

Key Stage 1

	Autumn	Spring	Summer
A	How we live	Rulers	Journeys
<p>Science</p> <p>NB - Blue = Year 1 Red = Year 2</p>	<p>All about me and where I live</p> <p>Humans</p> <ul style="list-style-type: none"> • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense • notice that animals, including humans, have offspring which grow into adults • find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	<p>Castles</p> <p>Materials</p> <ul style="list-style-type: none"> • distinguish between an object and the material from which it is made • 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 • compare and group together a variety of everyday materials on the basis of their simple physical properties. 	<p>Seaside</p> <p>Forces</p> <p>Materials</p> <ul style="list-style-type: none"> • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
<p>Geography</p>	<p>Local Geography</p> <ul style="list-style-type: none"> • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical Skills</p> <ul style="list-style-type: none"> • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 		<p>Morecambe</p> <ul style="list-style-type: none"> • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical Skills</p> <ul style="list-style-type: none"> • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
<p>History</p>		<p>Significant historical events, people and places in our own locality (including Lancaster Castle)</p>	<p>Changes within living memory - seaside Aspects of change in national life.</p>
<p>Art</p>	<p>Painting - landscape</p> <ul style="list-style-type: none"> • Use drawing, painting and sculpture to develop and share ideas, experiences and imagination • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p>Jewellery</p> <ul style="list-style-type: none"> • Use a range of materials creatively to design and make products 	<p>Sculpture - clay</p> <ul style="list-style-type: none"> • Use drawing, painting and sculpture to develop and share ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

Design Technology	<p>Balanced diet</p> <ul style="list-style-type: none"> Use the basic principles of a healthy and varied diet to prepare dishes Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics 	<p>Textiles</p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria 	<p>Mechanisms</p> <ul style="list-style-type: none"> Explore and use mechanisms [for example, levers, sliders, wheels and axles], in products.
PE	<p>Multiskills</p> <ul style="list-style-type: none"> tag games spatial awareness ball skills Target throwing Racquet familiarisation <p>Indoor athletics</p> <ul style="list-style-type: none"> Standing long jump Sprints Hurdles Relay Javelin Shot <p>Forest Schools</p> <p>Football</p>	<p>Fitness</p> <ul style="list-style-type: none"> Health related and skill related components of fitness in circuits. Agility Balance Coordination Speed Power Reaction Time Muscular strength Muscular endurance Flexibility <p>Netball</p> <p>Tag Rugby</p> <p>Gymnastics</p> <ul style="list-style-type: none"> travelling, rolls, balance, jumping 	<p>Cricket</p> <p>Forest Schools</p> <p>Rounders</p> <p>Orienteering</p>
RE	<p>Does how we treat the world matter?</p> <p>Why do Christians say that Jesus is the light of the world?</p>	<p>Why do Muslims believe it is important to obey God? (Islam)</p> <p>What unites the Christian community?</p>	<p>What aspects of Judaism life really matter? (Judaism)</p> <p>All faiths - what are the symbols of your faith?</p>
Computing	<p>Getting Started</p> <ul style="list-style-type: none"> Introducing children to logging in and using technology for a purpose, including creating art <p>Word Processing</p> <ul style="list-style-type: none"> Using their developing word processing skills, pupils write messages to friends and learn why we must be careful who we talk to online 	<p>Algorithms Unplugged</p> <ul style="list-style-type: none"> Learning how computers handle information by exploring 'unplugged' algorithms - completing tasks away from the computer <p>Digital Imagery (web searches)</p> <ul style="list-style-type: none"> Taking and manipulating digital photographs, including adding images found via a search engine 	<p>Introduction to Data</p> <ul style="list-style-type: none"> Learning about what data is and how it can be represented Using these skills to show the findings of a minibeast hunt <p>Using and Applying Skills</p>
Music	<p>What different styles of music are there? - In The Groove</p> <p>Singing as an ensemble - Nativity</p>	<p>Reggae/Hip Hop - Rhythm in the way we walk.</p> <p>Latin American - Round and Round</p>	<p>South African Music - Hands, feet, heart</p> <p>Use your Imagination in music</p>
PSHE	<p>What helps us grow and stay healthy? Who helps us to stay safe?</p>	<p>Communication What makes a good friend?</p>	<p>What can we do with money? SRE</p>

