



## Whole School Curriculum Overview 2022-23



EYFS	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2	
See EYFS Long Term Curriculum Overview 2021-22	<b>Fantasy and Fairy Tales-</b>		<b>Heroines and Heroes</b>		<b>Our natural world</b>		

Year 1	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<b>Science</b>	Animals including humans Scientific enquiry Seasonal change		Materials Water proof/strength Scientific enquiry Seasonal change		Plants Scientific enquiry Seasonal change SRE	
<b>History</b>	Dinosaurs- Mary Anning	Mini topic- Significant Others- Guy Fawkes	Explorers- Christopher Columbus & Neil Armstrong	Houses and homes		
<b>Geography</b>		My World and Me	Explorers - map work		We are going on a safari - Comparing locations	Seaside Sea and Coasts
<b>Art</b>	<u>Land Art</u> - Andy Goldsworthy	<u>Abstract Art</u> - line, shape and tone -Jasper Johns, -Beatriz Milhazes -David Hockney	<u>Art and Design Skills</u> Painting-Colour Mixing Drawing- line and shading			

		-Vija Celmins	-Loius Waine			
<b>DT</b>	Smoothies		Moving Books	Windmills		Puppets
<b>Music</b>	<u>Pulse and Rhythm</u> Listen with concentration and understanding to a range of high-quality live and recorded music Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play untuned instruments musically Create sounds using the interrelated dimensions of music (rhythm)	<u>Pulse and Tempo</u> Journey into the unknown and explore under the sea through music, movement, chanting and the playing of tuned percussion instruments.	<u>Musical Vocabulary</u> Explore under the sea through music, movement, chanting and playing of tuned percussion instruments.		<u>Classical Music, dynamics and tempo</u> Use bodies and instruments to listen and respond to pieces of classical music that represent animals	<u>Vocal and Body Sounds</u> Make links between music, sounds and environments and use percussion, vocal and body sounds to represent calm and stormy seas
<b>PE</b>	Dance HRE Football	HRE Gym Orienteering	Gym Multi skills Invicta Games	Gym Tennis	Cricket Gym	Dance Athletics
<b>Computing</b>	<u>Online Safety</u> Project Evolve Privacy and Security Health, Well Being and Lifestyle Self Image and Identity Managing Online Information Bullying Copyright and Ownership	<u>Word Processing</u>	<u>Animation</u> Chatterpix	<u>Programming</u>	<u>Video Creation</u>	<u>Data Handling</u>

<b>RE</b>	Theme: Creation Story Concept: God/Creation Key Question: Does God want Christians to look after the world? Religion: Christianity	Theme: Christmas Concept: Incarnation Key Question: What gifts might Christians In my town have given Jesus if he had been born here rather than in Bethlehem? Religion: Christianity	Theme: Jesus as a friend Concept: Incarnation Key Question: Was it always easy for Jesus to show friendship? Religion: Christianity	Theme: Easter - Palm Sunday Concept: Salvation Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Religion: Christianity	Theme: Shabbat Key Question: Is Shabbat important to Jewish children? Religion: Judaism	Theme: Rosh Hashanah and Yom Kippur Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children? Religion: Judaism
<b>PHSE</b>	What is the same and different about us? <b>Link to Respect value/identity/Every one is different</b>	How can I be a positive learner? <b>Link to Aspiration value/goals/choic es/pocket money/jobs/need s &amp; wants</b>	Why is it important to think 'Happy' and feel ' Happy? <b>Link to Resilience value/self esteem/Being Positive/asking for help from a trusted adult/mental wellbeing</b>	How can we look after each other and the world? <b>Link to Responsibility value/choices (good or bad)/Responsibility in class and out/looking after animals</b>	Who is special to us? <b>Link to Kindness value/behaviour (zones of regulation/ friendships/bullyin g</b>	How can I cope with changes? <b>Link to Independence value/feelings/moo ds/zones of regulation)/speakin g up/likes dislikes/transition/z ones of regulation</b>
<b>RHE</b>	Families and People who care for me. Caring Friendships. Healthy Foods Internet Safety Mental Wellbeing		Physical Health and Fitness Drugs and Tobacco Health and prevention Mental Wellbeing		First Aid  The changing adolescent body  Mental Wellbeing	

