Linton Mead Whole School Curriculum

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Reception	**Child Led Learning Rationale** Our EYFS Curriculum is designed to meet the needs of the youngest children in our school in our Nursery and Reception classes. Our curriculum is predominately child-led and play based, with the careful planning of guided and adult-led activities where appropriate. Indoor and outdoor play is encouraged throughout the day, in all weathers, with opportunities to develop knowledge and skills throughout each strand of learning. At Linton Mead, we recognise that children learn best through first-hand experiences. We use children's interests as a starting point when planning the next steps in their learning and offer a curriculum where all children discover that learning is fun. Each learning area is set up so that the children feel at ease with choosing their own resources, and developing their own activities with peers, and this enables them to become motivated in their own learning. Based on what the children are already deeply involved in, our experienced practitioners use quality interactions and observations to draw out the children's knowledge and extend their learning. Our curriculum is supported by high quality texts –These books are chosen to provide a broad and balanced knowledge, based on all areas of the Foundation Stage Curriculum. Story time is held in high regard as we aim to provide the children with language rich experiences and exposure to new vocabulary. We aim to include a wide range of diversity to reflect children's lives and to develop their understanding and respect for other people from different cultures and backgrounds.					
Year 1	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
History/ Geography	History of Childhood games and toys: Game on	How has Thamesmead changed over the past 50 years?	Mary Seacole and Florence Nightingale comparison	What is the difference between the United Kingdom and Great Britain?	WW1 in Woolwich	What impact does the equator have on the weather?
	Changes within living memory. Where appropriate these should be used to reveal aspects of change in national Life. ***Toys from a variety of traditions and cultures.*** Children will learn that toys and games from the past can be different from those children use today. They will identify similarities and differences between old	**Topic/Area of Study:** Environmental change – Place knowledge, Geographical skills and fieldwork (NC) **Intended learning:** An in depth study of the school and its grounds. 50 years of Thamesmead.	The lives of significant individuals who have contributed to national and international achievements. **"How were Mary Seacole and Florence Nightingale the same and different and why was Mary Seacole's journey more difficult?"** Children will learn who Mary Seacole and Florence Nightingale were, that they lived in the past and know that both women helped sick and injured soldiers.	**Topic/Area of Study:** Locational knowledge (NC) **Intended learning:** Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Significant historical events, people and places in their own locality **"What was life like for people in Woolwich during the First World War?"** Children can connect a national historical event to their own locality, while developing the Year 1 skills of comparing past and present, asking questions and using historical sources. Children will learn that World War One took place from 1914–1918 and begin to	**Topic/Area of Study:** Human and physical geography (NC) **Intended learning:** Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

	and modern toys and use simple historical vocabulary such as past, present, old, new, then, now. Ask and answer questions about historical objects and use photographs, toys, memories and other sources as evidence about the past. They will begin to understand that toys and games have changed because of developments in materials, technology and society.		They will Identify similarities and differences between their lives and work to understand that they used different approaches to helping people. They will learn why both women are remembered today.		understand that Woolwich played an important role during the war.	
Science	Plants	Everyday materials	Seasonal changes	Animals including humans	Seasonal changes	Animals including humans
	My World and the World of Others: a study of common wild and green plants. Name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify the basic structure of a variety of common flowering plants, including trees.	*Environmental Change* Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a variety of everyday materials.	*Seasonal Changes- An in depth study of the changes in the seasons within the UK* Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies.	*Me, Myself and I* *My Body- A study of the human body and our senses.* Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	*Seasonal Changes- An in depth study of the changes in the seasons within the UK and the weather that* Observe and describe weather associated with the seasons and how day length varies.	*Animal Kingdom: animals in our world* Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores.
	Scientific skills Observe the growth of flowers and trees across the seasons. Describe how to group plants. Keep records of how plants change over time.	**Scientific skills** Distinguish between an object and the material from which it is made. Compare and group together a variety of everyday materials on the basis of their simple physical properties. Explore and experiment with a wide variety of materials.	**Scientific skills** Observe weather changes in autumn and winter. Observe how the environment, atmosphere and vegetation changes.		**Scientific skills** Observe weather changes in spring and summer. Observe how the environment, atmosphere and vegetation changes.	

Art/DT	Introduction to drawing	Enquiry Question: What is the function of a slider/lever?	Introduction to colour and painting	Enquiry Question: Is my structure fit for a purpose?	Pop Art	Enquiry Question: How do I prepare a healthy meal?
	Introduction to marking making using different media. -**Mark-making:** Experiment with pencils, crayons, charcoal, and pastels to make various marks and lines (thick, thin, straight, curved, and zigzag). - **Control and pressure:** Learn how to hold a pencil or tool correctly and change hand pressure to make light or dark marks. -**Shape and space:** Connect lines to form basic 2D geometric and organic shapes on paper. -**Vocabulary:** Talk about artwork using simple art words like *line, shape, dark, light, and texture*. - **Observational skills:** Children to use learnt mark making techniques to begin drawing simple everyday objects or natural items (like leaves or fruit) by looking closely at their shapes and outlines	**Topic/Area of Study:** MECHANISM Sliders and Levers **Intended learning:** To be able to research, design, make and evaluate their own moving picture, using sliders and levers to allow the pictures/images to move.	Introduction on using painting to develop and share ideas, personal experiences, and imagination. **-Key Painting & Brush Skills:** Learn how to hold a paintbrush properly (moving toward a steady grip) and use basic small motor skills to apply paint cleanly. Experiment with making different types of marks, such as dabbing, thick and thin brushstrokes, and blocking in color. Understand how to keep colors bright and clean by washing the brush thoroughly between different paints. [1] Experience working with different types of paint, typically starting with **ready-mixed poster paints**, **block watercolours**, or powder paints. **-Color Theory & Exploration:** Identify, name, and collect the primary colors: **red, yellow, and blue**. Experiment with mixing primary colors together to discover and identify secondary colors (**orange, green, and purple**). Explore basic light and dark values by experimenting with adding white or black to change a colour's shade and tone. **-Critique:** Look at famous artworks (such as the colourful abstract works of Alma Thomas or the vibrant	**Topic/Area of Study:** STRUCTURES Freestanding Structures **Intended learning:** To design, make and evaluate of a model of a freestanding structure, for a particular user and purpose. (The children will design, make and evaluate a cupcake stand for a class afternoon tea party).	Artist study- **Andy Warhol** Learn who **Andy Warhol** was and discuss how he used bold, bright, contrasting colours and everyday imagery. - **Colour Theory:** Identify primary colours (red, yellow, blue) and mix primary colours to make secondary colours (green, orange, purple). -**Pattern and Repetition:** Understand how **Andy Warhol** used repeated images (like screen-printing) to create patterns. -**Drawing and Painting Skills:** Make simple observational line drawings of faces and use paint or pastels to apply unrealistic, vibrant colour schemes. -**Expressing Ideas:** Share experiences and imagination by choosing personal colour combinations to make a striking, multi-panel self-portrait.	**Topic/Area of Study:** FOOD Preparing fruits and vegetables (Fruit Salad) **Enquiry Question:** How do I prepare a healthy meal? **Intended learning:** Children will begin to understand the basic principles of a healthy and varied die. They will be introduced to some 'unfamiliar fruits. They will look at where the most common fruits (apples, oranges etc) come from.

			paintings of Vincent van Gogh) and describe what they see or feel.			
RE	Who am I? Concept: Belonging	Christianity 1 Concept: Jesus' birth and Christmas	Judaism 1 Concept: Shabbat – A day of rest	Christianity 2 Concept: Jesus the teacher	Islam 1 Concept: Prophet Muhammad (pbuh)	Islam 2 Concept: Five Pillars of Islam
	Assessment Question: What does it mean to belong? In this unit children draw on their understanding of what it means to belong and relate it to how children are given a sense of belonging in five religions: Christianity, Islam, Hinduism and Sikhism, Buddhism. Children investigate how children are welcomed into different religions. They think about how people show they belong and what is special for them about belonging.	**Assessment question** Why do Christians celebrate Christmas? In this unit, children will study and understand the relationship between the birth of Jesus and the celebration of Christmas. They will learn that Jesus is God's Son. Further to this, they will understand that The Bible is a special book, which contains stories about the birth and life of Jesus. In addition to this, they will know how it's different to other books.	**Assessment question** Why is Shabbat important to Jews? In this unit, children will learn about what Shabbat is and why it is important to Jewish people. They will explore how Jewish people prepare for Shabbat as well as what happens during Shabbat. During this unit, the children will also understand what the Jewish holy place is, including what would be found and done there.	**Assessment question** What values do Christians believe Jesus taught? In this unit, the children will learn about Jesus the teacher and explore his teachings that will give Christians the perfect example. They will study stories that Jesus told about forgiveness and love: The Lost Son and The Good Samaritan.	**Assessment question** What do Muslims believe? In this unit, children will understand what Muslims believe about God and that they believe Allah is the name of the one true God who is Creator and provider of all things. They will explore stories from the life of the Prophet Muhammad (pbuh), as well as studying the Qur'an. When studying the Qur'an they will learn that it is the holy book which is written in Arabic and how it must be treated with respect, as well as how it is used in their place of Worship - The Mosque.	**Assessment question** How do Muslims show their respect in everyday life? In this unit, children will understand how Muslims live their life. They will know how Muslims show their respect in everyday life and learn how 'The Five Pillars of Islam' are the foundation of Muslim life. They will study what each pillar means, and learn how they worship Allah.
Music	Rhyming In Time	Let's Start Singing	Music Inspired By the World Around Us	Exploring Rhythm	Sounds and Pictures	Highs and Lows
	Children learn to keep a steady beat and move in time following rhythmic patterns. They sing, rap and chant in time following simple cues.	Children learn to warm up their voices before singing. They learn and perform songs following their melodic shape and begin to grow in confidence when performing.	Children listen to music from different historical periods and understand that music tells a story. They use music in the world around them to make music with their voice and instruments.	Children learn about repeating patterns and identify, copy and create simple rhythm patterns in music. They can perform a simple piece of music including singing and clapping together.	Children match and create pictures and symbols to represent sound. They sequence and change sounds to make a musical story. They learn about the pitch, tempo and dynamics by using their voice and body.	Children learn the difference between rhythm and pitch pattern, identifying different pitches in music and sounds around the school.
Computing	Technology around us	Digital Painting	Moving a robot	Grouping data	Creating Media – Digital writing	Programming B – Programming animations
	The children will progress in their knowledge and understanding of technology and how they interact with it in school. Learners will build their knowledge of	The children will develop their understanding of a range of tools used for digital painting. They then use these tools to create their own digital paintings, while gaining inspiration	The children will be introduced to early programming concepts. They will explore using individual commands, both with their peers and as part of a computer program.	The children will be introduced to data and information. They will begin by using labels to put objects into groups, and labelling these groups. They will demonstrate that they can count a small	The children will develop their understanding of the various aspects of using a computer to create and manipulate text. They will become more familiar with using a keyboard and mouse to enter and	This unit introduces learners to on-screen programming through ScratchJr. Learners will explore the way a project looks by investigating sprites and backgrounds. They will use programming blocks to

	parts of a computer and develop the basic skills needed to effectively use a computer keyboard and mouse.	from a range of artists' work. The unit concludes with learners considering their preferences when painting with and without the use of digital devices.	They will identify what each floor robot command does and use that knowledge to start predicting the outcome of programs. They will also be introduced to the early stages of program design.	number of objects, before and after the objects are grouped. Children will then begin to demonstrate their ability to sort objects into different groups, based on the properties they choose. Finally, children will use their ability to sort objects into different groups to answer questions about data.	remove text. Also they will consider how to change the look of their text, and will be able to justify their reasoning in making these changes. Finally, they will consider the differences between using a computer to create text, and writing text on paper. They will be able to explain which method they prefer and explain their reasoning for choosing this.	use, modify, and create programs. Learners will also be introduced to the early stages of program design through the introduction of algorithms.
PE	Fundamentals	Gymnastics	Dance	Fitness	Ball skills	Athletics
	In this unit children will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination. Children will be given opportunities to identify areas of strength and areas for improvement. Children will work collaboratively with others, taking turns and sharing ideas	In this unit children explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement sequences. Children are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Children begin to understand the use of levels, directions and shapes when travelling and balancing. If teaching only 6 lessons of this unit, teach lesson numbers 1, 3, 5, 7, 9, 11.	Each dance unit covers four different themes, with three lessons of planning for each theme. If you want to teach just 6 lessons of dance you can choose two of the four themes. Learning is progressively embedded complete within each theme so your children won't miss out on learning and the lessons will still flow. Children will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Children will copy and repeat actions linking them together to make short dance phrases. Children will work individually and with a partner to create ideas in relation to the theme. Children will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.	In this unit children develop their understanding of the benefits of exercise and a healthy lifestyle on their physical body, their mood and their overall health. They will work independently, in pairs and small groups to complete challenges in which they will sometimes need to persevere to achieve their personal best.	In this unit children will explore and develop their fundamental ball skills such as throwing and catching, rolling and dribbling with both hands and feet. They will look to perform these skills with increasing control and accuracy using coordination and balance. Children will have the opportunity to work independently, and collaboratively in pairs and small groups. Children will be able to explore their own ideas in response to tasks.	In this unit children will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, children will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently.
PSHE	My healthy self: How can we look after our emotions?	Connecting with other: How can I help myself and others feel happy and safe?	The online world: How do we spend time online?	Citizenship: How can I help others and the environment?	Health protection: How can I protect myself and others in daily life?	Staying safe: How can I stay safe?