	Autumn	Spring	Summer
B	Childhood	How other people live	Explorers
EYFS	Toys	The world	Pirates - Polar and Ice
Science	<p>Materials</p> <ul style="list-style-type: none"> distinguish between an object and the material from which it is made 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 compare and group together a variety of everyday materials on the basis of their simple physical properties. 	<p>Humans and plants</p> <ul style="list-style-type: none"> identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense identify and describe the basic structure of a variety of common flowering plants, including trees. find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	<p>Animals</p> <ul style="list-style-type: none"> identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
Geography		<p>Contrasting locality outside Europe</p> <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather <p>Geographical Skills</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage 	<p>Weather - Equator, North and South poles.</p> <ul style="list-style-type: none"> 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 <p>Geographical Skills</p> <ul style="list-style-type: none"> use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
History	<p>Changes within living memory - toys</p> <ul style="list-style-type: none"> reveal aspects of change in national life 	<p>Significant people</p> <ul style="list-style-type: none"> significant historical events, people and places in our own locality. 	<p>Significant historical events and people - Christopher Columbus, Scott of Antarctica, Neil Armstrong</p> <ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods events beyond living memory that are significant nationally or globally
Art	<p>Make a mobile</p> <ul style="list-style-type: none"> use a range of materials creatively to design and make products 	<p>Art around the world</p> <ul style="list-style-type: none"> use drawing, painting and sculpture to develop and share their ideas, experiences 	<p>Artist study</p> <ul style="list-style-type: none"> learn about the work of a range of artists, craft makers and designers, describing the differences and

		<ul style="list-style-type: none"> and imagination develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	similarities between different practices and disciplines, and making links to their own work.
Design Technology	Puppets <ul style="list-style-type: none"> generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] explore and evaluate a range of existing products 	Food <ul style="list-style-type: none"> understand where food comes from select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics 	Mechanisms <ul style="list-style-type: none"> explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] evaluate their ideas and products against design criteria
PE	Football Forest schools Netball skills Dance	Hockey Gymnastics Tag rugby Dodgeball	Rounders Racquet sports Athletics Cricket
RE	Why do Christians say that God is a father? Why is Jesus special to Christians?	What do Hindus believe about God? How might some people show that they belong to God?	How do people find out about God? (Sikhism) All faiths - how do you know you belong to a faith?
Computing	Getting Started <ul style="list-style-type: none"> Introducing children to logging in and using technology for a purpose, including creating art What is a Computer? <ul style="list-style-type: none"> Explore exactly what a computer is, identifying and learning how inputs and outputs work, how computers are used in the wider world and designing their own computerised invention Word Processing Skills	Programming: Scratch Jr <ul style="list-style-type: none"> Pupils programme a familiar story and an animation of an animal, make their own musical instruments and follow an algorithm to record a joke. Algorithms and Debugging <ul style="list-style-type: none"> Identifying problems with code using 'plugged' and 'unplugged' systems to diagnose and correct errors in an algorithm (debugging) 	International Space Station <ul style="list-style-type: none"> Building on their understanding of how computers sense what's going on around them, learn how this can be used in the context of keeping astronauts healthy when on board the ISS Rocket to the Moon <ul style="list-style-type: none"> Appreciating the value of computers Understanding that they helped us get to the moon
Music	Old School Hip Hop Singing as an ensemble - Nativity	Music of different cultures Rock Music	Songs about friendship Music and life of a composer - Beethoven
PSHE	My family/friends My world - rules and responsibilities	What helps us stay healthy? What jobs do people do?	Keeping Safe Bullying - fairness
	Autumn	Spring	Summer

