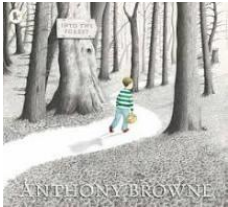
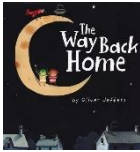

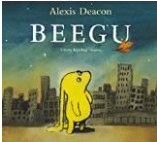


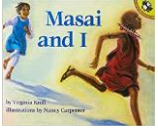
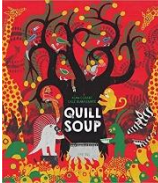

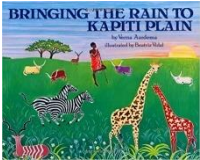

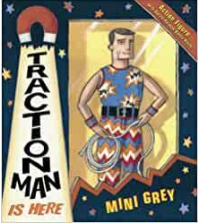
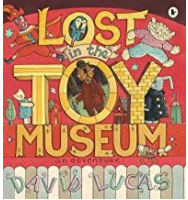




**Bramley St. Peter's C of E Primary School  
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***Journeying together with God***

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topic and Big Question...</b> <b>Main subject drivers</b>	<b>Incredible Me!</b> Who am I? <b>Science/Geography</b>	<b>Into the Woods...</b> What would the Gruffalo find in the woods? <b>Science</b>	<b>Destination Outer Space</b> Is there anyone out there? <b>History/Geography</b>	<b>All things Bright and Beautiful</b> Why is our world a place of wonder? <b>Science/Art</b>	<b>Wild in Africa!</b> What is it like to live in Kenya compared to Bramley? <b>Geography</b>	<b>A Toy Story</b> Why have some toys changed over time? <b>History/Science</b>
<b>Key Texts:</b>  We use a range of non-fiction texts to support with the wider curriculum in addition to our key texts.  We have a repeated text library that the children revisit and enjoy all year.  We also have a range of books for dedicated story time.	    	    	      	  	      	    
<b>English</b>	<b>Writing to Entertain</b> <b>Narratives:</b> character/setting	<b>Writing to Entertain</b>	<b>Writing to Entertain</b> <b>Narratives:</b> character/setting	<b>Writing to Inform</b> <b>Non-Fiction:</b> captions and labels of plants	<b>Writing to Inform</b> <b>Non-fiction:</b> labels and captions	<b>Writing to Inform</b> <b>Non-fiction:</b> labels Facts about toys

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	<p>descriptions (wanted posters), drama/hot seating, <b>retelling a superhero adventure story.</b></p> <p><b>Writing to Inform</b>  <b>Non-fiction: recount</b> journey down Hough Lane</p> <p><b>Writing to Entertain</b>  <b>Poetry: performance</b> poetry (When the Wind Blows – John Foster)</p> <p><b>Poetry</b> – sensory list poem (Autumn)</p>	<p><b>Narratives:</b> character/setting descriptions, speech bubbles, story maps, retelling and <b>rewriting traditional stories</b></p> <p><b>Writing to Inform</b>  <b>Non-fiction: labelling, Non-Chorological report</b> (fact file poster) about woodland animals</p>	<p>descriptions, story maps, retelling and <b>rewriting fantasy adventure stories</b></p> <p><b>Writing to Inform</b>  <b>Non-fiction: labelling</b> and captions  <b>Biography:</b> Recount of moon landing (Neil Armstrong)</p> <p><b>Writing to Entertain</b>  <b>Poetry: performance</b> poetry (Pam Galley Poetry awards)</p>	<p><b>Instructions:</b> How to plant a sunflower</p> <p><b>Writing to Entertain</b>  <b>Narratives:</b> character/setting descriptions, retelling and <b>rewriting traditional stories with familiar settings</b></p>	<p><b>Non-Chorological report</b> (information book) about Africa and African animals</p> <p><b>Writing to Entertain</b>  <b>Narrative:</b> character/setting descriptions  Retelling and <b>rewriting quest/adventure stories</b></p>	<p><b>Writing to Entertain</b>  <b>Narrative:</b> character descriptions, retelling and rewriting fantasy adventure stories and <b>writing our own fantasy story endings</b></p>
<b>Maths</b>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>Place value - within 10</li> <li>Addition and subtraction - within 10</li> </ul>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>Addition and Subtraction within 10</li> </ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>Shape</li> <li>Place value within 20</li> </ul>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>Addition and subtraction within 20</li> <li>Place value within 50</li> </ul>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>Place value within 50</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>Length and height</li> <li>Weight and volume</li> </ul>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>Multiplication and division</li> <li>Fractions</li> </ul>	<p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>Position and direction</li> </ul> <p><b>Number</b></p> <ul style="list-style-type: none"> <li>Place value to 100</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>Money</li> <li>Time</li> </ul>
<b>Science</b>	<p><b>Animals including humans</b>  Who am I?</p>	<p><b>Animals including humans</b></p>	<p><b>Seasonal Changes</b>  <b>Why is it so dark?</b>  observe and describe weather associated</p>	<p><b>Plants</b>  Do all flowers have a stem?</p>	<p><b>Animals including humans</b>  How can we sort animals into groups?</p>	<p><b>Everyday Materials</b>  What will affect how fast a boat travels?</p>

