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| **Year 1** | **Autumn A** | **Autumn B** | **Spring A** | **Spring B** | **Summer A** | **Summer B** |
| **Topic** | **Ships and Sailing**  ***The Sea Serpent*** | **Town and Country -**  ***The Town and County Mouse*** | **Cities**  ***London Burning***  **Fire Service visit** | **Growing and Beans**  **Cauliflowers fluff and cabbages green**  **Acton Scott Farm** | **Castles – The Falconers Quest**  **Warwick Castle trip** | **Hot and Cold –**  **Shivering Sizzling Scientists** |
| **Religious Education** | **God’s Great Plan**  -Be aware of the beauty of God’s World  -Learn about the creation story (Genesis)  -God made us , loves us, made Adam and Eve who made some wrong choices  -we have responsibilities to look after God’s world  -hear parts of Noah and the flood story (Promise and hope) | **Mary our Mother**  -Angle Gabriel’s message and Mary’s response  -reflect on good news, like Elizabeth, Mary’s cousin  -Prepare to celebrate he birth of Jesus  -Be aware God sent Jesus and the story of Jesus birth  -Be aware that God sent Jesus to help us  -Know that Mary is our mother too, how does she look after us? | **Families and Celebrations**  -know we all belong to a family, how can we help each other?  -Mary and Joseph took Jesus to the temple as a baby, why was this a special occasion?  -Jesus belonged to a family, think about what they might have done as a family  -Think about how Mary and Joseph felt when they lost Jesus and then found him again.  -Begin to understand what it means to belong to our church family  -know that we become a member of the Church when we are baptized. | **Following Jesus**  -Reflect on how Jesus chose his disciples, how do we choose our friends?  -Know how Jesus taught his disciples to pray, how do we pray?  -Know the story of the Good Samaritan, what can we learn from it?  -Hear the story of Jesus and his followers going to Jerusalem, how do we ‘welcome’ Jesus?  -Know that Jesus died on Good Friday, but it was not the end , reflect on the time of waiting before Easter Sunday. | **The Resurrection**  -know we celebrate Jesus resurrection at Easter, how do we do this?  -know that Jesus rose from the dead on Easter Sunday, what does this mean?  -Know Jesus appeared to his disciples, when have we experienced a big surprise?  -Know how Jesus helped his disciples know he was truly alive, think how happy this made them  -Know that Thomas did not believe , think about times when we don’t understand  -Know that Jesus returned to heaven after forty days, reflect on the promises he made | **Miracles**  -know that Jesus showed his great power calming the wind and waves, reflect on how we can ask Jesus to help us when we are afraid  -know that compassion motives us to act for the good of others  -know that Jesus showed his love for sick people (cured the paralysed man) and all sick people  -know Jesus responded to the blind man, reflect on how Jeusu helps us  -Hear how Jesus performed his first miracle at his mothers request (water into wine) |
| **English** | Books with Predictable Phrases | Well-known Tales (including Dick Whittington)  Stories by Significant Authors | Fairy Stories and Traditional Tales | Information texts (including Non-Chronological Reports) | Monster Bed- Stories with Patterned Language)  Well-known Tales (including Jack and the Beanstalk) | Poetry and Rhymes, including Recital  Stories and Settings |
| **Mathematics** | Place value / Counting/ ordering and number sense/ addition and subtraction – to understand the operations of + and - / geometry | Place value and comparing quantities and numbers / developing mental strategies for addition / subtraction and difference / measurement / addition and subtraction for money | Counting, reading and writing number patterns / double and halving / multiplication and division / grouping and sharing / fractions / measurement | Addition / counting, ordering and number sense/ geometry / developing mental strategies for addition/ subtraction as takeaway and difference / measurement / multiplication and division | Addition / fractions / multiplication and division – arrays / measurement / geometry – position and direction / counting, ordering and comparison, visualising quantities | Addition and subtraction , geometry – properties of shapes, calculations: all four operations, measurement time and using standard units |
| **Science** | Seasonal Change (including weather) | Animals (including comparing town and country habitats) | The Body (including naming and labelling) | Plants (including growing) | Materials (including identifying and naming) | Materials (including properties and comparing) |
| **Art and Design** | Using a Range of Materials (Seascapes) |  |  | Drawing  Collage (including nature collages) |  | Colours and Moods (including warm and cold) |
| **Computing** | Give directions for routes  (link to DT boats) | Predict outcome of a set of instructions Program bee bots/roamer turtle | Branching databases  (link to science) | e-safety  use of online resources  organise, store, manipulate and retrieve data | Give directions for routes | Predict outcome of a set of instructions Program bee bots/roamer turtle |