C	Our world	Our nation	Inventors
EYFS	Animals - pets, zoo, vets	People who help us	Potions and motion
Science	<p>Animals</p> <ul style="list-style-type: none"> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. explore and compare the differences between things that are living, dead, and things that have never been alive identify and name a variety of plants and animals in their habitats, including microhabitats 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. <p>Seasonal Changes</p> <ul style="list-style-type: none"> observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies. 	<p>Plants</p> <ul style="list-style-type: none"> identify and name a variety of wild and garden plants, including deciduous and evergreen trees. identify and name a variety of plants and animals in their habitats, including microhabitats observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 	<p>Materials</p> <ul style="list-style-type: none"> distinguish between an object and the material from which it is made 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 compare and group together a variety of everyday materials on the basis of their simple physical properties. identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
Geography	<p>Seven continents and five oceans name and locate the world's seven continents and five oceans</p>	<p>UK Geography</p> <ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	
History	<p>Significant people</p> <ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods <p>Changes within living memory. - the history of television.</p>	<p>Significant historical events</p> <ul style="list-style-type: none"> significant historical events, people and places in their own locality. 	<p>Significant people</p> <ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
Art	<p>Pattern and texture - drawing, painting and collage</p> <ul style="list-style-type: none"> use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p>British Artists</p> <ul style="list-style-type: none"> find out about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>Digital photography</p> <ul style="list-style-type: none"> develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Design Technology	Food - who eats what and why? understand where food comes from. select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	Structures - landmarks build structures, exploring how they can be made stronger, stiffer and more stable	Digital design generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
PE	Forest Schools Dance Football Indoor athletics	Gymnastics Netball Tag rugby Hockey	Forest Schools Orienteering Rounders Tennis
RE	Christianity - why is our world special? All faiths - how do we use light to celebrate?	Christianity - what do Christians believe about Jesus? Islam - how might peoples beliefs affect how we treat the world?	Why might people put their trust in God? (Judaism) How might people express their devotion?
Computing	Getting Started <ul style="list-style-type: none"> Introducing children to logging in and using technology for a purpose, including creating art Stop Motion <ul style="list-style-type: none"> To tell a story, children learn how to create an animation using Stop Motion technology 	Programming: Beebots <ul style="list-style-type: none"> Using Beebots to navigate an area and constructing simple algorithms, through the story of The Three Little Pigs. Word Processing	Digital Imagery (web searches) <ul style="list-style-type: none"> Taking and manipulating digital photographs, including adding images found via a search engine Using and Applying Skills
Music	Classical music, dynamics and tempo - Nativity (Orchestral instruments)	On this island; British songs and sounds Timbre and Rhythmic Patterns	Pitch and Tempo - superheroes Myths and Legends (effect of timbre, tempo and dynamics)
PSHE	Resilience How can we look after each other and the world?	Who helps keep us safe? What jobs do people do?	What is different and the same about us? How do we recognise our feelings?

Key Stage 2

	Autumn	Spring	Summer
A	Survival	Transport	Central and South America
History	Changes in Britain from the Stone Age to the Iron Age	First railways (including local history study) Canals, rivers and oceans Flight <ul style="list-style-type: none"> • Local history study - Lancaster's golden age - its role as a thriving 18th century port. • Visit to Lancaster Maritime Museum. 	The Mayans The Panama Canal
Geography	Counties of the UK <ul style="list-style-type: none"> • Name and locate: <ul style="list-style-type: none"> ○ counties and cities of the United Kingdom ○ geographical regions and their identifying human and physical characteristics ○ key topographical features (including hills, mountains, coasts and rivers) ○ land-use patterns • Understand how some of these aspects have changed over time. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. 	<ul style="list-style-type: none"> • Describe and understand key aspects of: physical geography, including, rivers, human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	Rainforests The Panama Canal (linked to spring term) <ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. • Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
Art	Cave painting Sketching linked to evolution	Islamic art	Rainforest art: sketching; painting; pastels Mayan printing
DT	Food: Eating Seasonally <ul style="list-style-type: none"> • Learn about seasonality and how the climate a food is grown in can alter the way it tastes; and make a crumble and tart using seasonal ingredients. • Link to learning on hunter gatherers Designing a Christmas Game <ul style="list-style-type: none"> • design, make, trial, evaluate 	Moving machines	Textiles <ul style="list-style-type: none"> • Sew cross stitch and appliqué and then apply this to the design and creation of a wall hanging to accompany the Bear Hunt story.