	Children learn to recgnise and name a range of emotions, learning to identify facial and body clues linked to feelings. They explore what helps them feel calm and happy, understand the importance of rest and enjoyable activities, and practise simple strategies for managing different emotions.	Children learn to Identify what makes them and others special. Children learn how friends, family and classmates can help and support each other. They explore how respect is shown through behaviour in different situations and identify simple strategies for managing disagreements in families and friendships.	Children learn how to understand how to stay safe and respectful online and recognise the different ways people use the internet in everyday life. Children compare online and offline activities; explore appropriate online behaviour and identify strategies for staying safe and responding to unsuitable content.	Children learn how people can care for others and the environment through exploring the needs of babies, young children and pets, alongside ways to improve their school and local area. Children investigate how rules help communities stay safe, happy and fair, and consider how they can make a positive contribution to the world around them.	Children explore illnesses and injuries, understanding the roles of different healthcare workers in prevention and treatment and practising how to get medical help. Children investigate how germs spread, practise ways to reduce the risk of illness and learn when and how to seek help in an emergency.	Children recognise how rules help to keep people safe by identifying everyday hazards and understanding situations that could cause harm. Children explore ways to stay safe around roads and potentially dangerous items; recognise body clues that signal a problem and learn how to seek help from a trusted adult when needed.
Year 2	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
History/ Geography	Sirr Francis Drake and Christopher Columbus	Why is Thamesmead a favourable place to live?	Neil Armstrong	What is a coastline? Is a coastline a desirable place to live?	Great Fire of London	What are the similarities and differences between London and Abuja?
	Events beyond living memory that are significant nationally or globally. **'Who were Sir Francis Drake and Christopher Columbus?** Children compare the lives and achievements of Sir Francis Drake and Christopher Columbus. They will order key events in their lives chronologically.	**Topic/Area of Study:** Place knowledge, Geographical skills and fieldwork (NC) **Intended learning:** Use simple fieldwork and observational skills to study the key human and physical features of the school's surrounding environment.	Study the lives of significant individuals in the past who have contributed to national and international achievements. ***"Why is Neil Armstrong considered an historical figure today?"*** *Children will learn who Neil Armstrong was and why he is remembered. They will begin to understand that space exploration was a major achievement involving many people.* *They will learn why Neil Armstrong is considered a significant historical figure.*	**Topic/Area of Study:** Human and physical geography (NC) **Intended learning:** Use basic geographical vocabulary to refer to the human and physical features of coastal areas and compare these areas to more urban areas.	Events beyond living memory that are significant nationally and globally **"How did the Great Fire change London and the lives of the people who lived there?"** Children will learn when the Great Fire of London happened and where the fire began. They will describe how the fire spread across London, understanding some of the reasons why the fire spread so quickly. They will learn about some of the consequences of the fire and understand why the Great Fire is remembered today.	**Topic/Area of Study:** London and Abuja – Place knowledge, geographical contrast (NC) **Intended learning:** To understand geographical similarities and differences between a small area of the UK and a small area in a contrasting country.
Science	Living things and their habitats	Living things and their habitats	Uses of everyday materials	Plants	Animals including humans	Animals including humans
	Life and Death: What makes one thing living and another not?	*Life and Death: What makes one thing living and another not?*	*Everyday Materials: Common uses of everyday materials and*	*Plant Science (Botany)- the study of plants.*	*Animals Science: A in depth study of how animals have offspring and their needs for*	*Healthy Living: an in- depth study of the importance of diet and exercise*

	Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats including microhabitats. Describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.	Identify and name a variety of plants in their habitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	*unusual uses of everyday materials.* Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Know and describe how plants need water, light and a suitable temperature to grow and stay healthy. Understand the requirements for germination and plant health.	*survival (including human.* Notice that animals, including humans, have offspring which grow into adults. Describe the basic needs of animals, including humans, for survival (water, food and air). Recognise the process of growth in animals and humans.	Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
	Scientific skills Explore and compare the differences between things that are living, dead, and things that have never been alive. Classify objects by whether they are alive, were once alive or never alive.	**Scientific skills** Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain. Identify and name different sources of food	**Scientific skills** Compare the uses of everyday materials. Carry out investigations to test the suitability of a material for a purpose.	**Scientific skills** Observe and describe how seeds and bulbs grow into mature plants. Record growth from seeds or bulbs over time. Comparative testing to see how light and water affect plant growth.	**Scientific skills** Ask questions about what things animals need for survival and what humans need to stay healthy.	**Scientific skills** Observe the affects exercise has on humans.
Art/DT	Mixed Media Collage - Landscapes	Enquiry Question: How do I make my mechanism fit for purpose?	Still life / 3d drawing	Enquiry Question: What is the purpose of a healthy meal?	Painting with Watercolours	Enquiry Question: Can I join materials effectively?
	Understand the concept of a landscape: Identify what a landscape is (e.g., countryside, beach, local area) and recognise basic structural components like the sky, horizon, foreground, and background. **Combine and layer materials:** Learn how to apply mixed media	**Topic/Area of Study:** MECHANISM Wheels and axles **Intended learning:** Children will learn how to use wheels, axels, chassis and dowels to put a vehicle together.	This unit aims to move children from simple mark-making to more deliberate observational skills. **-Observational Skills:** Look closely at an arrangement of physical objects to notice shapes and proportions. Draw what is actually seen, rather than what is imagined. **-Shape & Spatial Awareness:** Identify basic geometric	**Topic/Area of Study:** FOOD Preparing fruits and vegetables (Smoothies) **Intended learning:** Children will learn about and taste different types of fruit. They will learn about the different food groups and what is required to maintain a healthy diet. They will learn what a smoothie is and what	Suggested Artist study – **Georgia O'Keeffe and Modernism** In this unit children will focus on building brush control, exploring colour theory, and making simple links between a master artist's style and the children's own expressive work.	**Topic/Area of Study:** TEXTILES Templates and joining techniques **Intended learning:** Children will begin to understand the basic principles of a healthy and varied die. They will be introduced to some 'unfamiliar fruits.

	(such as tissue paper, magazines, fabric, natural objects, or pastels) over a painted or printed background. **Manipulate paper and textures:** Practice fine motor skills by tearing, cutting, folding, and overlapping shapes to build depth and physical texture. **Experiment with colour mixing:** Mix primary colours to create realistic landscape tones (such as various shades of green for fields or muted blues for the sky).		shapes (circles, ovals, triangles) within complex objects. Learn to overlap shapes to show that one object is sitting in front of another. **-Varying Pencil Pressure:** Experiment with pushing down hard to create heavy, dark lines and pressing lightly to create faint, soft lines. **-Introducing Shading & Tone:** Begin using basic shading techniques (such as simple directional lines or cross-hatching) to show where light hits an object and where the shadows fall.	is required to create a healthy, colourful and tasty smoothie. They will recap on food origins learnt in year 1 and proceed with learning where less common fruits and vegetables originate from.	**-Artist Knowledge & Interpretation:** Describe and analyse the work of a notable artist: Children learn to talk about what they see in chosen artist artwork using core vocabulary like *shape, line, colour,* and *mood*. **-Designing & Creating:** Draw from observation using real items e.g. flowers to sketch large, sweeping shapes and intersecting lines before applying paint. Share and develop original ideas to produce a finished, large-scale watercolour piece inspired by focus artist techniques.	Children will look at where the most common fruits (apples, oranges etc) come from.
RE	Hinduism 1 Concept: Diwali	Celebrations Concept: The meaning of the festivals	Judaism 2 Concept: Festivals in the Jewish year	Christianity 3 Concept: Easter and Symbols	Hinduism 2 Concept: Worship	Christianity 4 Concept: A Local Church
	Assessment Question: What understanding do Hindus have about God? In this unit children draw on their understanding of Hinduism and what Diwali is. They will understand that Hinduism was originally an Indian religions and that many Hindu families around the world maintain links with India. They will think about how local Hindu communities and their diversity. The children	**Assessment question** How are special occasions celebrated? In this unit, through a focus on celebrations and festivals, children consider the place of celebration in people's lives and are given the opportunity to learn about the beliefs of two religions, Christianity and Judaism. They will learn the meanings of the festivals for believers, the way in which the festivals are celebrated around the world, and about their own lives and communities from it.	**Assessment question** What is the inner meaning of Hannukah? In this unit, children will study the festivals during the Jewish year and how they are celebrated at home and at the synagogue. Further to this, they will understand what these festivals show about a Jew's relationship with God. They will also explore the importance of keeping traditions/customs alive, as well as learning about the story of Hannukah.	**Assessment question** What do symbols of Easter represent? In this unit, children will study and understand the relationship between the death of Jesus and the celebration of Easter. They will learn the Easter symbols, as well as the events which occurred including Jesus' death and the resurrection. Further to this, they will learn the symbolic actions of washing feet on Maundy Thursday.	**Assessment question** How is Worship demonstrated in Hinduism? In this unit, children will learn how worship is demonstrated in Hinduism. Further to this, they will understand that worship can take place in not just their holy place of worship but at home too. They will also understand the importance of families and values such as honesty and truthfulness in Hinduism.	**Assessment question** What happens in a Christian place of worship? In this unit, children will learn that the church is the special place of worship where Christians gather and support each other, read the Bible, sing and pray one or more times weekly. They will also explore different places of worships for Christians. They will understand who are the leaders of service and how different important ceremonies take place in a church.

	will study Hindu's beliefs that there is one God, who is seen in different ways. Further to this they will understand Hindus beliefs about creation. **Hinduism Visit**					**Christianity Visit**
Music	Questions and Answers	Let's Keep Singing	Sound And Symbol 1	Sound and Symbol 2	Around The World	The Power of Communication
	Children identify percussion instruments by their sound and improvise using Question and Answer phrases on untuned instruments.	Children enjoy learning to sing songs and start to understand the phrase 'in tune with each other'. They demonstrate an understanding of dynamics and tempo following written or visual instructions and use expressions or gestures to bring the story or mood of the song to life.	Children begin to learn to play the Glockenspiel. Playing 3 notes they understand which is the lowest, middle and highest pitch. They learn to play short pieces of music, using one, two or three notes.	Children continue to learn how to play the Glockenspiel. They recognise, write and play music using dots, sticks or stave notation. They can demonstrate changes in dynamics.	Children listen to music from around the world, exploring the tempo and understanding that music can be at different speeds. They sing songs using high and low notes and the right beat. They talk about how performing music makes them feel and what they like about a song.	Children communicate the meaning of a song with voices and sign language. They sing short vocal phrases independently.
Computing	Technology around us	Digital photography	Robot algorithms	Pictograms	Making music	Quizzes
	The children will look at information technology at school and beyond, in settings such as shops, hospitals, and libraries. They will investigate how information technology improves our world, and they will learn about using information technology responsibly.	The children will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, they will use this knowledge to recognise that images they see may not be real.	The children will develop their understanding of instructions in sequences and the use of logical reasoning to predict outcomes. They will use given commands in different orders to investigate how the order affects the outcome. They will also learn about design in programming. They will develop artwork and test it for use in a program. They will design algorithms and then test those algorithms as programs and debug them.	The children will be introduced to the term 'data'. They will begin to understand what data means and how this can be collected in the form of a tally chart. They will learn the term 'attribute' and use this to help them organise data. They will then progress onto presenting data in the form of pictograms and finally block diagrams. The children will use the data presented to answer questions.	The children will be using a computer to create music. They will listen to a variety of pieces of music and consider how music can make them think and feel. They will compare creating music digitally and non-digitally. They will look at patterns and purposefully create music.	This unit initially recaps on learning from the Year 1 ScratchJr unit 'Programming B – Programming animations'. Learners begin to understand that sequences of commands have an outcome, and make predictions based on their learning. They use and modify designs to create their own quiz questions in ScratchJr, and realise these designs in ScratchJr using blocks of code. Finally, learners evaluate their work and make improvements to their programming projects.
PE	Fundamentals	Gymnastics	Dance	Fitness	Ball skills	Athletics
	In this unit children will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and	In this unit children learn, explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling,	Each dance unit covers four different themes, with three lessons of planning for each theme. If you want to teach just 6 lessons of dance you can choose two of the four	In this unit children will take part in a range of activities to develop components of fitness. Children will begin to explore and develop agility, balance, co-ordination,	In this unit children will develop their fundamental ball skills such as throwing, catching, rolling, hitting a target, dribbling with both hands and feet and kicking.	In this unit children will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities,

