



**Harby C of E Primary School**  
**Long Term Curriculum Plan**  
 Cycle 2 Academic Year 2022-2023  
 (Working document)



Overarching themes for our whole curriculum:  
**vocabulary, equality, diversity, inclusion**

| Rolling Programme Cycle 2 | Class1   | Class2   | Class3  | Class4  | Class1  | Class2   | Class3  | Class4   | Class1   | Class2  | Class3   | Class4   |
|---------------------------|--|--|---|---|---|--|---|--|--|---|--|--|
|                           | Autumn Term  |  |   |   | Spring Term   |  |   |  | Summer Term  |   |  |  |
|                           | R/1  | Y2   | Y3/4  | Y5/6  | R/1   | Y2   | Y3/4  | Y5/6   | R/1  | Y2  | Y3/4   | Y5/6   |
| Overarching Topic         | <b>I am a Superhero / Festival of Lights</b>   | <b>Amazing people</b>  | <b>Prehistory / Stone-age</b>   | <b>Magnificent Mountains</b>  | <b>Why do Zebras have stripes?/ Roots, Shoots &amp; Muddy Boots</b>   | <b>Where we live</b>   | <b>Local History – WW2</b>  | <b>Space</b>   | <b>Tall Tales and Brilliant Books/ Our Amazing World</b>   | <b>Homes and habitats</b>   | <b>Sound</b>   | <b>Travelling</b>  |
| Maths                     | Reception – Getting to know you, just like me, it's me 1,2,3, Light and Dark<br><br>Y1<br>Number (N)<br>Place Value (10)<br>(N) Addition and Subtraction<br>Geometry (G) shape<br>Place Value (20) | (N) Place Value<br>(N) Addition and Subtraction<br>Measurement (M): Money<br>(N) Number: Multiplication and division | (N) Place Value<br>(N) Addition and Subtraction<br>Measurement (M): Length and Perimeter<br>(N) Number: Multiplication and division | (N) Place Value<br>(N) Addition and Subtraction<br>(N) Number: Multiplication and division<br>(N) Fractions<br>(G) Position and Direction<br>Statistics (S) | Reception<br>Alive in 5!<br>Growing 6,7,8, Building 9 and 10<br><br>Y1<br>(N) Addition and Subtraction (20)<br>(n) Place Value (50)<br>(M) Length and Height<br>(M) Weight and Volume | (N) Multiplication and Division<br>Statistics (G) Properties of Shape<br>(N) Fractions | (N) Multiplication and Division (M)<br>(Y3) Money (M) Area<br>Statistics (Y3) Length and Perimeter<br>(N) Fractions<br>(N) Decimals | (N) Decimals<br>(N) Percentages<br>(N) Algebra (M)<br>Converting units (M)<br>Perimeter, Area, Volume, (N) Ratio | Reception To 20 and Beyond<br>First, then, now<br>Find my pattern, On the move.<br><br>Y1<br>(N)<br>Multiplication and Division<br>(N) Fractions<br>(G) Position / Direction<br>(N) Place Value (100)<br>(M) Money<br>(M) Time | (M) Length and Height<br>(G) Position and Direction<br>(M) Time<br>(M) Mass, Capacity and Temperature | (N) (Y4)<br>Decimals (N)<br>Fractions (M)<br>Money<br>Statistics (M) Time<br>(G) Properties of Shape<br>(G) Position<br>Direction<br>(M) Mass and Capacity | (N) (Y5)<br>Decimals<br>Statistics (G) Properties of Shape<br>(G) Position and Direction<br>(M) Converting units<br>Volume |
| English                   | <b>FS2 Focus</b><br>Phase 1 phonics consolidation<br>Start Phase 2 Phonics<br>Early mark making through to   | Narrative<br>Recount<br>Poetry   | recounts<br>Instructions<br>Persuade<br><br>Well known stories; Fairy-tale / traditional stories; stories from different            | Narrative<br>Biography<br>Explanations<br><br>Poetry<br>Explanations<br>Instructions<br>Narrative   | <b>FS2 Focus</b><br>Phase 1 and phase 2 phonics consolidation, start<br>Phase 3 and 4 Phonics<br>Early mark making,   | Narrative<br>Recount<br>Poetry   | Reports<br>Explanation<br><br>Myths and legends – historical stories<br>Mystery stories.  | Non-<br>Chronological report<br>Narrative<br><br>Poetry<br>Letters   | <b>FS2 Focus</b><br>Phase 1, 2, 3 and 4 phonics consolidation<br>Early mark making, labelling, simple sentence   | Narrative<br>Recount<br>Poetry  | Discussion<br>Recounts<br><br>Fantasy stories; stories with morals and fables, sci fi stories  | Narrative<br>Chronological report<br><br>Information Letters   |



