	Year 3		Year 4		Year 5		Year 6	
Science	Rocks	Forces	States of matter	Sound	Forces	Investigating forces	Light	Investigating light
History	**British history 1: Would you prefer to live in the Stone Age, Bronze Age or Iron Age?** Looking at the chronology of mankind, children are introduced to Britain's story. They use **Drawing** Teaching the use of shapes, shading, and texture in art to enhance drawing skills. Developing a sense of light and dark, using frottage for texture, and experimenting with different tools to create expressive and abstract art & archaeological evidence to find out about the Stone Age, Bronze and Iron Age.		**British history 2: Why did the Romans settle in Britain?** Investigating why the Romans invaded Britain and the reaction of the Celts and learning how the Romans changed life in Britain.		**How hard was it invade and settle in England? -Anglo-Saxons** Investigating the reasons for the Saxon invasion, possibly comparing with the Romans' motives, and to explore the evidence we have for the Saxon way of life at different levels of society.		**What was the impact of World War 2 on the people of Britain?** Investigating the causes of WW2; learning about the Battle of Britain; investigating the impact of the Blitz and evacuation on people's lives; and evaluating the effectiveness of primary sources.	
Geography	**Why do people live near volcanoes?** Children learn that the Earth is constructed in layers, and the crust is divided into tectonic plates. They study the formation and distribution of mountains, volcanoes and earthquakes and use Mount Etna to identify how human interaction shapes a volcanic landscape.		**Why are rainforests important to us?** Developing an understanding of biomes, ecosystems and tropics; mapping features of the Amazon rainforest and learning about its layers; investigating how communities in Manaus use the Amazon's resources; discussing the global human impact on the Amazon; and carrying out fieldwork to compare and contrast two types of forest.		**What is life like in the Alps?** Considering the climate of mountain ranges and why people choose to visit the Alps; focusing on Innsbruck and looking at the human and physical features that attract tourists; investigating tourism in the local area and mapping recreational land use; presenting findings to compare the Alps to the children's own locality.		**Where does our energy come from?** Learning about renewable and non-renewable energy sources, where they come from and their impact on society, the economy and the environment.	
Art			**Drawing: Power prints** Using mechanical engravings as a starting point, pupils develop an awareness of proportion, composition and pattern in drawing and combine media for effect when developing a drawing into a print.		**Sculpture and 3D: Interactive installation** Learning about the features of installation art and how it can communicate a message; exploring the work of Cai Guo-Qiang and discovering how our life experiences can inspire our art;		**Craft and design: Photo opportunity** Developing photography skills and techniques to design a range of creative photographic outcomes.	

	YEAR 3		YEAR 4		YEAR 5		YEAR 6	
					investigating how scale, location and interactive elements affect the way visitors experience installation art.			
D&T	**Textiles: Cross-stitch and appliqué** Learn and apply two new sewing techniques – cross-stitch and appliqué. Design and make a Christmas Card using new techniques.		**Structure: Pavilions** Investigate and model frame structures to improve their stability, then apply this research to design and create a stable, decorated pavilion.		**Electrical Systems: Doodlers** Explore series circuits further and introduce motors. Explore how the design cycle can be approached at a different starting point, by investigating an existing product, which uses a motor, to encourage pupils to problem-solve and work out how the product has been constructed, ready to develop their own		**Textiles: Waistcoats** Using a combination of textiles skills such as attaching fastenings, appliqué and decorative stitches, children design, assemble and decorate a waistcoat for a chosen purpose.	
Computing	**E-Safety**		**E-Safety**		**E-Safety**		**E- Safety**	
	Computing systems and networks 1: Networks and the internet Introduction to the concept of networks, learning how devices communicate. Identifying components, learning how information is shared and exploring examples of real-world networks.	**Programming: Scratch** Building on the use of the 'Scratch Jr' progressing to using the more advanced computer-based application called 'Scratch', learning to use repetition or 'loops' and building upon skills to program; an animation, a story and a game.	**Computing systems and networks:** Collaborative learning Working collaboratively in a responsible and considerate way as well as looking at a range of collaborative tools.	**Programming 1: Further coding with Scratch** Learning the basics of programming in Scratch, children will create a simple script, use decomposition and understand what variables are.	**Computing systems and networks:** Search engines Learning what a search engine is and understanding why keywords and phrases are important, identifying inaccurate information and recognising the terms	**Programming 1: Music** Applying programming skills to create sounds and melodies leading to a battle of the bands performance.	**Computing systems and networks:** Bletchley Park Discovering the history of Bletchley Park, historical figures, and computer science. Children learn about code-breaking and password hacking as well as decoding messages.	**Programming: Intro to Python** Learning the fundamentals of the programming language of Python, they will test, change and explain what their program does. Children use loops and explain what repeats do and what the parts of the loop do while recognising that

							'copyright and 'fair use'. Children make parallels between book searching and internet searching.		Children present information about historical figures.	computers choose random numbers and decompose the program into an algorithm.

