

‘Making Aspirations Achievable’



Our Mission, Vision and Values

We believe that children need to develop four key qualities whilst at our school:

- Children who have **courage** and self-belief are most likely to achieve their aspirations;
- Children who are **curious** about learning will question the world around them and always challenge themselves and others;
- Children who have **compassion** will be, and teach others to be, better human beings;
- Children who are **creative** will be able to solve the problems of the future.

To enable children to embody these qualities we must:

- Nurture children as individuals and help them recognise what they have to offer as members of society;
- Motivate and inspire children to achieve the highest standards in core skills;
- Ensure children have the opportunity to achieve in all areas of learning and excel in those in which they have a passion or talent;
- Provide children with memorable learning experiences.
- Teach the children to respect the world, other cultures and beliefs.

As a result, the children will:

- Know that they have something to offer that is valued.
- Be excited about learning.
- Be brimming with further questions that they want to explore.
- Be motivated to further their learning outside of the classroom
- Be knowledgeable and highly skilled.

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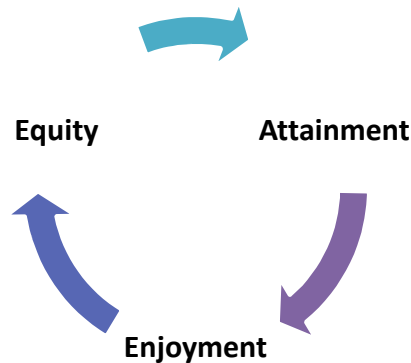
Body reviewed and approved by: TLC

Date adopted: 21st October 2020

Date for review (latest): November 2021

Our Aims

Our inclusive curriculum achieves a high level of equity, attainment and enjoyment for all children:



- All children have a right to achieve and it is our duty to ensure all children have equity of opportunity.
- We presume that all children regardless of their background or genetic make-up are able to progress in all areas of the curriculum and develop key knowledge and understanding that provides solid building blocks for future learning.
- We set no ceiling on achievements for any child and promote a democratic approach to learning.
- We recognise that children may require different approaches to learning in order to succeed and we respond to the needs of the individual.

How we will ensure this happens

The curriculum will help achieve our mission by:

- 1. Developing children's understanding of key concepts across a broad range of disciplines whilst giving time to ensure these are studied in sufficient depth.**
 - The curriculum is designed so that there is sufficient time dedicated to each subject over the course of a term ([see Appendix 1](#)) in order to secure depth of learning in each subject area.
 - The overlearning of key skills and knowledge is encouraged and children have time for repetition.
- 2. Being a rigorous assessment driven curriculum that reflects the fact that each child is unique**
 - Teachers track pupils' key knowledge and skills in all subjects, ensuring next steps are clear and that feedback is effective.
 - We use a dialogic approach to feedback and marking which encourages staff to know the children as individuals.
 - Families are partners in children's learning and engage in the feedback process through the Seesaw platform.