	skipping. Children will be given opportunities to work with a range of different equipment. Children will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength. Children will be given the opportunity to work collaboratively with others, taking turns and sharing ideas.	balancing and travelling individually and in combination to create short sequences and movement phrases. Children develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Children are given opportunities to provide feedback to others and recognise elements of high quality performance. If teaching only 6 lessons of this unit, teach lesson numbers 1, 3, 5, 7, 9, 11.	themes. Learning is progressively embedded complete within each theme so your children won't miss out on learning and the lessons will still flow. Children explore space and how their body can move to express and idea, mood, character or feeling. They expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Children will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.	speed and stamina. Children will be given the opportunity to work independently and with others. Children will develop perseverance and show determination to work for longer periods of time.	They will look to perform these skills with increasing control and accuracy using co-ordination and balance. Children will have the opportunity to work independently, in pairs and small groups.	children will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop.
PSHE	My healthy self: How can we look after our bodies?	Connecting with others: How can I build safe, kind and 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?
	Children understand how everyday choices support health and wellbeing by exploring the effects of movement, sleep, food and drink on the body. They identify healthy habits, including eating fruit and vegetables, drinking water, resting well and caring for their teeth, before planning a simple healthy daily routine.	Children recognize how families and communities can be similar and different, they learn about kindness, respect and positive relationships. Children recognise unkind behaviour, including bullying, explore personal space, privacy and boundaries and identify trusted adults who can help them when they feel worried or unsafe.	Developing an understanding of how people use the internet safely, including sharing information, protecting private information and recognising that not everything online is real. Children apply their understanding by identifying safe and unsafe online situations, evaluating online content and explaining how to respond safely when they need help.	Exploring communities, belonging and money through learning about the different groups people are part of and how decisions can be made fairly. Children reflect on similarities and differences within their community, use simple voting to consider different viewpoints and develop an understanding of where money comes from and how it is earned.	Recognising how people grow and change over time through learning about physical development, privacy and personal boundaries. Children learn that change is a normal part of growing up, use the correct scientific names for private body parts and identify trusted people who can help if they feel worried or unsafe.	Understanding that unsafe situations at home and in public, including common hazards and behaviours that can make someone feel unsafe. Children identify when words, actions or touch are not okay, practise saying no and learn how and when to seek help from a trusted adult.

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History/ Geography	Britain from the Stone Age to the Ice Age	What role do tectonic plates play in the foundation of natural disasters?	The Victorians	How are European Islands topographically similar?	Britain's settlement by Anglo-Saxons and Scots	How can we improve our local area from an ecological perspective?
	A local History study Changes in Britain from the Stone Age to the iron Age – **"How did life in Britain change from the Stone Age to the Iron Age?"** Children will learn that the Stone Age, Bronze Age and Iron Age were different periods of British prehistory. They will learn how homes, food, tools and weapons changed, while explaining how the discovery and use of metal changed people's lives. They will learn how people built settlements, hill forts, and explain how and why life in Britain changed over time.	**Topic/Area of Study:** Volcanoes and earthquakes – Human and physical geography (NC) **Intended learning:** Describe and understand key aspects of physical geography, including: *volcanoes* and earthquakes.	Local study of an aspect or theme in British history that extends beyond 1066, including changes in an aspect of social history. **"How did the Victorian period change the lives of people in Britain?"** Children will learn that the Victorian era lasted from 1837 to 1901, during the reign of Queen Victoria. They will describe aspects of everyday life for Victorian children while understanding that people's experiences varied according to their social background. They will explore Victorian homes, schools, work and leisure. The major changes brought about by industrialisation and new technology. They will learn how life could be very different depending on a person's age, gender, wealth, occupation, location and background.	**Topic/Area of Study:** Island Life/Topography **-** Locational knowledge (NC) **Intended learning:** To understand topographical similarities / differences through the study of human/physical geography of a region of the UK and a region in a European country.	A study of migration, settlement, kingdoms, culture and change. Will involve study of 'invasion' from non-traditional cultures and the enforcement of new cultures on Britain **"How did the Anglo-Saxons and Scots change Britain?"** Children will learn who the Anglo-Saxons and Scots were and understand that the Romans left Britain in the early 5th century. They will learn to locate the main Anglo-Saxon kingdoms on a map and why they came to Britain. They will describe their homes, settlements and everyday life to understand how Anglo-Saxon society was organised. They will identify Anglo-Saxon influences that remain today, particularly in language and place names.	**Topic/Area of Study:** Geographical skills and fieldwork (NC) **Intended learning:** Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods.
Science	Rock and Soils	Rock and Soils	Light	Plants	Forces and magnets	Animals including humans
	'A series of discoveries'- The study of geology. What is a geologist? Describe how fossils are formed when things that have lived are trapped within rock.	*'A series of discoveries'- The study of geology. What is a geologist?* Recognise that soils are made from rocks and organic matter.	*Natural Phenomena: An in depth study of light, darkness and shadows* Recognise that we need light in order to see things and that dark is the absence of light.	*Botany-* The study of plants Explore different types of plants and the requirements for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to	*Physics and magnetism: an in-depth study of the magnetic force.* Compare how things move on different surfaces. Notice that some forces need	*Mammalogy- the study of mammals.* Identify that animals, including humans, need the right types and amount of nutrition, and that they

			Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by an opaque object.	plant. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	contact between two objects, but magnetic forces can act at a distance. Describe magnets as having two poles.	cannot make their own food; they get nutrition from what they eat.
	Scientific skills Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Identify and classify some types of rock and explain their uses.		**Scientific skills** Find patterns in the way that the size of shadows change. Look for and measure shadows. Explore how they are formed and what might cause the shadows to change. Explore what happens when light reflects off a mirror.	**Scientific skills** Describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Investigate and observe the way in which water is transported within plants. Compare the effect of different factors on plant growth.	**Scientific skills** Investigate whether two magnets will attract or repel each other. Investigate and observe how magnets attract or repel some materials and not others. Classify different magnetic and non-magnetic materials. Explore the behaviour and everyday uses of different magnets. Look for patterns in the way that magnets behave in relation to each other and what might affect this.	**Scientific skills** Identify that humans and some other animals have skeletons and muscles for support, protection and movement. Compare and contrast the diets of different animals.
Art/DT	Painting: Artwork from the Stone Age comparing to modern day wall art.	Enquiry Question: What is the purpose of a shell structure?	Sculpture: Natural and Land Art	Enquiry Question: How do I make a functional product from textiles?	Collage using Textiles	Enquiry Question: What constitutes a healthy, balanced diet?
	Analyze the Purpose of Wall Art: Understand that both cave art and graffiti are forms of public expression made directly onto architectural or natural surfaces, often carrying social or storytelling significance. **Compare Materials and Context:** Contrast the natural pigments of the Stone Age (charcoal,	**Topic/Area of Study:** STRUCTURES Shell structures **Intended learning:** Children will learn what a shell structure is and be able to identify reasons as to why it is/is not fit for purpose. They will learn if these shell structures are natural or man-made. They will use their learnt knowledge of	**Artists in history:** Learn about artists who work with nature and landscape, such as Andy Goldsworthy. **Exploring texture and form:** Investigate the natural textures, shapes, and colours of leaves, bark, twigs, stones, and mud. **Ephemeral/Temporary art:** Understand how to build temporary, site-specific land art sculptures out of found objects outdoors.	**Topic/Area of Study:** TEXTILES 2-D shape to 3-D product **Intended learning:** Children will begin to look at basic types of stitches and they will learn which stitches are good for different purposes. They will use their learnt knowledge of reusable bags and stitches to create their own reusable bag.	Suggested Artist study – **Abdoulaye Konate** In this unit children to create collages with depth, pattern and form. **-3D Collage & Layering:** Understand how to create a 3D effect and add depth by layering shapes. Children learn precise cutting, tearing, and folding edges to make elements stand out from the page.	**Topic/Area of Study:** FOOD Healthy and varied diet (Wrap/Sandwich) **Intended learning:** Children will the learn the principles of nutrition and healthy eating and understand and apply the principles of a healthy and varied diet.

	mud, ground spices, berries) with modern materials. **Drawing and Mark-Making (Line, Texture, and Scale):** Use line and texture to sketch animal or human forms, experimenting with scale. Use charcoal to draw hunting scenes or animals in their sketchbooks, practising smudging and blending techniques to mirror the textured cave surfaces. **Painting and Pigment Exploration (Colour, Form):** Experiment with how different tools and natural resources produce colour intensities and practise tactile painting using their fingers, moss, or twigs.	shell structures to make their own moneybox.	**Formal elements:** Build on substantive concepts like symmetry, layering, positive/negative space, and repeating geometric or organic patterns.		**-Paper Manipulation vocabulary:** pleating & concertina, crimping, quilling and overlapping. **-Texture & composition:** develop an awareness of scale, contrast, and proportion, using mixed media to alter the literal "feel" of their canvas.	
RE	How did the world begin? Concept: Where did it all begin?'	Buddhism 1 Concept: The Buddha	Christianity 5 Concept: The Bible	Sikhism 1 Concept: Guru Nanak and his teachings	Sikhism 2 Concept: Sikh teaching and life	Judaism 3 Concept: The Synagogue
	Assessment Question: Where did the world and everything in it come from? In this unit children investigate: patterns rhythms in nature, change, growth and start to consider the cycle of life. It provides an opportunity to experience awe and wonder as children reflect on attitudes to	**Assessment question** What is the significance of the Buddha? In this unit, children will learn the meaning and significance of the Buddha by understanding what a Buddha is and how the Buddha teaches how people should live. They will study the Four Noble Truths and the story of Siddhartha and the Swan.	**Assessment question** How does using the Bible help Christians to grow in their faith? In this unit, the children will study the Christian holy book - The Bible and will understand the value it has to Christians. They will learn that the Bible is divided into the Old and New Testaments and what they do. They will explore Jesus' teaching about the Kingdom of God	**Assessment question** What do we learn from Guru Nanak about equality? In this unit, the children will understand there were 10 human Gurus. They will learn that Guru Nanak was the first Guru and Guru Granth Sahib was the last of the Gurus. They will explore Guru Nanak's life teachings and know that the teaching stated that all people are equal. Within this	**Assessment question** What does worship mean to Sikhs? In this unit, children will explore what worship means to Sikhs, as well as how and where this takes place. They will learn about how they live their lives by following rules and the importance of them. They will understand that the Gurus and the Guru Granth Sahib teach them how to live.	**Assessment question** How do Jews show that God is present in the synagogue? In this unit, children will learn about the place of worship for Jewish people - The Synagogue. They will study what they would find in a Synagogue, and why it important. Further to this, they will understand the role of the Rabbi and the laws and rules which are set out for how people

