

BLUE HILLS FEDERATION LONG TERM PLANNING KS1 CYCLE A

	Autumn	Spring	Summer
<b>History</b>	Great Fire of London Gunpowder Plot	Castles	
<b>Geography</b>	Geography of the UK		Where in the World? Comparison of UK and Kenya
<b>Science</b> Seasonal Change-to be covered throughout the year.	Animals Including Humans	Materials	Plants
<b>RE</b> More than one Religious viewpoint.	Who do Christians say made the World? What is the good news Christians believe Jesus brings?	Who is Jewish and how do they live? Lent The Story of Easter	Why does Easter matter to Christians? How should we care for others and for the world and why does it matter?
<b>Art</b>	Drawing: Spirals Printing: Simple Printmaking	Texture: Playful making Colour: Exploring watercolour	Form: Making birds Pattern: Flora and Fauna
<b>Design &amp; Technology</b>	<b>Structures</b> Free standing structures	<b>Mechanisms</b> Sliders and levers	<b>Food</b> Preparing fruit and vegetables (including cooking and nutrition requirements for KS1)
<b>Music</b>	<b>Singing</b> (Harvest and Christmas) Small pitch range and use dynamics and tempo when singing. <b>Playing untuned instruments</b> Represent rhythm patterns using stick notation (crotchet, quavers and quaver rests). <b>Improving and Composing</b> to a non-musical stimulus. <b>Critical Engagement</b> (Listening and appraising) Understand the stories, origins, traditions, history and social context of the music.	<b>Singing (Easter performance)</b> <b>Playing</b> Represent rhythm patterns using stick notation (crotchet, quavers and quaver rests). <b>Improving and Composing</b> Compose simple question and answer phrases to be played on untuned percussion linked to topic. <b>Critical Engagement</b> Identify beat grouping when listening to music e.g. Maple Leaf Rag by Scott Joplin	<b>Singing</b> (Summer performance) Respond to dynamics and leaders directions eg crescendo. <b>Playing</b> Create and perform chanted rhythm patterns improving on previous stick notation knowledge Recognise changes in tempo and keep the pulse. <b>Improving and Composing</b> Use of music technology (Garageband) to capture, change and combine sounds. <b>Critical Engagement</b> Listen to recorded and live music using the musical dimensions to discuss the music.

<p><b>Computing</b> All E-safety work to be completed through Project Evolve units. <a href="#">Computing is delivered through the National Centre for Computing Education scheme</a></p>	<p><b>Computing Systems and Networks</b> Technology Around Us <b>Computing Systems and Networks</b> IT Around Us <b>Digital Literacy/Esafety</b> <a href="#">Project Evolve Units: Self image and identity.</a> <a href="#">Online Bullying</a></p>	<p><b>Creating Media</b> Digital Painting <b>Creating Media</b> Digital Programming <b>Digital Literacy/Esafety</b> <a href="#">Project Evolve Units:Online relationships.</a> <a href="#">Online relationships 2</a> <a href="#">Online relationships 3</a> <a href="#">Online relationships 4</a></p>	<p><b>Programming B</b> Programming Animations <b>Programming B</b> Programming Quizzes <b>Digital Literacy/Esafety</b> Project Evolve Units <a href="#">Online reputation 1</a> <a href="#">Online reputation 2</a> <a href="#">Privacy and security 1</a> <a href="#">Privacy and security 2</a></p>
<p><b>PE</b></p>	<p>Fundamental Movement skills Unit 2 Fundamental Ball skills Unit 2</p>	<p>Net Wall Games Unit 1 Dance Unit 2</p>	<p>Fitness unit 1 Athletics Unit 2</p>
<p><b>PSHE</b> Jigsaw scheme</p>	<p><b>Being me in my world</b> Feeling special and safe Being part of a class Rights and responsibilities Consequences Owning the Learning Charter <b>Celebrating Difference</b> Similiarities and differences Understanding bullying and how to deal with it. Making new friends Celebrating the differences in everybody. Similiarities and differences Understanding bullying and how to deal with it. Making new friendsCelebrating the differences in everybody.</p>	<p><b>Dreams and Goals</b> Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievements. Tackling new challenges Identifying and overcoming obtacles Feelings of success <b>Healthy Me</b> Keeping myself healthy Healthier lifestyle choices Being safe Medicine safety/ safety with household objects Road Safety Linking health and happiness</p>	<p><b>Relationships</b> Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person - self-acknowledgement Being a good friend to myslef Celebrating special relationships. <b>Changing Me</b> Life cycles - animal and humans Changes in me Changes since I've been a baby Differences between male and female bodies (correct terminology) Linking with growing and learning Coping with change Transition</p>
<p><b>RSE</b></p>		<p>What helps us stay healthy? What can we do with money?</p>	<p>Eat Better: Identifying and sorting different foods/ food plate (D&amp;T link) RSE: Changes Who helps to keep us safe? How can we look after each other and the world?</p>