<b>Year 2</b>	<b>Aut 1</b>	<b>Aut 2</b>	<b>Spr 1</b>	<b>Spr 2</b>	<b>Sum 1</b>	<b>Sum 2</b>
<b>Science</b>	Healthy bodies- Creation of healthy diet plates Germs Healthy lifestyles exercise		Materials- Scientific enquiry Properties School investigation		Plants - Scientific enquiry Drawing labelling Vocab and scientific drawings	

					SRE	
<b>History</b>		Florence Nightingale/ Mary Seacole		The Great Fire of London		Pirates- Grace O'Malley
<b>Geography</b>	The local area and the UK		London		China	
<b>Art</b>			Portraits			
<b>DT</b>	Healthy Food Choices - Soup making Kapow		Baby Bears Chair -Structures Kapow	Fire engines -Axles and wheels		
<b>Music</b>	<u>Musical Me</u> Children learn to sing the song 'Once a Man Fell in a Well' and to play it using tuned percussion. Use letter notation to write a melody.		<u>On this island</u> Creating sounds to represent three contrasting landscapes:seaside, countryside and cities. .		<u>Djembe Lessons</u>  <u>Myths and Legends</u> Develop an understanding of musical language and how timbre, dynamics and tempo	
<b>PE</b>	Dance Gymnastics -using apparatus Chasing games	Dance Gymnastics-rolling Chasing Games	Dodgeball -Games Sequencing - Gymnastics Hanging and Swinging -monkey bars	Handball - Games Sequencing - Gymnastics Hanging and Swinging -monkey bars	Maypole Dancing Tennis Orienteering	Country Dancing Athletics
<b>Computing</b>	Online Safety/Digital Literacy	Coding - Scratch Jr DARES project	Video Creation (Green screen)	Presentations, web design and ebook - (Chatterpix)	Photography/Word processing	Animation and Coding
<b>RE</b>	Theme: What did Jesus teach? Key Question: Is it possible to be kind to everyone all of the time? Religion:	Theme: Christmas - Jesus as gift from God Concept: Incarnation Key Question: Why do Christians believe	Theme: Prayer at home Key Question: Does praying at regular intervals help a Muslim in his/ her everyday life?	Theme: Easter - Resurrection Concept: Salvation Key Question: How important is it to Christians that Jesus	Theme: The Covenant Key Question: How special is the relationship Jews have with God?	Theme: Rites of Passage and good works Key Question: What is the best way for a Jew to show commitment to God?

	Christianity	God gave Jesus to the world? Religion: Christianity	Religion: Islam	came back to life after His crucifixion? Religion: Christianity	Religion: Judaism Or Theme: Community and Belonging Key Question: Does going to a Mosque give Muslims a sense of belonging? Religion: Islam	Religion: Judaism Theme: Prayer at home Key Question: Does praying at regular intervals help a Muslim in his/ her everyday life? Religion: Islam Theme: Hajj Key Question: Does completing Hajj make a person a better Muslim? R
<b>PHSE</b>	What makes a good friend? including online, to a trusted adult. <b>Link to Respect value/identity/Everyone is different</b>	How can I reach my goals? <b>Link to Aspiration value/goals/choices</b>	How do we recognise our feelings? <b>Link to Resilience value/Resilience value/self esteem/Being Positive/how to make yourself feel good (strategies)/mental wellbeing</b>	Where does money come from? <b>Link to Responsibility value/belonging to a community/pocket money/jobs/different strengths &amp; interests to do own jobs</b>	How can actions & words affect people? <b>Link to Kindness value/Differences/behaviour (zones of Regulation)/resolving arguments</b>	How can I deal with change in a positive way? <b>Link to Independence value/big feelings/having a voice/transition/zones of regulation</b>
<b>RHE</b>	Families and People who care for me. Respectful relationships Being Safe Internet Safety Mental Wellbeing		Physical Health and Fitness Healthy Eating Drugs and Tobacco Health and prevention Mental Wellbeing		First Aid  The changing adolescent body  Mental Wellbeing	

