| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| | Value | Responsibility | Respect | Love | Honesty | Courage | Forgiveness |
| | Golden Thread | **We are tour guides** | **We are Historians** | **We are Time Travelers** | **We are Activists** | **We are Explorers** | **We are Heritage Hunters** |
| **Enrichment** | Nursery | The school grounds | | | | | |
| | Reception | The Church | | Barley Farm | | | |
| | Year 1 | The Village & Park<br>Aston Pottery | Woodstock Museum | Oxford Castle | Save the Planet Day | Hill End | |
| | Year 2 | Bampton Library | Theatre- Panto | | | Hill End Residential | |
| | Year 3 | Brimstone Farm | | The Ballet | | | Chedworth |
| | Year 4 | Chimney Meadow | We the Curious | London- Art Gallery | | | Trip to Witney town |
| | Year 5 | White Horse Hill | We the Curious Orchestra | Medieval Experience Day | The Living Rainforest/Botanical Gardens Oxford | Earth Summit at Buscot and Coleshill Estate | Tudor Banquet |
| | Year 6 Yenworthy | The Hatchery | Junior Citizens | London- Parliament | Solar Farm | | |
| | Whole School | Harvest Service | Godly Play<br>Christmas Carol Service<br>EY Nativity<br>KS1 Christmas Play | Let's Get Talking | Easter- Holy Communion<br>Book Week (Year A & C)<br>Science Week (Year B)<br>Arts Week (Year D) | Prayer Space<br>Village Sponsored Walk | Leaver's Service<br>Branksome Chine Beach<br>KS2 Play<br>Sports Week (Year C)<br>Sustainability Week (Year D)<br>Enterprise Week (Year A) |
| **History** | Year 1 | | Stomp in the Swamp<br>Jurassic Era<br>The Girl and the Dinosaur | Once Upon a Castle<br>Medieval Britain- Knights and Castles<br>The Princess and the Pea | | | Let's Rewind<br>Modern Life- 3 generations<br>Grandma Bird |
| | Year 2 | | Ice, Ice Baby<br>Ice Age | Feeling Hot, Hot, Hot | | | A Kingdom to Remember |

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| | | | Guided Reading text- RWI<br>English texts- How to wash a woolly mammoth, Toby and the Ice Giants, Dino Dad Ice Age | Stuart Britain- The Great Fire<br>Guided Reading text- The Twits<br>English texts- Vlad, Toby and the Great Fire of London, You couldn't want to be in the Great fire of London | | | Monarchs Elizabeth 11 to King Charles II!<br>Guided Reading text- Paddington<br>English texts- Don't chew the royal shoe, The Queen's hat, Little people big dreams-King Charles |
| | Year 3 | | From Flint to Forge<br>Stone Age to Iron Age<br>(Little Nose & Stone Age Boy) | Walk like an Egyptian<br>Ancient Egypt<br>Ancient Egypt Sleepover & Egyptian Cinderella) | | | When in Rome<br>Roman Empire & Roman Britain<br>(My Family and Other Romans or A Gladiator Stole my Lunchbox) |
| | Year 4 | | Greece is the Word<br>Ancient Greece<br>(Who Let's the God's Out) | The Good, the Bad, the Viking<br>Anglo-Saxon Britain & Vikings | | | Home Sweet Witney<br>Local Study Witney since 1066<br>(Witney Through time by Stanley C Jenkins) |
| | Year 5 | | Oh Maya God!<br>Ancient Maya<br>Oh Maya Gods | A Knight to Remember<br>Medieval Britain<br>(The Book of Boy) | | | Keep Calm and Tudor On<br>Tudor Britain<br>(Honesty and Lies) |
| | Year 6 | | Can I have some More?<br>Victorian Britain- Queen Victoria<br>(Another Twist in the Tale<br>And<br>A Christmas Carol) | Born in the USA<br>American Civil War<br>(Mortal Engines) | | | We'll Meet Again<br>World War 11- Winston Churchill<br>(When Hitler Stole Pink Rabbit) |
| **Geography** | Year 1 | Here We Are!<br>Our village- Why is our village great?<br>The Three Little Pigs | | | Paws-itively Active<br>Precious Planet- plastic pollution- Reduce, Reuse, Recycle Dear earth, | Wok this Way<br>China<br>Chopsticks | |

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| | | | | | Dear Greenpeace,<br>One earth?<br>Here We Are | | |
| | Year 2 | Bright Lights Big City<br>UK-London- What is the United Kingdom and what makes it special?<br>Guided Reading text- none-still on RWI<br>English texts- Katie goes to London, The Naughty Bus, we completely must go to London | | | Polar Opposites<br>Climate Zones- Arctic & Equator- Melting ice caps (Global Warming)<br>Guided Reading text- The Last Polar Bears<br>English texts- Meerkat Mail?, Jonty Gentoo, The search for the Giant arctic jellyfish, Looney little The ice cap is melting | G'Day Mate<br>Australia<br>Guided Reading text- Bill's new frock<br>English texts- Mirror, Wombat goes Walkabout, The Koala who could | |