	BLUE HILLS FEDERATION LONG-TERM PLANNING KS1 CYCLE B		
	Autumn	Spring	Summer
<b>History</b>	Heroes of Medicine	Transport and Travel (to include changes within living memory).	
<b>Geography</b>	The Weather and Seasons		Local Environment (linked to Minibeasts science focus)
<b>Science</b> Seasonal Change-to be covered throughout the year.	Living Things and Habitats	Materials	Mini Beasts Animals Including Humans
<b>RE</b> Christianity and Islam More than one religious viewpoint.	What do Christians believe God is like? Values Harvest Remembrance Why does Christmas Matter to Christians?	What makes some places sacred to believers? Lent What is the Good news people believe Jesus brings? Easter	Who is a Muslim and how do they live?
<b>Art</b> (AccessArt scheme)	Explore and Draw Exploring through monoprint	Be an architect Expressive painting	Stick transformation project Music and art
<b>Design and Technology</b> D&T Association	<b>Textiles</b> Templates and Joining	<b>Mechanisms</b> Wheels and Axels	<b>Food</b> Preparing fruit and vegetables (inc cooking/nutrition requirements for KS1)
<b>Music</b> Shropshire Music Service	<b>Singing</b> (Harvest and Christmas) Small pitch range and use dynamics and tempo when singing. Respond to leader with dynamics. <b>Playing untuned instruments</b> Represent rhythm patterns using stick notation	<b>Singing (Easter performance)</b> Developing call and response songs for part singing. <b>Playing</b>	<b>Singing</b> (Summer performance) Respond to dynamics and leaders directions eg crescendo and begin to learn two part musical songs ie London's Burning.

	<p>(crotchet, quavers and quaver rests) and develop notation knowledge.</p> <p><b>Improving and Composing</b> to a non-musical stimulus. Graphic notation to record a soundscape.</p> <p><b>Critical Engagement</b>(Listening and appraising) Understand the stories, origins, traditions, history and social context of the music which represents weather and the seasons (ie Night on bare mountain: BBC 10 Pieces).</p>	<p>Use percussion instruments to keep pulse through copy cat rhythms on songs linked to transport theme (ie wheels on the bus).</p> <p><b>Improving and Composing</b> Compose simple question and answer phrases to be played on untuned percussion linked to topic ie different rhythms and instruments chosen to represent different vehicles to create a whole class soundscape recorded with graphic notation.</p> <p><b>Critical Engagement</b> Identify different musical instruments used within a piece of music ie carnival of the animals to discuss the tempo, dynamics, rhythm and pulse of the music.</p>	<p><b>Playing</b> Learn to play the Ukulele with Mrs Jones. Keeping a regular pulse through strumming.</p> <p><b>Improving and Composing</b> Use of music technology (BBC Play-it) to change and combine sounds.</p> <p><b>Critical Engagement</b> Listen to recorded and live music using the musical dimensions to discuss the music including music linked to the topic ie Flight of the Bumblebee by Rimsky-Korsakov, The wasp by Vaughan Williams</p>
<p><b>Computing</b> NCCE scheme</p>	<p><b>Programming A</b> Moving a Robot</p> <p><b>Programming A</b> Robot Algorithms</p> <p><b>Digital Literacy/Esafety</b> Project Evolve Units: <a href="#">Self Image and identity</a> <a href="#">Online relationships</a></p>	<p><b>Data and Information</b> Grouping Data</p> <p><b>Data and Information</b> Pictograms</p> <p><b>Digital Literacy/Esafety</b> Project Evolve Units: <a href="#">Managing online information 1</a> <a href="#">Managing online information 2</a> <a href="#">Managing online information 3</a> <a href="#">Managing online information 4</a> <a href="#">Managing online information 5</a></p>	<p><b>Creating Media</b> Digital Writing</p> <p><b>Creating Media</b> Digital Music</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 reputation 3</a> <a href="#">Privacy &amp; security 1</a> <a href="#">Privacy &amp; security 2</a></p>
<p><b>PE</b></p>	<p>Fundamental movement skills unit 1</p> <p>Fundamental Ball Skills Unit 1</p>	<p>Dance Unit 1</p> <p>Invasion Games Unit 1</p>	<p>Striking and Fielding Unit 1</p> <p>Athletics 1</p>

