

## Synergy Schools Federation – Context Plan for Mixed Age Classes

History and Geography unit planning is undertaken on a 3-year rolling plan for Class 1 (EYFS, Year 1 and Year 2). For other subjects, a 2-year rolling plan is taught. The themes, experiences and focuses from these units are used as a stimulus to deliver the EYFS curriculum. In Class One the children are taught the appropriate knowledge progression steps for each year group. When working on a 2 year rolling plan, History and Geopgraphy are used to provide the context for the unit in the other subjects. In Year X the DT unit is “Constructing a Windmill”, the children will be using the knowledge progression from this unit however, the context can be changed to enhance learning in History or Geography. When Year X is taught alongside Year A, children may “Construct a Windmill” to support their Holidays in the Past history unit however in Year C, they will be learning about Space Discovery and could construct a flying device using the same knowledge progression. Staff adapt the schemes to support the knowledge development for each year group.

For Key Stage 2, a 4 year rolling plan is in place for all subjects.

Please note that only the unit title is provided for simplicity. For further details about the content of each unit, please refer to the ‘scheme of learning’ for each curriculum subject, available on the subject page on the website.

	Class One			KS2			
	Year A	Year B	Year C	Year A	Year B	Year C	Year D
<b>Experiences</b>	Visit to a Castle Beamish Trip to the Beach	Nurse Visitor Fire station Visit	Leeming Railway Local Walks	Local Walks Railway Trip Eden Camp	Trip to a Roman Fort Hadrian's Wall Jovik Museum	Trip to a stadium Trip to Parliament	Space Museum (Centre for life?) Hancock Museum
<b>Book Link suggestions</b>	George and the Dragon The Queens Hat Toys from the past Song of the Sea	This is how we do it (around the world) The Great fire of London	Big Cats (Africa) Handa’s Suprise The Way Back Home (Space)	Rose Blanche (Modern War) Refugees Journey (Local Study) Plastic Pollution (Local study) Letters from a lighthouse	Stone Age Boy Flood Anglo Saxon Battle The River Earthquakes (By Robin Jacobs)	Greta Thunberg (Planet rescue) Save the planet The Creature (Save our planet) Cosmic (Space) Small step (video) The explorer - under the canopy (Amazon)	One Detailed Ancient Greece Hatchepsut Egypt Secrets of a sun king
<b>History</b>	Castles Kings and Queens, Toys and Games, Holidays in the Past	Famous People in the Past Great Fire of London World Explorers	Family in the past Local Study Space Discovery	Local Study, Modern War	Roman Britain, Anglo Saxons and Vikings	Ancient Maya, Stone Age to Iron Age	Ancient Greece, Ancient Egypt
<b>Geography</b>	United Kingdom, Weather and Seasons	Hot and Cold Places, Continents and Oceans	Mugumareno Village, Zambia, Our Village	Local Area and Region, United Kingdom	Volcanoes and Earthquakes, Rivers Mountains –The Rockies	Rainforests South America -The Amazon, Rio and South East Brazil	Climate Zones, European Region, North America

*Geography units need to be taught in order. Core skills, knowledge, vocabulary and concepts acquired in the autumn and spring terms are applied towards the end of the year in the context of a place-based study. Place knowledge is cumulative and comparative.*