| **Design and Technology** | Construction (Boats) | Mechanisms (Farm Vehicles) | Cookery (Bread) | Design (small space garden) | Cookery (Seasonal Produce; Medieval Banquet) | Instruments |
| **Geography** | Local Features (including drains and canals) | - | The United Kingdom (including naming and locating the 4 countries and capital cities) | Seasonal Weather | Compass Directions  Maps  Castles | Hot and Cold Areas of the World |
| **History** | Significant Historical Person (Nelson) | Changes | Key Events (Great Fire of London) | - | Historical Figures (including William the Conqueror, King John) | - |
| **Languages** | - | - | - | - | - | - |
| **Music** | Traditional Rhymes | Learn Songs | Listening | Learning New Songs | Instruments (Medieval Music) | Instruments |
| **Physical Education** | Games | Gymnastics | Games | Dance | Outdoor Play | Athletics  Sports Day |
| **SEAL** | New Beginnings (including setting rules and being Ship Shape) | Getting On and Falling Out | Goals | Good to be Me | Relationships | Changes |
| **Year 2** | **Autumn A** | **Autumn B** | **Spring A** | **Spring B** | **Summer A** | **Summer B** |
| **Topic** | **The Taj Mahal**  **Madeley - trip** | **The Eagle has landed** | **Blitz and pieces** | **Fe, Fi, Fo, Fum**  **Chester zoo - trip** | **Oceans and Seas** | **Monkey madness**  **Kingswood - trip** |
| **Religious Education** | **The Chosen People**  Know we are chosen and gifted by God and thank God by helping other people  -know why God chose Abraham and that he trust God to guide him, reflect on how we trust God?  -know that God chose Moses to help his people, and that we are chosen to help others  -Understand that Daniel had to be brave and have faith because he was chosen | **Mysteries**  -know about and reflect on mysteries  -know that there are three persons in one God, and that we can think about him in different ways  -know and reflect on God’s choice of Mary and Joseph  -Know that Jesus is God’s gift to the world, and how we can respond to that | **The Good News**  -Know that Jesus can change sadness into joy  -know that we should always remember to thank Jesus for his help  -know that Jesus used his power  to help others and reflect on the importance of it  -know that Jesus brought the good news of God’s love and reflect on what this means to us | **The Mass**  -Know and reflect on the importance of Mass  -know about the readings at Mass and why we should listen to them  -know that at the offertory we offer gifts to God  -know and appreciate that at the Consecration the bread and wine are changed into Jesus | **Eastertide**  -know that Jesus rose from the dead and is still alive  -know that Jesus told his disciples that he would go back to heaven, but promised that the Holy Spirit would come  -know we can have hope because Jesus returned to heaven and promised he would return again  -know the story of the Holy Spirit coming to the apostles and that the Holy Spirit is promised to us | **The Church is Born**  -know how the apostles received the Holy Spirit and spread the good news , know that we can help do this too  Know about the early Christian community and understand that we are part of this today  --know that the apostles knew that God could work through them  Know the story of Peter’s escape from prison and reflect on it’s meaning |
| **English** | A wider range of texts (building on key stories in Y1)  Non-Fiction books structured in different ways  The Lion King | Learning Poems by Heart  Narrative (including Man on the Moon)  Non-Fiction (including Alien Spotters’ Guide  Jack and the Beanstalk | Fairy Stories and Traditional Tales  Plays  Hansel and Gretel  The Gingerbread Man  Snow White and the Seven Dwarfs | Classic Poems  Familiar Stories  Beauty and the Beast  The rainbow fish  Jack and the Beanstalk | Stories by the same Author  Lost and Found stories and settings  Roald Dahl  Where’s my teddy? | Contemporary Poems  Information Texts (including Non-Chronological Reports, e.g. Polar Bears)  Rainforests (Emma Rogers Unit) |
| **Mathematics** | Number and place value:  counting, reading and writing  2-digit numbers, place value  Addition and subtraction:  concrete, visual and number facts  Multiplication and division: repeated addition and repeated subtraction  Geometry - Properties of shape  Measurement: length, mass, capacity. Money | Number and place value:  comparing, ordering two-  digit numbers and knowing their place value  Addition and subtraction:  using recall of addition and  subtraction facts and mental calculation strategies  Multiplication and division:  repeated addition and  subtraction, arrays, grouping and using times tables facts  Fractions: finding fractions of quantities, shapes and sets of objects  Geometry: position, direction, motion  Measurement: time | Number and place value:  estimating, counting and comparing quantities    Addition and subtraction:  using recall of addition and  subtraction facts and mental calculation strategies  Addition and subtraction: using partitioning and counting on strategies  Multiplication and division:  repeated addition and  subtraction, arrays, grouping and using times tables