

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Together	<p>Revolution History/DT</p> <p>- Study an aspect or theme in British history that extends pupils chronological knowledge beyond 1066.</p> <p>- select from a range of materials to develop their ideas</p>	<p>Frozen Kingdom Geog:</p> <p>Skills and fieldwork-</p> <p>- Human and Physical geography and including climate zones.</p>	<p>A Child's War Hist / DT:</p> <p>Develop chronology</p> <p>-The second world war and chronological knowledge beyond 1066.</p> <p>- Understand and apply the principles of a healthy diet.</p>	<p>Tomorrow's World Future Technology, Communication:</p> <p>Modern-day communication, including how to build a website, e-safety and the movers and shakers in the world of technology.</p>	<p>Hola Mexico! Geog/Hist/DT Location and Place-</p> <p>- Knowledge of a region in North America.</p> <p>- Study a non-European society that contrasts with British history</p> <p>- To prepare and cook authentic dishes</p>	<p>Blood Heart Science:</p> <p>The human circulatory system and heart health developing their knowledge about the workings of the heart and significant medical discoveries.</p>
Science	<p>Everything Changes Evolution and inheritance:</p> <p>Recognise that living things have changed over time and that fossils give evidence/recognise that living things produce offspring that can vary/identify how animals and plants adapt to their environment</p>	<p>Our changing world/ The nature library Living things and their habitats:</p> <p>describe how living things are classified into groups/give reasons for classifying plants and animals based on specific characteristics</p>	<p>Danger: Low Voltage Electricity: associate the brightness of a bulb with the number of cells used/give reasons for variation in how components function/use recognised symbols to represent a circuit</p>	<p>Light up your world Light: recognise that light travel in a straight line/ explain how we see things/ explain how shadows are formed</p>	<p>Body Health Animals, including humans:</p> <p>recognise the impact of diet, drugs and lifestyle/describe ways in which nutrients and water are transported within animals including humans</p>	<p>Body pump Animals, including humans:</p> <p>identify and name the main parts of the human circulatory system and describe the functions</p>
RE	<p>Hindu, Jewish and Islamic Prayer: What difference does it make?</p>	<p>Enquiry into a place of Worship at Christmas time. (How do Christians/Catholics celebrate Christmas?)</p>	<p>What will make our community a more respectful place?</p>	<p>SATs revision</p>	<p>Beliefs and actions in the world – CAFOD/Christian Aid/Islamic Relief</p>	<p>What is it like to be a Buddhist?</p>
Art	<p>Revolution</p>	<p>Frozen Kingdom</p>	<p>A Child's War</p>	<p>Tomorrow's World</p>	<p>Hola Mexico!</p>	<p>Blood Heart</p>
Games	<p>Rugby</p> <p>Decision making and 1-1 attacking</p>	<p>Football</p> <p>Small sided games with tactics</p>	<p>Netball</p> <p>Knowing rules and tactics</p>	<p>Rounders</p> <p>Invasion games with tactics</p>	<p>Cricket</p> <p>Hand- eye co –ordination when catching, decision making and communication between batters, positioning of fielders.</p>	<p>Athletics</p> <p>Use running, jumping and throwing and catching in isolation, and in combination</p> <p>Compare performances with previous ones and demonstrate improvement to achieve personal best</p>
PE	<p>Gym 1- 6</p> <p>Holding and receiving body weight (balancing)</p>	<p>Dance 1- 6</p> <p>Performance of routines using control, fluency and expression.</p>	<p>Gym 7 - 12</p> <p>Pushing, Pulling, counter balance and tension of body.</p>	<p>Dance 7 - 12</p> <p>Performance of routines using control, fluency and expression.</p>	<p>SAQ</p> <p>Changing direction at speed, having a good body motion when travelling through equipment.</p>	<p>Sports Day Practice</p>
PSHE	<p>How do I behave?</p> <p>Media Bias</p>	<p>Alcohol, tobacco and solvents</p>	<p>Peer Influences</p> <p>Relationships</p> <p>The Global Community</p>	<p>Learning about money</p> <p>Learning and Employment</p>	<p>Rites of Passage</p> <p>What have I Achieved?</p>	<p>SRE Puberty, Reproduction and conception</p> <p>Safe relationships</p>

	Music	Great composers and musicians Musicians of the 20 th Century: Michael Jackson Charanga Y6- unit 1: I'll be there	Musical notation Recognising musical patterns Charanga Y6- unit 2: Classroom jazz 2	Improvise and compose Using multimedia tools to compose Charanga Y6- unit 3: Benjamin Britten	Perform and play Carnival Charanga Y6- unit 4: Happy	Listen and recall Music appreciation- what I like and why Charanga Y6- unit 5: You've got a friend	The History of Music -using our voices e.g Singing, Beatboxing Charanga Y6- unit 6: Reflect, replay, rewind
	MFL	Actions Verbs: To use action verbs in the first person To use action verbs in the third person Adverbs: To use adverbs with accuracy Vocabulary: To list a range of craft materials	In France Cities: To learn where some French cities are located Tourism: To discuss tourist attractions in Paris Other countries: To learn about other French-speaking countries French Foods: To list popular French foods	Family Vocabulary: To accurately name extended family members Siblings: To discuss siblings with growing accuracy Chores and tasks: To recognise household tasks that have to be done Parties: To use vocabulary associated with birthday parties	A Weekend with Friends Activities: To talk about activities that people might do at the weekend Opinions: To express what they would and wouldn't like to do and to ask others if they would like to do something Foods: To name foods associated with midnight feasts Invitations: To give a reason for accepting or declining an invitation	The Future Language: To recognise that adjectives change depending on the gender and number of the noun To write the future tense in the first, second and third person singular and first person plural To use a range of adjectives to compare people Role-Play: To write and perform a role-play incorporating basic future tense sentences	Jobs Occupations: To accurately name a number of jobs in French To say what they want to be when they're older Places of Work: To link jobs to places of work and accurately name them e.g. nurse/ hospital Vocabulary: To use vocabulary linked to space stations and fire stations Applying for a job experience
	Computing	Digital programmer	Digital Musician	Digital animation	Digital researcher	Digital film maker	Digital data handler