Drumbeat Topic, Math and English coverage

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# Early Years Topic cycles

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| **EYFS Planning Topics**  | **Books** |
| **Cycle 1**  |  |
| Autumn Term  | **All About Me**  | My New Class(First 2 weeks) | 5 in a bed, Little Red Hen, The Haircut, There was an Old Lady |
| Spring Term  | **Toys**  | *Arts Week:* Last week before half term | Kipper’s Toy box, Crackers, Teddy bear’s picnic, Teddy bear turn around |
| Summer Term  | **Out and About** | *Arts Week:* Second week after half term | We are going on a Bear Hunt, Old Macdonald, The Hot air Balloon, Little Red Riding Hood |
| **Cycle 2**  |  |
| Autumn Term  | **Food** | My New Class(First 2 weeks) | The Gingerbread man, The Hungry Caterpillar, Little Red Hen, The Nativity Story, |
| Spring Term  | **Weather**  | *Arts Week:* Last week before half term | The Little Seed, A Day at the Seaside, I Hear Thunder, Car Crash |
| Summer Term  | **Mini-beasts** | *Arts Week:* Second week after half term | Hairy Scary Spider, The Hungry Caterpillar, William Worm, What the Ladybird Heard |

# KS1 Topic Cycles

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| **Cycle**  | **Pathway 1, 2 & 3 Planning Topics** | **Books** |
| 1 | Autumn Term  | **Pirates!**Humanities /Computing  | The Rainbow fish, Pirates love Underpants, My Granny is a Pirate, Ten little Pirates, The Night pirates, Do Pirates take Baths?, Pirates go to school, Go Go Pirate Boat, The Treasure of pirate Frank, Never mess with a pirate Princess |
| Spring Term  | **Light and dark**Science | Can’t You Sleep, Little bear? Owl babies, The Owl who was afraid of the Dark, The Dark, dark Night, Nightlight, Sun up, Sun down: The Story of Day and Night, The Day I Met my Shadow, What makes Day and Night |
| Summer Term  | **To the Rescue**Creativity  | Supertato, The Amazing adventures of Bumblebee boy, Superhero ABC, Superworm, Super Duper you, Superkid, Nat Fantastic, Super Duck, Mighty Small, First experiences with Biff, Chip and Kipper series |
| 2 | Autumn Term  | **There is no place like home**Humanities /Computing  | Guess how much I love you, Peace at last, Owl babies, MeerKat mail, This is the House That Jack Built, Home, My Mummy is magic, I Love my Daddy, Waiting for Baby, Monkey Puzzle, Hug, Living with Mum and Living with Dad: My Two Homes |
| Spring Term  | **Rumble in the Jungle** Science  | Brown bear Brown bear, Rumble in the Jungle, Dear Zoo, Elmer, Giraffes can’t dance, Walking through the Jungle, The Mixed- up Chameleon |
| Summer Term  | **The Greatest Show!**Creativity  | The Tiger Who Came to Tea, Paddington at the Circus, Kipper the Clown, Peppa Pig and the Backyard Circus, Clown |

# KS1 Maths and English coverage

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| **Term**  | **Maths**  | **English**  |
| Autumn 1  | **Number:** Counting **SS&M:** Shape **Using and Applying:** Pattern  | **Functional English:** Understanding literacy  |
| Autumn 2  | **Number:** Calculation**SS&M:** Space **Using and Applying:** Data | **Functional English:** Using and applying text  |
| Spring 1  | **Number**: Number facts/ Number**SS&M**: Measure**Using and Applying:** Problem solving | **Functional English:** Organising and recording ideas  |
| Spring 2  | **Number**: Counting **SS&M**: Shape **Using and Applying:** Pattern | **Functional English:** Understanding literacy  |
| Summer 1  | **Number:** Calculation**SS&M:** Space **Using and Applying:** Data  | **Functional English:** Using and applying text  |
| Summer 2  | **Number:** Number facts/ Number**SS&M:** Measure**Using and Applying:** Problem solving | **Functional English:** Organising and recording ideas  |

**Communication**: Should be personalised to priority area. All 4 focus areas should be covered at least once within an academic year.