	life, living things and the world. The question is raised: 'Where did it all begin?' Through this unit children are introduced to the belief that whilst some people believe the world was a wonderful accident, many people of faith, and specifically for this unit, Jews, Christians and Muslims, believe a Creator God, designed the world. Content includes: Jewish and Christian beliefs about God as a Creator; responsibility for living things on the planet as a response to this belief; harvest thanksgivings and St Francis as an example of a Christian living a life in response to these beliefs. Islamic beliefs about Allah, the Creator of all things and people as the custodians of the earth.		in parables, as well as the ten commandments.	unit, they will also look at different stories.	Further to this, they will study special celebrations.	should live. They will also explore stores about how Jews' relationship with God are found – the story of David and Goliath.
French	A new start	Calendar and celebrations	Animals	Carnival and Numbers	The Hungry Giant	Going on a picnic/ Where I live
	Children will look at France as a country and start the early stages of conversation building, including greetings, feelings and names. The children will also be introduced to numbers and colours.	The children will revisit colours with a fireworks theme. They will go on to learn the days of the week and months of the year. They will read and say adjectives of colour.	The children will start with a topic on animals. This unit will introduce the children to nouns; after that, they will learn the plurals of animal nouns and express which animal they have as well as which one is their favourite. The children will go on to follow a story about animals and use this as a model to write their own sentences.	Children will have a great opportunity to revisit some core language they were introduced to in the Autumn Term; children will be introduced to an important celebration in France: Carnival! Using numbers, they will have the opportunity to gain cultural insight about the carnival in France and design a carnival mask.	The children will have a great opportunity to revisit prior language learning of rules about nouns that they were introduced to in the "Animals" module. They will revisit numbers 0-20 and they will be exposed to polite requests and enjoy a simple target language story, board game and performance about "The Hungry Giant".	The children will start with a picnic theme, learning the nouns for picnic foods and drinks and possible locations for a picnic. The children will then follow a story about a picnic and use the structure to adapt and write their own story. The children will go on to explore the map of France, learning the question 'Where do you live?' and the response 'I live in…' in French,

						and recapping other personal information.
Music	A Shining Performance	Sing and Move	Music and Video	You Gotta Try	Music and Sound	Sound Exploration
	Children become confident with reading and playing G, A and B (doh re me) in a new context using a recorder or glockenspiel. They use creative ideas inspired by different stimuli to improve a performance.	Children sing songs with attention to expression and dynamics, following the conductor's cues. Children perform actions with accuracy and confidence. They can reflect on how different songs express culture and meaning,	Children use storyboards to sequence and structure a music video. They explore self-representation through portraits and personalised avatars. They listen to music and explain how it makes them feel. They can dance, sing along and make sounds that go with a song's word or tune.	Children perform simple rhythmic and melodic patterns accurately and expressively, applying understanding of pulse, syncopation, dynamics, tempo, structure, and timbre. They collaborate effectively within an ensemble (using voice, percussion, glockenspiel, and/or descant recorder) to rehearse, refine, and deliver a confident final performance.	Children identify and describe the key features of Baroque music and its instruments, comparing it to music from a different time period. They compose, notate using a graphic score, and perform a piece of music inspired by the seasons that conveys an original storyline.	Children appreciate and respond to music from across historical periods through understanding dynamics, tempo, texture and timbre. They present a multi-art form performance of a song by creating artwork. They plan and perform a show using music and art to share a story or idea.
Computing	Connecting computers	Animation	Sequencing sounds	Branching databases	Desktop publishing	Events and actions in programs
	The children will develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. They will also compare digital and non-digital devices. They will then be introduced to computer networks, including devices that make up a network's infrastructure, such as wireless access points and switches. The unit concludes with learners discovering the benefits of connecting devices in a network.	The children will use a range of techniques to create a stop frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with the children adding other types of media to their animation, such as music and text.	The children will explore the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano.	The children will develop their understanding of what a branching database is and how to create one. They will gain an understanding of what attributes are and how to use them to sort groups of objects by using yes/no questions. They will create physical and on-screen branching databases. Finally, they will evaluate the effectiveness of branching databases and will decide what types of data should be presented as a branching database.	The children will become familiar with the terms 'text' and 'images' and understand that they can be used to communicate messages. They will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents. They will be introduced to the terms 'templates', 'orientation', and 'placeholders' and begin to understand how these can support them in making their own template for a magazine front cover. They will start to add text and images to create their own pieces of work using desktop publishing software. The children will look at a range of page layouts thinking carefully about the purpose	The children will explore the links between events and actions, while consolidating prior learning relating to sequencing. They will begin by moving a sprite in four directions (up, down, left, and right). They will then explore movement within the context of a maze, using design to choose an appropriately sized sprite. They will also be introduced to programming extensions, through the use of **Pen** blocks. The children will be given the opportunity to draw lines with sprites and change the size and colour of lines. The unit concludes with them designing and coding their own maze-tracing program.

					of these and evaluate how and why desktop publishing is used in the real world.	
PE	Football	Gymnastics	Dance	Rugby	Basketball	Atheltics
	Football is an invasion game. In this unit children develop their understanding of the attacking and defending principles of invasion games. In all games activities, children have to think about how they use skills, strategies and tactics to outwit the opposition. In football children do this by maintaining possession and moving the ball towards goal to score. Children develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules.	In this unit children develop balancing, rolling and jumping. They use these skills individually and in combination. Children develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Children develop their confidence to perform, considering the quality and control of their actions. If you are teaching only 6 lessons of this unit, teach lesson numbers 1, 3, 5, 7, 9, 11. The odd numbered lessons progressively teach the key skills. The even numbered lessons provide opportunities for children to develop these skills on apparatus or with greater depth.	Each dance unit covers four different themes, with three lessons of planning for each theme. If you want to teach just 6 lessons of dance you can choose two of the four themes. Learning is progressively embedded complete within each theme so your children won't miss out on learning and the lessons will still flow. Children create dances in relation to an idea. Children work individually, with a partner and in small groups, sharing their ideas. Children develop their use of counting and rhythm. Children learn to use canon, unison, formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology.	Rugby is an invasion game. In this unit children develop their understanding of the attacking and defending principles of invasion games. In all games activities, children have to think about how they use skills, strategies and tactics to outwit the opposition. In rugby children do this by maintaining possession and moving the ball towards the try line to score. Children develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules.	Basketball is an invasion game. In this unit children develop their understanding of the attacking and defending principles of invasion games. In all games activities, children have to think about how they use skills, strategies and tactics to outwit the opposition. In basketball children do this by maintaining possession and moving the ball towards goal to score. Children develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.	In this unit, children will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, children think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. Children are also given opportunities to measure, time and record scores.
PSHE	My healthy self: How can I 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?
	Examining the connection between the mind and body by recognising and describing a wide range of emotions and feelings. Children identify habits that support healthy sleep, consider the impact of bullying on wellbeing	Recognising their own strengths, qualities and boundaries, children develop self-worth and confidence in expressing themselves respectfully. Children explore how families and friendships provide support, practise ways to repair friendships and identify different types	Exploring online and in-person communication, including respectful behaviour, misunderstandings and how communication can affect safety online. Children identify unsafe online situations, consider how to respond to online bullying and apply their	Learning about rights, responsibilities and citizenship by exploring children's rights, human rights and why they matter. Children explore how responsible choices support people and the environment, including reducing waste and understanding how local councils help meet the needs of their communities.	Investigating how healthy habits, medicines and healthcare help prevent illness and protect wellbeing. Children apply their understanding by making informed decisions about hygiene, sun safety and seeking medical help, while practising basic first aid and learning when to call 999.	Exploring careers, aspirations and equality by learning about different jobs, why people choose them and how careers can change over time. Children consider how interests, strengths and pay can influence career choices, while recognising and challenging gender stereotypes in the workplace.

	and learn how and where to access support when needed.	of bullying and how to respond to them.	understanding to communicate safely and respectfully online.			
Year 4	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
History/ Geography	The Roman Empire and its impact on Britain	How has the deforestation of the Amazon rainforest contributed to global warming?	The Viking and Anglo-Saxon struggle for the Kingdom	How has renewable energy contributed to an environmentally friendlier planet?	The Tudors	How does the land-use in Thamesmead compare to that of another area of the UK?
	Combine the history of the Roman Empire with a detailed investigation of Roman Britain, including the changes Romans brought and the experiences of different people. **"Was Roman Britain a time of change for everyone?"** Why did Rome invade? What were the consequences of Roman rule? Children will learn to understand the chronological relationship between Roman Britain and earlier periods. Explain why the Romans invaded Britain and know when the Roman invasion began. They will learn how the Roman army helped establish Roman control and explore how the Romans influenced Britain. They will learn which aspects of Roman	**Topic/Area of Study: Understanding Ecosystems/biomes –** Human and physical geography (NC) **Intended learning:** Describe and understand the key aspects of physical geography that relates to biomes and vegetation belts	Follows naturally from the Anglo-Saxons and Scots unit and develops pupils' understanding of invasion, migration, settlement, conflict, kingdoms and the formation of England. **"How did the struggle between the Vikings and Anglo-Saxons shape England?"** Children will learn who the Vikings and Anglo-Saxons were and explain why Viking groups came to Britain. They will learn the difference between raiding, invasion and settlement. Identify important events in the Viking and Anglo-Saxon struggle and know about Alfred the Great and his resistance to the Vikings. They will explore how Viking and Anglo-Saxon communities lived.	**Topic/Area of Study:** The distribution of natural resources – Human and physical geography **Intended learning:** Describe and understand key aspects of human geography, including: the distribution of energy, food, minerals and water.	A study of an aspect or theme in British history that extends beyond 1066, including changes in society, religion, monarchy and everyday life. Tudor period was a time of significant political, religious and social change **"How much did life in England change during the Tudor period?"** Children will learn that the Tudor period lasted from 1485 to 1603. They will identify the main Tudor monarchs and place them chronologically. They will learn how the Tudor monarchy changed during the period. Know about Henry VIII and his six wives. They will learn about Elizabeth I and some significant events during her reign while exploring differences between rich and poor Tudor people.	**Topic/Area of Study:** Locational Knowledge (NC) **Intended learning:** Name and locate counties and cities of the United Kingdom, their key land-use patterns; and understand how some of these aspects have changed over time.

	influence can still be seen today.					
Science	Sound	States of matter	Animals including humans	Electricity	Living things and their habitats	Animals including humans
	Acoustics- The study of sounds and the effects of them. Explore how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Recognise that sounds get fainter as the distance from the sound source increases.	*The World of Physics: the study of states of matter.* Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	*Gastroenterology: The study of the digestive system.* Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Name and understand the functions of the mouth, tongue, teeth, oesophagus, stomach and small and large intestine.	*The World of Physics: an in-depth study of electrical circuits.* Identify common appliances that run on electricity. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors.	*Animal Classifications: What type of animal is this?* Recognise that living things can be grouped in a variety of ways. Recognise that environments can change and that this can sometimes pose dangers to living things.	*Predators and Prey- an in depth study of food chains* Construct and interpret a variety of food chains, identifying producers, predators and prey.
	Scientific skills Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it.	**Scientific skills** Observe and classify materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).	**Scientific skills** Finding out what damages teeth and looking at how to look after them.	**Scientific skills** Construct a simple series electrical circuit, identifying and naming its basic parts. Draw circuits as a pictorial representation, not necessarily using conventional circuit symbols. Observe which materials are conductors and insulators.	**Scientific skills** Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.	**Scientific skills** Classify different animals based on their diet.
Art/ DT	Collage: Roman Mosaics	Enquiry Question: Is my lever system fit for purpose?	Mono and Block Printing	Enquiry Question: Can I perform a specific function with a circuit?	Architectural Sculpture	Enquiry Question: How do I create and sustain a balanced diet?
	Children will learn the history of Roman mosaics, understand key vocabulary **Mosaic, Tesserae, Grout/**	**Topic/Area of Study:** MECHANICAL SYSTEM - Levers and linkages	**Conceptual Understanding & Knowledge**: Pupils will move past accidental mark-making to understand the mechanics of printmaking.	**Topic/Area of Study:** ELECTRICAL SYSTEM - Simple circuits and switches (including programming and control)	Suggested Artist study-**Dame Zaha Hadid** Children to Study notable historical or modern	**Topic/Area of Study:** FOOD Healthy and varied diet (Making Bread-flavours /textures)