facts  Geometry: properties of 3D and 2D shape | Measures: length, mass, capacity and money  Fractions: finding fractions of quantities, shapes and sets of objects  Multiplication and division:  repeated addition and  subtraction, arrays, grouping and using times tables facts  Statistics: solving problems that involve collecting data in tallies, tables and pictograms  Geometry: position and direction  Measures: time  Addition and subtraction:  using mental calculation strategies | Number and place value:  partitioning and rearranging  Addition and subtraction:  using partitioning and counting on/back strategies  Multiplication and division: a using times tables facts and inverse    Fractions: finding fractions of quantities, shapes and sets of objects  Measures: length, mass, capacity linked to fractions | Geometry: properties of shapes  Measurement: money  Measurement: time  Statistics: solving problems that involve collecting data in tallies, tables and pictograms  Geometry: position and direction  Calculation: all four operations |
| **Science** | Use of Everyday materials | Earth and Space / electricity | Animals including Humans | Plants | Living things and their habitats | Living things and their habitats |
| **Art and Design** | Colour, Texture and Pattern (including Batik Designs) | Painting  A significant Artist (Andy Warhol) | - | - | Sculpture (Including Galapagos Islands) | Nature Collage (using materials; including forest pictures) |
| **Computing** | e- safety  responsible use of technology (PSHE – personal data) | Create, organise, manipulate, store and retrieve digital content | Branching databases  Link to science – animals including humans | Algorithms  Simple set of instructions (link to DT) | Logical reasoning/ Prediction of outcomes (scratch, education city) | Debugging – follow on from summer A |
| **Design and Technology** | Designing and Making (Following a design brief) | - | Construction (Tanks and Planes) | Construction | - | - |
| **Geography** | Continents (India) |  | Maps and Plans (including creating simple maps and plans using symbols) | The Fens (including Fieldwork and Observational skills: the immediate environment) | Islands (including naming and locating countries, continents and oceans; and Galapagos study) | Forests (including comparing local area to non-European country with rainforests) |
| **History** | Events Beyond Living Memory that are significant (Mother Theresa) | Decades (1960s)  Significant Historical Person (Neil Armstrong) | Events Beyond Living Memory that are significant (WWII)  Battles (D-Day Landings) | Events of Local Importance  Significant Local People (Oliver Cromwell) | Explorers  Significant Historical Figures (Charles Darwin) | - |
| **Languages** | Spanish - | Spanish | Spanish | Spanish | Spanish | Spanish |
| **Music** | Playing Instruments Musically  Bhangra – learning a dance | Listening to Live and Recorded Music (The Beatles) | Songs Chants and Rhymes (including traditional war songs) | Songs Chants and Rhymes (including traditional songs) | Experiment with Sounds (including Sounds of the Ocean) | Create and Combine Sounds (including Rainforest Sounds) |
| **Physical Education** | Games | Gymnastics | Games | Dance | Outdoor Play | Athletics  Sports Day |
| **SEAL** | Relationships | The same, but different | Healthy mind, healthy body | The world and us | Rights and responsibilities | Safe not sorry |
| **Year 3** | **Autumn A** | **Autumn B** | **Spring A** | **Spring B** | **Summer A** | **Summer B** |
| **Topic** | **Victorians** | | **Rock of Ages (Stone Age/ Bronze age/ Iron Age)** | | **Our Wonderful World** | |
| **Religious Education** | **The Christian Family** | **Mary, Mother of God** | **The Sacrament of Reconciliation** | **Celebrating the Mass** | **Celebrating Easter and Pentecost** | **Being a Christian** |
| **English** | Fairy Stories and Folk Tales (including Dick Whittington, Robin Hood)  Non-Chronological Reports | Greetings in letters (including links to History)  Plays | Myths and Legends  Shape Poems (including Townscape) | Narrative Poetry (The Highwayman)  Explanatory Texts | Instructional texts  Plays ( | Performance Poetry  Persuasive Writing |
| **Mathematics** | Reading, writing and ordering two or three digit numbers  Addition and subtraction  Multiplication and division  Measurement | Geometry  Addition and subtraction of two and three digit numbers  Doubling and halving  Time  Statistics | Number/ Place Value  4 number operations  Money  Angles | Multiplying and dividing larger numbers  Measures  Statistics | Read Write and order  Multiplication and Division  Addition and subtraction of three digit numbers  Measurement | Shape  4 number operations  Fractions |
| **Science** | Plants (including where they grow) | Light | Rocks- rock box | The Body (including Victorian discoveries, medicine and surgery compared with the present day) | Forces and Magnets | Animals and Humans  Light and Shadows |
| **Art and Design** | - | Silhouettes and landscapes (including Christmas links) | Painting (Imaginative)  Pop up books. | - | - | Portraits |