<b>Year 3</b>	<b>Aut 1</b>	<b>Aut 2</b>	<b>Spr 1</b>	<b>Spr 2</b>	<b>Sum 1</b>	<b>Sum 2</b>
<b>Science</b>	Human animals and	Rocks and Soils	Light	States of Matter	Sound	Plants

	living things					
<b>History</b>	Stone Age Life in the Stone Age - tools, weapons, houses, food etc.	Bronze and Iron Ages Investigating how they lived. What their houses were like. Amesbury Archer - who was he?			Romans and their way of life- Food, servants, coins, tools, entertainment etc.	
<b>Geography</b>			Our World, Our Environment. Identifying where in the world the UK is situated. Identifying 4 countries of UK and their capital cities. Identifying 7 continents and 5 oceans.	Our World, Our Environment. Impact of plastic/ environmental pollution in different countries and the lives of people who live there. Identifying trade routes between UK and Europe.  Human and physical geography - what is the difference?  Trip to Samphire Hoe to investigate human and physical features of the area.		Roman Invasion and the spread across Europe.  The eruption of Mount Vesuvius and the affect it had on the people who lived there.
<b>Art</b>	Cave Art in the Stone Age. Looking at different types of cave art. Sketching and then creating our own cave art.	Collage picture of Stonehenge. Using mixed media - mixing paints on the background and creating a collage of Stonehenge.	Sculptures and Structures around the world. Looking at different sculptures, how they are formed and the impact they have on the	Waste sculptures made from plastic from the sea. Create a living sculpture as a year group in the shared area.	Make and design a roman mosaic. Looking at mosaics which have been found across Europe on archaeological digs. Replicating colours and colour mixing. Make a square tile roman mosaic.	

			landscape.	Samphire Hoe trip - make stone balancing sculptures.		
<b>DT</b>			Foods from around the world. Tasting and comparing different foods, looking at packaging and designing and making a new dish.		Roman Purses. Looking at the workings of different bags and purses, how do we replicate this. Children design and make their own purse.	Design and make the best Roman chariot for the Emperor to win a race.
<b>Music</b>	Drumming <u>African Call and Response (from Y2 Kapow)</u> Learn a traditional African call and response song to recognise simple notation. Composing animal based call and response rhythms.		<u>Composition based on an animation. Theme - Mountains</u> Listen to music and consider the narrative it could represent. Identify how dynamics, pitch and tempo change.		Ukulele lessons  <u>Jazz</u> Learn about Ragtime and Dixieland style of music, scat singing, Create a jazz motif using a swung rhythm	Ukulele lessons  <u>Romans (from Y4 Kapow)</u> Understand repeated patterns in music, children progress to motifs.
<b>PE</b>	Tennis Gymnastics	Netball Gymnastics	Basketball Dance	Football Dance	Athletics Gymnastics and Dance	Athletics Gymnastics and Dance
<b>Computing</b>	E-Safety Digital Literacy	E-Safety Google Slide Presentation Word Processing Skills	Word Processing Skills Presentations Data Handling	Word Processing Skills Presentations Data Handling	Computational Thinking Computer Programming and Coding	Animation, Sound and Video Creation Photography and Digital Art
<b>MFL</b>	<u>French Greetings with Puppets</u>  Practise a variety of French greetings and introduce	<u>French adjectives of colour, shape and size</u>  Describing shapes using adjectives of	<u>French playground games- numbers and age</u>  This KS2 unit sees children count in	<u>In French Classroom</u>  Responding to common classroom instructions through games. Learning	<u>French Transport</u>  Using their detective skills to spot cognates and working out	<u>A Circle of Life in French</u>  Using their dictionary skills to develop their animal vocabulary

