

History	Ancient Egypt	Romans (Local Study)	
Geography	River Nile		Diverse Landscapes
Science	Rocks Sound	Animals Including Humans (year 3 bits as per N.C)	Electricity and Forces and Magnets
RE Christianity Judaism Hinduism	What does it mean for someone to follow God? Remembrance Unit L2.3: What is the Trinity and why is it important for Christians? Christmas	What does it mean to be Hindu in Britain today? Lent Unit L2.4: What kind of World did Jesus Want? Easter	For Christians, what was the impact of Pentecost?  Unit L2.10: How do festivals and family life show what matters to Jewish people?
Art	Storytelling through drawing  Exploring Pattern	The Art of display  Exploring still life	Sculture, structure, inventiveness and determination  Festival feasts
Design and Technology (Food units to link to PSHE Eat Better work).	<b>Mechanical Systems</b> Levers and linkages.	<b>Food</b> Healthy and Varied Diet (inc cooking and nutrition requirements for KS2)	<b>Electrical Systems</b> Simple circuits and switches (inc programming and control). Links to science unit.
Music	<b>Singing</b> (Harvest and Christmas) Singing a variety of unison songs with some leaps in the melody and perform in public.  <b>Playing</b> Use staff notation to play a tuned percussion instrument (xylophone) with a range (Do-so).  (Minim, crotchet, quavers including rests) <b>Improving and Composing</b> Improvise making decisions on the structure (AB, ABA, ABC etc).  Create short pentatonic phrases using a limited range of pitches.	<b>Singing</b> (Easter performance) Singing a variety of unison songs with some leaps in the melody and perform in public including rounds and partner songs in different time signatures.  <b>Playing</b> Use staff notation to continue to play a tuned instrument (recorder) on a rhythmic score including more than one line of music (Minim, crotchet, quavers including rests).  <b>Improving and Composing</b> Use rhythm cards to create sequences of 2,3, or 4 beat phrases written into bars. Compose music to capture a specific mood (major and minor tonality)	<b>Singing</b> (Summer performance) Singing a variety of unison songs with some leaps in the melody and perform in public including rounds and partner songs in different time signatures.  <b>Playing</b> Use staff notation to continue to play a tuned instrument (recorder) on a rhythmic score including more than one line of music (Minim, crotchet, quavers including rests).  <b>Improving and Composing</b> Use rhythm cards to create sequences of 2,3, or 4 beat phrases written into bars. Compose music to capture a specific mood (major and minor tonality)

	<p><b>Critical Engagement</b>(Listening and appraising) Understand the stories, origins, traditions, history and social context of the music which represents or was inspired by War taken from the MMC appendix</p> <p>For example: Ride of the Valkyries, Wagner 1867 (Romantic period), Mars by Holst 1914 (20<sup>th</sup> Century), We're in the army Status Quo 1986</p>	<p><b>Critical Engagement</b>(Listening and appraising) Understand the stories, origins, traditions, history and social context of the music which represents or was inspired by our world of diverse landscapes taken from the MMC appendix.</p> <p>*Holst planets suite.</p> <p>*If ye love me (Tallis 1560 Renaissance Period)</p> <p>*Hallelujah from Messiah (Handel 1741 Baroque Period)</p> <p>* Adagio for Strings (Barber 1938)</p> <p>Adagio for Strings (Barber 1945)</p> <p>*Take the 'A'Train (Duke Ellington 1939)</p> <p>*With a little help from my friends (Beatles 1967)</p>	<p><b>Critical Engagement</b>(Listening and appraising) Understand the stories, origins, traditions, history and social context of the music which represents or was inspired by our world of diverse landscapes taken from the MMC appendix. For example:</p> <p>O Euchari (Hildegard – 1140 – Early period Gregorian chant about God)</p> <p>Pachelbel Canon in D (1680 Baroque Period)</p> <p>Fur Elise (Beethoven – 1810 –Classical period)</p> <p>Symphonic Variations on an Aftican Air (Coleridge-taylor 1906 – 20<sup>th</sup> Century)</p>
<p><a href="#">Computing</a></p> <p>E-safety completed with Project Evolve</p>	<p><b>Information Technology:</b> Presentation of information: Ancient Egypt (Word)</p> <p><b>Computer science:</b> Scratch Jr</p> <p><b>Digital literacy/Esafety:</b> Project Evolve units <a href="#">Self image and identity 1</a> <a href="#">Self image and identity 2</a> <a href="#">Self image and identity 3</a> <a href="#">Online relationships 1</a> <a href="#">Online relationships 2</a> <a href="#">Online relationships 3</a></p>	<p><b>Information Technology:</b> Data Handling</p> <p>Presentation: Powerpoint using photography and digital art.</p> <p><b>Computer Science:</b> Scratch 3 Computer networking</p> <p><b>Digital literacy/Esafety</b> Project Evolve Units <a href="#">Online reputation 1</a> <a href="#">Online reputation 2</a> <a href="#">Online bullying 1</a> <a href="#">Online bullying 2</a> <a href="#">Online bullying 3</a></p>	<p><b>Information technology:</b> Animation, photography and digital art linked to topic</p> <p><b>Computer science:</b> Computational Thinking</p> <p><b>Digital literacy/Esafety</b> Project Evolve units. <a href="#">Health and wellbeing 1</a> <a href="#">Health and wellbeing 2</a> <a href="#">Privacy and security 1</a> <a href="#">Privacy and security 2</a> <a href="#">Privacy and security 3</a> <a href="#">Privacy and security 4</a></p>
PE	<p>Tag Rugby</p> <p>Football</p> <p>Cross Country</p> <p>Fitness</p>	<p>Hockey</p> <p>Netball</p> <p>OAA</p> <p>Dance</p>	<p>Tennis</p> <p>Rounders</p> <p>Athletics</p> <p>Swimming</p>
<p><b>PSHE and RSE</b> following the Jigsaw scheme of work and</p>	<p><b>Being me in my world</b></p> <p>Being part of a class team</p> <p>Bring a school citizen</p>	<p><b>Dreams and Goals</b></p> <p>Hopes and dreams</p> <p>Overcoming disappointment</p>	<p><b>Relationships</b></p> <p>Jealousy</p> <p>Love and loss]</p>

Shropshire RSE Syllabus	Rights, responsibilities and democracy (school council) Rewards and consequences Group decision making Having a voice  What motivates behaviour <b>Celebrating difference</b> Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	creating new, realistic dreams  Achieving goals Working in a group Celebrating contributions  Resilience Positive attitudes <b>Healthy Me</b> Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure  Celebrating inner strength	Memories of loved ones  Getting on and falling out Girlfriends and boyfriends Showing appreciation to people and animals. <b>Changing Me</b> Being Unique Having a baby Girls and Puberty Confidence in change Accepting change Preparing for transition Environmental change
French	Phonics 1&2 Instruments Seasons	Vegetables Ice- creams	My family In the classroom