| **Computing** | Use technology safely and respectfully (PSHE link personal data) | Design and write programs to accomplish specific goal eg switch a light on | Debug programs (follow on from autumn B) | Sequence, selection and repetition in programs (input – roamer turtle) | Algorithm – precise method of solving a problem eg changing a wheel | Branching databases  (science link animals and humans) |
| **Design and Technology** | Cookery (Harvest Bread) | - | - | Sewing (Victorian Dolls) | Cart Wheels (Bronze Age) |  |
| **Geography** | Countries, Counties and Places in the UK (including emblems) | - | The West Midlands - CANALS | - | - | Climate (including Climate Change) |
| **History** | - | The Stone Age (including light and fire) | - | The Victorians (Post 1066 local study) | The Bronze Age (Technology and Travel) |  |
| **Languages** | Spanish | Spanish | Spanish | Spanish | Spanish | Spanish |
| **Music** | Folk Music (English, Irish, Scottish, Welsh) | Musical Moods (including emotions) | Music Festivals (including Glastonbury) | Music for Dancing (including Waltz) | Families of Musical Instruments | Animal Music |
| **Physical Education** | Games | Gymnastics | Games | Dance | Outdoor Play | Athletics  Sports Day |
| **SEAL** | New Beginnings | Getting On and Falling Out | Goals | Good to be Me | Relationships | Changes |

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| **Year 4** | **Autumn A** | **Autumn B** | **Spring A** | **Spring B** | **Summer A** | **Summer B** |
| **Topic** | **Romans** | **Weather** | **Non-European Cultures** | **Mountains** | **Egypt and the Near East** | **The Environment** |
| **Religious Education** | **The Bible**  -know that the Bible is an account of God’s relationship with His people, reflect on how the Bible can help us  -Know that God called Abraham, think about the challenges and blessings he experienced  -know about Gods call to Joseph, reflect on God’s plan for him  -know about God’s call to Moses, what can we learn from his experiences  -Know that David was chosen by God, reflect on his trust in God  -know that God speaks to us in the Bible, reflect on some things that God tells us | **Trust in God**  -understand the importance of trusting in God, be aware that it is not always easy  -know about God’s promise to Zechariah, reflect on how he trusted in God  -know that Mary trusted God, what can we learn from her?  -know how Joseph put his trust in God, be aware that sometimes we need help to trust in God  -know that God fulfilled His promise to Mary when Jesus was born, reflect on the importance of Jesus birth for us  -know why Jesus sent God to Earth, reflect on who Jesus is for us | **Jesus, the Teacher**  -know that Mary and Joseph took Jesus to the temple, reflect on what this means to us  -know that Jesus was born a Jew, reflect on how Mary and Joseph found Jesus in the temple  -know about the Baptism of Jesus  , what does it mean for us  -know that Jesus calls people to follow him, including us  -know that Jesus travelled around teaching people , think about the Good News Jesus teaches  -know some of the parables Jesus used to teach people, reflect on their ,meaning to us  -know that Jesus came to show us the way to live (the Beatitudes) think of ways you can be a true follower of Jesus | **Jesus, the Saviour**  -know that Jesus is truly God, and as a man, truly human, reflect on what this means to us  -know about Jesus’ entry into Jerusalem, think about the importance of Hoy Week for us  -understand what happened on Holy Thursday, reflect on how we show our love for Jesus  -know what happened on Good Friday, reflect on the suffering of Jesus  -begin to understand why Jesus died on the cross, think about what this means to us  -understand what happened on Easter Sunday , reflect on the importance of the resurrection of Jesus | **The Early Christians**  -know that Jesus made Peter the Head of the Church, think about what this means for all Christians  -know that the Church began at Pentecost, think about what the Holy Spirit is able to do  -know what happened to Stephen and Saul, reflect on how God brings good out of evil  -know about the challenges of being an apostle, reflect on how God worked through Paul and Silas  -know about Pauls missionary journeys, reflect on his faith and courage  -know about the teaching of the apostles, reflect on how their teaching help us today | **The Church**  -understand that the Church is a family, be aware that we belong to the Church  -understand that the Church is Good News for people, including us  - know about the different seasons in the Church year, think about why these times are important  -know about the Communion of Saints and the Holy Souls , be aware of how they can help us  -know about God’s call to individuals, reflect on their responses  -deepen our understanding of Mary, reflect on how she can help all of us |
| **English** | Myths and Legends  Cracking Inventions (Explanatory Texts) | Greeting in Letters  Politicians  Stories with Issues and Dilemmas | Stories from Other Cultures  Creating Images (poetry) | Stories in Imaginary Worlds (Fantasy)  Information Texts (including Non-Chronological Reports) | Diaries | Persuasive Writing  Beatrix Potter |
| **Mathematics** |  |  |  |  |  |  |