| | Year 3 | Home Sweet Home<br>The UK- settlements- Aston, Witney,<br>London- How and why do settlements like villages (Aston), towns (Witney) and cities (London) develop in the UK?<br>(The Iron Man) | | | Water You Waiting For?<br>The water cycle, rivers & the coast.<br>River pollution<br>Turtle Moon | Into the Wild<br>Biomes from around the world<br>(Kensuke's Kingdom) | |
| | Year 4 | European Escapade<br>Europe- countries, major cities, rivers, human and physical features- What is Europe like and how do its features shape life there?<br>(Wonder) | | | Rumble in the Mountains<br>Mountains, Volcanoes and Earthquakes – Droughts, and Flooding<br><br>(The Abominables)<br>(When the Mountains Roared) | Greece 2!<br><br>Mark of the cyclops | |
| | Year 5 | Around the World<br>The World- Countries & Continents- climate zones, hemispheres, latitude, longitude, | | | Leaf it Alone!<br>Why does the Amazon matter? Deforestation<br>(Journey to the river sea/) | Carnival of Colour<br>South America<br>(The Explorer) | |

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| | | tropics & circles- How do we find places in the world and what affects where people live? (Orphans of the Tide) | | | | | |
| | Year 6 | It's a Small World After All! The World- Trade & Economics- How does trade connect us to the rest of the world? | | | Watt's Up World? Natural resources? Energy- how do we power the world? Fossil and renewable fuels | Stars and Stripes North America | |
| **Science** **Green = sustainability question** | Year 1 | Seasonal Change (Naming, ordering and observing change) Which fruits and vegetables can we taste in Summer from our country? Which fruits and vegetables can we taste in autumn? Why should we eat foods in season? | | | | | |
| | | Materials (Names and properties) What materials are our toys made from and which aren't good for the planet? What do we do when we don't want our things anymore? Reduce, Reuse, Recycle | | Animals (Identifying and classifying) What does it mean to be part of one world? What have you learnt about local wildlife and how to care for it? | | Plants (Growth) How is global warming affecting plant growth? | |
| | Year 2 | Living things and their habitats (Dead, alive, exploring habitats) How does deforestation affect animal habitats? What are the consequences of this? Where are the polar regions and how are animals adapted to live there? How are the polar regions changing and how does this affect the people and animals that live there? | | | | | |
| | | Plants (Identifying) Why is it important to have wildflowers? Which is your favourite wildflower and why? How can we increase the number of wildflowers? | | Materials (Suitability and changes) What can we do to reduce the amount of waste we produce? Why is recycling important and what recycling do we do? What happens if we don't recycle materials? | | Animals (Humans) What do we need to be healthy? Why should we eat food in season? What makes us unhealthy? | |
| | Year 3 | Animals including humans (Exercise and health) How have our lifestyles changed since the Stone Age? How can we make our lifestyle more active? | Rocks What local materials did the Romans use to adapt to life in Britain? Why is it good to use local materials? Were Roman structures more sustainable than ours? | Light How did the Ancient Egyptians live in harmony with Nature? Do we live in harmony with Nature? How can the Ancient Egyptians help us to learn to live more sustainably? | Forces and magnets Why are magnets important in the recycling of metals? How can reducing friction make transport more environmentally friendly? | Plants (Functions) What is the life cycle of a tree? Why do trees produce so many fruits and seeds? What role do trees play in maintaining soil health and supporting other living things? | |