	<b>Year X</b>	<b>Year Y</b>	<b>Year A</b>	<b>Year B</b>	<b>Year C</b>	<b>Year D</b>
<b>Physical Education</b>	Multi Skills Dance Gymnastics Brilliant Ball Skills Throwing and Catching Active Athletics	Multi Skills Dance Gymnastics Brilliant Ball Skills Throwing and Catching Active Athletics	Multi Skills Dance Gymnastics Brilliant Ball Skills Throwing and Catching Active Athletics	Invaders Dance Gym Sequences Striking and Fielding Nimble Nets Young Olympians	Invaders Dance Gym Sequences Striking and Fielding Nimble Nets Young Olympians	Invaders Dance Gym Sequences Striking and Fielding Nimble Nets Young Olympians
	Boot Camp Mighty Movers Skip to the Beat Gymfit Circuits Swimming	Boot Camp Mighty Movers Skip to the Beat Gymfit Circuits Swimming	Boot Camp Boxercise Step to the Beat Gymfit Circuits Swimming	Boot Camp Boxercise Step to the Beat Gymfit Circuits Swimming	Boot Camp Boxercise Step to the Beat Gymfit Circuits Swimming	Boot Camp Step to the Beat Gymfit Circuits Fitness Frenzy Swimming
<b>Music</b>	Introducing Beat Adding Rhythm & Pitch Inventing a Musical Story	Combining Pulse, Rhythm & Pitch Exploring Simple Patterns Introducing Tempo & Dynamics	Focus on Dynamics & Tempo Understanding Structure and Form Brass Instrumental Tuition	Interesting Time Signatures Emotions & Musical Styles Brass Instrumental Tuition	Exploring Key & Time Signatures Combining Elements to Make Music Brass Instrumental Tuition	Developing Notation Exploring Notation Further Brass Instrumental Tuition
<b>Art</b>	Drawing: Making Your Mark Painting and Mixed Media: Beside the Seaside Craft and Design: Map it Out	Painting and Mixed Media: Colour Splash Sculpture and 3D: Paper Play Sculpture and 3D: Clay Houses	Drawing: Growing Artists Drawing: Making My Voice Heard Craft and Design: Photo Opportunity	Drawing: Power Prints Sculpture and 3D: Abstract Shape and Space Painting and Mixed Media: Pre-historic Painting	Craft and design: Fabric of Nature Drawing: I Need Space Painting and Mixed Media: Light and Dark	Craft and Design: Ancient Egyptian Scrolls Sculpture and 3D: Interactive Installation Painting and Mixed Media: Portraits
<b>DT</b>	Fruit and Vegetables, Constructing a windmill, Puppets	Fairground Wheel, Making a moving monster, Pouches	Eating seasonally, Electronic greeting cards, Electronic Charm	Making a slingshot car, Constructing a car, Fastenings	What could be healthier? Pavilions, Monitoring devices	Playgrounds, Steady hand game, Navigating the World
<b>French</b>			Phonics lesson 1 & 2 (C) I'm Learning French (E) Animals (E) I Can (E) Fruits (E) Presenting Myself (I) Family (I)	Phonics lesson 1 & 2 (C) Shapes (E) Musical Instruments (E) Vegetables (E) Ancient Britain (E) In Class (I) Do you have Pet? (I)	Phonics lesson 1 & 2 (C) Fruit (E) Vegetables (I) Weather (I) Family (I) Clothes (I) At School (P)	Phonics lesson 3 & 4 (C) The Date (I) My home (I) Planets (P) At the Weekend (P) Regular Verbs or Healthy Living (P) Me in The World (P)
<b>PSHCE</b>	Being Me in My World Celebrating Difference Dreams and Goals Healthy Me Relationships Changing Me	Being Me in My World Celebrating Difference Dreams and Goals Healthy Me Relationships Changing Me	Being Me in My World Celebrating Difference Dreams and Goals Healthy Me Relationships Changing Me	Being Me in My World Celebrating Difference Dreams and Goals Healthy Me Relationships Changing Me	Being Me in My World Celebrating Difference Dreams and Goals Healthy Me Relationships Changing Me	Being Me in My World Celebrating Difference Dreams and Goals Healthy Me Relationships Changing Me