- 3. Delivering a learning programme which is scaffolded and rigorously planned but is flexible enough to respond to the interests of the children.**
- The programme of learning content is clear (see Appendix 2).
 - Children are invited to follow their interests and talents through the depth of discovery in lessons, role-play, discovery zones and having time to pose questions about the world.
 - Children have the opportunity to extend their learning in areas of interest by revisiting lessons on Seesaw and producing their own self-led projects.
- 4. Providing thematic links that give our curriculum a joined up feel and provide real purposes for learning whilst ensuring rigorous progression in every subject.**
- Specialists are involved in learning whenever possible giving the learning a real-life context.
 - Schemes of work are employed for Music, PE, MFL and PE.
 - Children respond well to knowledgeable experts and staff are encouraged to demonstrate their areas of expertise across the school.
 - Learning is linked to themes where appropriate but some subject areas are taught discretely.
- 5. Encouraging a breadth of aspiration and celebrating individual talents and interests.**
- The Head teachers' award celebrates children's achievements and encourages them to reflect on the 4Cs.
 - Certificates and postcards celebrate success.
 - Children have access to a broad range of experiences in order to develop cultural equity and aspiration.
 - Essential experiences are a planned part of our curriculum.
- 6. Being weighted towards the development of children's core skills.**
- English, Maths, Science, Computing and Design Technology are the core focus of our curriculum to reflect the need to provide children with the skills necessary to be successful in the ever changing modern world.
- 7. Emphasising civic duty and promoting an egalitarian society.**
- The school is part of the international programme Step4Seas. Through this we adopt interactive groups and dialogic literary gatherings as part of our curriculum. These actions and involvement in the 'Dreams' phase engage the whole community in learning.
 - The school is involved in an Erasmus community; linking our school with other schools in Europe and providing opportunities for children to go abroad to learn and experience new cultures (suspended during Covid restrictions).
 - The school is working towards becoming a UNICEF Rights Respecting School.
 - The curriculum encourages reflection and direct action to improve the environment through sustainable living. Children are given agency to change the world around them.
 - The school is heavily involved with the local village community. The children are involved in events set up by the arts group, the gardening society, the parish council and the PTFA as well as visiting our local care home.
- 8. Outdoor learning takes high priority.**
- All children have access to free flow learning choice time.
 - Children grow plants, access a forest school area and use the school pond and allotment.
 - Local visits are regular and essential experiences include visits to different landscapes and settings.
 - At least one PE session each week takes place outdoors.
 - All children in KS2 complete Outdoor Adventure Activity and orienteering / mapwork sessions for at least one half term each year.

What this looks like

When you walk into our school you will notice:

- A happy, purposeful and energetic community.
- Children that are polite, thoughtful and reflective.
- Children enjoying their time in school; engaged in learning and able to speak passionately about their interests.
- An inclusive environment where all children thrive.
- Children that are confident to ask questions and embrace challenges.
- Children demonstrating high levels of attainment and exceptionally competent and knowledgeable staff.
- Lots of learning outside and children moving around the school site.

Appendix 1 – Example weekly timetable

	9:00-9:05	9:05-9:10	9:10-9:25	9:25-10:30	10:30-10:45	10:45-10:50	10:50-12:15	12:15-12:45	12:45-12:50	12:50-1:15	1:15-1:30	1:30-2:25	2:25-2:40	2:40-2:45	
M	Arrive Office Gate	Hand Wash	Focused Reading	Maths	Break Forest Area	Hand Wash	English and Guided Reading	Lunch Play Front Play ground	Hand Wash	Eating Lunch	Mini Maths	Art	Break Forest Area	Hand Wash	2:45-2:50 Bubble Time
T	Arrive Office Gate	Hand Wash	Focused Reading	Maths	Break Front Play ground	Hand Wash	English and Guided Reading	Lunch Play Front Play ground	Hand Wash	Eating Lunch	Mini Maths	Outdoor and Adventurous	Break Front Play ground	Hand Wash	
W	Arrive Office Gate	Hand Wash	Focused Reading	Maths	Break Back Play ground	Hand Wash	English and Guided Reading	Music	Hand Wash	Eating Lunch	1:15-1:50 PE Field	1:50-1:55 Hand Wash	2:00 Leave Office Gate		
Th	Arrive Office Gate	Hand Wash	Focused Reading	Maths	Break Forest Area ground	Hand Wash	English and Guided Reading	12:00-12:15 Mini Maths	Lunch Play Front Play ground	Hand Wash	Eating Lunch	1:15-2:25 Science and Technology	Break Forest Area	Hand Wash	Scie
F	Arrive Office Gate	Hand Wash	Focused Reading	Maths	Break Front Play ground	Hand Wash	English and Guided Reading	Lunch Play Front Play ground	Hand Wash	Eating Lunch	Mini Maths	PE Field	Break Front Play ground	Hand Wash	