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| | Year 4 | Animals as well as humans (teeth and digestion) How did the Anglo-Saxons build community and work together? Is farming today more or less sustainable than in Anglo-Saxon times? How can we support our UK farmers through the food choices we make? | Sound What are your favourite sounds in Nature and how do they make you feel? Which sounds don't you like and why? What changes can we make to ensure the sounds of Nature are heard now and in the future? | States of matter Can we re-use water? Hy should we be more mindful of our water use? How does melting sea ice impact wildlife and people? | Electricity Where does our electrical energy come from and how much do we use? What is clean/renewable energy and why is a clean energy future important? How can we be more energy efficient? | Living things What was Ancient Greek life like? Was their way of life better than ours? What is the legacy of the Ancient Greeks? | |
| | Year 5 | Animals including Humans (Life cycles) How do we know what life was like for the Mayan people? How was a sense of place important to the Mayan people? Is having a sense of place important to me and why? | Forces How did the Tudors travel without creating pollution? Why is travel today creating so much pollution? How can we use our understanding of forces to design clean energy transport? | Materials (Comparing materials) What makes one material more environmentally friendly than another? What are the advantages and disadvantages of using glass instead of plastic? | Living Things and Their Habitats (Reproduction and life cycles) What makes the rainforest amazing? What have we learnt about the biodiversity of the rainforest? How can we help protect the rainforest? | Earth and Space How many different cycles can you think of in the solar system? Why does the solar system work in cycles and how are our lives like a cycle? What are the benefits of solar energy? Are there any problems? | |
| | Year 6 | The Circulatory System What helps us to feel peaceful? Why is peace so important for our health? Why is peace important for a sustainable future? | Evolution What were the pros and cons of the Industrial Revolution? How can we consume less to be more sustainable? What will happen if we keep consuming more than the planet can provide? | Living things and their habitats (Classification) Why is biodiversity important for our planet? How does classification help scientists protect endangered species? | Electricity (Circuits and components) What is the link between temperature change in Antarctica and our school's electricity use? What are the effects of retreating sea ice on animal populations in Antarctica? How can we monitor data, analyse it and reduce | Light How did people have to adapt during WWII? How are animals adapted to the dark? What is light pollution and how can we reduce it? | |

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| | | | | | the energy we use in school? | | |
| Music | Nursery | | Rainbows | | | | |
| | Reception | Exploring Sound | Christmas Play Songs | Music and Movement | Musical Stories | Transport | Big Band |
| | Year 1 | My Favourite Things- Finding the Pulse | | Snail and Mouse (Tempo) | Fairytales: Sound Patterns | Superheroes: Pitch | Seaside: Dynamics |
| | Year 2 | Animals: Call and Response | | Space: Contrasting Dynamics | Ocarinas | On the Island: Singing | Musical storytelling |
| | Year 3 | Jazz | Traditional Instruments and Improvision (India) | Composition and Notation (Ancient Egyptian themed) | Pentatonic Melodies and composition (Chinese New Year) | Whole Class instrument<br><br>Unit 4 (Indonesia) | Adapting and transforming motifs: Romans |
| | Year 4 | Changes in Pitch, Tempo and Dynamics (Rivers) | Rock and Roll | Developing Singing Technique (Vikings) | Creating Compositions in Response to an Animation (Mountains) | Haiku, music and performance (Hanami Festival) | South and West Africa |
| | Year 5 | Brass | | | | | |