| **Science** | Electricity | Living things (Habitats,  Hibernation) | Sound  Musical Instruments | Animals (including Humans) | State of Matter | The Environment (including Pollution) |
| **Art and Design** | Mosaics | - | - | - | Painting | Landscapes |
| **Computing** | Understand computer networks, include e-safety (link to cracking inventions – world wide web | Branching database (link to habitats, hibernation) | Algorithms – programing to output sound (link to science) | Programming – use scratch(or similar) to design and write simple programs (link to imaginary worlds) | Debugging – follow on from spring B | Understand computer networks, include e-safety (link to cracking inventions – world wide web |
| **Design and Technology** | - | Sewing (including cross-stitch) | Chinese Cookery (including healthy diet) | Construction (animal sculptures) | - | - |
| **Geography** | Cities (including Ancient Romans and Modern Cities) | Weather  Climate | - | Mountains  Maps | - | A Region of the UK (The Lake District) |
| **History** | Ancient Romans  Aqueducts  Catapults | - | Shang Dynasty | - | Egypt and the Near East | - |
| **Languages** | Spanish | Spanish | Spanish | Spanish | Spanish | Spanish |
| **Music** | Rhythms and Beats  Recorders | Exploring Instruments Recorders | Music from Other Cultures (Far East) | Exploring Instruments ( Weather Sounds)  Painting with Sounds | Music from other Cultures (Near and Middle East) | Junk Percussion (including Stomp) |
| **Physical Education** | Games | Gymnastics | Dance | Outdoor and Adventurous Activities | Games | Athletics  Sports Day |
| **SEAL** | New Beginnings | Getting On and Falling Out | Goals | Good to be Me | Relationships | Changes |

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| **Year 5** | **Autumn A** | **Autumn B** | **Spring A** | **Spring B** | **Summer A** | **Summer B** |
| **Topic** | **World War I** | **Russia** | **Invasion** | **Scandinavia** | **Africa** | **Africa** |
| **Religious Educations** | **Creation**  -know that people have asked questions about creation, reflect on some important responses  -know about the creation story in the Bible, reflect on it’s importance  -know about the story of the fall, how does it help us understand the suffering in the world?  -understand that God calls us to care for creation, we have responsibilities  -know about some of God’s great helpers, reflect on what we can learn from them  Be aware of God’s great gifts to us , reflect on the importance of our own gifts | **God’s Covenants**  -understand the meaning of a covenant, reflect on the covenant with Noah  -know about the Covenant of God made with Abraham, reflect on trust in God  -Understand that God guides and challenges his people, that we need to grow in faith and trust in God  -know God made a covenant with Moses and the Israelites, and with us  -God sends prophets to remind his people of the covenant, reflect on this  -know God has made a new covenant with us, reflect on our part | **Inspirational People**  -understand that Jesus has come for everyone, how can we join in? What does it mean to be a follower of Jesus?  -know the beatitudes how do they show us the way to live?  Why did Jesus bless the merciful, what does this mean to us?  -Know why Jesus blessed the pure in heart, reflect on Gods presence within us  -know why God blessed those who were persecuted for doing the right thing, think of what you can do to help those suffering today  -understand why Jesus blessed the poor in spirit and the meek , reflect on the importance of trying to do Gods will  -know what it means to be a Saint, think about how it could affect your life | **Reconciliation**  -understand that actions have consequences, and reflect on the consequence of our actions  -understand that Mary, our Mother untangles knots of sin  -know about God’s love and forgiveness reflect on what this means for us  -understand the meaning of sin, reflect on how sin hurts us, others and our relationship with God  -know what happens in the Sacrament of Reconciliation, reflect on how this helps us  -understand that God is love and always ready to forgive, what does it mean to experience forgiveness? | **Life in the Risen Jesus**  -know that Jesus is risen from the dead, what does this mean for us  -understand the meaning of the resurrection and it’s importance to us  -know that the Spirit of Jesus works in many ways , reflect on the Spirit at work in the Church  -know that Jesus is present among us in different ways , reflect on how we can be present with Jesus  -know that there are different ways of praying, explore these.  -understand how Jesus teaches us to pray, reflect on the importance of prayer for us | **Other Faiths**  -know that the Church teaches about different faiths , reflect on the teaching of the Church for us  -understand what we believe about our Catholic Faith, reflect on our own beliefs  -know some important Jewish celebrations, reflect on the meaning of them  -know some of the beliefs we share with the Jews and the difference between us, reflect on their importance to us  -know some significant Muslim beliefs, think about their importance  -understand some important practices of Muslims, reflect on the importance of prayer  -know some of the beliefs we share with Muslims and the some of the differences between us , think about what we can do together |