Science	Evolution and inheritance Adaptation Rocks	Forces and magnets	Plants Living things and their habitats
RE	Christianity - How (and why) have some people served God? Chrisitanity - What does it mean to be a disciple of Jesus?	Islam - Why is the Prophet Muhammad (pbuh) an example for Muslims? Christiantiy - What do Christians mean by the Holy Spirit?	Judaism - Who inspires you? All faiths - Who do you worship?
French	Moi (Me) <ul style="list-style-type: none"> • counting • name, age and where live • locate major French cities • express feelings • say if they have brothers or sisters • engage in conversations • join in with a song • ask and answer questions • write phrases from memory L'alphabet et les couleurs (alphabet and colours)	En classe (In the classroom) <ul style="list-style-type: none"> • counting • names of common objects in the classroom • gender of nouns • plural nouns • position of adjectives in relation to nouns • asking permission in French Les pays francophones (French speaking countries)	As- tu un animal? (Do you have a pet?) La Chasse a l'ours (We're Going On A Bear Hunt)
PSHE / British Values	Rules and responsibilities Economic Awareness Democracy - linked to Year 5 trip to Houses of Parliament	Black Lives Matter - linked to work on the slave trade Similarities/Differences Healthy me	Keeping safe (Bikeability/first aid) SRE
PE	Football Netball Swimming - Y5/6 Gymnastics - Y3/4 Hockey - Y3/4	Racquet sports Cricket Swimming - Y3/4 Hockey - Y5/6 Tag rugby - Y5/6	Dance Athletics Outdoor adventurous activities (including Y3/4 residential)
Computing	Scratch - game design Digital inputs	Databases Big and small: digital microscopes	Video Using and applying Typing skills
Music	These units present an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked, as well as learning to sing, play, improvise and compose are linked to the genre.		
	Pop music Ballads	Reggae Jazz introduction	Civil rights/Beatles Summer Production

B	Peace and conflict	Mountains, volcanoes and earthquakes	The legacy of the Ancient Greeks
History	World War 2 Conflict around the world now World leaders NATO and the UN	Pompeii	Ancient Greece
Geography	Study of an area of a European country - Northern France (linked to twin town of Socx and Year 6 trip)	Mountains and volcanoes Mountain ranges - focus on Rockies, Andes (link to South America topic), Himalayas, Alps (study of a region in a European country). <ul style="list-style-type: none"> Describe and understand key aspects of: physical geography, including: mountains, volcanoes and earthquakes, human geography, including: types of settlement and land use, Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<ul style="list-style-type: none"> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Art	Sketching linked to WWII Charcoal - images of war and peace Painting poppies	Sketching landscapes A local artist study: Chas Jacobs	Mosaic Study of Ancient Greek Architecture
DT	Designing a Christmas Game using electrical systems <ul style="list-style-type: none"> Explore electric circuits and apply this knowledge to design and make their own electric Christmas games Cookery (linked to WWII project and rationing)		Sculpture - Ancient Greek pottery Food: What Could Be Healthier? <ul style="list-style-type: none"> Adapt a recipe by adding or altering ingredients and learn about the ethical and hygienic issues of food.
Science	Electricity	Sound Light	Animals, including humans <ul style="list-style-type: none"> changes from birth to old age circulatory system effects of diet, exercise and drugs how nutrients and water are transported.
RE	Hinduism <ul style="list-style-type: none"> What might a Hindu learn through celebrating Diwali? Christianity <ul style="list-style-type: none"> How and why might Christians use the bible? 	Christianity <ul style="list-style-type: none"> Is sacrifice an important part of religious life? Sikhism <ul style="list-style-type: none"> How do Sikhs express their beliefs and values? 	Christianity <ul style="list-style-type: none"> What does 'love your neighbour' really mean All faiths <ul style="list-style-type: none"> How does the moral code in each faith tell us how to live?
French	Comment vas-tu en France? (How do you travel to France?)	Quel temps fait-il? (What's the weather like?)	Jacques et les haricots magiques (Jack and the Beanstalk)