<p><b>PSHE</b> Jigsaw scheme of work</p>	<p><b>Being me in my world</b> Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings <b>Celebrating Difference</b> Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends.</p>	<p><b>Dreams and Goals</b> Achieving realistic goals Perseverance Learning strenghts Learning with others Group co-operations Contibuting to and sharing success. <b>Healthy Me</b> Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food</p>	<p><b>Relationships</b> Different types of families Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing apprecaition for special relationships. <b>Changing Me</b> Life cycles in nature Growing from young to old Increasing independence Difference in female and male bodies (correct terminology) Assertiveness Preparing for transition</p>
<p><b>RSE</b> <b>Shropshire Syllabus</b></p>	<p>RSE: Choices &amp; Challenges - Car wash touching/ People who car for us/ Body outline</p>	<p>RSE: Care and Commitment      Hygiene.</p>	<p>Eat Better: Recap on L1&amp;2 Create a fruit salad/ plan a meal</p>

**BLUE HILLS FEDERATION LONG TERM PLANNING Y3&Y4 CYCLE A**

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>History</b>	Stone Age and Iron Age	Anglo Saxons and Scots	
<b>Geography</b>	Geography of the UK (minor)	Geography of the UK (minor)	Comparison of the local area with a seaside area
<b>Science</b>	Light and Living things and their habitats	States of Matter	Plants and Animals including Humans (year 4 bits as per N.C)
<b>RE</b> Shropshire Agreed Syllabus More than one religion's viewpoint.	What do Christians learn from the Creation Story? Harvest Remembrance How and why do people mark the significant events of life? Christmas	How do festivals and worship show what matters to Muslims? Lent Easter Why do Christians call the day Jesus died 'Good Friday'?	What do Hindus believe God is like? Pentecost and The Holy Trinity.  How and why do people try to make the world a better place?
<b>Art</b> AccessArt scheme	Gestural Drawing with charcoal Working with shape and colour	Telling stories thought drawing and making Cloth thread paint	Making animated drawings Using natural materials to make images
<b>Design and Technology</b> D&T Association	<b>Food</b> Healthy and varied diet (including cooking and nutrition requirements for KS2)	<b>Textiles</b> 2-D Shape to 3-D Product	<b>Mechanical Systems</b> Pneumatics
<b>Music</b> Shropshire Music Service	<b><u>Singing</u></b> (Harvest and Christmas) Singing a variety of unison songs and perform in public. <b><u>Playing</u></b> Use staff notation to play a tuned percussion instrument (xylophone) with a small range (Do-mi). <b><u>Improving and Composing</u></b> Improvise short responses using learnt staff notation. Create short up and down phrases using rhythmic notations and letter names.	<b><u>Singing</u></b> Easter Perform confidently including a simple part introducing vocal harmony to an audience. <b><u>Playing tuned instruments</u></b> Learn to play the recorder using staff notation. Individually copy back stepwise melodic phrases with accuracy at different speeds. <b><u>Improving and Composing</u></b>	<b><u>Singing</u></b> (End of term performance) Perform confidently including a simple part introducing vocal harmony to an audience using dynamics accurately with expression developing range and pitch. <b><u>Playing untuned instruments.</u></b> Use a rhythmic score to play untuned instruments (link to composition work). <b><u>Improving and Composing</u></b> Compose song accompaniments on untuned percussion using known rhythms and note values ie I do

	<p><b>Critical Engagement</b>(Listening and appraising) Understand the stories, origins, traditions, history and social context of the music which represents Stone age (ieShamanic music) and compare to modern popular music ie Wonderwall Oasis.</p>	<p>Structure musical ideas (echo, copy back and question and answer) to create music with a ABAB structure.</p> <p><b>Critical Engagement</b>(Listening and appraising) Listen to recorded and live music using the musical dimensions to discuss using musical vocabulary including music from the MMC appendix. For example: Debussy Prelude a l’apres-midi d’un Faune (1891 – Romantic Period) Prokofiev Troika from Lieutenant Kije(1933 20<sup>th</sup> Century) Theme from Amélie Yann Tiersen (2001 20<sup>th</sup> Century)</p>	<p>like to be beside the seaside looking at pulse and rhythm.</p> <p><b>Critical Engagement</b>(Listening and appraising) Compare and contrast music from different musical eras ie Storm from Peter Grimes (Benjamin Britten 1945), Hornpipe from Water music (Handel 1771 Baroque era) and the Hebrides Overture by Mendelssohn 1830 (Romantic period).</p>
<p><b>Computing</b> NCCE curriculum &amp; Project Evolve</p>	<p><b>Information Technology:</b> Data and information – branching databases.</p> <p><b>Computer Science</b> Data Logging (Micro bits)</p> <p><b>Digital literacy/Esafety</b> Project Evolve Unit <a href="#">Self image and identity 1</a> <a href="#">Self image and identity 2</a> <a href="#">Self image and identity 3</a></p>	<p><b>Information Technology:</b> Creating media and desktop publishing.</p> <p><b>Desktop media: Photo editing.</b></p> <p><b>Digital literacy/Esafety</b> Project Evolve Unit <a href="#">Online relationships 1</a> <a href="#">Online relationships 2</a> <a href="#">Online relationships 3</a> <a href="#">Online relationships 4</a> <a href="#">Online relationships 5</a> <a href="#">Online relationships 6</a></p>	<p><b>Information Technology:</b> Scratch – Events and actions in programs.</p> <p>Scratch B – Designing repetitive games using Scratch.</p> <p><b>Computer science:</b> Scratch Jr Computing Networks <b>Digital literacy/Esafety</b> Project Evolve Unit <a href="#">Online bullying 1</a> <a href="#">Online bullying 2</a> <a href="#">Healthy and wellbeing1</a> <a href="#">Healthy and wellbeing2</a></p>
<p><b>PE</b></p>	<p>Handball Fitness</p> <p>Football Dodgeball/ Cross Country</p>	<p>Basketball Gymnastics</p> <p>Tag Rugby Danish Longball</p>	<p>Volleyball Swimming</p> <p>Cricket Athletics</p>