	Adhesive, *tessellation* and *geometric*. **Collage and Placement:** Develop greater control, patience, and precision when arranging small materials (tesserae) like card, clay, or glass tiles into patterns. **Pattern and Tessellation:** Understand and replicate geometric, repeating patterns and tile boundaries without overlapping. **Cutting and Shaping:** Improve mastery over tools by cutting mosaic squares accurately and safely. **Colour and Texture:** Experiment with colour wheels, hot/cold tones, and shade placement to generate texture and depth within a pattern **-Using Sketchbooks:** Use sketchbooks to research Roman mosaics, collect ideas, draw initial pattern inspirations and design and plan a clear layout with borders and central focal points (such as animals, gladiators, or gods) before starting the physical mosaic artwork that can be individual or collaborative.	**Intended learning:** Children will create a greeting card. They will learn how different everyday objects move using levers and linkages. Children will use levers and linkages to create a moving greeting card.	Children should be introduced to Block printing and mono printing. They will understand that a print is a reproducible image, but that a **mono print** yields a unique, one-off image. Explore the difference between relief printing (printing from a raised surface) and subtractive or line-drawn mono printing. Understand how cutting away a material or leaving it untouched changes what takes on the ink. View and analyze the works of artist like Margaret Taylor Burroughs, Elizabeth Catlett and Henri Matisse who have used the different types of printing techniques. **Technical Mastery & Skill:** **Mono printing:** experiment with additive and subtractive methods. **Block printing:** design and build a block print.	**Intended learning:** Children will learn the process of an electrical system. They will use this knowledge to create a working 'steady-hand' buzzer game.	architects, sculptors, and structures to see how art connects to the built environment and use it to inspire own design ideas. **Key Architectural Concepts & Vocabulary** Understand how buildings reflect purpose. Perspective and Scale: Explore basic 3D proportions, height, width, and depth from different viewing angles. Learn terms like structure, construct, composition, blueprint, perspective, and vanishing point. Children to manipulate materials (e.g. wire, Modroc, clay) to create sculptural 3D architectural models.	**Intended learning:** Children will learn how to cook and apply the principles of nutrition and healthy eating. They will develop a deeper understanding of why we need each food group and what the direct benefits are on our bodies.
RE	Buddhism 2 Concept: Living as a Buddhist	Islam 3 Concept: Ramadan and Eid ul Fitr	Islam 4 Concept: Hajj – the journey of a lifetime	Christianity 6 Concept: Local Christian places of worship	Sikhism 3 Concept: The Gurdwara and the Guru Granth Sahib - final and everlasting Guru	Sikhism 4 Concept: Belonging to the Sikh community

	Assessment question Why is important to emulate Buddhist practise? In this unit children draw on their understanding of what it means to live as a Buddhist. They will study the Buddhist Community and how they live out the teachings of Buddha and that the Buddha is the perfect example of what people can become. They will also learn that the Buddha image is not worshipped as an idol. During this unit, the children will also study 'the Home shrine' and 'the Buddhist Temple or Centre.' They will learn the importance of worship, meditation and ceremonies, which happen at these sacred places.	**Assessment question** What is the meaning of fasting for the Muslims and how do they apply it in their lives? In this unit, children will learn what Ramadan is and the importance of the month of Ramadan. Further to this, they will learn about the fasting requirements and about breaking fast. They will also explore Qur'anic quotes about fasting, as well as learn about Eid ul Fitr Celebration of keeping the fast at its end.	**Assessment question** Why is it important for Muslims to make the pilgramige to Hajj at least once in their lifetime? In this unit, children will study Hajj - The journey of a life time and why it is important for Muslims to make the pilgrimage to Makkah for the Hajj at least once in their lifetime. They will explore how Hajj makes Muslims feel and how emotions differ before and after making the journey. Further to this, they will learn about the role of Ka'aba in the Hajj, as well as the celebration of Id ul Adha at the end of the Hajj.	**Assessment question** Why are there different places of worship for Christians? In this unit, children will learn about and compare different places of worship for Christians and explore the similarities and differences of these places. They will also understand the reasons people pray and study The Lord's Prayer. **Christianity Visit**	**Assessment question:** Why is the Guru Granth Sahib 'The Everlasting Guru'? In this unit, children will study The Gurdwara and the Guru Granth Sahib. They will explore the teachings of Guru Nanak. When studying The Guru Granth Sahib, they will study the final and everlasting Guru of the Sikhs. Further to this, they will look at the script which is written in the Gurmurkhi, as well as learning about The Mool Mantra, Akhand Path and ten humans. **Sikhism Visit**	**Assessment question** Why is it important to be part of a community? In this unit, the children will explore the importance of being part of a Sikh community. They will learn the importance of Guru Gobid Singh, as well as learning the significance of the Amrit Ceremony and obligations which are accepted with Amrit.
French	Welcome to school	My town your town	Alien faces & family	Moving our bodies	At the doctors & jungle animals	Summertime
	The children will explore some of the core language in French, asking and answering their name, where they live, greetings, days of the week, months of the year, classroom instructions, numbers and age. The children will also be introduced to names for rooms in a school and the nouns for classroom objects.	The children will revisit colours and write a poem about fireworks. The children will explore the classroom commands to programme their own robots! Next, they will learn shop names in town; after that, they will explore shopping in France, and practise asking for shop locations in robot-style voices!	The children will start with a cultural lesson finding out about Epiphany in France. The children will be introduced to the alien family and learn the nouns for family members. They will introduce one family member, using this as an opportunity to recall personal information. The children will then move on to facial features in French, learning nouns in the singular and plural, and use	The children will extend their learning of facial features from "Alien faces and family" to include body parts including arms, legs, feet in a yoga-themed unit of work. The children will also learn how to describe body part nouns using adjectives and will create a written description of their own alien.	The children will have the opportunity to revisit prior language learning of body part nouns, animal nouns, rules about nouns that the children were introduced to in Year 3 and Year 4; they will revisit colours and extend knowledge of adjectives and rules with adjectives used with nouns and changes in spelling. They will take part in a role-play at the doctors and write	The children will explore all about **the weather and ice creams**. They will begin by learning weather phrases and using a map of France to give a weather forecast. Next, children will focus on ice cream flavours. They will conduct a class survey about favourite ice creams and learn to express which ice creams they like, love, and dislike. Finally, they will use their new knowledge to

			this to describe the face of an alien, including numbers.		sentences to describe a jungle animal.	practise ordering ice creams, revisit simple conversational phrases, and create role-play dialogues at an ice cream van.
Music	Create and Notate	Singing and Traditions	Recycling Songs	Exploring Musical Contrasts	FX Sound Effects	Round and Round
	Children copy and improvise short melodic phrases. They use Music Explore to create a composition with a structure. They make decisions about the overall structure of their improvisations using techniques such as repetition.	Children sing 2-part songs as duets or melody and accompaniment with accurate pitching and timing. They identify and describe contrasting traditions and stories. They reflect on how different songs express culture and meaning.	Children compose and perform an original song about plastic pollution using researched facts, with clear lyrics, rhythm, and expressive dynamics. They collaborate in groups to create a structured song and confidently record and present the performance.	Children develop instrumental and ensemble skills by performing vocal and instrumental parts with control of pitch, rhythm, dynamics, and contrasts such as staccato/legato and crescendo/ decrescendo. They compose and interpret musical ideas by improvising and layering parts that convey emotion and maintain ensemble cohesion.	Children use sound effects to add drama and realism to a film clip. Begin to make compositional decisions, considering mood, timing, and narrative impact. Children collaborate with others to create a cohesive soundscape.	Children develop ensemble and vocal skills by performing rounds and songs with accurate pitch, rhythm, and expressive dynamics. They perform songs confidently in a school assembly, demonstrating their ability to work together as a class and to perform musically through effective performance techniques. They can reflect on their performance and suggest ways to improve.
Computing	The internet	Audio editing	Repetition in shapes	Data logging	Photo editing	Repetition in games
	The children will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. They will learn that the World Wide Web is part of the internet, and be given opportunities to explore the World Wide Web for themselves to learn about who owns content and what they can access, add, and create. Finally they will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information.	The children will initially examine devices capable of recording digital audio, which will include identifying the input device (microphone) and output devices (speaker or headphones) if available. Learners will discuss the ownership of digital audio and the copyright implications of duplicating the work of others. In order to record audio themselves, learners will use Audacity to produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files. Finally, the children will evaluate their work and give feedback to their peers.	The children will look at repetition and loops within programming. Children will create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming language.	The children will consider how and why data is collected over time. Children will consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. The children will collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals. Children will spend time using a computer to review and analyse data. Towards the end of the unit, children will pose questions and then use data loggers to automatically collect the data needed to answer those questions.	The children will develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the impact that editing images can have, and evaluate the effectiveness of their choices.	The children explore the concept of repetition in programming using the Scratch environment. They begin with a Scratch activity similar to that carried out in Logo in Programming unit A, they can discover similarities between two environments. The children look at the difference between count-controlled and infinite loops, and use their knowledge to modify existing animations and games using repetition. Their final project is to design and create a game which uses repetition, applying stages of programming design throughout.

PE	Football	Gymnastics	Dance	Rugby	Basketball	Athletics
	Football is an invasion game. In this unit children develop their understanding of the attacking and defending principles of invasion games. In all games activities, children have to think about how they use skills, strategies and tactics to outwit the opposition. In football children do this by maintaining possession and moving the ball towards goal to score. Children develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules	In this unit children develop balancing, rolling, jumping and inverted movements and use these skills to create more complex sequences. Children are taught to demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with others to create and develop sequences. Children are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, children develop performance skills considering the quality and control of their actions. If you are teaching only 6 lessons of this unit, teach lesson numbers 1, 3, 5, 7, 9, 11. The odd numbered lessons progressively teach the key skills. The even numbered lessons provide opportunities for children to develop these skills on apparatus or with greater depth.	Each dance unit covers four different themes, with three lessons of planning for each theme. If you want to teach just 6 lessons of dance you can choose two of the four themes. Learning is progressively embedded complete within each theme so your children won't miss out on learning and the lessons will still flow. Children focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and small groups. In dance as a whole, children think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Children will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work.	Rugby is an invasion game. In this unit children develop their understanding of the attacking and defending principles of invasion games. In all games activities, children have to think about how they use skills, strategies and tactics to outwit the opposition. In rugby children do this by maintaining possession and moving the ball towards the try line to score. Children develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules	Basketball is an invasion game. In this unit children develop their understanding of the attacking and defending principles of invasion games. In all games activities, children have to think about how they use skills, strategies and tactics to outwit the opposition. In basketball children do this by maintaining possession and moving the ball towards goal to score. Children develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules.	In this unit, children will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, children think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best.
PSHE	My healthy self: How can I 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 wisely?	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?
	Understanding how healthy choices support both physical and mental wellbeing by exploring exercise,	Examining respectful and disrespectful behaviour by considering how actions and expectations can vary in different settings.	Developing critical thinking skills through exploring how information is found, shared and presented online. Children evaluate the	Learning about managing money by examining the different ways people pay for goods and services, including cash and cards. Children	Learning about the physical and emotional changes that occur during puberty, children recognise that these changes are normal and	Developing personal safety skills by recognising warning signs, responding to uncomfortable situations and seeking help in an

	nutrition and hydration. Children identify strategies for developing a growth mindset and recognise how acts of kindness and helping others can have a positive impact on themselves and those around them.	Children develop strategies for building trust and resolving friendship challenges, practise responding to bullying and learn how stereotypes can negatively affect people and communities.	reliability of digital content by checking sources, identifying misleading information and comparing evidence before deciding what to believe.	develop an understanding of budgeting, value for money and financial decision-making, while considering how money can influence people's feelings and choices.	happen at different times for everyone.	emergency. Children identify safe ways to cross roads, explore the dangers of water and learn how to distinguish between medicines and harmful substances.
Year 5	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
History/ Geography	Ancient Greece	What are the inequalities to world trade?	The Mayans	How do rivers impact on their surrounding environment?	*World War 1*	What are the features of
	Ancient Greece – a study of Greek life and achievements and their influence on the western world. **"Why is Ancient Greece still important to us today?"** Children will learn about Ancient Greek life, achievements and influence on the modern world. They will understand that Ancient Greece was made up of different city-states. They will explore Ancient Greek democracy and understand that it was different from modern democracy. They will investigate Ancient Greek religion and mythology and explore the Olympic Games and their origins. They will understand important Greek achievements in philosophy,	**Topic/Area of Study: Understanding Ecosystems/biomes –** Human and physical geography (NC) **Intended learning:** Describe and understand the key aspects of physical geography that relates to biomes and vegetation belts	A non-European society that provides contrasts with British history – one study chosen from: Mayan civilization c. AD 900; **"What can the Maya civilisation teach us about how societies develop and change?"** Children will learn when and where the Maya civilisation was. They will learn that the Maya civilisation lasted for many centuries and was not a single unified empire. They will describe aspects of Maya society, including cities, rulers, farmers, traders and religious leaders and explore Maya achievements in mathematics, astronomy, writing and architecture. They will learn the importance of agriculture and explore Maya religious beliefs and ceremonies. They will compare aspects of Maya civilisation with life in Britain during the same broad period.	**Topic/Area of Study:** The distribution of natural resources – Human and physical geography **Intended learning:** Describe and understand key aspects of human geography, including: the distribution of energy, food, minerals and water.	A study of an aspect or theme in British history that extends beyond 1066, including changes in society, technology and the experiences of people during a major historical event. . **"How did the First World War change Britain and the wider world?"** Children will learn that World War One lasted from 1914 to 1918 and identify the main causes and events of the war. They will learn about the formation of the two main alliances and understand why Britain entered the war in 1914. They will explore what life was like for soldiers on the Western Front and Investigate the experiences of people on the Home Front. They will learn how the war affected women, children and families. Understand some of the consequences of the war and why it remains significant today..	**Topic/Area of Study:** Locational Knowledge (NC) **Intended learning:** Name and locate counties and cities of the United Kingdom, their key land-use patterns; and understand how some of these aspects have changed over time.