| | Year 6 | Music Technology: Film Soundtracks | Baroque | Looping and remixing | Dynamics, Pitch and Texture (Coast) | Instrument Unit (North America) | Songs of World War 2 |
| ART | Year 1 | | Drawing- Plants Aston Pottery- Georgia O'Keefe 1887-1986 (American) | Printing-Bayeaux tapestry Claire Willberg (1980s-London Romero Britto? | | | Painting pop art- Andy Warhol (1928- Neurodiverse) |
| | Year 2 | | Drawing fossils- (Edward Lear 1812- London) Leaf rubbing, tree rubbing, rock rubbings Observational drawing rocks | | | Printing – Aboriginal art (Emily Kame Kngwarreye 1910- Australia) Explore textures outside | Painting portrait |
| | Year 3 | Drawing- London skyline- Stephen Wiltshire (Autistic 1974 London) Draw church | Stone aged- Lascaux paintings Sherry Bryant 1946-2015 Use nature to make your own dyes | | | Photo- landscapes Abelado Morell 1948 Cuba Take photos of village landscapes | |

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| | Year 4 | | Sculpture -Greek urns Iosifina Kosma<br><br>Act out poses found on Greek vases- photography. | | Drawing – designing jewellery Norse art<br><br>Sketches outside- sketch a tree to represent yggdrasil | | Painting- James Allen Shuffrey-Landscape Witney<br><br>Observational drawings of a building |
| | Year 5 | Sculpture Topography-<br><br>Sketch in White Horse Hill | | | Painting-Rousseau Rainforest animals<br>Leaf printing | | Drawing- Tudor buildings Andrea Joseph –biro |
| | Year 6 | | Drawing- self-portraits | | Photography- American Civil War- Brady and co Photo outdoors | Printing Shepard Fairey- North Americans | |
| DT | Year 1 | Fruit kebabs (use products from the garden where possible.) | | | Slider mechanism: Cardboard sliders with animals and background | Frame Structure- Bridge | |
| | Year 2 | Free standing structures: Playgrounds | | Wheels and Axels Build a moving arctic vehicle (sail/wind powered-eco-friendly) | Textiles templates: Hand puppets | | |
| | Year 3 | | | Textiles – 2D shape to 3D product (Use back stitch for a stronger stitch). - Make a tote bag | Shell structures: Packaging | | Cooking- pastry, strawberry and summer fruits tart. Collect and plan from garden |
| | Year 4 | Cooking- Healthy and Varied Diet- Soup<br>Bake bread | | Levers and Linkages: Interactive books | | 2D shapes to 3d products: stationary storage | |
| | Year 5 | | Pulleys and Gears: Electric vehicles | CAD structures: Architect | | Celebrating culture. Food: Fajitas. Make | |

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| | | | Christmas Ornament | | | wraps, chilli and guacamole<br>Use items from garden (frozen) | |
| | Year 6 | Cooking – research, budget, design, buy and make a menu for parents. (fair trade, sustainable) food from garden. | | Mechanical systems Cams- Moving Chinese dragon with cams. | | | Combining fabrics: Make mobile phone holder<br>Research, cutting, sustainability, evaluation |
| **The Garden** | Year 1 | | Design & Build Dino Habitats | | Plant Lettuce<br>Plant Carrots (March) | | Harvest Lettuce |
| | Year 2 | Harvest carrots | Plant protection for the winter | | Plant Mangetout/ peas (March) Stick pyramids for peas<br><br>Plant Cabbage (March) | | Harvest peas |
| | Year 3 | Harvest Cabbage | Design and make tools using natural materials such as stick & stones | Make trellises | Plant Dwarf French Beans (March) | Plant Squash (May) | Harvest Beans |
| | Year 4 | Harvest Squash | Ancient Greek plant & Mythology- Design and create a mythical garden | | Plant Charlotte Potatoes (March)<br>Plant Beetroot (March) | | Harvest Potatoes |
| | Year 5 | Harvest Beetroot | Design & build Mayan temple- geometric | Wattle Fencing - defence<br>Plan and create a medieval forage tril- garlic, onions, chard, herbs in the hedges | Plant Cherry Tomatoes (March) | Plant Pumpkins | Harvest Tomatoes |
| | Year 6 | Harvest Pumpkins | Design and make Victorian toys/ decorations | | Plant Mini cucumbers (March) | | Harvest cucumbers |
| **PSE & RSE** | Reception | Self-Regulation: My Feelings | Building Relationships: Special relationships | Managing Self: Taking on challenges | Self-Regulation: Listening and following instructions. | Building relationships: My family and friends | Managing Self: My wellbeing |