**Reading and Writing:** Follow curriculum guidance at the level of individualpupil

# KS2 Topic Cycles

|  |  |  |
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| **Cycle**  | **Pathway 1, 2 & 3 Planning Topics** | **Books** |
| 1 | Autumn Term  | **Celebrations**Humanities /Computing  | What Do You Celebrate? Dim Sum for Everyone, The Runaway Wok, Ramadan Moon, Lighting a Lamp, Guy Fawkes, Welcome to Our World, Kitchen Disco, The Bunny’s Chocolate factory, Amira’s Picture Day, Mog’s Birthday, Festival of colours |
| Spring Term  | **Eco-warriors**Science | Eco- Warriors: Discovering Amazing People, Dear Earth, Stuck, A Planet Full of Plastic, What a Waste, How to Make a Better World, Somebody swallowed Stanley, The Lorax, My Green Day, Elephant in My Kitchen, David Attenborough, Greta Thunberg, Tidy, What We’ll Build |
| Summer Term  | **Building and construction**Creativity  | Tip tip Dig Dig, The Building Boy, Big Yellow Digger, A Box Can be Many Things, If I Built a House, Look Inside: Building Sites, When I Build with Blocks, Where Do Digger Sleep at Night?, Dig Dig Digging, Diggersaurs |
| 2 | Autumn Term  | **Travel around London**Humanities /Computing  | x |
| Spring Term  | **Come dine with me** Science  | x |
| Summer Term  | **International Arts**Creativity  | x |
| 3 | Autumn Term  | **Machines**Humanities /Computing  | x |
| Spring Term  |  **Plant power**Science | x |
| Summer Term  |  **Animals in art**Creativity | x |
| 4 | Autumn Term  | **Light it up! (electricity)**Humanities /Computing  | Electricity (How does my home work?), Charging about: The story of electricity, Night Lights (Cat in the Hat Know a lot about that) Amy’s Light, The Bunny’s Nightlight, Owly and Wormy Bright Lights and starry nights. |
|  | Spring Term  |  **Growing up** Science  | x |
|  | Summer Term  | **Creators and inventors**Creativity | x |

# KS2 Maths and English coverage

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| **Term**  | **Maths**  | **English**  |
| Autumn 1  | **Number:** Calculation**SS&M:** Space **Using and Applying:** Data (D10+ Data 1) | **Functional English:** Using and applying text  |
| Autumn 2  | **Number**: Number facts/ Number**SS&M**: Measure**Using and Applying:** Problem solving | **Functional English:** Organising and recording ideas  |
| Spring 1  | **Number**: Counting **SS&M**: Shape **Using and Applying:** Pattern (D10+ Data 2) | **Functional English:** Understanding literacy  |
| Spring 2  | **Number:** Calculation**SS&M:** Space **Using and Applying:** Data (D10+ Data 1) | **Functional English:** Using and applying text  |
| Summer 1  | **Number:** Number facts/ Number**SS&M:** Measure**Using and Applying:** Problem solving | **Functional English:** Organising and recording ideas  |
| Summer 2  | **Number:** Counting **SS&M:** Shape **Using and Applying:** Pattern (D10+ Data 2) | **Functional English:** Understanding literacy |

**Communication**: **Communication**: Should be personalised to priority area. All 4 focus areas should be covered at least once within an academic year.

**Reading and Writing:** Follow curriculum guidance at the level of individualpupil

# KS3 Topic Cycles

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| --- | --- | --- | --- |
| **Cycle** | **Pathway 1, 2 & 3 Planning Topics** | **How will this look?** | **Books** |
| 1 | Autumn Term  | **Artist and illustrators** **(Creativity)****The big question:** How does learning art help you in real life? | * Explore different mediums and techniques when creating art inspired by famous artists:
* Develop imagination, storytelling and comprehension skills through creating a range of illustrations.
* Develop skills in drawing, painting, sculpture and design