PSHE / British Values	What makes a person's identity? What decisions can people make with money? Democracy - linked to Year 5 trip to Houses of Parliament	What strengths and interests do we have? Keeping safe - drugs/alcohol Why should we keep active and sleep well?	SRE Looking forward - communication Keeping safe - Bikeability
PE	Tag rugby Netball Swimming - Y5/6 Football - Y3/4 Gymnastics - Y3/4	Racquet sports Rounders Swimming - Y3/4 Gymnastics - Y5/6 Hockey - Y5/6	Athletics Cricket Dance
Computing	Control/algorithms: LOGO Modelling inc. spreadsheets	Scratch - animation Mars Rover: CAD	Word processing Using and applying skills
Music	This unit presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked, as well as learning to sing, play, improvise and compose are linked to the genre.		
	Singing as an ensemble - war songs Composition (bullying)	Pop music Rock Music	Music and life of a composer - Tchaikovsky <ul style="list-style-type: none"> Pupils listen and discuss the work of the composer using the skills they have learned in the units over the year. They will know the timeline of the key events in the composer's life. Summer Production
C	A Kingdom United	Ancient Civilisations	Biomes, rivers, ponds and the water cycle
History	Britain's settlement by the Anglo-Saxons and Scots. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.	An overview of where and when the first civilisations appeared. A depth study of Ancient Egypt.	
Geography	The United Kingdom including national emblems, patron saints and flags <ul style="list-style-type: none"> Name and locate: <ul style="list-style-type: none"> counties and cities of the United Kingdom geographical regions and their identifying human and physical characteristics key topographical features (including hills, mountains, coasts and rivers) land-use patterns 		Rivers <ul style="list-style-type: none"> Describe and understand key aspects of physical geography, including: <ul style="list-style-type: none"> rivers, and the water cycle Describe and understand key aspects of human geography, including: <ul style="list-style-type: none"> types of settlement and land use economic activity including trade links the distribution of natural resources including energy, food, minerals and water

	<ul style="list-style-type: none"> Understand how some of these aspects have changed over time. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. 		<ul style="list-style-type: none"> Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 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.
Art	<p>Modern art and graffiti</p> <p>An artist study: LS Lowry</p>	<p>Ancient Egyptian art</p> <p>Textiles</p> <ul style="list-style-type: none"> study of a famous fashion designer. creating / sketching their own design for an item of clothing 	<p>Analysing art - every picture tells a story - David Hockney and Claude Monet.</p> <ul style="list-style-type: none"> Sketching and painting using acrylic paint
DT	<p>Mechanisms</p> <ul style="list-style-type: none"> Woodworking skills Explore cams to design and make Christmas games. 	<p>Making clothes</p> <ul style="list-style-type: none"> After drawing a design in accordance with their own criteria, pupils learn how to measure, cut and assemble fabric to create an item of clothing to wear in their French fashion show. 	<p>Mechanisms: Pop-Up Books</p> <ul style="list-style-type: none"> Pupils use a range of mechanisms and construction techniques to create a pop up story book for younger children based on the French version of the Very Hungry Caterpillar
Science	<p>Animals - nutrition; skeletons and muscles; digestive system; teeth; food chains</p>	<p>Earth and space</p> <p>Forces and magnets</p>	<p>States of matter including the water cycle</p> <p>Living things and their habitats</p>
RE	<p>Christianity</p> <ul style="list-style-type: none"> Why is it sometimes difficult to do the right thing? <p>Islam</p> <ul style="list-style-type: none"> Why is the Qur'an so important to Muslims? 	<p>Christianity</p> <ul style="list-style-type: none"> Do people need laws to guide them? <p>Christianity</p> <ul style="list-style-type: none"> What is meant by a miracle? 	<p>Judaism</p> <ul style="list-style-type: none"> How do people decide what to believe? <p>All faiths</p> <ul style="list-style-type: none"> What is your special text?
PSHE / British values	<p>Healthy me - mental/physical - resilience</p> <p>Why should we eat well and look after our teeth?</p> <p>Democracy - linked to Year 5 trip to Houses of Parliament</p>	<p>Bullying - similarities/differences</p> <p>Keeping Safe - first aid</p> <p>What jobs would we like?</p>	<p>SRE</p> <p>Moving on - rules and responsibilities.</p>
French	<p>Moi (Me)</p> <ul style="list-style-type: none"> describe physical features and personality traits. <p>Quelle heure est-il? (What time is it?)</p>	<p>Qu'est-ce que tu portes? (What are you wearing?)</p>	<p>La Chenille qui a tres faim (The Very Hungry Caterpillar)</p>
PE	<p>Football</p> <p>Netball</p>	<p>Racquet sports</p> <p>Gymnastics</p>	<p>Athletics</p> <p>Cricket</p>