<b>Religious Education</b>	<p><b>UC 1.1</b> Who is a Christian and what do they believe?  <b>UC 1.4</b> Gospel - What is the good news Jesus brings?  <b>NYAS 1.6</b> How and why do we celebrate special and sacred times?  <b>NYAS 1.2</b> Who is a Muslim and what do they believe?  <b>UC 1.2</b> Creation - Who made the world?  <b>NYAS 1.8</b> How should we care for others and the world and why does it matter to Christians?</p>	<p><b>NYAS 1.7</b> What does it mean to belong to a faith community?  <b>UC 1.3</b> Incarnation -Why does Christmas matter to Christians?  <b>NYAS 1.5</b> What makes some places sacred?  <b>UC 1.5</b> Salvation Why does Easter matter to Christians?  <b>UC 1.1</b> God - What do Christians believe God is like?  <b>NYAS 1.3</b> Who is Jewish and what do they believe?</p>	<p><b>NYAS L2.4</b> Why do people pray?  <b>UC 2a.3</b> Incarnation/God - What is the Trinity?  <b>UC 2b.5</b> Gospel - What would Jesus do?  <b>UC 2a.5</b> Salvation - Why do Christians call the day Jesus died 'Good Friday'?  <b>NYAS U2.6</b> What does it mean to be a Muslim in Britain today?  <b>UC 2b.3</b> People of God - How can following God bring freedom and justice?</p>	<p><b>NYAS U2.1</b> Why do some people think God exists?  <b>UC 2a.4</b> Gospel - What kind of world did Jesus want?  <b>NYAS L2.9</b> What can we learn from religions about deciding what right and wrong?  <b>UC 2b.6</b> Salvation - What did Jesus do to save human beings?  <b>NYAS L.2.6</b> Why do some people think that life is a journey and what significant experiences mark this?  <b>UC 2b.2</b> Creation/Fall - Creation and science: conflicting or complementary?</p>	<p><b>UC 2.5</b> Is it better to express your beliefs in arts and architecture or charity and generosity?  <b>UC 2b.8</b> Kingdom of God - What kind of king is Jesus?  <b>UC 2a.2</b> People of God - What is it like to follow God?  <b>UC 2b.7</b> Salvation - What difference does the resurrection make to Christians?  <b>NYAS L2.8</b> What does it mean to be a Hindu in Britain today?</p>	<p><b>UC 2b.1</b> God - What does it mean if God is holy and loving?  <b>UC 2b.4</b> Incarnation - Was Jesus the Messiah?  <b>NYAS U2.3</b> What do religions say to us when life gets hard?  <b>NYAS L2.5</b> Why are festivals important to religious communities? (Easter focus and Eid)  <b>UC 2a.6</b> Kingdom of God - When Jesus left, what was the impact of Pentecost?  <b>UC 2a.1</b> Creation/Fall - What do Christians learn from the creation story?</p>
<b>Outdoor Education</b>	<p>Tracking my Tree (Session 1-6)  Forest Skills: Cooking, Shelter Building, Tool Use  Taking the indoors out!</p>	<p>Life in the Woods (Session 1-6)  Forest Skills: Cooking, Shelter Building, Tool Use  Taking the indoors out!</p>	<p>Watching it grow (Session 1-6)  Forest Skills: Cooking, Shelter Building, Tool Use  Taking the indoors out!</p>	<p>Who lives in a place like this? (Session 1-6)  Forest Skills: Cooking, Shelter Building, Tool Use  Taking the indoors out!</p>	<p>Make me a home. (Session 1-6)  Forest Skills: Cooking, Shelter Building, Tool Use  Taking the indoors out!</p>	<p>The Circle of Life (Session 1-6)  Forest Skills: Cooking, Shelter Building, Tool Use  Taking the indoors out!</p>

For computing and science, a 2 year rolling programme is used during Key Stage 2. This means that Y3/4 pupils are taught different content to Y5/6 pupils as well as at a different level. This is repeated twice to marry in with the 4 year programme for the rest of the curriculum as shown above.

	Year 1/2 Year X	Year 1/2 Year Y	Year 3/4 Year A	Year 3/4 Year B	Year 5/6 Year A	Year 5/6 Year B
<b>Computing</b>	<p>Computer Science  Computer Science  Basic Skills – Word Processing  Basic Skills -Using Email  Handling data  E-safety</p>	<p>Computer Science  Computer Science  Basic Skills – Word Processing  Handling Data  Multimedia  Handling Data (+E safety)</p>	<p>Computing Science  Multi-Media  Multi-Media  Handling Data  Basic Skills – typing and IT knowledge  E-Safety</p>	<p>Computer Science  Computer Science  Multi-media  Data Handling  Basic Skills – word processing  E-Safety</p>	<p>Computer Science  Computer Science  Multi-Media  Multi-Media  Basic Skills -Collaboration  E-Safety</p>	<p>Computer Science  Computer Science  Multi-Media  Multi-Media  Basic Skills Networking  E-Safety</p>
<b>Science</b>	<p>(Y1) Animals Including Humans  (Y2) Animals Including Humans  (Y1) Plants  (Y2) Plants</p>	<p>(Y1) Everyday Materials  (Y2) Uses of Everyday Materials  (Y1) Seasonal Changes  (Y2) Living Things and their Habitats</p>	<p>(Y3) Forces and Magnets  (Y4) Electricity  (Y3) Plants    (Y3) Animals Including Humans  (Y4) Animals Including Humans</p>	<p>(Y4) States of Matter  (Y3) Rocks  (Y3) Light  (Y4) Living Things and Their Habitats  (Y4) Sound</p>	<p>(Y5) Forces  (Y6) Electricity  (Y5) Earth and Space  (Y5) Animals Including Humans  (Y6) Animals Including Humans</p>	<p>(Y5) Properties and Changes of Materials  (Y6) Evolution and Inheritance  (Y6) Light  (Y5) Living Things and their Habitats  (Y6) Living Things and their Habitats</p>