Ideas: Abstract art (Pollock, Kandinsky, Matisse, etc) * encourage involvement and imagination, discussion about shapes, lines pattern; using a range of tools and materials, printing with a range of objects; name primary and secondary colours, mix colours
* Collaborative art projects, e.g. Kandinsky circles art, Matisse collage- Use ICT to create art pieces
* Portrait art (Picasso, Andy Warhol, Van Gogh)
* Discuss and analyse portraits, e.g. name parts of the faces/use different materials to create self portraits
* Keith Haring/Bansky-graffiti art
* Research famous illustrators
* Comic strip art
* Illustrate a word assignment/ tell a story through pictures
* Design a book cover/Use a computer drawing package to create your illustration
* Create posters, charts, magazines
* Explore art in design in fashion
* Explore group/ community art projects like everyone drawing rainbows in lockdown
 | **Books** 13 Artists Children should knowWe are artists: Women who made their mark on the worldKeith Haring-The boy who just kept drawingThe magic paintbrushFrida Khalo and her AnimalitosMy museumThe World Made a RainbowThe Day the Crayond QuitWomen in ArtPablo PicassoFrida KhaloAndy WarholRupaulCoco ChanelMy First ArtistsMy First Hero Artists |
| Spring Term  | **Me and My body** **(Science)** **The big question:** What will my life be like when I am an adult? | * Labelling part of the body and exploring how bodies change as we go through puberty.
* Puberty and how this impacts us, finding ways in which to seek support.
* Human life cycle – growing up sequencing activities
* Public and private
* Importance of hygiene, explore ways of keeping our bodies clean
* Gaining weight during puberty-importance of exercise, healthy eating and looking after our body
* Understanding autism group
* Explore feelings associated with puberty and ways to deal with them- learn about different types of relationships
* Responsibilities they have at their age- How has this changed since they were younger?
* Reinforce messages around e safety-being responsible for content they share on internet and not using internet to use words that might upset others
* Personal space
 | **Books** What’s happening to Tom/ EllieThings Tom/ Ellie likesAutism friendly guide to periodsAmazing youDon’t hug Doug Understanding My AutismAutism is my SuperpowerGrow ups and love your bodyThe period comicListening to my bodyTeach your dragon body safetyMy body bubble |
| Summer Term  | **Travel and tourism** **(Humanities/ Computing)** **The big question:** What would we do without money? | * Sharing family heritage through song, dance, food and traditions
* Making choices- where would you like to travel? Create a travel bucket list.
* Develop research skills by finding information about different countries in the world, e.g. Google Earth Scavenger hunt, virtual museums, explore songs in foreign languages on you tube.
* Explore different ways to travel and impact the travel has on climate/Think of ways in which we can make things better for our planet. Compare how people travelled in the past and now.
* Learn about different climates-Suitcase challenge- What would you pack if you were going to..?
* Develop basic map reading skills, e.g. find England on a map, label all the continents.
* Learn vocabulary related to travel and adventure
* Souvenir show and tell- describing objects from around the world.
* Exploring different money across the world.
* Learn to say hello in different languages
* Food around the world- tasting sessions
* Pair up with a pen pal from another country?
* Accidental tourist speaking activity- role play scenario to explore different types of situations, e.g. I got on a wrong train I want to book a hotel room, etc..
* Be a tourist at home- local photography challenge- sightseeing in London/try a local foreign restaurant, etc.
 | **Books**The travel book Lonely planet for kidsThe seven wonders of the worldWorld atlasThe world’s most amazing places-National geographicStories from around the worldThe boy who biked the worldEmma jane’s aeroplaneAround the world in Eighty days What a wonderful worldGoing placesA ticket around the worldThe train to impossible places |
| 2 | Autumn Term  | **People and cultures** **(Humanities/Computing)****The big question:** How are we the same and how are we different? | * Explore cultures around the world through music, dance, art, drama, cooking
* Celebrate a range of festivals related to different cultures, e.g. Diwali, Halloween, Harvest, Rosh Hashanah
* Black history month = learn about prominent figures in black history and influential black people in the present.
* Ensure toys, books, resources are diverse(dolls book, materials, etc)