Appendix 2 – Curriculum Overview including 20-21 amended for Covid restrictions

Fulbourn Primary School Theme Overview 2020 Year B adapted

COVID updates

	Autumn	Spring	Summer
Reception/ Year 1	<p>Theme: Once Upon a Time (London) (moved from Spring) Essential experiences: Virtual reality tour of Buckingham Palace, visit the Nature Reserve woods, plant bulbs and seeds and watch them grow Music: Toytown, Spirit of Christmas Year 1 specific objectives Extended DT project: Wheels and axles – make an emergency vehicle model Skills development DT project: <i>Make a smoothie (measuring liquids, peeling and chopping)</i> Computing: Pupils recognise and can give examples of common uses of information technology they encounter in their daily routine.</p> <p>Pupils create, debug and implement instruction (simple algorithms) as programs on a range of digital devices. Pupils understand that digital devices follow precise and unambiguous instructions.</p> <p>Pupils understand that information about themselves may be personal and they can choose who to share it with.</p>	<p>Theme: Zoom Zoom Off We Go! (moved from Autumn) Essential experiences: Visit the Nature Reserve, make a space video to send to Tim Peake Music: Spr 1: Home Sweet Home Spr 2: Family Fortunes</p> <p>Year 1 specific objectives</p>	<p>Theme: All Aboard The Beagle! Essential experiences: Go pond dipping, build a den, visit the beach Music: Sum 1: Once Upon a Time Sum 2: Helping Hands</p> <p>Year 1 objectives</p>

	<p>MFL: German Units 1-8 Early Start</p> <p>ART: Textiles- make sock puppets of book characters. Painting- illustrations with water colour and pop ups.</p> <p>History: Famous British children's authors: Frances Hodgson Burnett (A Little Princess- class reader). Beatrix Potter, Michael Bond (Paddington)- class reader.</p> <p>Geography: The city of London, explore 360.visitlondon.com</p> <p>Science: Animals, including humans (Y1), Habitats (Y1)</p> <p>Music: Fairies and Frogs, Bright Sparks</p>		
Year 2	<p>Theme: 999-Emergency!</p> <p>Essential experiences: <i>Meet some people who work for the emergency services remotely, have a bonfire party –write their own risk assessment, visit the nature reserve</i></p> <p>Extended DT project: Wheels and axles – make an emergency vehicle model</p> <p>Skills development DT project: <i>Make a smoothie (measuring liquids, peeling and chopping)</i></p> <p>Computing: Pupils recognise common uses of information technology beyond school, including those which they don't frequently encounter in their daily routine.</p> <p>Pupils understand that computers are not intelligent but can appear to be when following algorithms. They can share examples of this.</p> <p>Pupils use the principles of logical reasoning to plan and predict the behaviour of simple programs. Pupils solve real and imaginary problems on and off screen.</p>	<p>Theme: Innovators</p> <p>Essential experiences: Make something to solve a problem, take part in a lego invention competition, visit nature reserve</p> <p>Extended DT project: Freestanding structures – invent a new playground play structure for KS1</p> <p>Skills development DT project: <i>Make a wooden frame for their artwork (sawing, drilling, joining)</i></p> <p>Computing: 1.5 – We are storytellers, 2.2 – We are game testers</p> <p>MFL: German Units 9-16 Early Start</p>	<p>Theme: Into the deep</p> <p>Essential experiences: start a vegetable patch, eat something you have grown, visit the nature reserve</p> <p>Extended DT project: Templates and joining –make a shopping bag from recycled materials</p> <p>Skills development DT project: Preparing fruit and vegetables – make a salad</p> <p>Computing: 2.3 – We are photographers 2.5 – We are detectives</p> <p>MFL: French - Early Start</p>