| | Year 1 | My Healthy Self: How we can look after our emotions | Connecting with Others: How can I | The Online World: How do we spend time online? | Citizenship: How can I help others and the environment? | Health Protection: How can I protect | Staying Safe: How can I stay safe? |

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| | | | help myself and others feel happy? | | | myself and others in daily life? | |
| | Year 2 | My Healthy Self: How we can look after our bodies | Connecting with Others: How can I build kind, caring relationships with others? | The Online World: How can we stay safe online? | Citizenship: How do people belong to a community and earn money? | Growing Up: How can we look after and respect our bodies as we grow? | Staying Safe: How can I make safe choices in different places? |
| | Year 3 | My Healthy Self: How I can take care of my mind and body | Connecting with Others: What helps us feel safe and included? | The Online World: How should we communicate online? | Citizenship: What rights and responsibilities do we have? | Health Protection: How can we prevent illness and injury and respond if they happen? | Citizenship: What careers do people choose and why? |
| | Year 4 | My Healthy Self: How I can make healthy choices | Connecting with Others: How can we respect each other? | The Online World: How can we decide what to trust online? | Citizenship: How can I spend money responsibly? | Growing Up: How will my body and emotions change as I grow up? | Staying Safe: What signs help me recognise what is safe or unsafe? |
| | Year 5 | My Healthy Self: How I can support my mind and body as I grow | Connecting with Others: Why are healthy relationships important? | The Online World: How am I influenced by what I see online? | Citizenship: How can we make a difference in our communities and beyond? | Growing Up: How can I manage the changes to my body and emotions as I grow up? | Citizenship: How can we be in control of our money? |
| | Year 6 | My Healthy Self: How do my choices today shape my future health | Connecting with Others: What does it mean to stand up for myself and others? | The Online World: How do I feel about the things I see online? | Citizenship: How can we protect everyone's rights? | Staying Safe: How can I stay safe as I grow up? | Sex Education: How do people become parents and carers? |
| **RE** | Nursery | Who are Christians and what do they believe? | What is the church and who goes there? | Who am I and where do I belong? | Does everyone believe in God? | Are all families the same? | What do people celebrate and why? |
| | Reception | Who are Christians and what do they believe? | What is the church and who goes there? | Who am I and where do I belong? | Does everyone believe in God? | Are all families the same? | What do people celebrate and why? |
| | Year 1 | Why do most Christians call God 'creator'? | What do most Christians celebrate together? | What do different Jewish people believe about God? | How and why is Shabbat important to some Jewish | What questions do stories in the Bible make us want | How do people know how to behave? |

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| | | | | | people in Britain? | to ask? | |
| | Year 2 | How do Christians find out what God is like? | Why do many Christians meet together regularly and what do they do? | What does Torah mean for Jewish people? | In what ways is the synagogue important to Jews? | How do Christians know what is right? | What are the best reasons for following a leader? |
| | Year 3 | How are different people inspired by the teachings of Jesus? | How does the worldwide Christian family celebrate, worship and mark key events? | What do Muslims believe about God and where did Islam start? | Does art help with understanding stories? | What is the Qur'an and why do many Muslims try to learn it by heart? | What are the best reasons for following a leader? |