* Discuss and compare cultural traditions- involve parents in discussing traditions
* Cultural storytelling sessions? Book a storyteller?
* Introduce sing along songs with multicultural theme.
* Read stories from famous black authors-
* Make artwork from around the world, e.g. aboriginal painting, African masks, origami, Islamic mosaic collage, etc.
* Virtual tour trip/ watch documentaries about different cultures
* Attend a cultural festival in local area
* Cook up a storm- find a traditional recipe and prepare the dish in the cooking session
* Learn a folk dance or game from another country, e.g. piñata game, hula dance, Irish step dance
* Role play, sensory and dressing up activities associated with other cultures, e.g.
* Looking at local community architecture or heritage
 | **Books**Teach your dragon about diversityLittle leadersWe all belongOne LoveHats of faithThe great big book of families |
| Spring Term  | **Planet Earth** **(Science)** **The big question:** How can we look after our planet better? | * Explore animals in their habitats like desserts, islands, mountains, cities seas and oceans.
* Look at ways of looking after our environment, e.g. recycling, planting trees, reduce plastic waste
* Spend time outdoors/connect with nature
* Create recycled art/ Create a compost bin/ Bug hotel
* Simple sorting activities- dirty/ clean How does the dirty environment make you feel?
* Research project- endangered species- create a booklet
* Climate- create a temperature chart- research global warming
* Clean up the local area (as part of the Careers week)
* Explore ways to conserve water, reduce electricity usage
* Raise awareness about the importance of protecting our planet-and taking action-create signs and posters for school and home/make a video presentation urging others to look after our planet/write letter to a local MP about plastic pollution
 | **Books/ Videos**David Attenborough- planet EarthWho is Greta ThunbergHarry saves the oceanClimate actionClean upWhat’s wrong with Mrs Earth?The runaway icebergA planet full of plasticWhat a waste |
| Summer Term  | **Beats and Rhymes** **(Creativity )****The big question:**What would the world be like without music? | * Explore poetry,Lyrics to music, songs, popular songs
* Explore different music genres/ compare music in different decades
* Explore a range of instruments and use them to create music- music workshops/visiting musicians/ go to a concert
* Use technology to create a range of sound and beats
* Use poetry to teach a writing skill
* Hip hop –create a song about a given topic project
 | **Books** |
| 3 | Autumn Term  | **Moments in time****(Humanities/ Computing)****The big question:** What would we do without computers? | * Look at some old artefacts and compare them to new versions, e.g. Explore the journey of; Candle to light bulb /Quill to print
* Transport-now and then- transport museum
* Homes through history- go for a walk in the local area and compare old and new buildings
* Look at way of entertainment without technology, e.g. advantages/disadvantages of technology
* Toys and musical instruments through history- visit the Museum of childhood, Horniman museum
* Look at a famous events in history and research it through sensory /art/IT activities, e.g. The great fire of London, Bonfire night etc.
 | **Books** |
| Spring Term  |  **Authors and Actors****(Creativity)** **The big question:**Which author and actor would you want to be and why?  | * Learn about famous authors- research info about their life and importance
* Explore a range of emotions and social scenarios through drama activities
* Explore different movie genres and emotions associated with these
* Expressing preferences- favourite movie, actor, genre
* Cinema visit- travel training/independence skills
 | **Books** |
| Summer Term  | **Sports and leisure****(Science)****The big question**: Is exercise for pleasure or for health? Should we pay for health needs?  | * Healthy lifestyles things that ate good/not good for your body- effect exercise has on our bodies
* Learn vocabulary related to a range of sports and activities.
* Hobbies- what are your interests? What are you good at? Share your interest skills a peer- cooperative play and activities
* Get familiar with a range of hobbies, make a scrapbook, learn chess rules, edit photos, etc.
* Who are your sport heroes? Arrange visit to school?
* Role play- booking a session at a local club
* Hobbies- games, model making, interests… make a PPT and present it to the rest of the class
* Explore clubs in the local area
 | **Books** |

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| --- | --- | --- |
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