	mathematics, science, architecture, literature and theatre. They will learn how Ancient Greek ideas and achievements have influenced modern life.					
Science	Forces - Air and Water resistance. Pulleys, levers and gears	Earth and Space	Living things and their habitats	Forces (gravity)	Properties and changes of materials	Animals including humans
	Feel the Force: The study of resistance and friction Forces Identify the effects of air resistance, water resistance and friction that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	*Our solar system- The study of astronomy* Describe the movement of the Earth and other planets, relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies. Learn that the Sun is a star at the centre of our solar system and that it has eight planets.	*The Circle of Life: An in-depth study of the life cycles of animals and plans (bioscience)* Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals.	*Newton's Theory- an in-depth study of gravity and forces* Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.	*Chemical changes an in-depth study of the properties of materials and how they change.* Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.	*Physiology- the study of the human body* Describe the changes as humans develop to old age. Learn about the changes experiences in puberty.
	Scientific skills Make a variety of parachutes and carry out fair tests to determine which designs are the most effective. Design and make products that use levers, pulleys, gears and/or springs.	**Scientific skills** Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. Create simple models of the solar system.		**Scientific skills** Experience forces that make things begin to move, get faster or slow down.	**Scientific skills** Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Conduct comparative and fair tests, for the particular uses	**Scientific skills** Research the gestation periods of other animals and compare them with humans.

					of everyday materials, including metals, wood and plastic.	
Art/DT	Ceramic Art: Greek pottery and geometric motifs	Enquiry Question: Can I build a structure to suit a specific brief?	Painting: Exploring colour using acrylics	Enquiry Question: Can I design a mechanical system to meet a specific criteria?	Drawing with watercolour pencils	Enquiry Question: How do I sustain a balanced diet through the seasons?
	Art History & Context: Identify key periods of Greek pottery, specifically recognizing the *Geometric Period* (characterized by abstract patterns) vs. later *Black-figure* and *Red-figure* narrative styles. Understand that ancient pottery was used for storytelling (myths, daily life, battles) and functional usage (storing wine, water, oil).Identify traditional vessel silhouettes such as the *Amphora* (storage jar), *Krater* (mixing bowl), or *Hydria* (water jar). **Drawing & Design (Pattern and Motif):** Replicate complex, precise repeating patterns using mathematical concepts like symmetry, horizontal/vertical sequencing, and tessellation. **Technique & Scale:** Use sketchbooks to test composition layout, planning decorative bands or sections where motifs will sit proportionately on a curved 2D outline or 3D pot.	**Topic/Area of Study:** STRUCTURES Frame Structures **Intended learning:** Children will learn about different frame structures and their purpose. They will learn what makes a frame structure sturdy and which types of structures are better and why. They will explore diagrams identifying various structures using technical vocabulary to annotate the different parts.	Children should transition from basic colour mixing to intentional, technical manipulation of paint. They should develop greater control over the medium to express mood, depth, and texture. **Colour Theory & Mixing:** Understand how to mix primary and secondary colours together to create advanced tertiary shades. Know how to systematically alter a hue and recognise how complementary colours (opposite each other on the colour wheel) interact to create contrast or neutralise tones. Understand how to use warm, cool, or abstract colour palettes intentionally to evoke a specific mood or emotion. **Working with Acrylics:** Understand that acrylic paint is fast-drying, opaque, and highly versatile, making it distinct from watercolours or ready-mix poster paint. Use acrylics to create physical texture, practicing techniques like impasto (thick paint application), stippling, or using sponges and palette knives. For brush control, select and justify the use of different brush sizes and shapes (e.g., flat brushes for broad background strokes, fine	**Topic/Area of Study:** MECHANICAL SYSTEM Pulleys and Gears/ CAMs **Intended learning:** Children will learn what mechanical systems are used to make moving toys. Which material would be most appropriate to match their chosen mechanical system to create their own moving toy – money-box.	Suggested Artist study- **Rene Magritte** **Technical Skills:** Children should move beyond treating watercolour pencils like ordinary colouring pencils. They need to learn how to manipulate the medium using water to create painterly effects. Techniques to try-**Dry-on-Dry vs. Wet-on-Dry, Gradient & Blending, Controlling Water and Detail Preservation.** **Contextual Study: Surrealism & Artist** Students should explore the historical context of Surrealism and analyse focus artist's specific style, which relies on high-contrast realism to make the impossible look real. Defining Surrealism: Understanding that Surrealism is art inspired by dreams, subverting reality, and placing ordinary objects in strange, unexpected contexts. Key Concepts: Learning terms like *juxtaposition* (placing two unrelated things together) and *scale distortion* (making tiny things huge, or vice versa). **Application & Composition** The final artwork should challenge students to apply their technical pencil skills to a Surrealist composition	**Topic/Area of Study:** FOOD Celebrating culture and seasonality (Seasonal veg - Soups and stews) **Intended learning:** Children will develop an understanding of the term 'seasonality', and know where and how a variety of ingredients are grown, reared, caught and processed.

	Sculpture or Surface Design (Making): If working in **3D (Clay)**, master the **coil technique** to build up a uniform, hollow pot shape. Control clay processes like rolling, scoring, slipping, and smoothing pieces securely together. Use carving tools safely to scratch incised patterns directly into the surface.		round brushes for foreground details).		inspired by the focus artist study.	
RE	Hinduism 3 Concept: Hindu life	Peace Concept: Blessed are the Peacemakers' - Black History Month.	Hinduism 4 Concept: God and beliefs	Christianity 7 Concept: Who was Jesus? - Human and Divine	Christianity 8 Concept: Christian Festivals	Worship Concept: Act of worship
	Assessment question Why is the natural world important to a Hindu? In this unit, children will draw on their understanding of Hindu life. They will study their values and commitments and how the natural world is important to them. Throughout the topic, the children will gain an understanding of how Hindus respect all forms of life, especially the cow. They will learn about Ahimsa and the importance and reasons for nonviolence, as well as learning its implications.	**Assessment question** How does peace differ across different religions? This unit contains the following content from **Christianity:** How Christian places of worship give opportunities for peaceful reflection, meditation and prayer, e.g. worship in the Quaker tradition; Christian beliefs about 'the Peace of God'; Jesus' teaching 'Blessed are the Peacemakers'; Martin Luther King and peaceful, non-violent protest. Also teachers may select content from one of the following 3 faiths and Humanism, either: **Islam:** As-Salaam, one of the beautiful names of Allah meaning the Source of Peace. As-Salaamu alaykum (Peace be upon you)' as a greeting of	**Assessment question** What are the beliefs of a Hindu? In this unit, children will understand what it means to be a Hindu and study their beliefs. They will explore stories that help Hindu's to learn about right and wrong or good and evil. They will also learn about the Hindu Gods. During this unit, they will also learn about 'The Life Journey' and what makes each person's identity and journey unique, as well as looking at the four ashramas.	**Assessment question** How do Christians believe Jesus' life and death helps them have a relationship with God? In this unit, children will learn who Jesus (Human and Divine). They will explore how Christians believe Jesus' life and death helps them have a relationship with God. They will study The Trinity, disciples and look at Jesus' temptation as well as miracles and acts of healing.	**Assessment question** How do festivals help Christians to remember Jesus and His teachings? In this unit, children will know that Christianity is a worldwide religion and that celebrations are influenced by local culture. They will study the different Christian festivals and understand the meaning behind each festival for Christians. Further to this, they will also learn how each festival helps Christians remember Jesus and his teachings. They will also understand that the church has its own calendar with special name for certain times of the year and how they are associated with Jesus' life.	**Assessment question** How does Buddhists, Muslims, Hindus and Christians worship differ? This unit provides an opportunity to discover what is meant by the act of worship and why people of faith engage in this activity. As they work through the unit, in relation to the faiths studied, children will explore the following areas: Ways of worshipping (what people of faith do and what is involved). The story (who is involved and why?) The community (where does this happen?) The inner meaning (What is it about and how do I relate to that in my everyday life?)

		peace which is always shared by Muslims; **Hinduism:** Non-injury to living things - Ahimsa. Gandhi's life - demonstrating Ahimsa in practice through non-violent protest; **Buddhism:** The Eight Fold Path and First Precept not to harm any being- a framework for Buddhist ideas about peace; **Humanism:** The universal declaration of human rights, conscientious objection, significant Humanist thoughts and actions. Teachers need to emphasise that peace and living harmoniously with your neighbour is an important belief of all religions, including Sikhism and Judaism. Teachers should also be mindful of current world events which can generate discussions about peace. **Buddhism Visit**				
French	Me and my friends at school	Time in the city	At the market	Clothes	Out of this world	Going to the seaside
	The children will explore some of the core language to help them talk about extended feelings. They will also learn to speak about another person in the third person. In addition, the children will be introduced to an authentic French primary school timetable and learn	The children will learn about Paris, explore its facts, and practice language for buying tickets and asking for directions. They will also become tour guides, writing rainbow sentences. At the end, the children will also design festive jumpers for a Christmas-themed activity.	The children will start by looking at different fruits and vegetables. They will explore going to the market to buy fruits and vegetables and take part in a role-play at the market. The children will then follow instructions in a fruit and vegetable recipe.	The children will be learning nouns for clothes, and they will look at the verb "to wear". They will see how to use adjectives of colour to describe clothes. Next, they will then look at and unpick a detailed description of an outfit and finish the unit with a focus on Carnival and carnival outfits.	The children will become space travellers and astronauts, understanding important personal information on ID cards and creating their own ID card. They will listen to and join in with a "Galaxy adventure story", practise adjectives and create their own imaginary planets, revisiting prior learning - colours, places in the city and weather phrases.	The children will explore all about going to the seaside. They will start by learning about beaches in France and items they might take to the seaside. Next, they will start familiarising themselves with persuasive sentences about visiting the seaside to create and perform a spoken advert and a leaflet about visiting the seaside and build up to creating extended sentences designed as sandcastles using