	<p>themselves, choose the right greeting depending on time of day and ask someone how they are.</p>	<p>colour and size, learning the position of adjectives relative to the noun; noting cognates, practising language skills and developing confidence through games and creating animal and Christmas artworks inspired by the cut-outs of French artist, Henri Matisse.</p>	<p>French from one to twelve, recognise the written number words, ask how old someone is and answer the same question, comparing sentence structures in French and English, and practising all the vocabulary by playing counting and some traditional French games.</p>	<p>vocabulary for classroom items. Understanding that every French noun is either 'masculine' or 'feminine.'</p>	<p>meaning, children learn new transport-related vocabulary and construct sentences using parts of the verb 'aller' – to go, and prepositions to express going on holiday to a different country or going to school by a particular mode of transport. The children discover that French is spoken in many countries around the world other than France.</p>	<p>and habitat names. Building sentences and completing food chains to apply this vocabulary in writing. This unit has cross-curricular links with Science.</p>
RE	<p>Theme: The Amrit Ceremony and the Khalsa Key Question: Does joining the Khalsa make a person a better Sikh? Religion: Sikhism</p>	<p>Theme: Christmas Concept: Incarnation Key Question: Has Christmas lost its true meaning? Religion: Christianity</p>	<p>Theme: Sharing and Community Key Question: Do Sikhs think it is important to share? Religion: Sikhism</p>	<p>Theme: Easter - Forgiveness Concept: Salvation Key Question: What is 'good' about Good Friday? Religion: Christianity</p>	<p>Theme: Hindu Beliefs Key Question: How can Brahman be everywhere and in everything? Religion: Hinduism</p>	<p>Theme: Pilgrimage to the River Ganges Key Question: Would visiting the River Ganges feel special to a non-Hindu? Religion: Hinduism</p>
PHSE	<p>How can we be a good friend? including online. <b>Link to Respect value/Equality/fairness (what it looks like)</b></p>	<p>How can I aim high? <b>Link to Aspirations value/Belonging to different groups &amp; communities/Diverse groups/Community Inclusion/clubs</b></p>	<p>What are families like? <b>Link to Resilience &amp; kindness (accepting everyone is different)/mental wellbeing</b></p>	<p>What makes a Community? <b>Link to Responsibility value</b></p>	<p>How do family and friends celebrate? special days <b>Link to Kindness value</b></p>	<p>What strategies help me deal with change? <b>Link to Independence value/The 5 B's/zones of regulations/recognition</b></p>

						sing own feelings/transition
<b>RHE</b>	Families and People who care for me. Caring Friendships. Being Safe Internet safety and harm. Mental Wellbeing		Physical Health and Fitness Healthy Eating Drugs and Tobacco Health and prevention Mental Wellbeing		First Aid The changing adolescent body Mental Wellbeing	

Year 4	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<b>Science</b>	Animals and living things Forces Living things and their habitats		Human body and teeth Rocks and soils		Electricity	
<b>History</b>		Invaders- Vikings	<u>'Every Life Matters'</u> Does everyone have the right to be treated equally? Research UK 'acts' that have been passed over the centuries to ensure equality. Consider the effects of segregation and Apartheid Use evidence to build up a picture of the past Identify key events over the last 100 years Place significant events onto timelines Explain why events took place Make comparisons between the UK, South Africa and the USA over the last 100 years Black Lives Matter		Ancient Greeks including the theatre	