	<p>Pupils create, debug and implement instruction (simple algorithms) as programs on a range of digital devices. Pupils understand that digital devices follow precise and unambiguous instructions.</p> <p>Pupils understand that information about themselves may be personal and they can choose who to share it with.</p> <p>MFL: German Units 1-8 Early Start</p>				
	<p>Hist: Florence Nightingale, William Harvey (local link) Geog: Dangers in extreme climates Science: Animals, including humans (Y2) Music: Fairies and Frogs</p>	<p>Art: Mixed media – dying textiles and marbling Science: Habitats (Y2) Music: Bright Sparks</p>	<p>Hist: Inventors – Edison, The Wright Brothers, Isaac Newton (local link) Geog: Weather / school grounds Science: Materials and their properties (Y2) Music: Happy Families</p>	<p>Art: 3D work – creating their own unique sculpture Science: Materials Music: Shredded Wheat</p>	<p>Hist: The Titanic Geog: Continents and oceans: Save our Seas Science: Plants (Y2) Music: How does your garden grow?</p> <p>Art: Drawing and Painting – Georgia O’Keeffe Science: Living things and their habitats (living / dead, food chains) Music: Seaside.</p>
Year 3/4	<p>Theme: Our neck of the woods Essential experiences: Virtual tours of Kings College Chapel and Hampton Court Palace, have a virtual meeting with the local butcher Extended DT project: Frame structures – make a Tudor doll house Skills development DT project: Make Tudor bread Computing: Pupils understand that computers (in various forms) generally accept inputs and produce outputs and can give examples of this.</p> <p>Pupils develop a basic understanding of how computers can be linked to form a local network such as those found in schools.</p>		<p>Theme: Where are we from? / Exodus Essential experiences: Spend a day learning in a local school, talk to people who have moved to Britain Extended DT project: Levers and linkages – make a moving Christmas card Skills development DT project: Make Viking stew (with meat) –raw meat hygiene Computing: 4.3 – We are musicians, 4.5 – We are co-authors</p>		<p>Theme: Steam and Smoke Essential experiences: Visit the Cambridge Museum of Technology and Pumping Station, put on a community exhibition Extended DT project: Simple circuits and switches – make a nightlight for a family member Skills development DT project: Clothing manufacturing over time – Weaving Computing: 3.6 – We are opinion pollsters 4.6 – We are meteorologists</p>

	<p>Pupils are aware of some of the services offered by the Internet and can describe when they are, and are not, using online technologies.</p> <p>They recognise that there is a difference between the Internet and the World Wide Web.</p> <p>Pupils, review their online activity, including maintaining amending online profiles, communication channels and publishing spaces to ensure they do not inadvertently reveal personal details.</p> <p>They communicate safely and respectfully using a range of digital devices, making links to their behaviour in the physical world.</p>					
	<p>Hist: Tudors (local) Geog: Cambridgeshire study (urban/rural) Science: Living things and their habitats Music: Out of the Box MFL: Jeux et chansons (Games and songs)</p>	<p>Art: Mixed media (needlework & stencilling and printing) - tapestry. Class wall hanging embroidery. Science: Living things and their habitats Music: Ug! MFL: Portraits, La Jolie Ronde: L'arbre de Noel</p>	<p>Hist: Vikings Geog: Why do people migrate? To Britain, to Fulbourn Science: Plants Music: Under Attack! MFL: Ca pousse! (Growing things)</p>	<p>Art: 3D work- Urnes style- clay tablets. Science: Sound Music: From out of the shadows MFL: L'argent de poche (Pocket money)</p>	<p>Hist: The Industrial Revolution Geog: Climate Change Science: Electricity Music: Window on the World. MFL: Vive le sport! (Our sporting lives)</p>	<p>Art: Drawing, painting and printing (William Morris) Science: Light Music: Order, order! MFL: Quel temps fait-il? (What's the weather like?)</p>