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	<p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p>	<p><b>What would the Gruffalo find in the woods?</b>          identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify their diets – eg carnivore, herbivore, omnivore and describe and compare their structures.          identify and name a variety of common deciduous and evergreen trees and describe their basic structure.</p>	<p>with the seasons and how day length varies day/night light/dark</p>	<p>Identify, name and describe the basic structure of a variety of common flowering plants.</p>	<p>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify their diets – eg carnivore, herbivore, omnivore and describe and compare their structures.</p>	<p>Distinguish between an object and the material from which it is made.          Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe their simple physical properties.          Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>
<p>Seasonal Changes          Observe changes across the four seasons </p>						
<p><b>History</b></p>	<p><b>What was Bramley like when our grandparents were children?</b>  <b>KEY CONCEPTS:</b>          Continuity and Change          Identify similarities and differences between ways of life in</p>		<p><b>Why was Neil Armstrong a significant explorer?</b>  <b>KEY CONCEPTS:</b>          Significance, Cause and Consequence          The lives of significant individuals in the past who have contributed to national and</p>			<p><b>Why have some toys changed over time?</b>  <b>KEY CONCEPT</b>          Continuity and Change          Changes within living memory          Identify similarities and differences between toys at different times</p>

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	different periods (now and then)		international achievements. (also Mae Jemison, Helen Sharman and Tim Peake)			
<b>Geography</b>	<b>Where do I belong?</b> Geographical enquiry Local area study and field work Using and drawing maps and developing knowledge of maps <b>End product: 3D model of Hough Lane using junk materials including labels and a key</b>		<b>Enquiry – How Great is Britain?</b> Locate the 4 UK countries and capital cities Using and drawing maps and developing knowledge of maps <b>End product: Make a paper Mache globe showing map of world and location of UK countries and capital cities</b>		<b>What is it like in Kenya?</b> Comparing places: Bramley and Kenya Identifying human and physical features Daily weather patterns and impact they have <b>End Product: 3D model of a Masai house and describe its features</b>	
<b>RE</b>	<b><u>Christianity Unit 1.8</u></b>  <b>Belonging</b> Who am I? What does it mean to belong?	<b><u>Christianity Unit 1.3</u></b>  <b>Incarnation</b> Why does Christmas matter?	<b><u>Christianity Unit 1.2</u></b>  <b>Creation</b> Who made the world?	<b><u>Christianity Unit 1.5</u></b>  <b>Salvation</b> Why does Easter matter to Christians?	<b><u>Christianity Unit 1.1</u></b>  <b>God</b> What do Christians believe God is like?	<b><u>Christianity Unit 1.9</u></b>  <b>Holy Places:</b> What makes some places sacred to believers?
<b>Collective Worship Values</b>	<b>Generosity</b>	<b>Perseverance</b>	<b>Responsibility</b>	<b>Love</b>	<b>Prayer</b>	<b>Service</b>