	Swimming - Y5/6 Hockey - Y3/4 Dance - Y3/4	Swimming - Y3/4 Tag rugby - Y5/6 Hockey - Y5/6	Dance Y3/4 OAA residential trip
Computing	Programming Data handling and sensors	Email and blogs Research	Web design/HTML Using and applying skills
Music	These units present an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked, as well as learning to sing, play, improvise and compose are linked to various genres through the ages.		
	History of music Benjamin Britten National anthems	Reggae Jazz	Music and life of a composer - Handel Summer Production
D	Roman Britain	Sustainability	Leaders past and present
History	The Roman Empire and its impact on Britain <ul style="list-style-type: none"> Visit to Hadrian's Wall and Vindolanda 		The changing power of monarchs
Geography	<ul style="list-style-type: none"> Name and locate: <ul style="list-style-type: none"> counties and cities of the United Kingdom geographical regions and their identifying human and physical characteristics key topographical features (including hills, mountains, coasts and rivers) land-use patterns Understand how some of these aspects have changed over time. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. 	The Lake District <ul style="list-style-type: none"> Impact of tourism on the Lake District and sustainability Name and locate: <ul style="list-style-type: none"> counties and cities of the United Kingdom geographical regions and their identifying human and physical characteristics key topographical features (including hills, mountains, coasts and rivers) land-use patterns Understand how some of these aspects have changed over time. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. 	
Art	An overview of some of the world's most famous artists Still life art	Sketching and painting landscapes (linked to Lake District)	Drawing and painting portraits
DT	Textiles: Stuffed Toys	Electrical Systems: Electric Greetings	Food: Come Dine With Me

	<ul style="list-style-type: none"> Learn blanket stitch and then design and make 3D stuffed toys for the Christmas fair 	Cards <ul style="list-style-type: none"> Explore electric circuits and apply this knowledge to design and make their own electric greetings cards 	<ul style="list-style-type: none"> Working in groups, children research and prepare a three course meal that will be taste tested and scored as well as researching the journey of their main ingredients ,from 'farm to fork'
Science	Light	Electricity Living things and habitats <ul style="list-style-type: none"> focus on the dangers to living things of environmental damage 	Properties and changes of materials
RE	Christianity <ul style="list-style-type: none"> How do Christians mark the turning points of the journey of life? Hinduism <ul style="list-style-type: none"> Is there one journey or many? 	Christianity <ul style="list-style-type: none"> Why do Christians believe that Good Friday is good? Sikhism <ul style="list-style-type: none"> What is a good life well lived? 	Christianity <ul style="list-style-type: none"> If life is like a journey - what is the destination? All faiths <ul style="list-style-type: none"> What are your rites of passage?
PSHE / British Values	Getting to know me How can the media influence people? Democracy - linked to Year 5 trip to Houses of Parliament	Bullying - relationships Keeping safe - drugs/alcohol/rail/water How can we help in an emergency?	SRE Democracy and dictatorship Moving on - communication/negotiation
French	Ma famille (My family)	Les sports et la sante (sport and health)	Le Gros Navet (The Enormous Turnip)
PE	Football Netball Swimming - Y5/6 Gymnastics - Y3/4 Tag rugby - Y3/4	Racquet sports Rounders Swimming - Y3/4 Gymnastics - Y5/6 Hockey - Y5/6	Athletics Dance Outdoor Adventurous Activities
Computing	Garageband Painting and drawing	Photography Control algorithms: LOGO	Scratch - game design Using and applying skills
Music	These units present an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked, as well as learning to sing, play, improvise and compose are linked to the genre.		
	Disco Gospel Music	Hip hop Music of Carole King	Music and life of a composer - Andrew Lloyd Webber Summer production