	nouns for school subjects.					the language they have learnt.
Music	Shaping Music	Unlocking Vocal Potential	Sounds Dramatic	Decoding Sound and Notation	Carnival Time	Music Speaks
	Children improvise confidently over a drone or groove. They compose a short ternary piece of music using Music Notepad and add details such as dynamics. They understand how different notes and time signatures work together to create rhythm.	Children sing with a sense of ensemble, paying attention to phrasing, pitching and musical style. They sing songs together and in two or three parts. They perform confidently.	In YuStudio children compose and arrange an original 'Spooky Story' track using major and minor chords, melody, rhythm, basslines and experiment with sound effects to create a specific atmosphere or mood. They enhance the overall effectiveness of their composition by evaluating their own creative, technical and musical decisions by performing compositions individually or in groups.	Children develop and expand musical understanding through critical listening and analysis of contrasting pieces. They listen carefully to music and identify key features, purpose and emotional impact. They read and perform notated melodies with confidence, applying knowledge of pitch, rhythm and musical expression. They work collaboratively to perform melodies and instrumental parts with control and expression.	Children develop ensemble and body percussion and instrumental skills by performing samba rhythms accurately and expressively demonstrating awareness of pulse, dynamics and coordination. They compose and perform original Call and Response sections, integrating learned patterns into full samba compositions. They perform confidently in front of an audience, reflecting on their own musical skills and creative decisions.	Using YuStudio children create and produce music with multiple sections that include repetition and contrasts. They use chord changes as part of a (sequenced) composition. They arrange their composition by looping, duplicating and removing sections to build an engaging song structure.
Computing	Sharing information	Video editing	Selection in physical computing	Flat-file databases	Vector drawing	Selection in quizzes
	The children will develop their understanding of computer systems and how information is transferred between systems and devices. They will consider small-scale systems as well as large-scale systems. They will explain the input, output, and process aspects of a variety of different real-world systems. The children will also take part in a collaborative online project with other class members and develop their skills in working together online.	The children will be given the opportunity to learn how to create short videos in groups. As they progress through this unit, they will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video. They will work in small groups to investigate the use of devices and software. They will be guided with step-by-step support to take their idea from conception to completion. At the teacher's discretion, the use of green screen can be incorporated into this unit. They will be given the opportunity to reflect on and assess their progress in creating a video.	The children will use physical computing to explore the concept of selection in programming through the use of the Crumble programming environment. They will be introduced to a microcontroller (Crumble controller) and learn how to connect and program components (including output devices — LEDs and motors) through the application of their existing programming knowledge. They will be introduced to conditions as a means of controlling the flow of actions, and explore how these can be used in algorithms and programs through the use of an input device (push switch). They will make use of their knowledge of repetition and	The children will look at how a flat-file database can be used to organise data in records. They will use tools within a database to order and answer questions about data. They will create graphs and charts from their data to help solve problems. They will use a real-life database to answer a question, and present their work to others.	The children will find out that vector images are made up of shapes. They will learn how to use the different drawing tools and how images are created in layers. They will explore the ways in which images can be grouped and duplicated to support them in creating more complex pieces of work. This unit is planned using the Google Drawings app.	In this unit, the children develop their knowledge of 'selection' by revisiting how 'conditions' can be used in programming, and then learning how the 'if… then… else...' structure can be used to select different outcomes depending on whether a condition is 'true' or 'false'. They will represent this understanding in algorithms, and then by constructing programs using the Scratch programming environment. They will learn how to write programs that ask questions and use selection to control the outcomes based on the answers given. They will use this knowledge to design a quiz in response to a given task and implement it as a program. To conclude the unit, the children will evaluate

			conditions when introduced to the concept of selection (through the 'if... then...' structure) and write algorithms and programs that utilise this concept. The children will design and make a working model of a fairground carousel that will incorporate their understanding of how the microcontroller and its components are connected, and how selection can be used to control the operation of the model.			their program by identifying how it meets the requirements of the task, the ways they have improved it, and further ways it could be improved.
PE	Swimming	Swimming	Gymnastics	Rugby	Football	Athletics
	By the end of KS2, as part of their curriculum, the children will aim to swim competently, confidently, and proficiently over a distance of at least 25 metres. They will use a range of using effective strokes such as front crawl, backstroke, and breaststroke. They will perform a safe self-rescue, knowing how to keep safe and respond in different water-based emergencies.	By the end of KS2, as part of their curriculum, the children will aim to swim competently, confidently, and proficiently over a distance of at least 25 metres. They will use a range of using effective strokes such as front crawl, backstroke, and breaststroke. They will perform a safe self-rescue, knowing how to keep safe and respond in different water-based emergencies.	In this unit children develop balancing, rolling, jumping and inverted movements. They explore partner relationships such as canon and synchronisation and matching and mirroring. Children are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, children develop performance skills considering the quality and control of their actions. If you are teaching only 6 lessons of this unit, teach lesson numbers 1, 3, 5, 7, 9, 11. The odd numbered lessons progressively teach the key skills. The even numbered lessons provide opportunities for children to develop these skills on apparatus or with greater depth.	Rugby is an invasion game. In this unit children develop their understanding of the attacking and defending principles of invasion games. In all games activities, children have to think about how they use skills, strategies and tactics to outwit the opposition. In rugby children do this by maintaining possession and moving the ball towards the try line to score. Children develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.	Football is an invasion game. In this unit children develop their understanding of the attacking and defending principles of invasion games. In all games activities, children have to think about how they use skills, strategies and tactics to outwit the opposition. In football children do this by maintaining possession and moving the ball towards goal to score. Children develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.	In this unit, children are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, children think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Children are also given opportunities to lead when officiating as well as observe and provide feedback to others. In this unit children learn the following athletic activities: long distance running, sprinting, relay, triple jump, shot put and javelin.
PSHE	My healthy self: How can I 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	Citizenship: How can we be in control of our money?

					body and emotions as I grow up?	
	Understanding how everyday choices can support physical and emotional wellbeing by exploring nutrition, physical activity and self-regulation. Children learn to read food labels, identify ways to build more movement into their routines and practise strategies for managing emotions and seeking support when needed.	Investigating identity, values and relationships by considering how experiences and beliefs can influence choices and behaviour. Children examine the role of commitment and support within families, identify where to seek help if home feels unsafe and develop strategies for building and maintaining healthy friendships.	Considering how online content can influence choices by examining advertising, influencers and persuasive techniques used online. Children develop critical thinking skills by considering spending decisions, recognising possible scams and identifying strategies to respond safely to pressure and persuasion.	Developing active citizenship skills through exploring how people can make a difference in their communities and beyond. Children learn how individuals, community and pressure groups, local councillors and MPs can influence change in government.	Understanding the physical and emotional changes that happen during puberty, including their impact on feelings, behaviour and relationships. Children explore personal hygiene, periods, kindness, respect and personal boundaries, and identify trusted sources of support during puberty.	Exploring money management by learning how needs and wants can influence spending decisions and financial choices. Children develop budgeting skills, investigate borrowing and interest, and identify ways to manage money safely, including recognising the risks associated with online spending and gambling.
Year 6	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
History/ Geography	*The Egyptians*	What impact has human activity had on natural environments?	The Spanish Armada	How can humans adapt to live in areas prone to natural disasters?	World War II	How could we improve the roads in Thamesmead town centre?
	A study of an ancient civilisation, developing pupils' chronological understanding, use of evidence and ability to identify similarities, differences, change and continuity. ***Who were the Ancient Egyptians, and how can historians know about a civilisation that existed thousands of years ago?*** Children will learn to place Ancient Egypt within a chronological framework and understand that Ancient Egyptian civilisation lasted for thousands of years and changed	**Topic/Area of Study:** Climate change – Human and physical geography/Locational geography (NC) **Intended learning:** Identify the position and significance of the Arctic and Antarctic Circle. Describe and understand the key aspects of human geography. Understand the impact of climate change.	A study of an aspect of British History – significant turning point in British History/changes in social history. ***"How did England win the Armada?"*** Children will be able to place the Spanish Armada within its historical context and understand the relationship between Elizabeth I and Philip II of Spain. They will learn about some of the religious and political tensions between England and Spain and understand why Philip II launched the Armada.	**Topic/Area of Study:** Locational knowledge/Human and physical geography (NC) **Intended learning:** To be able to understand the physical processes that drive natural disasters in North America and critically evaluate how human populations adapt to live in high-risk zones.	A study of an aspect or theme in British history that extends beyond 1066, with opportunities to investigate a significant turning point in British and world history, changes in society and the experiences of different groups. ***"How did World War Two affect Britain and the lives of ordinary people?"*** Children will learn that World War Two lasted from 1939 to 1945 and identify the main countries and alliances involved. They will learn about some of the causes of World War Two and know why Britain	**Topic/Area of Study:** Geographical skills and fieldwork (NC) **Intended learning:** Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

	over time. They will learn the importance of the River Nile to Egyptian civilisation and explore the role of the pharaoh. They will learn about Egyptian beliefs about death and the afterlife. They will investigate pyramids, temples and other architectural achievements. Explore Egyptian writing, including hieroglyphs. They will evaluate the reliability and limitations of different historical sources. Explain why Ancient Egypt remains significant today.		They will learn how weather affected the Spanish fleet's journey. They will evaluate different interpretations of the Armada and explain why the Armada failed to achieve its objective.		declared war on Germany in September 1939. They will learn about the impact of the Blitz and air raids on British civilians. They will explore evacuation and the experiences of children. Investigating rationing and life on the Home Front and understand the significance of D-Day and the eventual end of the war in Europe. They will learn that people experienced the war differently depending on their circumstances and explain some of the consequences and lasting significance of World War Two.	
Science	Living things and their habitats	Light	Electricity	Evolution and inheritance	Animals including humans	
	The Study of Taxonomy- The classifying of organisms Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.	*Optical Phenomena: The study of light and matter.* Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have	*Electronic Circuits- The study of how circuits are compassed and electricity is transmitted.* Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Use recognised symbols when representing a simple circuit in a diagram.	*Adaptation: An in- depth study of adaptation and genetics* Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution	*Anatomy and Lifestyle- an in-depth study of healthy lifestyle choices and the circulatory system.* Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.	

		the same shape as the objects that cast them.				
	Scientific skills Discuss and give reasons for classifying and grouping living things. Use classification systems to identify and observe some living things in the immediate environment, including microorganisms.	**Scientific skills** Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Investigate the relationship between light sources, objects and shadows by using shadow puppets. Investigate and explain a range of phenomena, including rainbows.	**Scientific skills** Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Construct simple series circuits, to help them to answer questions about what happens when they try different components.	**Scientific skills** Explore habitats and microhabitats to see how evolution has helped life to survive.	**Scientific skills** Describe the ways in which nutrients and water are transported within animals, including humans. Explore the relationship between diet, exercise, drugs, lifestyle and health.	
Art/ DT	Enquiry Question: What are the most efficient methods of combining mixed fabrics?	Mixed media/printing Propoganda through art – Climate Change	Photography: Photo montage using digital devices	Enquiry Question: Can I design and build a complex circuit to meet a specific brief?	Drawing with ink	Enquiry Question: How do I promote the longevity and sustainability of cooking?
	Topic/Area of Study: TEXTILES Combining different fabric shapes (including computer-aided design) **Intended learning:** To learn that products are designed for a particular purpose and are suitable for different users. Children will learn a variety of stitching methods, such as cross stitch, back stitch and running stitch. They will use this knowledge to create a holder for a small object such as a mobile phone. The holder will be made out of material, sewn and layered.	**Conceptual Understanding & Contextual Art History** Pupils will learn that art can be used as a political or social tool to convey a biased, highly emotional, or persuasive message. Analyze historical or modern propaganda posters (e.g., the wartime artwork of Paul Nash or local historical archives). • Discuss how artists use specific layouts, bold symbols, restricted color palettes, and memorable typography to target specific audiences and manipulate tone. **Sketchbooks:** Pupils use their sketchbooks as a	**Conceptual Understanding & Context (Knowing Art):** Researching historical and contemporary artists who used photomontage to express ideas, such as Dada artist **Hannah Höch**, or modern practitioners like **Chris Plowman** and **Graham Holland**. **Technical Skills & Digital Manipulation (Making Art):** Record and collect high-quality visual data using digital cameras or tablets (e.g., iPads), Experiment with digital image-manipulation software to create own photomontage artwork. **-Creative Response to a Brief (Developing Ideas): Respond to a Design Intent by d**eveloping an imaginative, personal response to a designated brief. **Use**	**Topic/Area of Study:** ELECTRICAL SYSTEM More complex switches and circuits (including programming, monitoring and control) **Intended learning:** Children will recap on circuits, chassis and how we can connect them together to make the chassis move.	Suggested Artist study-**Ben Hwok** **Master Tonal Contrast & Textures:** Use ink to create variations in light, shadow, and depth. Practice specific line techniques including **hatching, cross-hatching, stippling (dot-work), and scribbling** to build tone. **Experiment with Varied Tools:** Move beyond standard fiber-tip pens. Experiment with **fine liners, dip pens, calligraphy nibs, and Chinese brushes** to understand how pressure impacts line thickness. Artist Study focus: **Deconstruct Style and Context:** Research an artist's background, their cultural placement. Use sketchbooks to visually dissect an artist's technique.	**Topic/Area of Study:** FOOD Celebrating culture and seasonality (Biscuits/Savoury scones/ Savoury muffins) **Intended learning:** Children will be able to prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.