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|--|---|--|--|--|---|--|--|--|--|---|--|
|  | <p>CVC word writing</p> <p><b>Yr 1 Focus:</b><br/>Phase 3 &amp; 4 phonics consolidation Phase 5</p> <p>Story mapping a familiar story<br/>Story Structure<br/>Sequencing a familiar story<br/>Labelling (Human Body)<br/>Instructions (Halloween potion)<br/>Story sequencing (Nativity)<br/>Labelling (Christingle)•</p> <p>SPAG</p> |  | <p>cultures; scary stories</p> <p>SPAG – nouns and pronouns / possessive for clarity; standard English; compound words; consonants and vowels; suffix ly; past tense; fronted adverbials; subordinate clauses; adjectives; a / an; prefixes super, auto, anti; present tense, apostrophes;</p> |  | <p>Labelling, simple sentence writing.<br/>Introducing finger spaces, capital letters and full stops</p> <p><b>Yr 1 Focus:</b><br/>Phase 3 &amp; 4 phonics consolidation Phase 5</p> <p>Poetry: Write our own animal poems<br/>Recount (Christmas holidays)<br/>Labelling (animals)<br/>Story planning, Poems: write our own poem about mud<br/>Instructions (Vegetable soup or fruit kababs)<br/>Labelling (Plants)<br/>Story planning and writing</p> <p>SPAG</p> |  | <p>SPAG - Verbs, compound nouns; prefixes, dis, mis, un; subordinating conjunctions; inverted commas; expanded noun phrases, word families; adverbs – time, places and cause; prefixes in; suffixes ation; coordinating conjunctions; organisational devices</p> |  | <p>writing, story planning</p> <p><b>Yr 1 Focus:</b><br/>Phase 3 , 4 and 5 phonics consolidation</p> <p>Write simple narratives<br/>Add a twist to a familiar narrative<br/>Recount (Easter holidays),<br/>Story planning and writing with additional description and twists<br/>Labelling (maps, landmarks)</p> <p>SPAG</p> | <p>SPAG – prepositions; prefixes re sub and inter; suffixes beginning with vowels; time conjunctions; paragraphs; homophones; suffix ous; verb inflections; word families; place and cause conjunctions; editing and evaluating</p> |  |
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| <b>Science</b>   | Human body – our senses and keeping healthy.<br><br>Light and dark. Seasonal changes<br><br>Y1 Animals including humans - human focus<br><br>Seasonal change | Every day materials<br><br><br>Autumn 2 How to use laptops, Clicker and Purple  | Rocks<br><br>Living things and their habitats<br><br>Autumn 2 Effective searching 4.7                                | Forces<br><br>Animals and Plants - lifecycles<br><br>ES 5/6 E-Safety – <i>Me and my online identity.</i><br><br>Autumn 2 Coding 6.4 | Life cycle of frogs / butterflies<br>Plants<br><br>Seasons and weather<br><br>Y1<br><br>Animals including humans – animals<br><br>Plants | Living things and their habitats<br><br>Plants<br><br>Spring 2 Presenting ideas 2.8                       | Y3 Animals including humans<br><br>Y4 Animals including humans<br><br>Spring 2 Spreadsheets 4.3 | Earth and space<br><br>Animals including humans<br><br>Spring 2 Spreadsheets 6.9     | Seasonal change<br><br>States of matter<br><br>Y1 Every day materials                         | Animals including humans – Animals<br><br>Animals including humans - humans      | Sound<br><br>Animation 4.6<br>Logo 4.5<br><b>Summer 2</b> Making music 4.9      | Living things and their habitats<br><br>Animals including humans<br><br>Networks 6.6<br>Quizzing 6.7<br><b>Summer 2</b> Understanding Binary 6.8 |