<p>Year 5/6</p> <p>Year 5/6 Remembrance week in Autumn term every year alternating focus on WW1 and WW2</p>	<p>Theme: Roving Romans Essential experiences: create and run an archaeological dig, walk the Roman road near Fulbourn, Roman Britain Treasure Challenge, virtual visit with British Museum (Roman Britain treasure challenge). Extended DT project: Combining different fabric shapes –make Roman sandals Skills development DT project: <i>Celebrating culture and seasonality – seasonal soup</i> Computing: Pupils understand and can explain how computer networks work, and know that the Internet is a collection of computers connected together.</p> <p>Pupils know that there is a difference between the Internet and the World Wide Web and understand that the web is just one of the services offered by the Internet</p> <p>Pupils use logical reasoning to explain how some algorithms work and to detect and correct errors in programs. They independently employ strategies to solve problems.</p> <p>Pupils continue to maintain, review and amend online identities, considering the potential impact of these on their digital footprint. They communicate in a wide variety of ways and pay careful attention to what details might be inadvertently revealed.</p> <p>They engage in an increasing range of online communities safely, respectfully and responsibly both with friends and the wider online community. With adult support, they</p>	<p>Theme: Massive Monuments Essential experiences: climb something that is taller than you including trees, have a picnic Extended DT project: Frame structures –make a throne that holds your own weight (woodwork) Skills development DT project: <i>Massive cake tower!</i> Computing: 5.6 – We are architects, 6.2 – We are computational thinkers</p>	<p>Theme: Disaster strikes! Essential experiences: meet people who deal with disasters, (Residential TBC 2021) Extended DT project: Pulleys or gears – create a pulley mechanism to lower supplies into a well Skills development DT project: <i>Design a recipe to be used in a food aid pack</i> Computing: 6.3 – We are advertisers 6.4 – We are network technicians</p>
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	actively consider and use safety and security settings on a range of digital devices.					
	Hist: The Roman Empire Geog: Roman Britain (map work, ordnance survey) Science: Materials Music: In your element MFL: Je suis le musician (I am the music man)	Art: Mixed media – Mosaics (tiled), Roman style wire jewellery Science: Materials Music: Feeling Groovy. MFL: Scene de plage, La Jolie Ronde: La Nativite	Hist: Ancient Egypt Geog: Climate zones (human) Science: Habitats – classification Music: Eco-warriors MFL: Les planets (The planets)	Art: 3D work – death masks (wire netting and modroc) Science: Evolution and inheritance Music: Walk like an Egyptian. MFL: Notre monde (The world about us)	Hist: Rulers: Tutankhamun, Julius Caesar, Alexander the Great Geog: Volcanos and earthquakes Science: Humans – circulatory system /lifestyle Music: When Henry met Victoria MFL: Monter un café (Setting up a café)	Art: Drawing and painting – the human body (Da Vinci, Bodyworks) Science: Human – life cycle Music: Location, Location, Location MFL: Le passe et le present (Then and now)

Fulbourn Primary School Theme Overview 2019 onwards

2019-20 Cycle A

Cycle B

	Autumn	Spring	Summer
Reception/ Year 1 B	Theme: Zoom Zoom Off We Go! Essential experiences: Visit the Nature Reserve, make a space video to send to Tim Peake	Theme: Once Upon a Time (London) Essential experiences: Visit the Tower of London, plant bulbs and seeds and watch them grow	Theme: All Aboard The Beagle! Essential experiences: Go pond dipping, build a den, visit the beach
Reception / Year 1 A	Theme: Trains, Planes and Automobiles Essential experiences: Visit the Nature Reserve, visit Duxford air museum, walk on the field when it is frosty Music: Ticket to Ride, and If You Go Down to the Woods Today	Theme: Origins/ New Beginnings Essential experiences: Visit a farm, hatch chicks and watch them grow, Music: Animal Crackers, and Come and Join the Celebration	Theme: Dig and Delve Essential experiences: Go pond dipping, build a den, care for a living creature Music: Over the Rainbow, and Weather Signs

