# TERM 1 & 2 Towers, Tunnels & Turrets

| SUBJECT | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|---|---|---|---|---|---|---|
| HISTORY | Changes within living memory (including aspects of change in national life)<br><br>Significant historical events, people and places in their locality | Events beyond living memory<br>Life of a significant individual | **The Roman Empire and its impact on Britain.** | Britain's settlement by Anglo-Saxons and Scots | The Vikings struggle for the Kingdom of England | WW2- British history after 1066 (Battle of Britain) |
| SCIENCE | Everyday materials<br>Seasonal Changes<br>Science Enquiry | Materials<br>Animals incl humans (hygiene/diet) | **Forces**<br><br>**Light** | States of matter<br>Electricity | Properties and changes of materials<br><br>Forces | Light and Electricity<br>Science Enquiry |
| GEOG | Settlements (UK)<br>Water & our islands<br>Daily and seasonal changes | NA | **NA** | settlements | Settlements | N/A |
| DT | Structures<br>Construction Kits | Healthy dish | **Strengthen, stiffen and reinforce more complex structures.** | Plan, prepare and cook, healthy seasonal dish.<br><br>Textiles | Mechanisms, CAMS, gears and linkages | Food Technology- growing and war time recipes<br><br>Prepare a well-balanced dish |
| ART | Models/sculptures<br>Large scale picture/ model | Sculpture | **Architecture** | Textiles and collage | Painting/ charcoal/ drawing | Picasso's painting of Spanish civilisation |
| MUSIC | Charanga<br>Christmas Production | Charanga<br>Christmas Production | **Charanga**<br><br>**Christmas Production** | Charanga<br>Christmas Production | Charanga<br>Christmas Production | Hip hop lessons- Charanga<br>Freestyle-ks2- hip hop courses.<br><br>Autumn term 2 music scheme<br>Christmas songs<br>(production song) |
| RE | Christianity & Islam focus.<br><br>What does it mean to belong to a faith community? (Living)<br><br>How and why do we celebrate sacred and special times?<br>(Expressing). Islam and Christian E.g. Advent, Eid, Ramadan<br><br>Christmas | Christianity & Judaism focus.<br><br>How should we care for others and the world and why does it matter? (Living)<br><br>How and why do we celebrate sacred and special times? (Expressing)<br>Look at different celebrations to Y1.<br>Jewish and Christian<br>E.g. Rosh Hashanah,<br>Yom Kippur, Sukkot.<br><br>Christmas | Christianity & Islam focus.<br><br>What do different people believe about God? (Believing) Christian focus and and Islam.<br><br>Why are festivals important to religious communities?<br><br>Christian and Islam.<br><br>Christmas | Christianity & Hinduism focus.<br>Also bits of Islam and Judaism as appropriate.<br><br>Why is Jesus inspiring to some people? (Believing)<br><br>Why are festivals important to religious communities?<br>Different festivals to Y3.<br><br>Christian and Hindu E.g. Diwali, Navaratri.<br><br>Christmas | Christianity, Islam & Hinduism focus.<br><br>Why do some people think God exists? (Believing)<br><br>If God is everywhere, why go to a place of worship? (Expressing).<br><br>Christmas | Christianity, Hinduism, Islam, Judiasm, non-religious (e.g. Humanist) focus.<br><br>What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)? (Living).<br><br>Rosh Hashanah, Yom Kippur (Jewish) Sukkot<br>Is it better to express your beliefs in arts and architecture or in charity and generosity? (Expressing).<br><br>Possible visit to a place of worship? Synagogue?<br><br>Hanukkah (Jewish)<br><br>Christmas |
| MFL | School Based Scheme | School Based Scheme | Y3 ilanguages | Y3 ilanguages | Y4 ilanguages | Y4 ilanguages |
| ICT | Online safety<br><br>Data (Materials) | Online safety<br><br>Data (Animals) | Online Safety<br><br>The Impact of Technology | Online safety<br><br>Programming (Logo) | Online safety<br><br>Media tales from other cultures | Online safety<br><br>The impact of Technology |
| PHSE | Being Me in My World<br>Celebrating Difference | Being Me in My World<br>Celebrating Difference | Being Me in My World<br>Celebrating Difference | Being Me in My World<br>Celebrating Difference | Being Me in My World<br>Celebrating Difference | Being Me in My World<br>Celebrating Difference |