| | Year 4 | Who do Christians believe Jesus is? | How and why has Christian practice changed over time? | Does prayer make a difference and how do Christians know? | How do Hindus understand God (Brahman)? | What role does worship play in the life of a Hindu? Hinduism | Does it matter if a story is true or not? |
| | Year 5 | Does wisdom look the same for everyone? | How do rites of passage shape the lives of different Christians? | Why is it important to Muslims that Muhammad is known as the seal of the prophets? | What do Christians believe about the death of Jesus? | How far does the mosque contribute to the Muslim concept of Ummah? | What does it mean to live a good life? |
| | Year 6 | How and why do Christians try to make the world a better place? | What might a Hindu gain from a pilgrimage to India? | What is the significance of Karma and Moksha for a Hindu? | How far is belief in the resurrection important to Christians today? | How do people make valid judgements about how and why the world is as it is? | How does a worldview help people decide what is important |
| **MfL** | Year 3 | French Greetings | French adjectives of colour, size and shape | French playground games- numbers and age | In a French classroom | French transport | A circle of life in French |

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| | Year 4 | Portraits- describing in French | Clothes- getting dressed in France | French numbers, calendars and birthdays | French weather and the water cycle | French food- Miam, miam! | French and the Eurovision Song Contest |
| | Year 5 | French monster pets | Space exploration- in French | Shopping in France | French- speaking world | Verbs in a French week | Meet my French family |
| | Year 6 | French sport and the Olympics | French football champions | In my French house | Planning a French holiday | Visiting a town in France | |
| **P.E** | Reception | Jasmine Unit 1 | Jasmine Unit 2 | Jasmine Unit 3 | Jasmine Unit 4 | Jasmine Unit 5/Maypole | Jasmine Unit 6 |
| | Year 1 | Jasmine Unit 1/Invasion games | Jasmine Unit 2/ Ball skills | Jasmine Unit 3/ Gymnastics | Jasmine Unit 4/ Orienteering | Maypole/ Net&wall games | Jasmine Unit 6/ striking games |
| | Year 2 | Jasmine Unit 1/Invasion games | Jasmine Unit 2/ Ball skills | Jasmine Unit 3/ Gymnastics | Jasmine Unit 4/ Orienteering | Maypole/ Net&wall games | Jasmine Unit 6/ striking games |
| | Year 3 | Jasmine Unit 1/Football | Jasmine Unit 2 / Netball | Jasmine Unit 3/ Gymnastics | Jasmine Unit 4/ Orienteering+Athletics | Maypole/ Tennis | Jasmine Unit 6 + rounders / Cricket |
| | Year 4 | Jasmine Unit 1/Football | Jasmine Unit 2 / Netball | Jasmine Unit 3/ Gymnastics | Jasmine Unit 4/ Orienteering+Athletics | Maypole/ Tennis | Jasmine Unit 6 + rounders / Cricket |
| | Year 5 | Jasmine Unit 1 / Hockey | Jasmine Unit 2 / Netball | Jasmine Unit 3/ Gymnastics | Jasmine Unit 4/ Orienteering+Athletics | Maypole/ Tennis | Jasmine Unit 6 + rounders / Cricket |
| | Year 6 | Jasmine Unit 1 / Hockey | Jasmine Unit 2 / Netball | Jasmine Unit 3/ Gymnastics | Jasmine Unit 4/ Orienteering+Athletics | Maypole/ Tennis | Jasmine Unit 6 + rounders / Cricket |
| **Computing** | Online Safety – Delivered throughout the year using 2BeSafe – Being Safe in a digital world and through the PSE Curriculum | | | | | | |
| | Year 1 | Introduction to Purple Mash & Creative Computing | Data Explorers | Creating and Following Instructions | Animated Stories | Coding | Technology all around us |
| | Year 2 | Creating Pictures & Making Music | Spreadsheets | Route Explorers | Questioning | Coding | Presenting Ideas & The Internet |
| | Year 3 | Touch Typing & Email | Route Planners | Spreadsheets | Coding | Presentations | Branching Databases |
| | Year 4 | Animation | Unpacking Hardware and Software | Sound Stories & Logo | Effective Searching | Coding | Composing Beats & Introduction to AI |
| | Year 5 | Quizzing | Databases & Game Creator | Spreadsheets | Coding | Word processing | Concept Maps |
| | Year 6 | Blogging & Networks | Graphing & Data Detectives | Coding | 3D Modelling | Spreadsheets | Introduction to Python |