Year 1/2 Year A	Theme: Happy Homes Essential experiences: Visit Windsor Castle, make a home for an insect or small creature, visit the nature reserve. Extended DT project: Templates and joining –making a cushion for a family member Skills development DT project: <i>Make a wooden picture frame (drill a hanging hole, sawing, joining)</i> Computing: 1.4 – We are collectors 1.6 – We are celebrating MFL: Spanish Units 1-8 Early Start		Theme: Pirates Essential experiences: Be a nature detective and go on a hunt for small creatures, make and follow routes on maps, visit the nature reserve. Extended DT project: Sliders and levers – making a page for a pirate book for Reception children Skills development DT project: <i>Make soup (measuring liquids, chopping and peeling)</i> Computing: 1.1 – We are treasure hunters 2.6 – We are zoologists MFL: Spanish Units 9-16 Early Start
	Hist: The Queen Geog: Village life (comparison study – Fulbourn and non-European small communities) Science: Plants (Y1) Music: Neighbourhood Watch	Art: Drawing and painting - Illustration (Beatrix Potter, Quentin Blake) Science: Seasonal change Music: Spirit of Christmas	Hist: Explorers – Shackleton, Columbus Geog: Map and compass work Science: Animals (Y1) Music: Pirates!
		Art: 3D work – play dough, salt dough and clay Science: Animals (Y1) and Seasonal change Music: Where the Wild Things Are	Hist: The Moon Landing Geog: The Earth from space (map work, vocab, aerial and plan) Science: Materials and their properties (Y1) Music: Whatever the weather.
Year 1/2 Year B	Theme: 999-Emergency! Essential experiences: Meet some people who work for the emergency services, have a bonfire party –write their own risk assessment, visit the nature reserve Extended DT project: Wheels and axles – make an emergency vehicle model Skills development DT project: <i>Make a smoothie (measuring liquids, peeling and chopping)</i> Computing: 1.2 – We are TV chefs, 1.3 – We are painters MFL: German Units 1-8 Early Start		Theme: Innovators Essential experiences: Make something to solve a problem, take part in a lego invention competition, visit nature reserve Extended DT project: Freestanding structures – invent a new playground play structure for KS1 Skills development DT project: <i>Make a wooden frame for their artwork (sawing, drilling, joining)</i> Computing: 1.5 – We are storytellers, 2.2 – We are game testers MFL: German Units 9-16 Early Start
			Theme: Into the deep Essential experiences: start a vegetable patch, eat something you have grown, visit the nature reserve Extended DT project: Templates and joining –make a shopping bag from recycled materials Skills development DT project: Preparing fruit and vegetables – make a salad Computing: 2.3 – We are photographers 2.5 – We are detectives MFL: French - Early Start