<b>Geography</b>	<u>Europe</u> (1)Locate Europe on a world map and find out about its features. (2)Identify and locate countries in Europe (3) Identify European countries according to their features. (4) Identify the major capital cities of Europe. (5) Compare two European capital cities. (6) Find out about the human and physical features of a European country.	<u>Vikings</u> (1)Where did the vikings come from? (2) Geography of a viking village (3) Viking journeys - how did physical feature, including weather, impact decisions?		<u>North America</u> (1)Significant landmarks (2)climate and it's effects (3) imports and exports - meaning and why these are necessary (4) physical features, (5)economy; reliance on imports and exports (6) Impact of extreme weather	<u>Local Study</u> <u>Great Chart Village</u> Looking at physical and human aspects of Great Chart village Compare to Ashford town Why do we want to live here? What do we need from a place to live? Map work; Ordnance Survey features	<u>Ancient Greece</u> Where is Greece? Name it's capital and deas What human features remain today? Why? (including effects of the weather).
<b>Art</b>	Sculpture Card Cubist Faces Cubist Portraits by Pablo Picasso Georges Braque Paul Klee	Sculpture Clay - Viking Heads Alberto Giacometti Other modern interpretations of vikings	<u>Textiles</u> Cushion Cover designs using flour paste for batik effect Arthur Liberty William Morris Cath Kidston Kaffe Fassett.		IT/Collage Mixed Media Seascapes	
<b>DT</b>	<u>Food</u> The Great Great Chart Bake Off! Adapting a recipe to create own biscuit design		<u>Textiles</u> Designing and making a cushion		Structures Build a wooden framed structure, clad and decorate according to a set criteria.	<u>Electrical Systems</u> Design and make a torch with a working electrical system

<b>Music</b>	Ukulele  <u>Rainforests</u> Introduction to musical terms and elements	Ukulele  <u>Vikings (from Y3 Kapow)</u> Develop singing technique; keeping in time, working on musical notation and rhythm culminating in group performance of a song with actions	Ukulele  <u>South Africa (from Y5 Kapow)</u> Learn traditional South African song. Play accompanying chords using tuned percussion and accompany with djembes.	'Rock and Roll' <u>Musical Theatre (from Y5 Kapow)</u> Learn how singing, acting and dancing can be combined to give an overall performance.		
<b>PE</b>			Swimming	Swimming		
<b>Computing</b>	<b>Online Safety</b> Project Evolve Privacy and Security Health, Well Being and Lifestyle Self Image and Identity Managing Online Information Bullying Copyright and Ownership	DARES PROJECT Makey Makey - (Coding and Programming Computational Thinking)  Google Forms (Data Handling)	DARES Project Movie Soundtrack (Sound/Video Creation) Augmented Reality	DARES Project Adobe Spark Video (Video Creation)  Animation	DARES Project Scratch (Coding and Programming)  Word processing/Typing	Photography and Digital Art
<b>MFL</b>	<u>Portraits - describing in French</u> Learning adjectives for describing people's physical appearance and their personality. Creating simple sentences ensuring that the adjectives agree with the gender of the noun.	<u>French and the Eurovision Song Contest</u> This unit uses the concept of the Eurovision Song Contest to get pupils to work in groups writing their own original songs in French, using vocabulary largely	<u>French numbers, calendars and birthdays</u> Children learn French numbers 1-31, the days of the week, months of the year, dates and seasons through maths and songs and class surveys; they research of	<u>French weather and the water cycle</u> Learning phrases to describe the weather and vocabulary for the compass points; counting from 1-100 in multiples of ten; combining this knowledge to make statements about what the	<u>Clothes - getting dressed in France</u> Learning vocabulary to describe items of clothing, along with the different forms of the indefinite article. Incorporating previous learning about colour into their descriptions of clothing and	<u>French food - Miam, miam!</u> French food, cafés, ordering and menus -'Yum Yum'- or 'Miam, Miam' ! This unit introduces food vocabulary and revises numbers to 100, this time in the context of money and prices. The unit