| <b>Computing</b> | EYFS<br><br>Selecting technology / Use of technology<br><br>E - Safety<br><br>Unit 1.1 Online Safety and Exploring   | E – Safety Purple Mash 2.2<br><br>Creating pictures 2.6<br><br><b>Autumn 2</b> How to use laptops, Clicker and Purple | E – Safety Purple Mash 4.2<br><br>Writing for different audiences 4.4<br><br><b>Autumn 2</b> Effective searching 4.7 | E – Safety – Purple Mash 6.2<br><br><i>ES 5/6 E-Safety – Me and my online identity.</i><br><br><b>Autumn 2</b> Coding 6.4           | Reminders E – Safety<br><br>ICT tools embedded across areas<br><br>Unit 1.2 Grouping and Sorting   | Reminders E – Safety<br><br>Keyboard skills<br><br>Coding 2.1<br><br><b>Spring 2</b> Presenting ideas 2.8 | Reminders E – Safety<br><br>Coding 3.1<br><br><b>Spring 2</b> Spreadsheets 4.3                  | Reminders E – Safety<br><br>Spreadsheets 6.3<br><br><b>Spring 2</b> Spreadsheets 6.9 | E – Safety<br><br>Using ICT tools<br><br>Unit 1.5 Maze Explorers<br><br>Unit 1.8 Spreadsheets | E – Safety<br><br>Keyboard skills<br><br>Spreadsheets 2.3<br><br>Questioning 2.4 | E – Safety<br><br>Animation 4.6<br>Logo 4.5<br><b>Summer 2</b> Making music 4.9 | E – Safety<br><br>Networks 6.6<br>Quizzing 6.7<br><b>Summer 2</b> Understanding Binary 6.8   |



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|------------------|---|--|--|---|--|---|---|---|--|--|--|---|--|
|                  | Purple Mash<br><br><b>Autumn 2</b><br><br>Unit 1.4 Lego Builders<br><br>Unit 1.7 Coding                   | Mash Effective Searching 2.5<br><br>Word processing and keyboard skills                      | Hardware investigators 4.8   | Text adventures 6.5                                       |  | Unit 1.6 Animated Story Books<br><br><b>Spring 2</b><br><br>Unit 1.3 Pictograms | Word processing consolidation   |   |  | <b>Summer 2</b><br><br>Unit 1.9 Technology outside of school<br><br>Using laptops<br><br>Using keyboards | <b>Summer 2</b><br><br>Making music 2.7<br><br>Word processing and application of knowledge. |   |  |
| <b>PE</b>        | Intro to PE<br><br>Fundam.<br><br><i>Balance Bikes assessment session</i><br><br>Dance<br><br>Ball Skills | Fundamentals<br><br>Y2 Cadets – Inspire+<br><br>Net and wall<br><br>Dance<br><br>Ball skills | Netball<br><br>Football<br><br>Dance<br><br>Fundam.                    | Netball<br><br>Football<br><br>Dance<br><br>Hockey        |  | Gymn. 1<br><br>Ball Skills: 2<br><br>Sending and Receiving<br><br>Fitness       | Gymn.<br><br>Sending and Receiving<br><br>Fitness<br><br>Target Games | Gymn.<br><br>Ball skills<br><br><b>Swim.</b>                          | Gymn.<br><br>Handball<br><br><b>Swim.</b><br><br>Outdoor / adventure residential | Games 1 and 2<br><br>Ball Skills<br><br>Team Building<br><br>Net and Wall<br><br>Athletics               | Team Building<br><br>Net and Wall<br><br>Striking and Fielding<br><br>Athletics              | Cricket<br><br>Athletics<br><br>Tag Rugby<br><br>Tennis<br><br>Outdoor / adventure PGL<br><br><b>Swimming</b> | Cricket<br><br>Athletics<br><br>Tag Rugby<br><br>Tennis<br><br><b>Swimming</b> |