	Hist: Florence Nightingale, William Harvey (local link) Geog: Dangers in extreme climates Science: Animals, including humans (Y2) Music: Fairies and Frogs	Art: Mixed media – dying textiles and marbling Science: Habitats (Y2) Music: Bright Sparks	Hist: Inventors – Edison, The Wright Brothers, Isaac Newton (local link) Geog: Weather / school grounds Science: Materials and their properties (Y2) Music: Happy Families	Art: 3D work – creating their own unique sculpture Science: Materials Music: Shredded Wheat	Hist: The Titanic Geog: Continents and oceans: Save our Seas Science: Plants (Y2) Music: How does your garden grow?	Art: Drawing and Painting – Georgia O’Keeffe Science: Living things and their habitats (living / dead, food chains) Music: Seaside.
Year 3/4 Year A	Theme: Powerful people Essential experiences: Invent a superhero, visit the Houses of Parliament and interview an MP Extended DT project: Healthy and varied diet – make healthy and tasty wraps for the Skills development DT project: <i>Bridge competition – construct a wooden bridge to span a gap and bear the most weight (sawing, joining)</i> Computing: 3.2 – We are bug fixers 3.3 – We are presenters		Theme: Anglo-Saxon life Essential experiences: Light a candle, create a life size shelter, visit the nature reserve Extended DT project: Shell structures – make a protective box for an artefact Skills development DT project: <i>Make Anglo Saxon puddings</i> Computing: 3.4 – We are vloggers 4.1 – We are software developers		Theme: Scholars Essential experiences: Taste spices, speak to people around the world, visit a science research laboratory, invite families to taste food they have cooked Extended DT project: 2d shapes to 3D product – make a pencil case for use in school Skills development DT project: <i>Make a vegetable curry (vegetable chopping techniques, grating)</i> Computing: 4.2 – We are toy designers, 4.4 – We are HTML editors	
	Hist: Famous Monarchs: William the Conqueror, Henry VIII, Queen Victoria – changing power Geog: The Water Cycle Science: Nutrition, skeleton / muscles Music: Healthy Heroes MFL: Moi! (All about me)	Art: Painting – portraiture (Renoir, water based acrylics and pastels) Science: Digestion MFL: On fait la fête & La Jolie Ronde: Le Bonhomme de neige Music: When Micky met Wallace	Hist: Anglo Saxons and Scots Geog: Settlement and land-use of the UK over time Science: Rocks and soils Music: Three Giant Steps MFL: Les quatre amis (The four friends)	Art: Mixed media - Jewellery making Science: Rocks and soils Music: Rocky the Findosaur MFL: On y va (All aboard)	Hist: Education through the ages (local) Geog: Schools around the world Science: States of matter Music: Come and Join the Celebration MFL: Raconte-moi une histoire (Tell me a story)	Art: 3D work – Modroc & natural materials (Antonio Canova to Pablo Picasso) Science: Forces (magnets) Music: May the Force be With You MFL: Le Carnaval des Animaux (The Carnival of Animals)

Year 3/4 Year B	Theme: Our neck of the woods Essential experiences: Visit Kentwell Hall, have a visit from the local butcher Extended DT project: Frame structures – make a Tudor doll house Skills development DT project: <i>Make Tudor bread</i> Computing: 3.1 – We are programmers, 3.5 – We are communicators		Theme: Where are we from? / Exodus Essential experiences: Spend a day learning in a local school, talk to people who have moved to Britain Extended DT project: Levers and linkages – make a moving Christmas card Skills development DT project: <i>Make Viking stew (with meat) –raw meat hygiene</i> Computing: 4.3 – We are musicians, 4.5 – We are co-authors		Theme: Steam and Smoke Essential experiences: Visit the Cambridge Museum of Technology and Pumping Station, put on a community exhibition Extended DT project: Simple circuits and switches – make a nightlight for a family member Skills development DT project: <i>Clothing manufacturing over time – Weaving</i> Computing: 3.6 – We are opinion pollsters 4.6 – We are meteorologists	
	Hist: Tudors (local) Geog: Cambridgeshire study (urban/rural) Science: Living things and their habitats Music: Out of the Box MFL: Jeux et chansons (Games and songs)	Art: Mixed media (needlework & printing) - tapestry. Class wall hanging embroidery. Science: Living things and their habitats Music: Ug! MFL: Portraits, La Jolie Ronde: L'arbre de Noel	Hist: Vikings Geog: Why do people migrate? To Britain, to Fulbourn Science: Plants Music: Under Attack! MFL: Ca pousse! (Growing things)	Art: 3D work- Urnes style- clay tablets. Science: Sound Music: From out of the shadows MFL: L'argent de poche (Pocket money)	Hist: The Industrial Revolution Geog: Climate Change Science: Electricity Music: Window on the World. MFL: Vive le sport! (Our sporting lives)	Art: Drawing, painting and printing (William Morris) Science: Light Music: Order, order! MFL: Quel temps fait-il? (What's the weather like?)
Year 5/6 Year A Year 5/6 Remembrance week in Autumn term every year alternating focus on WW1 and WW2	Theme: True Tribes Essential experiences: cook and eat around a fire outside including gutting fish, visit Celtic Harmony Camp Extended DT project: Pulleys or gears – controlled toy vehicle Skills development DT project: <i>Shell structures – design and make packaging for their toy vehicle</i> Computing: 5.4 – We are web developers 5.1 – We are game developers		Theme: The Mysterious Mayans Essential experiences: (Grafham 2020) Extended DT project: More complex switches – make a mystery box with an alarm system Skills development DT project: <i>Make tortillas and guacamole</i> Computing: 5.5 – We are bloggers 6.5 – We are travel writers		Theme: Ancient Philosophy Essential experiences: partner with a school in Athens, kiln fired pottery Extended DT project: Combining different fabric shapes – make a sunhat Skills development DT project: <i>Make a Greek feast (bake, fry, chop, grate and peel)</i> Computing: 6.1 – We are adventure gamers 6.6 – We are publishers	
	Hist: Stone to Iron Age Britain Geog: Rivers and UK geography Science: Earth and Space	Art: Early drawing and painting – telling a story, charcoal Science: Forces	Hist: Mayan Civilisation Geog: Guatemalan mountains Science: Light Music: Abracadabra!	Art: Mixed media- landscapes (printing, one point perspective) Science: Electricity	Hist: Ancient Greece and its philosophers Geog: Athens (European study) Science: Life cycles Music: That's Life	Art: 3D work- kiln fired Pottery Science: Life cycles Music: Music, Lights, Action. MFL: Quoi de neuf?