| **English** | WWI Poetry  Recounts and Flashbacks  English Heritage books (classics) | Books from Other Cultures  Plays (including Chekov)  Spy stories (including Anthony Horowitz, Ian Fleming) | Oral traditions – poetry  Myths & Legends – Eric the Viking  First person recounts (Including Viking Journeys) | Research Skills  Information texts – Scandinavia  Instructions (including Recipes) | Information Texts (including Non-Chronological Reports)  Biography and Autobiography  Nelson Mandela | Myths and Legends  Persuasive texts (including health  and drugs)  African Poetry |
| **Mathematics** | (See Class Maths Files) | (See Class Maths Files) |  |  | (See Class Maths Files) | (See Class Maths Files) |
| **Science** | Forces | Evolution | Properties and changes in materials- Materials – including those used by the Anglo Saxons and Vikings | Changes of states – melting , freezing, boiling (food)  Climates changes of state (water cycle)  Properties and changes in materials- | Habitats | Animals  Drugs |
| **Art and Design** | - | Architects | Design, write and debug programs – link to myths and legends | Use search technologies effectively (link to science | Sculpture | - |
| **Computing** | Use search technologies - link to English topic  2 investigate | e-safety – link to PSHE  use of chat rooms, giving personal data etc.  internet safety  2 email | 2go | 2 do it yourself | Design, write and debug a program  (scratch, python, education city) – link to science animals and habitats  2 code | 2 simulate |
| **Design and Technology** | Levers and Pulleys’ | - | NA | Scandinavia - physical & human features Cookery (including savoury and Fondue | - | Construction (animal sculptures) |
| **Geography** |  | Russia | Invaders – Anglo –Saxons/Vikings (reasons for invasion, impact across Europe, local signs of invasion) | - | African Land Use | - |
| **History** | World War I | - | Vikings invaders |  | - | Benin  West Africa |
| **Languages** | Spanish | Spanish | Spanish | Spanish | Spanish | Spanish |
| **Music** | Don’t stop believing | Bells ring out | Classroom Jazz1 | Benjamin Britten | STOP! | Reflect, rewind, replay |
| **Physical Education** | Gymnastics | Games | Outdoor and adventurous activities | Gymnastics | Games | Athletics  Sports Day |
| **SEAL** | New Beginnings | Getting On and Falling Out |  |  | Relationships | Changes |

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| **Year 6** | **Autumn A** | **Autumn B** | **Spring A** | **Spring B** | **Summer A** | **Summer B** |
| **Topic** | **All about us-The Human Body!** | **All about us-The Human Body!** | **To Infinity and Beyond!**  **Earth & Space And Early Islamic Civilization** | **To Infinity and Beyond!**  **Earth & space** | **If life was a stage…**  **Ancient Civilisations -The Greeks** | **If life was a stage…**  **Ancient Civilisations-The Greeks** |
| **Visits and events** | **Birmingham art gallery** | **Paramedic/ambulance**  **School nurse**  **Dentist**  **Pharmacist Jobs linked to health visits** | **Leicester Space Centre** | | **Greek Theatre Workshop day** | |
| **Parent event** | Pitch new running gear and their advertisement campaign to parents  create a healthy eating cook book for parents and cook the food for the parents to try in celebration event  show multimedia pictures of moving bodies | | Perform dances show art work based on Holst and space  Make a mini planetarium show with working model of planets, Earth Moon 0rbit  Jabberwocky poem and our creative work around that , poetry reading etc.  BIMAS and our shape city volume perimeter and area. | | Complete the design and making of backdrop, props and masks ready to perform to parents in show case event - | |
| **Religious Education** | **The Kingdom of God**  -reflect on what the Kingdom of God is like  -reflect on the importance of responding to the invitation to the Kingdom  -know that everyone is called to the Kingdom, and reflect on this  -reflect on words and deeds necessary to show commitment to the Kingdom  -know that Jesus’ miracles reflected the beginning of the Kingdome and show us what God is like | **Justice**  -know what Justice is and that we are called to work for it  -God calls us all to speak out about injustice  -know about individuals who have been persecutes, reflect on their commitment  - Know that Christians across the world speak up for justice and it starts with us  -know in Advent we prepare for the birth of Jesus  -know that Christmas customs are drawn from different countries and cultures | **Jesus, The Bread of Life**  -Know and think about the story of the Passover  -know what happened in the last supper and reflect on what it means to us  -understand the Penitential Rite and the Liturgy of the Word in the Mass, think about our participation  -understand the Offertory, Consecration and Communion and reflect on our part in them  -know that Jesus has chosen to stay with us in a special way in the Blessed Sacraments | **Jesus, Son of God**  -Know that Jesus’ miracles led many to believe he was the Son of God, what does this mean to us  -understand why Jesus washed his disciples feet, what does this mean for us?  