| <b>Geography</b> | <b>Autumn 1 &amp; 2:</b><br>Seasonal weather,   | <b>Autumn 1:</b><br>Harby and UK, Oceans.  | <b>Autumn 2:</b><br>City / equator / Rainforests – location knowledge. | <b>Autumn 1:</b><br>Mountains, Volcanoes and Earthquakes. |  | <b>Spring 1:</b> Hot and cold countries   | <b>Spring 1:</b> Non-EU comp. with UK                                 | <b>Spring 1:</b> Rainforests<br><br><b>South America</b> – geog study | <b>Spring 1:</b> UK – European study –<br><br><b>France</b> – geog study         | <b>Summer 1:</b><br>Field work focus   | <b>Summer 1:</b><br>Field work focus   | <b>Summer 1:</b> UK Study   |  |



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|                     | <b>Autumn 1:</b><br>maps and plans of school, grounds, compass  |  | Climate, latitude / longitude  |   |  |   | in comp. to UK – human / physical                        | in comp. to UK – human / physical  |   |  |   |  |   |   |
| <b>History</b>      | <b>Autumn 1:</b><br>Chronology<br><br><b>Autumn 2:</b><br>Guy Fawkes (NC: events beyond living memory)                          | <b>Autumn 2:</b><br>Columbus (NC: significant individuals)   | <b>Autumn 1:</b><br>Stone Age  | <b>Autumn 2:</b><br>Bronze age  |  | <b>Spring 2:</b><br>Then and now Harby - transport  | <b>Spring 2:</b><br>Canals – significant local place     | <b>Spring 2:</b><br>World War Two – local history                                  | <b>Spring 2:</b><br>Railways – local history  |  | <b>Summer 2:</b><br>Titanic   | <b>Summer 2:</b><br>Ancient Greece                           | <b>Summer 2:</b><br>Iron Age  |   |
| <b>Art / Design</b> | 3D form: Exploring clay<br><br>Drawing and painting focus: – line – shape<br><br>Roy Lichtenstein<br><br>Andy Warhol<br>Pop Art | TEXTILES – collage, tie dye, applique<br>Famous artists<br><br>Drawing and painting focus: – line – shape<br><br>Using different materials | 3D form: Clay - papier mache<br><br>Drawing and painting focus: – line – shape | TEXTILES – silk paint, tie-dye, joining fabrics by sewing<br><br>Drawing and painting focus: – line – shape |  | TEXTILES – collage and weave<br><br>Andy Goldsworthy<br>Earth Art<br>Transient art<br>Clare Thompson<br>books:<br>Rain Child & The Visitors | 3D form – roll, knead, shape sculptures (Including clay) | TEXTILES: quilting embroidery<br><br>Drawing skills – perspective<br><br>Sketching | 3D form – Sculpture incl. Clay and poss mod roc<br><br>Drawing – sketching<br><br>Enid Marx |  | PRINT - various objects and colours<br>Mondrian<br>Kandinsky<br>Exploring shape and colour<br>Pointillism<br>Aboriginal art | PRINT – relief press and fabric, rubbings and repeat, carbon | PRINT – marbling, screen, cold water - patterns<br>Focus on a famous artist or designer | PRINT – resist and relief printing – use various fabrics and paper.<br><br>Drawing skills – perspective<br><br>Escher and Lowry |



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|                    |  |  |  |  |   |   |   |  |  |   |  |   |  |
| <b>Design Tech</b> | EYFS/Yr 1<br><br>Mechanical systems – sliders and gears: Superhero scenes greeting cards | Y2 – Food<br><br>Preparing fruit and vegetables: smoothie / scones                   | Y3/4 – Food<br><br>Mechanical systems - lever and linkages: cards or pneum.: moving toy or shop window | Y5/6 – Food<br><br>Culture and seasonality: Soup / pizza / pie       | EYFS<br><br>Y1 – Food<br><br>Preparing fruit and vegetables: fruit salad / soup               | Y2<br><br>Mechanical systems – wheels and axles: Emer. vehicle / character / carnival | Y3/4<br><br>Textiles – 2D or 3D: bag/soft toy mascot                                  | Y5/6<br><br>Structures – frame structures : playground shelter, park furniture, adventure playground.