	Music: Spaced Out! MFL: Bon appetit, bonne sante (Healthy eating).	Music: A world of cracking ideas! MFL: En route pour l'école, La Jolie Ronde: Le Pere Noel et les cadeaux	MFL: Le retour du printemps (The return of spring)	Music: The Maya – Cities of Stone MFL: Notre école (Our school)	MFL: Le passe et le present (Then and now)	(What's in the news?)
Year 5/6 Year B Year 5/6 Remembrance week in Autumn term every year alternating focus on WW1 and WW2	Theme: Roving Romans Essential experiences: create and run an archaeological dig, visit the Icenii village in Norfolk Extended DT project: Combining different fabric shapes –make Roman sandals Skills development DT project: <i>Celebrating culture and seasonality –seasonal soup</i> Computing: 5.2 – We are cryptographers, 5.3 – We are artists		Theme: Massive Monuments Essential experiences: climb something that is taller than you including trees, have a picnic Extended DT project: Frame structures – make a throne that holds your own weight (woodwork) Skills development DT project: <i>Massive cake tower!</i> Computing: 5.6 – We are architects, 6.2 – We are computational thinkers		Theme: Disaster strikes! Essential experiences: meet people who deal with disasters, (Residential TBC 2021) Extended DT project: Pulleys or gears – create a pulley mechanism to lower supplies into a well Skills development DT project: <i>Design a recipe to be used in a food aid pack</i> Computing: 6.3 – We are advertisers 6.4 – We are network technicians	
	Hist: The Roman Empire Geog: Roman Britain (map work, ordnance survey) Science: Materials Music: Walk like an Egyptian. MFL: Je suis le musicien (I am the music man)	Art: Mixed media – Mosaics (tiled and textiles) Science: Materials Music: Feeling Groovy. MFL: Scene de plage, La Jolie Ronde: La Nativite	Hist: Ancient Egypt Geog: Climate zones (human) Science: Habitats – classification Music: Eco-warriors MFL: Les planets (The planets)	Art: 3D work – death masks (wire netting and modroc) Science: Evolution and inheritance Music: In your element MFL: Notre monde (The world about us)	Hist: Rulers: Tutankhamun, Julius Caesar, Alexander the Great Geog: Volcanos and earthquakes Science: Humans – circulatory system /lifestyle Music: When Henry met Victoria MFL: Monter un café (Setting up a café)	Art: Drawing and painting – the human body (Da Vinci, Bodyworks) Science: Human – life cycle Music: Location, Location, Location MFL: Le passe et le present (Then and now)