	YEAR 3		YEAR 4		YEAR 5		YEAR 6	
Music	**Ballads:** Learning about the inter-related dimensions of music: pitch, duration, dynamics, tempo, texture, structure, timbre. **Creating compositions in response to an animation (Theme: Mountains)** Learning to tell stories through music. Listening to music and considering the narrative it could represent. Paying close attention to the dynamics, pitch and tempo and how they change. Creating original compositions to match an animation, building up layers of texture.		**Body and tuned percussion (Theme: Rainforests)** A topic of discovery; children will explore the rainforest through music and be introduced to new musical terms. They will also use a mixture of body percussion and tuned percussion instruments as the children create their own rhythms of the rainforest, layer by layer.		**Composition notation (Theme: Ancient Egypt)** Based on the theme of Ancient Egypt, children learn to identify the pitch and rhythm of written notes and experiment with notating their compositions, developing their understanding of staff notation.		**Dynamics, pitch and texture (Theme: Coast -** Fingal's Cave by Mendelssohn) Appraising the work of Mendelssohn and further developing improvisation and composition skills.	
PE	Netball Tag Rugby	Dance Benchball	Handball Hockey	Dance Basketball	Netball Handball	Gymnastics Volleyball	Personal Development Tennis	Basketball Gymnastics
PSHE / RSE	**Family and relationships Learning:** how to resolve relationship problems; effective listening skills and about non-verbal communication. Looking at the impact	**Health and wellbeing** Understanding that a healthy lifestyle includes physical activity, a balanced diet, and rest and relaxation; exploring identity through groups we belong to,	**Families and relationships** Learning that families are varied and differences must be respected; understanding physical and emotional	**Health and wellbeing Developing emotional maturity;** learning that we experience a range of emotions and are responsible for	**Families and relationships** Developing an understanding of families, marriage and what to do if someone feels unsafe in their	**Health and wellbeing** Learning to take greater responsibility for sleep, sun safety, healthy eating and managing feelings; setting	**Family and relationships Learning:** to resolve conflict, through negotiation and compromise; about respect, understanding	**Health and wellbeing** Learning about diet, oral hygiene, physical activity and the facts around immunisation. Exploring rest and

	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	of bullying and what action can be taken; exploring trust and who to trust and that stereotyping can exist	and how our strengths can be used to help others; learning how to solve problems by breaking them down into achievable steps.	boundaries in friendships; exploring: the roles of bully, victim and bystander; affects on others; different situations and learning about bereavement	these; appreciating the emotions of others; developing a growth mindset; identifying calming and relaxing activities; developing independence in dental hygiene	family; learning that dealing issues can strengthen a friendship; exploring the impact of bullying and influences of bully's behaviour.	goals and embracing failure; understanding the importance of rest and relaxation	that everyone deserves to be respected and about grief	relaxation and how they affect physical and mental health. Strategies for being resilient in challenging situations and planning for long-term goals

	YEAR 3	YEAR 4	YEAR 5	YEAR 6
MFL (Modern Foreign languages) French	**French greetings** To practise a variety of French greetings and learning how to introduce themselves. Choosing the correct greeting based on the time of day and asking someone how they are. **French colours and shapes** Learning adjectives to describe size, colour and shape. Looking at some artwork by some famous French artists and being able to describe the colours and shape we see.	**Portraits - describing in French** 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.	**French monster pets** 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. The children look at an authentic French text to identify key facts about an animal and characteristics of a factual text, and work towards writing paragraphs to describe their own monster creations. There is plenty of scope for linking this unit with art and science-related projects, as well as building on language detective skills and English literature and writing.	**French sport and the Olympics** Pupils conjugate the verb 'aller'- to go, identify correct prepositions, learn sports vocabulary, how to express preferences plus the infinitive. They expand their knowledge of country names and develop their cultural knowledge of Pétanque, the Tour de France and the Olympics, consolidating their learning by writing a magazine article about participating in the Olympic Games.

RE	**Unit 1: People of God** *Is following God worth it?* *(Understanding Christianity LKS2 Core Learning)*	**Unit 2: Incarnation** *Is any part of the trinity more important than the other?* *(Understanding Christianity LKS2 Core Learning)*	**4.1 The Journey of Life and Death** **Creation/Fall** LKS2 Digging Deeper	**Incarnation** **What is the trinity?** LKS2 Digging Deeper Christmas: Light	**People of God.** *Are the 10 commandments still relevant today?*	**Incarnation.** If Jesus was the Messiah, does it really make a difference?	**6.1 Teachings, wisdom and authority** **God** UKS2 Core Learning UKS2 Digging Deeper	**Incarnation** Was Jesus the Messiah? UKS2 Core Learning UKS2 Digging Deeper