Know about the Passion and Death of Jesus and consider it’s importance to us  -understand and reflect on what the Resurrection of Jesus means for us | **The work of the Apostles**  -know and reflect on the calling to be Jesus disciple  -know the apostles were ordinary people with strength and weaknesses like us  -know that they changed when the Holy Spirit came, reflect on how we can change  -Know about the early Christian community and our relationship to it  -know and think about the persecution of the apostles  -know and reflect on the preaching of the apostles | **Called to Serve**  -be aware of Jesus teachings and how we should be like him  -recognise that God has given us all gifts and talents to use in his service  -be aware of the gifts of the Holy Spirit and understand that we can receive them  -know and reflect on some of the ways we can serve God  -know and think about the Sacraments of Marriage and Holy Orders |
| **English** | Explanation text how the …works  Story about how the body works  Instructional writing healthy food recipes  Persuasive adverts for new running gear slogan etc based in DT | Research Skills  Information texts –  Persuasive text –why we need to exercise  Why you shouldn’t smoke etc | War of the Worlds – HG Wells  Poetry – nonsense verse – portmanteau, quatrains Jabberwocky  Alien poetry | Modern Fiction – Dr Who in a Range of media forma  Reference Books (including geographical features) | Story writing  Play  Poetry  Research how they used to live  Debate about womens roles in Ancient Greek and today | Diaries – day in the life ()  Plays (Ancient Greece)  Recount Greek day  Exlpanation text how the Greeks have influences our lives. |
| **Mathematics** | Place value and rounding    Mental and written addition and subtraction of large numbers    Place value decimals and negative numbers  Multiples, factors and prime numbers  Written methods for multiplication and division: HTU × ÷ TU and HTU × ÷ U  Geometry:  circles and angles  Measurement  Multiplication and division:  Written methods  Comparing, ordering and simplifying fractions  Assessment | Calculation: order of operations  Probability ready for ICT next week    Algebra: simple formulae ready for next weeks ICT  Geometry:  2D and 3D shapes  Nets ready to make model  Statistics:  Pie charts | Percentages fractions and decimals  -BIDMAS mixed operations and large numbers.  - solve addition and subtraction multi-step problems  - common factors, common multiples and prime numbers  Fraction calculate proper and improper fractions using + - X ÷ with different denominators, and write answers in simplest form.  -calculate decimal fraction equivalents (0.375) for a simple fraction (3/8).  - describe positions on the full co-ordinate grid (all four quadrants).  - draw and translate simple shapes on the co-ordinate plane, and reflect them in the axes  -recognise that shapes with the same area can have different perimeters and vice versa.  - calculate the area of parallelograms and triangles. Using a formulae .  - calculate, estimate and compare volume of cubes and cuboids using cubed3 | -To multiply multi-digit numbers up to 4 digits by a two-digit whole number  -To divide numbers up to 4 digits by a two-digit whole number using the efficient written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.  -To perform mental calculations, including with mixed operations and large numbers.  - To use their knowledge of the order of operations to carry out calculations involving the four operations.  - To solve problems involving addition, subtraction, multiplication and division. | To read, write, order and compare numbers at least to 10,000,000 and determine the value of each digit.  - To round any whole number  - To use negative numbers  To perform mental calculations  - To solve + - multi-step problems  - To use estimation to check answers to calculations  To multiply up to 4 digits by a two-digits  - To divide numbers up to 4 digits by two digit -interpret remainders as whole number remainders, fractions or by rounding,  -Multiply simple pairs of proper fractions, writing the answer in its simplest form  -percentages of whole numbers  - equivalences between simple fractions, decimals and percentages including in different contexts.  - To use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure Recognise, describe and build simple 3-D shapes, including making nets | -Use simple formulae  -express missing number problems algebraically  -To solve problems involving similar shapes where the scale factor is known  -To solve problems using knowledge of fractions and multiples.  -Describe positions on the full coordinate grid (all four quadrants)  -draw and translate shapes on all planes  - To solve problems involving the calculation and conversion of units of measure, using decimal notation  - To use read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit and vice versa, using decimal notation to three decimal places.  -To interpret and construct pie charts and line graphs and use these to solve problems.  - To calculate and interpret the mean as an average.  To interpret and construct pie charts and line graphs and use these to solve problems.  ● To calculate and interpret the mean as an average. |