		<p>drawn from years 3 and 4, including paying attention to rhyming sounds. The children learn additional musical instrument and musical genre vocabulary and expand their knowledge of the French names for European countries. They learn new sentence constructions to say that they play an instrument and live in a particular country and learn how to express likes and dislikes about different styles of music.</p>	<p>dates of French festivals and revise the unit by having a traditional French birthday celebration in the classroom.</p>	<p>temperature is in different parts of France and to deliver a weather forecast. The unit culminates in a French science lesson, where the children explore the water cycle and recognise scientific cognates.</p>	<p>recapping the concept of adjectival agreement. Expressing their opinions about outfits in French.</p>	<p>encourages children to develop their language detective skills and confidence with practical conversational French.</p>
<b>RE</b>	<p>Theme: Beliefs and Practices Key Question: How special is the relationship Jews have with God? Religion: Judaism Or Theme: Buddha's teachings Key Question: Is it possible for everyone to be happy? Religion: Buddhism</p>	<p>Theme: Christmas Concept: Incarnation Key Question: What is the most significant part of the nativity story for Christians today? Religion: Christianity</p>	<p>Theme: Passover Key Question: How important is it for Jewish people to do what God asks them to do? Religion: Judaism Or Theme: The 8-fold path Key Question: Can the Buddha's teachings make the world a better place? Religion: Buddhism</p>	<p>Theme: Easter Concept: Salvation Key Question: Is forgiveness always possible for Christians? Religion: Christianity</p>	<p>Theme: Rites of Passage and good works Key Question: What is the best way for a Jew to show commitment to God? Religion: Judaism Or Theme: The 8-fold path Key Question: What is the best way for a Buddhist to lead a good life? Religion: Buddhism</p>	<p>Theme: Prayer and Worship Key Question: Do people need to go to church to show they are Christians? Religion: Christianity</p>

<b>PHSE</b>	How do we treat each others with respect? including online. <b>Link to Respect value/how to resolve disputes/Diversity/Equality/Religion/Fairness/manners</b>	What strengths, skills and interests do we have? <b>Link to Aspirations/jobs/setting goals/how people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics/Learn from your mistakes giving to charity)</b>	How can we manage our feelings? <b>Link to Resilience value/self worth/self esteem/moving forward/letting go/learning/mental wellbeing/setbacks</b>	How do we treat each other with respect and be courteous? <b>Link to Responsibility value/give opinions politely/accept others views gracefully/carry out responsibilities in a caring way/rights of children</b>	Why is it important to be yourself? <b>Link to Kindness value - being kind to yourself/believe in yourself/confidence/mental health</b>	How can our choices make a difference to others and the environment? <b>Link to Independence value/how our choices affect others/how people have a shared responsibility to help protect the world around them</b>
<b>RHE</b>	Families and People who care for me. Caring Friendships. Being Safe Internet safety and harm. Mental Wellbeing		Physical Health and Fitness Healthy Eating Drugs and Tobacco Health and prevention  Mental Wellbeing		First Aid  The changing adolescent body Mental Wellbeing	

<b>Year 5</b>	<b>Aut 1</b>	<b>Aut 2</b>	<b>Spr 1</b>	<b>Spr 2</b>	<b>Sum 1</b>	<b>Sum 2</b>
<b>Science</b>	Forces	Earth and Space	Properties and Changes of Materials	Light	Living things and their habitats (Life-Cycles of animals and plants)	Animals including humans (changes as humans age, links to puberty)
<b>History</b>	Victorians- Dark Age or Golden Age?	Victorians- Dark Age or Golden Age?		Ancient Egypt- Would you like to live in Ancient Egypt?		
<b>Geography</b>	The British Empire Map reading skills		North America Map reading skills Compass points Trade links		Mountains Rivers Map reading Lines of longitude	Biomes Climate and weather. Human impact on