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<b>Art</b>	<b>Drawing</b> Make Your Mark			<b>Painting</b> Colour Splash		<b>Sculpture and 3D</b> Paper Play
<b>DT</b>		<b>Textiles</b> Puppets	<b>Mechanisms</b> Moving Storybook		<b>Food and Nutrition</b> Fruit and Vegetable Smoothie	
<b>Computing</b>	<b>1.1 Online Safety and Exploring Purple Mash</b> <ul style="list-style-type: none"> <li>Avatar creator</li> <li>Paint Projects</li> <li>Writing Templates</li> <li>2Count (Pictograms)</li> <li>2Explore (Music)</li> </ul> <b>1.2 Grouping and Sorting</b> <ul style="list-style-type: none"> <li>2Quiz</li> </ul>	<b>1.3 Pictograms</b> <ul style="list-style-type: none"> <li>2Connect (Mind Map)</li> <li>2Count (Pictograms)</li> </ul> <b>1.4 Lego Builders</b> <ul style="list-style-type: none"> <li>Paint Projects</li> <li>Writing Templates</li> <li>2Quiz</li> </ul>	<b>1.5 Maze Explorers</b> <ul style="list-style-type: none"> <li>2Go (coding)</li> </ul>	<b>1.6 Animated books</b> <ul style="list-style-type: none"> <li>2Create a Story</li> </ul>	<b>1.7 Coding</b> <ul style="list-style-type: none"> <li>2Code</li> </ul>	<b>1.8 Spreadsheets</b> <ul style="list-style-type: none"> <li>2Calculate</li> </ul> <b>1.9 Technology outside School</b> <ul style="list-style-type: none"> <li>Writing Templates</li> </ul>
<b>PSHE</b>	<u>Identifying Society and Equality</u>  Me and others	<u>Physical health and well being</u>  Fun times	<u>Mental Health and emotional well being</u>  Feelings	<u>Keeping safe and managing risk</u>  Feeling safe	<u>Drugs alcohol and tobacco education</u>  What do we put into and on our bodies.	<u>Careers, financial capability and economic wellbeing</u>  My money
<b>MindMate</b>	<u>Friends &amp; Family</u>  Recognise how others show feelings & know how to respond	<u>Being the same being different</u>  Celebrating difference I know all the people in my class are all different	<u>Life Changes</u>  New school/class Making new friends I understand that talking about my feelings can help	<u>Feeling good &amp; being me</u>  Recognise feelings I can talk about how I am feeling	<u>Strong emotions</u>  Recognise what is fair/ unfair right/wrong	<u>Solving problems/ Making it better</u>  Setting goals & targets I can work & play well in a small group

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	I know when my friends are feeling happy				I know when someone is being unkind, including myself	
<b>PE</b> Indoor and Outdoor	<b>Locomotion:</b> Jumping <b>Ball Skills:</b> Hands 1	<b>Gymnastics:</b> Body Parts <b>Ball Skills:</b> Feet	<b>Dance:</b> Growing <b>Health and Well-being</b>	<b>Gymnastics:</b> Wide Narrow and Curled <b>Ball Skills:</b> Hands 2	<b>Dance:</b> The Zoo Team <b>Building Team Building</b>	<b>Locomotion:</b> Running <b>Attack V Defence</b> Games for Understanding
<b>Curriculum enhancements and experiences</b>	Superhero day	Visit Bramley Woods Trip to Nell Bank, Ilkley	Virtual Reality – Trip to the Moon	Planting flowers in the forest garden Visit Bramley Woods	Trip to the Yorkshire Wildlife Park	History box of old toys

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