<br><br>(rocket Launch pad) | EYFS/Y1 – Structures<br><br>Freestanding structures: bridges for Billy Goat or chair for baby bear | Y2<br><br>Textiles – templates and joining techniques: placemat, puppet, toy clothes (running stitch / glue / staple) | Y3/4<br><br>Healthy and varied diet: meringue with seasonal fruit / dips | Y5/6<br><br>Electrical systems with CAD – monitoring and control: electrical board game, alarm for vehicle / treasure |  |
| <b>Music</b>       | R Unit 1 Pulse<br><br>R Unit 2 Voice   | Y2 Unit 1 Pulse<br><br>Y2 Unit 2 Voice   | Y4 Unit 1 Pulse<br><br>Y4 Unit 2 Voice   | Y6 Unit 1 Pulse<br><br>Y6 Unit 2 Voice                               | R Unit 3 Rhythm<br><br>R Unit 4 Pitch   | Y2 Unit 3 Rhythm<br><br>Y2 Unit 4 Pitch   | Y4 Unit 3 Rhythm<br><br>Y4 Unit 4 Pitch   | Y6 Unit 3 Rhythm<br><br>Y6 Unit 4 Pitch  | R Unit 5 Tech<br><br>R Unit 6 Composers  | Y2 Unit 5 Tech<br><br>Y2 Unit 6 Composers   | Y4 Unit 5 Tech<br><br>Y4 Unit 6 Composers                                | Y6 Unit 5 Tech<br><br>Y6 Unit 6 Composers   |  |
| <b>RE</b>          | F4: Being special: Where do we belong?<br><br>1.1: What do Christians believe            | 1.1: What do Christians believe God is like? (UC: God)<br><br>1.7. Who is Jewish and | L2.2: What is it like for someone to follow God? (Christians) (UC: People of God)                      | U2.1: What does it mean if Christians believe God is Holy? (UC: God) | F1: Why is the word 'God' so important to Christians (UC: God)<br><br>1.10: What does it mean | 1.10: What does it mean to belong to a faith community?                               | L2.7: What do Hindus believe God is like?<br><br>L2.5: Why do Christians call the day | U2.7: Why do Hindus want to be good?<br><br>U2.11: Why do some people  | F6: What times/stories are special and why?<br><br>1.6: Who is Muslim and how do                   | 1.6: Who is Muslim and how do they live? (Part 2)<br><br>1.9: How should we care for the                              | L2.6: For Christians, when Jesus left, what was the impact of Pentecost? | U2.6: For Christians, what kind of king is Jesus? (UC: Kingdom of God)  |  |



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|       | <p>God is like? (UC: God)</p> <p>•F2: Why is Christmas special for Christians? (UC: Incarnation )</p> <p>•1.7. Who is Jewish and how do they live? (Part 2)</p> | <p>how do they live? (Part 2)</p>   | <p>L2.8: What does it mean to be a Hindu in Britain today?</p>  | <p>L2.8: What does it mean to be a Hindu in Britain today?</p>  | <p>to belong to a faith community?</p> <p>F3: Why is Easter special to Christians? (UC: Salvation)</p> <p>1.5: Why does Easter matter to Christians? (UC: Salvation)</p> | <p>1.5: Why does Easter matter to Christians? (UC: Salvation)</p>  | <p>Jesus died 'Good Friday'? (UC: Salvation)</p>                                | <p>believe in God and some not?</p> <p>U2.5: What do Christians believe Jesus did to 'save' people? (UC: Salvation)</p>      | <p>they live? (Part 2)</p> <p>F5: What places are special and why?</p> <p>1.9: How should we care for the world and for others and why does it matter?</p> | <p>world and for others and why does it matter?</p>   | <p>(UC: Kingdom of God)</p> <p>L2.12: How and why do people try to make the world a better place?</p>   | <p>U2.10: What matters most to Humanists and Christians?</p>   |