			Natural resources Physical versus political maps. Recap of continents, oceans, UK map and seas around the UK.		and latitude Time zones Human impact on the environment. Orienteering day -OS map symbols, map reading, scale, compass points. Recap of continents, oceans, UK map and seas around the UK.	the environment. Recap of continents, oceans, UK map and seas around the UK.
<b>Art</b>	Printing using foam print blocks (William Morris and Victorian printing)	Textile/Mixed Media unit- inspired by outer spac/planets.		Making Egyptian sarcophagi using wire and mod roc.		
<b>DT</b>			Food & Nutrition - creating a healthy bolognaise sauce for beef or plant based alternative.		Mechanisms- Pop-up books	Electronics- greetings cards
<b>Music</b>	<u>Street Child</u> Independently written unit focussing on how changes in tempo creates tension. Children create simple musical motifs which are then developed to create and notate 'chase' music.		<u>Drumming</u> <u>Ancient Egypt</u> Learn to identify the pitch and rhythm of written notes and experiment with notating their composition.		<u>Rivers</u> Listening for changes in pitch, tempo and dynamics and relate it to something tangible and familiar	
<b>PE</b>	Football Athletics	Tennis Large Apparatus	Netball Gymnastics	Basketball Benchball	Swimming (5G) Dance Hockey	Hockey Dance Swimming (5T)
<b>Computing</b>	Online Safety/Digital Literacy	Coding	Photography and Digital Art	Presentations, Web Design & eBooks	Animation	Data Handling

<p><b>MFL</b></p>	<p><u>French Monster Pets</u> Using monsters and body part vocabulary, this unit revises noun gender, using the correct article to go with nouns, making adjectives agree with the noun they describe and sentence constructions, placing the adjectives in the correct place.</p>	<p><u>Space Exploration</u> This unit transports children into space, developing their scientific vocabulary as well as their grammar. Pupils develop their listening and language detective skills, use figurative language and develop their sentence structure by adding adjectives, using prepositions and making simple adjectival comparisons.</p>	<p><u>Shopping in France</u> Pupils learn to construct high numbers in French, develop food-related vocabulary through games, stories and role-play and build on their understanding of sentence structures, questions and phrases, equipping themselves with language they could use when shopping in France.</p>	<p><u>French Speaking World</u> Pupils discover that there are many countries in the world that speak French, and they learn to give and follow directions in French, discuss climate and use comparative language, which they practise as they explore different French-speaking countries and the cultural treasures belonging to those countries.</p>	<p><u>Verbs in a French Week</u> Pupils identify the infinitive form of verbs, and subject pronouns, then group French verbs into -er, -ir and -re categories before learning the -er regular verb endings, practising with a set of regular action verbs; they discover that not all verbs are regular and learn the foundation verbs 'avoir' and 'être', and finally produce a short piece of creative writing to demonstrate their learning, which they present to the class.</p>	<p><u>Meet my French Family</u> This unit draws on vocabulary and grammar learned in Years 3, 4 and 5, introduces family and relations vocabulary, the possessive adjective, my, and how to express likes and dislikes. The children learn that they can compose a written composition by recycling and re-ordering known words and phrases and the unit culminates in pupils producing a piece of written work, in French.</p>
<p><b>RE</b></p>	<p>Theme: Belief into action Key Question: How far would a Sikh go for his/ her religion? Religion: Sikhism Or Theme: Prayer and Worship Key Question: What is the best way for a Hindu to show commitment to God? Religion: Hinduism</p>	<p>Theme: Christmas Concept: Incarnation Key Question: Is the Christmas story true? Religion: Christianity</p>	<p>Theme: Beliefs and moral values Key Question: Are Sikh stories important today? Religion: Sikhism Or Theme: Hindu Beliefs Key Question: How can Brahman be everywhere and in everything? Religion: Hinduism</p>	<p>Theme: Easter Concept: Salvation Key Question: How significant is it for Christians to believe God intended Jesus to die? Religion: Christianity</p>	<p>Theme: Prayer and Worship Key Question: What is the best way for a Sikh to show commitment to God? Religion: Sikhism Or Theme: Beliefs and moral values Key Question: Do beliefs in Karma, Samsara and Moksha help Hindus lead good</p>	<p>Theme: Beliefs and Practices Key Question: What is the best way for a Christian to show commitment to God? Religion: Christianity</p>

