

History	Crime and Punishment	Mayans	
Geography		World Geography	Impact of the local area on the wider UK economy
Science	Evolution and Inheritance	Forces Properties of Materials	Living Things and their Habitats
RE	What does it mean if Christians believe God is loving and Holy?	Why do Hindus want to be good?	For Christians, what kind of King was Jesus?
Christianity	Harvest	Lent	Pentecost and The Holy Trinity.
Judaism	Remembrance	How do Christians decide how to live? What would Jesus do?	Why is the Torah so important to Jewish people?
Hinduism	Unit U2.3: Why do Christians believe that Jesus is the Messiah?	Easter	
More than one religion's viewpoint.			
Art Using AccessArt scheme of work	2D drawing to 3D making Activism	Brave colour  Mixed media land and city scapes	Take a seat  Shadow puppets
Design and Technology (Food units to link to PSHE Eat Better work ).	<b>Mechanical Systems</b> Pulleys or Gears	<b>Structures</b> Frame structures  (Can include CAD for Mayan temple design and then make frame structure for building within the city)	<b>Food</b> Celebrating culture and Seasonality (including cooking and nutrition requirements for KS2)
Music	Sing a broad range of songs including those that have syncopated rhythms as part of a choir with a sense of ensemble and performance. <b>Playing</b>  Accompany the melody developed in previous term using block chords learnt on the ukulele.  Also play a bass line for the same melody on a keyboard or tablet using an online keyboard.  <b>Improvising and Composing</b>	<b>Singing</b> (Easter performance)  Observe rhythm, phrasing, accurate pitching and appropriate style.  <b>Playing</b>  Perform a part within an ensemble  <b>Improvising and Composing</b>	<b>Singing</b> ( End of term performance)  Sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence.  <b>Playing</b>  Play a melody following staff notation using notes within an octave range. Make decisions about dynamics range including ff,pp,mf,mp.  <b>Improvising and Composing</b>
<a href="https://www.youtube.com/playlist?list=PLitQ2pP9mJehEmHrFDbZbmSp5Ln13JkIP">https://www.youtube.com/playlist?list=PLitQ2pP9mJehEmHrFDbZbmSp5Ln13JkIP</a>			

	<p>Plan and compose a 8 or 16 bet melodic phrase using the pentatonic scale (C,D,E,G,A)</p> <p>Incorporate rhythmic variety and interest and play on available tuned instruments and notate.</p> <p><b><u>Critical Engagement(listening and appraising)</u></b></p> <p>Understand the stories, origins, traditions, history and social context of the music which is taken from the MMC appendix: For example:</p> <p>*1610 Ave Maris Stella from Vespers of the Blessed Virgin (Monteverdi)  *1730 3rd movement from Violin Concerto in E major (J. S. Bach)</p> <p>*1826 Mazurkas Op. 24 (Chopin)  *1858 Cancan from Orphée aux enfers (Offenbach)</p> <p>*1875 Toreador Song from Carmen (Bizet)  *1892 String Quartet in G minor Op. 10 (Debussy)</p>	<p>Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen. Compose a ternary piece (A-B-A); use available music software/apps to create and record it, discussing how musical contrasts are achieved.</p> <p><b><u>Critical Engagement</u></b></p> <p>Understand the stories, origins, traditions, history and social context of the music which is taken from the MMC appendix Y6 playlist: For example:</p> <p>* 1893 2nd movement from String Quartet in F major (Ravel)  * 1918 Hava Nagila (various artists)  * 1928 Runaway Blues (Ma Rainey)  * 1935 O Fortuna from Carmina Burana (Orff)  * 1957 Round Midnight (Miles Davis)  * 1965 Do-Re-Mi from The Sound of Music (Hammerstein)  * 1966 Scarborough Fair/Canticle (Simon &amp; Garfunkel)  * 1973 Tubular Bells (Mike Oldfield)  * 1974 Waterloo (ABBA)</p>	<p>Developing improvisation skills:</p> <p>*create music with multiple sections that including repetition and contrast.</p> <p>*Use chord changes as part of an improvised sequence.  *Extend improvised melodies beyond 8 beats over a fixed groove.</p> <p><b><u>Critical Engagement (listening and appraising)</u></b></p> <p>Understand the stories, origins, traditions, history and social context of the music which is taken from the MMC appendix Y6 playlist: For example:</p> <p>*1838 Raindrop Prelude Op. 28, No. 15 (Chopin Romantic Period)  *Ritual Fire Dance (Manuel de Falla 1915)  *Fantasia on Greensleeves (Vaughan Williams 1934)  * Round Midnight (Miles Davis 1957 Jazz)</p>
<p>Computing</p> <p>E-safety completed with Project Evolve every half term.</p>	<p><b>Information Technology Units</b></p> <p>Presentation of information using Powerpoint including hyperlinks</p> <p><b>Computer Science:</b></p> <p>Scratch 3  Computer Networking</p> <p><b>Digital literacy: Esafety</b>  Project Evolve Unit</p>	<p><b>Information Technology Units</b>  (Presentation of information – E-Book and Green Screen iMovie)</p> <p><b>Computer Science:</b></p> <p>Computational Thinking</p> <p><b>Digital literacy: Esafety</b>  Project Evolve Units</p>	<p><b>Information Technology unit</b> (Video – green screen, sound and photographs.)</p> <p>Excel</p> <p><b>Computer Science units:</b></p> <p>Scratch 3</p> <p><b>Digital literacy: Esafety</b>  Project evolve Units.</p>

	<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> <a href="#">Online relationships 4</a> Project Evolve Unit	<a href="#">Online bullying 1</a> <a href="#">Online bullying 2</a> <a href="#">Health and wellbeing 1</a> <a href="#">Health and wellbeing 2</a> <a href="#">Health and wellbeing 3</a> <a href="#">Health and wellbeing 4</a> Project Evolve Units	<a href="#">Privacy ad security 1</a> <a href="#">Privacy ad security 2</a> <a href="#">Privacy ad security 3</a> <a href="#">Privacy ad security 4</a> <a href="#">Privacy ad security 5</a> <a href="#">Privacy ad security 6</a> Project evolve Units.
PE	Tag Rugby Football Cross Country/Fitness Swimming	Hockey Netball OAA Dance	Tennis Cricket Rounders Athletics
PSHE and RSE Taught using the Jigsaw scheme of work and the Shropshire RSE Syllabus	<b>Being Me In My World</b> Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy: having a voice Anti-social behaviour Role-modelling <b>Celebrating Difference</b> Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/ exclusion Differences as conflict, differences as celebration Empathy	<b>Dreams and Goals</b> Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments <b>Healthy Me</b> Taking personal responsibility How substances affect the body Exploitation, inc county lines and gang culture Emotional and mental health Managing stress	<b>Relationships</b> Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control: Assetiveness Technology safe Take responsibility with technology use. <b>Changing Me</b> Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
RSE	Choices and Challenges: Conscience Alley	Care & commitment: healthy choice challenge	Changes: Y4 L3 Periods, Year 5- L1-L4 Year 6: Respect Yourself unit
French	Phonics 3&4 The Date Do you have a pet?	My home What is the weather?	At school Me in the world