# TERM 3 & 4 Step into a Book!

| SUBJECT | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|---|---|---|---|---|---|---|
| HISTORY | Changes within Living Memory | NA | **Changes in Britain from the Stone Age to the Iron Age.** | Ancient Egyptians | A non-European society (Maya) | N/A |
| SCIENCE | Animals including humans<br>Seasonal Changes<br>Science Enquiry | Living things and their habitats (not hygiene/diet)<br>Animals including humans | **Rocks**<br>**Animals including humans.** | Animals including humans | Earth and Space | Evolution and Inheritance<br>Animals including humans (Humans) |
| GEOG | Daily and seasonal changes<br>Where food comes from | NA | **Settlements (life then and life now).** | Environments | NA | Environments and settlements |
| DT | Mechanisms, slides and levers | Wheels and Axels | **Healthy diet must be balanced and varied (term 4)** | Mechanisms.belts and pulleys | Plan, prepare and cook a healthy savoury dish (food technology)<br>Multimedia Presentations | CAD<br>Cogs and levers |
| ART | Large scale picture | Painting<br>Drawing | **Sculpture** | Painting and printing- Pointalism | Art from another culture, textiles/collage<br>Charcoal/ceramics/sculpture/digital media | Textiles- Precepts<br>Tapestry/patchwork |
| MUSIC | Charanga | Charanga | **Charanga** | Charanga | Charanga | Living On a Prayer<br>Fresh Prince of Bel Air |
| RE | Who is a Christian and what do they believe? (Believing)<br>Easter | Who is a Muslim/ Jew and what do they believe? (Believing)<br>Easter | What does it mean to be a Christian in Britain today? (Living)<br>Trip to different Christian places of worship.<br>Easter | What does it mean to be a Hindu in Britain today? (Living)<br>Trip to Hindu place of worship<br>Holi (Hindu)<br>Ramayana (Hindu)<br>Easter | What does it mean to be a Muslim in Britain today? (Living).<br>Visit to a Mosque<br>Easter | What matters most to Christians and Humanists? (Living)<br>Easter |
| MFL | Schools Based Scheme | School Based Scheme | Y3ilanguages | Y3ilanguages | Y4 ilanguages | Y4 ilanguages |
| ICT | Media (Stories)<br>Programming<br>Beebots | Media (Traditional Tales)<br>Programming (Beebots) | Data: rocks<br>Media: biography | Media (Theatres & Plays) | Data databases<br>The impact of technology | Media-Marketing<br>Programming/Flowol |
| PHSE | Dreams and Goals<br>Healthy Me | Dreams and Goals<br>Healthy Me | Dreams and Goals<br>Healthy Me | Dreams and Goals<br>Healthy Me | Dreams and Goals<br>Healthy Me | Dreams and Goals<br>Healthy Me |

# TERM 5 & 6 Passport to Paradise

| SUBJECT | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|---|---|---|---|---|---|---|
| HISTORY | NA | NA | **NA** | NA | NA | Ancient Greece |
| SCIENCE | Plants<br>Seasonal Changes<br>Science Enquiry | Plants<br>(Gap filling for IAF)<br>Science Enquiry | **Plants** | Sounds<br>Living things and their habitats | Animals including human<br><br>Living things and their habitats | Living things and their habitats Revision<br><br>Water cycle |
| GEOG | Daily and seasonal changes<br>Water & our Islands<br>Environments | Geographical skills and fieldwork<br>Locational knowledge<br>Place knowledge<br>Human and Physical Geography | **Local area study.**<br><br>**Water and our Islands.**<br><br>**Environments.** | Water and European islands<br>Field work-measure rainfall etc. | Water & Islands of North of **South America**<br><br>Environments<br><br>Look at how people cause change to the environment | Water and islands of North and South America<br><br>Galapagos Islands Environment |
| DT | Where does food come from? | Textiles | **Textiles – link to patterns. Batik.** | Functional and aesthetic properties of materials. | ICT control program | Architecture |
| ART | Collage<br>Painting | Printing<br>Collage | **Drawing/painting and pattern (term 6).** | Digital media and drawing | NA | Artefact designs |
| MUSIC | Charanga | Charanga | **Charanga** | Charanga | Charanga<br>Summer Production | Make You Feel My Love!<br>Reflect, Rewind and Replay<br>Summer Production |
| RE | What makes some places sacred? (Expressing) Christian and Islam.<br><br>Ramadan and Eid. | What can we learn from sacred books? (Christian, Muslim, Jewish) (Believing). | Why do people pray? (Expressing) Christian and Islam focus.<br><br>Eid and Ramadan<br>Why is the Bible so important for Christians today? (Believing). | What can we learn from religions about deciding what is right and wrong? (Living)<br><br>Why do some people think that life is a journey and what significant experiences mark this? (Expressing). | What would Jesus do? (Believing).<br><br>Eid and Ramadan | What do religions say to us when life gets hard? (Believing). |
| MFL | School Based Scheme | School Based Scheme | Y3 ilanguages | Y3 ilanguages | Y4 ilanguages | Y4 ilanguages |
| ICT | Impact of technology<br><br>Finish outstanding units/Exploration of choice | Impact of technology<br><br>Finish outstanding units/Exploration of choice | Programming: Scratch.<br><br>Finish outstanding units/ Exploration unit of choice | Data (Living Things)<br><br>Finish outstanding units/ Exploration unit of choice | Programming Flowol<br><br>Finish outstanding units/ Exploration unit of choice | Online databases and accuracy<br><br>Finish outstanding units/ Exploration unit of choice |
| PHSE | Relationships<br>Changing Me | Relationships<br>Changing Me | Relationships<br>Changing Me | Relationships<br>Changing Me | Relationships<br>Changing Me | Relationships<br>Changing Me |