| **Science** | Living things including humans and life cycles. | Human Bodies  Circulatory systems  Heart dissection  How does the digestive system works? | Earth & Space  Orbits of the planets  How day and night occurs  Plan and carry out fair test | Testing soils, linked to Mars and the experiments the astronauts would complete. | Light how we see  How light travels  How we see things  How are shadows made? | Electricity creating parallel and series circuits.  The effects of adding different components into a circuits.  Creating circuits to solve different problems, ie burglar alarm, creating stage lighting and sound effects. |
| **Art and Design** | Drawing human form Monets, Dagar, dancers ballerina  Select appropriate media to represent the movement in the human body use multi media and explain choices | Portraits  Impressionism –  Recreate images and scenes using printing with card and polystyrene | Design a night sky choosing different ways to embellish it , ie tie die the back ground sew/embroider different elecemnt planets etc. | Look at 3D art from a variety of genre ,Make choices about range of materials –  Make links to Jabberwocky poem | -using clay to make an artefact of their own stating its purpose, how to embellish these with designs of their own based on historical artefact | Look at 3D art from a variety of genre ,Make choices about range of materials –  Masks (Greek plays)  Landscapes of ancient Greece to produce backdrops |
| **Computing** | Duke of York and TTP rockstars  Purple mash  Binary  Coding | Duke of York and TTP rockstars  Staying safe on line | Duke of York and TTP rockstars  Blogging  Networks | Spreadsheet  Create and investigate spread sheet for different application | Duke of York and  TTP rockstars  Adventure text | Duke of York and  TTP rockstars  Quizzing |
| **Design and Technology** | -evaluate , market research design and make suitable waterproof, warm, light sweat resistant running gear, hat gloves scarf.  Investigate materials choose how to make it  Test it . market it. | Cookery healthy eating  Know when and where food if farmed and on what scale  Have basic recipies and add, change , substitute or change and adapt to taste, aroma etc. | Creating 3d models with working components | Mechanical systems in products – forces  Create a Space Buggy-using motors, cogs and gears to travel over uneven terrain. | Great Designers – Architects  Greek pots  Design a pot for a specific purpose  Carry out research about the needs | Create diaramas with moving parts powered by electrical circuits |
| **Geography** | Be able to use a 6 figure grid reference  Identify continents, oceans, key countries and capital cities  Complete a traffic and air traffic survey collect collate and present data for different times of the day  Compare harvest in Bagdad England and Greenland compare weather , types of crops longitude and latitude | | Complete a traffic and air traffic survey collect collate and present data for different times of the day Tropic of cancer and Capricorn, equator how the tilt of the Earth changes seasons in 2 contrasting countries one near the equator and one near the poles  Human and physical Geography | | Longitude and latitude as it applies to Greece, and England | Natural disasters |
| **History** | A study of aspects of health and Medicine in history that exceed 1066 through times how medical advances have helped us today | Key medical break-through DNA heart surgery  Key scientist Pasture and Jennings- | Early Islamic civilization Bagdad at the Equator with England and Greenland | | Ancient Greeks  How have they affected our lives today  Medicine, sport, democracy, art, philosophy etc  How they lived  Views on women  Women, fighting | |
| **Languages** | Spanish | Spanish | Spanish | Spanish | Spanish | Spanish |
| **Music** | *Charanga*  *I’ll be there listening appraising playing evaluating and performing* | *Classroom Jazz 2*  Show awareness of audience venue and occasion, Singing from a staff and in rounds Performance Christmas | *A new year and Happy*  Planets – Holst – orchestral composition  Listen to longer pieces of music and identify features  Identify different melodic patterns | | *You’ve got a friend in me*  Create different effects using pitched instruments to go with Greek plays | *Reflect rewind, replay*  Creat a sound scape Create and record Foley artist sound tract to support Greek play |
| **Physical Education** | Games  Keeping fit | Gymnastics  Levels and balance | Dance levels ,balance, atmosphere and movement to Holst Planet  Hockey | Outdoor and Adventurous Activities  Gymnastics using the equipment mount and dismount , elements of a sequence. | Games | Athletics.  Sports Day |
| **PSHE** | Rights and responsibilities  New Beginnings  STAR drug awareness | Healthy Mind Healthy Body  Getting On and Falling Out | The world around us  Goals  British values | The same but different  Good to be Me | Relationships  Sex education | The safe not sorry  Crucial crew  Changes |