		creative testing ground to experiment for example with scale, proportions, foreground/background dynamics, practice drawing large, bold bubble lettering and refine their concepts before executing a final piece. **Mastery of Mixed Media Techniques:** Pupils demonstrate control, proficiency, and deliberate intent when combining multiple artistic disciplines. Confidently combine contrasting media—such as combining a graphite/charcoal sketch, an acrylic or watercolor paint wash, and paper collage (like newspaper clippings or tissue)—to build rich, textured backgrounds.	sketchbooks to plan out composition, select starting components, and map out the layout before executing it digitally. **Reflecting on Art:** Explaining how chosen imagery and digital effects successfully fulfil the original design brief.		Compare how different artists approach the exact same subject matter or medium. Take inspiration from the studied artist's methods to produce an *original* piece of work	
RE	Buddhism 3 Concept: Following the Buddha's Teaching	Christianity 9 Concept: Leading a Christian Life	Judaism 4 Concept: Jewish life	The end of Life's Journey Concept: Life and life after death.	Buddhism 4 Concept: The Buddhist Community Worldwide	Understanding Faith and Belief in Royal Borough of Greenwich Concept: Diversity
	Assessment question How do Buddhists try to follow the teachings of the Buddha? In this unit, children will study how the teachings and examples of the Buddha help Buddhists to grow towards enlightment. They will learn that the Buddha is the perfect example of what people can become, as well as	**Assessment question** What are the challenges of living a Christian life today? In this unit, children will encounter people who followed the example of Jesus both in the past and as contemporary followers world-wide. They will consider the impact of Christian belief on peoples' lives in terms of vocation and daily life.	**Assessment question** How does life change for a Jew after their Bar/Bat Mitzvah? In this unit, children will learn about the journey of the journey of Jewish life including Bar/Bat Mitzvah and marriage, blessings. They will also explore the Jewish home and the Shema.	**Assessment question** How do faiths beliefs differ about death? During this unit children investigate beliefs about life and life after death. The unit encourages them to reflect on and express their hopes for their future. Children will have the opportunity to share feelings of loss caused by separation, and consider how faith and belief can provide some answers to life's most challenging and ultimate	**Assessment question** How do Buddhists try to live a good life? In this unit, children will understand the Buddhist community worldwide and explore how Buddhists try to live a good life. Throughout their learning journey, they will explore which places have special meanings to Buddhists, as well as learn about what Buddhists might gain from visiting those	**Assessment question** What can we discover about the faiths and beliefs in the local community and Greenwich? In this unit, children will explore faith locally in Greenwich and compare it to customs and traditions nationally and globally. This will assist in them starting to build on their knowledge needed for Secondary School. Throughout their

	learning about Buddha's teachings – The Five Moral Precepts. Further to this, they will understand that Buddhists follow the Noble Eightfold Path (the 8-spoked wheel). Children will also understand the importance of being aware of thoughts, feelings and how they lead to actions. To assist with this they will learn the things Buddhists do to try to alleviate suffering: – practice the Dharma as well as learning that Festivals Wesak is a festival that celebrates the birth, Enlightenment and passing away of the Buddha.			questions, and also challenges attitudes, values and commitments in life. They will consider how important it is to celebrate the lives of those they have lost and how remembering can help the healing process. They will examine their attitudes, values and commitments in the light of this learning. **CAUTION** Some lessons could be upsetting to a pupil who has recently suffered bereavement or has a friend or family member with a terminal illness. Care needs to be taken to check whether any children are in this situation and to deal with this sensitively in communication with parents/carers.	places. These places will include: places of pilgrimage, the place of the first teachings of Buddha and the place where he passed away. They will also learn about the five precepts.	learning, they will be given ample time to reflect on themselves and their religion including how their faith influences the way they live their life, how they express their belief and what is important to them and their belief. **Islam Visit**
French	This is me!	Houses and homes	Playing & enjoying sport	My best day ever	Café culture	Let's celebrate!
	The children will revisit personal information questions and answers, and extended feelings. They will recall how to describe their eyes and hair colour. The children will be introduced to adjectives to talk about their personality in French. After that, they will put it all together in a poem about themselves. Finally, they will listen to and join in the 'Rocket song' about their dreams and aspirations for the future.	The children will learn new vocabulary for rooms in the house and furniture nouns inspired by artist Piet Mondrian, write descriptive sentences, explore French castles and their vocabulary, play "Escape from the Castle," create their own "Enter the castle!" stories and discover the whereabouts of the Christmas Elf while revisiting personal information and using prepositions in their sentences.	The children will explore the topic of sports. They will learn the nouns for sports and look at the verb 'jouer' and the sports connected to this verb. Next, the children will create opinions about sports and look at a variety of adjectives to include reasons for liking or disliking a sport. They will investigate a sporting event from the target language country (egg. Le Tour de France). The children write a description of a sport and explain how it is played.	The children will be learning nouns for funfair rides, adjectives to describe the rides and how to express personal opinions about rides and funfairs. Next, they will be introduced to the 'o'clock' and 'half past' structure in French, and some daily routine phrases to be able to write a sequence of daily routine phrases including times to describe a day out at the funfair or theme park.	The children will be learning about the culture of going to cafés in France. They will start by learning the nouns for food and drinks you can order in a French café, then practise saying which food they like or dislike and create a menu for a French café. Using their knowledge from the café culture, the children will go on to read and practise a conversation between a waiter and customer, finally creating and performing their own role-plays at the café.	The children will create their 'Read All About It' newspaper-style piece of writing, covering a variety of topics they have previously learned. The children will then explore a mocktail recipe and write their own, including ingredients and instructions. Next, they will revisit classroom item nouns and learn nature-related vocabulary before taking part in an outdoor scavenger hunt. Finally, in the last lesson of Summer 2, the children will have the opportunity to use their language detective skills

						to experience a lesson in another language (Spanish lesson taster!)
Music	Discovering Grime	Express, Inspire and Perform	Music Reimagined	Musical Sketches	Music Remixed	The Grand Finale
	Children identify Grime's origins and key features. They use YuStudio to create a complete track, layering drum sounds, synths, and vocals and apply terms like tempo before a final mix. They make independent creative decisions to develop original music ideas. They present and reflect on the creative choices made.	Children perform songs in school and to a wider audience. They develop listening skills, balance between parts and vocal independence by experimenting with where they stand. They demonstrate confidence when performing.	Children analyse and compare two contrasting musical interpretations of 'Spring' relating the differences to the theme of climate change. They compose an original soundscape on YuStudio arranging loops, incorporating new sounds and applying mixing techniques with effects.	Children plan and compose 8 bars of music using Music Notepad, that demonstrate melodic and rhythmic interest, using creative musical ideas inspired by a historical or narrative context. Children perform and reflect on their own and others' work to improve their compositions.	Using YuStudio, children create and arrange a remix of a song by layering original instrumental parts (drumbeats, basslines, melodies) with manipulated loops. They listen critically to music in order to make informed creative decisions. They evaluate the creative process of their own and others' work.	Children sing a repertoire of songs including syncopated and partner songs with appropriate style, phrasing and expression. They perform confidently as part of an ensemble, integrating solo lines, rounds or instrumental accompaniments. They can reflect on musical performance, identifying strengths in areas like rhythm, style and stage presence.
	Communication	3D modelling	Variables in games	Introduction to spreadsheets	Web page creation	Sensing

Computing	The children will learn about the World Wide Web as a communication tool. First, they will learn how we find information on the World Wide Web, through learning how search engines work (including how they select and rank results) and what influences searching, and through comparing different search engines. They will then investigate different methods of communication, before focusing on internet-based communication. Finally, they will evaluate which methods of internet communication to use for particular purposes.	The children will develop their knowledge and understanding of using a computer to produce 3D models. They will initially familiarise themselves with working in a 3D space, including combining 3D objects to make a house and examining the differences between working digitally with 2D and 3D graphics. They will then progress to making accurate 3D models of physical objects, such as a pencil holder, which include using 3D objects as placeholders. Finally, They will examine the need to group 3D objects, then go on to plan, develop, and evaluate their own 3D model of a photo frame.	The children will explore the concept of variables in programming through games in Scratch. First, they will learn what variables are, and relate them to real-world examples of values that can be set and changed. They will then use variables to create a simulation of a scoreboard. In Lessons 2, 3, and 5, which follow the Use-Modify-Create model, the children will experiment with variables in an existing project, then modify them, and then they will create their own project. In Lesson 4, they will focus on design. Finally, in Lesson 6, they will apply their knowledge of variables and design to improve their game in Scratch	The children will be introduced to spreadsheets. They will be supported in organising data into columns and rows to create their own data set. They will be taught the importance of formatting data to support calculations, while also being introduced to formulas and will begin to understand how they can be used to produce calculated data. They will be taught how to apply formulas that include a range of cells, and apply formulas to multiple cells by duplicating them. The children will use spreadsheets to plan an event and answer questions. Finally, they will create graphs and charts, and evaluate their results in comparison to questions asked.	The children will be introduced to the creation of websites for a chosen purpose. They will identify what makes a good web page and use this information to design and evaluate their own website using Google Sites. Throughout the process they will pay specific attention to copyright and fair use of media, the aesthetics of the site, and navigation paths.	The children in this final KS2 programming unit will brings together elements of all the four programming constructs: sequence from Year 3, repetition from Year 4, selection from Year 5, and variables (introduced in Year 6 – 'Programming A'. The children will have the opportunity to use all of these constructs in a different, but still familiar environment, while also utilising a physical device — the micro: bit. The unit begins with a simple program for them to build in and test in the programming environment, before transferring it to their micro: bit. They then take on three new projects in Lessons 2, 3, and 4, with each lesson adding more depth.
PE	Swimming	Swimming	Gymnastics	Rugby	Football	Athletics
	By the end of KS2, as part of their curriculum, the children will aim to swim competently, confidently, and proficiently over a distance of at least 25 metres. They will use a range of using effective strokes such as front crawl, backstroke, and breaststroke. They will perform a safe self-rescue, knowing how to keep safe and respond in different	By the end of KS2, as part of their curriculum, the children will aim to swim competently, confidently, and proficiently over a distance of at least 25 metres. They will use a range of using effective strokes such as front crawl, backstroke, and breaststroke. They will perform a safe self-rescue, knowing how to keep safe and respond in different water-based emergencies.	In this unit, children use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Children are given opportunities to receive and provide feedback in order to make improvements on performances. In gymnastics as a whole, children develop	Rugby is an invasion game. In this unit children develop their understanding of the attacking and defending principles of invasion games. In all games activities, children have to think about how they use skills, strategies and tactics to outwit the opposition. In rugby children do this by maintaining possession and moving the ball towards the try line to score. Children develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well	Football is an invasion game. In this unit children develop their understanding of the attacking and defending principles of invasion games. In all games activities, children have to think about how they use skills, strategies and tactics to outwit the opposition. In football children do this by maintaining possession and moving the ball towards goal to score. Children develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well	In this unit, children are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, children think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Children are also given opportunities to lead when officiating as well as observe and provide feedback to others. In this unit children

	water-based emergencies.		performance skills considering the quality and control of their actions. If teaching only 6 lessons of this unit, teach lesson numbers 1, 3, 5, 7, 9, 11. The odd numbered lessons progressively teach the key skills. The even numbered lessons provide opportunities for children to develop these skills on apparatus or with greater depth.	as evaluating their own and others' performances.	as evaluating their own and others' performances.	learn the following athletic activities: long distance running, short distance running, triple jump, discus and shot put.
PSHE	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?
	Learning about the importance of daily dental care and how choices about food, drink and lifestyle can affect long-term health and wellbeing. Children think critically about healthy eating, including calories as a unit of energy, and consider how habits and reactions can influence relationships, learning and future success. They also explore how a growth mindset can build confidence and resilience when facing challenges.	Developing self-respect and resilience by setting personal goals and practising respectful behaviour in different situations, including online. Children build skills in setting boundaries, challenging stereotypes, discrimination and bullying, and recognising when to seek help from trusted adults and support services.	Exploring how online experiences can influence our thoughts, feelings and behaviour, and recognising online risks to support safe decision-making, including learning how to respond to online bullying and other harmful behaviour.	Exploring human rights, laws and how the legal system helps uphold fairness in society. Children consider the consequences of breaking laws, examine prejudice and discrimination, and identify ways to challenge stereotypes to promote equality and inclusion.	Developing understanding of hazards, risks and safer choices by exploring how to stay safe at home, outdoors, on public transport and around water. Children also consider how peer pressure, consent, boundaries and drug misuse can affect decisions and learn strategies to protect themselves and others.	Learning the correct terminology for body parts, children develop an understanding of how babies are conceived, grow during pregnancy and are born. They learn about consent and the legal age of consent, explore different types of families, and understand the responsibilities and lifelong commitment involved in having a baby.