					lives? Religion: Hinduism	
<b>PHSE</b>	Why should I think before I act? <b>Link to Respect value/bullying/when to keep a secret (surprise etc)</b>	What job/career would you like? <b>Link to Aspirations value/jobs/influences/ stereotypes/careers including college/voluntary jobs</b>	What contributes to a person's identity? <b>Link to Resilience value Diversity/Equality/fairness Bullying/Being a bullyLink to Resilience value</b>	What decisions can people make with Money? <b>Link to Responsibility value/make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans)Good value for money/risks relating to money (gambling)/</b>	What makes me me? <b>Link to kindness value/being kind to yourself/ mental wellbeing/culture/fairness/gender/hobbies/ values</b>	How can I have a positive impact on the environment? <b>Link to Independence value/how our choices affect others/how people have a shared responsibility to help protect the world around them. Rules and Laws have restrictions to protect yourself and others/transition/healthy mind</b>
<b>RHE</b>	Families and People who care for me. Caring Friendships. Internet safety and harm. Mental Wellbeing		Physical Health and Fitness Healthy Eating Drugs and Tobacco Health and prevention Mental Wellbeing		First Aid The changing adolescent body Sun Safety Mental Wellbeing	

<b>Year 6</b>	<b>Aut 1</b>	<b>Aut 2</b>	<b>Spr 1</b>	<b>Spr 2</b>	<b>Sum 1</b>	<b>Sum 2</b>
<b>Science</b>	Adaptation and evolution		Electricity		Living things and habitats	
<b>History</b>	World War 1 Conquest and challenge	WW2/ Britain in the 1940s			Mayan Civilization	Mayan civilisation
<b>Geography</b>			South America	Brazil		

<b>Art</b>	Printing propaganda posters		IT / painting/ collage self portraits		Carnival art	
<b>DT</b>		Come dine with me (rationing)		Steady Hand Games	Food tech	Fairgrounds
<b>Music</b>	<u>Songs of World War II</u> Developing pitch, control and confidence when singing		<u>Samba and Carnival Sounds and Instruments (from Y4 Kapow)</u> Learn about the musical culture of South America. Children learn about 'Samba' and the sights and sounds of the carnival.  Learning about the history and features of Latin America music, performing a salsa style song and playing from staff notation; performing a mini carnival using a range of performance techniques including song, dance, tuned and untuned musical instruments		<u>Composing and performing a Leavers' song.</u> Children spend the topic creating their own leavers' song personal to their experiences as a class.	
<b>PE</b>	Handball Circuit training	Futsal Dance	Tennis Gymnastics	OAA	Athletics	Team Games
<b>Computing</b>	E safety	Coding	Animation	Spreadsheets	Video Art	Augmented reality
<b>MFL</b>						
<b>RE</b>	Theme: Beliefs and Practices Key Question: What is the best way for a Muslim to show commitment to God? Religion: Islam	Theme: Christmas Concept: Incarnation Key Question: How significant is it that Mary was Jesus' mother? Religion: Christianity Or heme: Christmas Concept: Incarnation Key Question: Do Christmas	Theme: Beliefs and Meaning Concept: Salvation Key Question: Is anything ever eternal? Religion: Christianity	Theme: Easter Concept: Gospel Key Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth? Religion: Christianity	Theme: Beliefs and moral values Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives? Religion: Islam NB: This enquiry is taught in 2 sections over the term	

		celebrations and traditions help Christians understand who Jesus was and why he was born? Religion: Christianity			
<b>PHSE</b>	What will change as we become more independent? How do friendships change as we grow? <b>Link to Respect, Aspirations and Responsibility value/hurtful teasing/name calling</b>	How can the media influence people? <b>Link to school values - Independence/Aspiration/Resilience/evaluate different points of view/influences of decision making/career, jobs/skills, interests and pay/gambling/decision making</b>	How should I manage change? Including secondary <b>Link to Independence value and Kindness (kind to yourself), where to seek advice/support, mental wellbeing/how friendships may change and grow/with opportunities comes more responsibilities and independence/</b>		
<b>RHE</b>	Mental and Physical Health Healthy Lifestyles Internet Safety Mental Wellbeing	Respectful relationships Being Safe Caring friendships Mental Wellbeing	First Aid  The changing adolescent body Mental Wellbeing		