| PSHCE | <p>Myself and my relationships 1 &amp; 4,</p> <p>Myself and my relationships 2, 6&amp;7</p>   | <p>Y1 and Y2 Citizenship 5</p> <p>Myself and My Relationships 5 and 7</p> | <p>Citizenship 8 Rules, Rights and Responsibilities</p> <p>Myself and My Relationships 10</p> <p>Myself and My Relationships 12</p> | <p>Citizenship 11 Rights Rules and Responsibilities</p> <p>Myself and My Relationships 15</p> <p>Myself and My Relationships 15</p> | <p>Citizenship 1 &amp; 4,</p> <p>Healthy and Safer Lifestyles 1, 6&amp;8</p>   | <p>Citizenship 3</p> <p>Economic Wellbeing 1</p> <p>Healthy and Safer Lifestyles 8</p> <p>Healthy and Safer Lifestyles 10 RS2 2020</p> | <p>Citizenship 7</p> <p>Citizenship 6</p> <p>Myself and My Relationships 11</p> | <p>Drug Education D.A.R.E.</p> <p>Citizenship 9 Working together</p> <p>Healthy and Safer Lifestyles 22 0 Drug Education</p> | <p>Citizenship 2, Healthy and Safer Lifestyles 9</p> <p>Healthy and Safer Lifestyles 2 Myself and my relationships 8</p>                                   | <p>Healthy and Safer Lifestyles 4 Managing Risk</p> <p>Healthy and Safer Lifestyles 5 Safety contexts</p> <p>Healthy and Safer Lifestyles 7</p> | <p>Healthy and Safer Lifestyles 16 Personal safety</p> <p>RS3 2020 Relationships education</p> <p>Economic Wellbeing 2 Financial Capability</p> | <p>Healthy and Safer Lifestyles 18 Managing Risk</p> <p>Healthy and Safer Lifestyles 19 Safety Contexts</p> <p>Healthy and Safer Lifestyles 21</p> |



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|-------------------------------------|---------------------------------|----------------------|-----------------|--|--|-----------------|-----------------|--|---|--|--|-----------------|-----------------|
|                                     |                                 |                      |                 | Relationships 17                                 |  |                 |                 | Economic wellbeing 3                     |   |  |  |                 |                 |
|                                     |                                 |                      |                 |  |  |                 |                 | Healthy and Safer Lifestyles 24 SR 6 SRE |   |  |  |                 |                 |
| Foreign Language                    |                                 |                      | Unit 1 and 2 Y3 | Unit 1 and 2 Y5                                  |  |                 | Unit 3 and 4 Y3 | Unit 3 and 4 Y5                          |   |  |  | Unit 5 and 6 Y3 | Unit 5 and 6 Y5 |
| Curriculum Enrichment opportunities | Visits from local 'Superheroes' | Newton – Woolsthorpe | Cresswell crags | Make initial links with Link school in Leicester |  | Trip to the zoo | Cheese factory  | Local Historian                          | Space Centre  |  |  | PGL for Y3/4    |                 |
|                                     |                                 |                      |                 |  |  |                 |                 |  | HSL 1.9 Y5/6 Safety Contexts DARE delivery in school. |  |  |                 |                 |
|                                     |                                 |                      |                 |  |  |                 |                 |  | Residential trip                                      |  |  |                 |                 |