<p><b>PSHE &amp; RSE</b> Using the Jigsaw Scheme of Work and Shropshire RSE syllabus</p>	<p><b>Being Me in My World</b> Setting personal goals Self-identify and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspective <b>Celebrating difference</b> Families and their differences Family conflict and how to manage it (child centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments</p>	<p><b>Dreams and Goals</b> Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognise and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting <b>Healthy Me</b> Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and offline scenarios Respect for myself and others Healthy and safe choices.</p>	<p><b>Relationships</b> Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help. Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends <b>Changing Me</b> How babies grow Understanding a babies needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition</p>
<p>French Language Angels Scheme</p>	<p>Phonics 1&amp;2 I am learning French Animals</p>	<p>Fruits I am able...</p>	<p>Presenting myself Habitats</p>



BLUE HILLS FEDERATION LONG TERM PLANNING Y3&Y4 CYCLE B

	Autumn	Spring	Summer
<b>History</b>	Ancient Egypt	Romans (Local Study)	
<b>Geography</b>	River Nile		Diverse Landscapes
<b>Science</b>	Rocks Sound	Animals Including Humans	Electricity Forces and Magnets
<b>RE</b> Shropshire Agreed Syllabus	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?
<b>Art</b> Access Art Scheme	Storytelling through drawing Exploring Pattern	The Art of display Exploring still life	Sculpture, structure, inventiveness and determination Festival feasts
<b>Design and Technology</b> D&T Association scheme	<b>Mechanical Systems</b> Levers and linkages.	<b>Structures</b> Shell structures (including computer-aided design CAD)	<b>Electrical Systems</b> Simple circuits and switches (inc programming and control). Links to science unit.
<b>Music</b> Shropshire Music Service Scheme	<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>	<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>

	<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 (refer to MMC appendix).</p>	<p>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> <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 (refer to MMC appendix).</p>	<p>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> <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 (refer to MMC appendix).</p>
<p><b>Computing</b> NCE scheme E-safety completed with Project Evolve every half term.</p>	<p><b>Computer science:</b> Computing network and systems – connecting computers.</p> <p>Programming A – repetition and shapes</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>Computer Science:</b> Creating media – stop frame animation</p> <p>Creating media – audio production</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>Computer science:</b> Programming A – sequencing sounds (Scratch)</p> <p>Computing systems and networks – the internet.</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 Dodgeball Athletics / Cross Country Football</p>	<p>Hockey Dance OAA Netball</p>	<p>Tennis Rounders Fitness Swimming</p>

<p><b>PSHE and RSE</b> Jigsaw scheme of work and Shropshire RSE Syllabus</p>	<p><b>Being me in my world</b> Being part of a class team Bring a school citizen 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</p>	<p><b>Dreams and Goals</b> Hopes and dreams Overcoming disappointment 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</p>	<p><b>Relationships</b> Jealousy Love and loss] 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</p>
<p><b>French</b> Language Angels scheme</p>	<p>Phonics 1&amp;2 Instruments Seasons</p>	<p>Vegetables Ice cream:</p>	<p>My family In the classroom</p>

	Autumn	Spring	Summer
<b>History</b>	Ancient Greece	Anglo Saxons and Vikings	
<b>Geography</b>	Geography of Europe	World Geography	Extreme Earth
<b>Science</b>	Earth in Space Electricity	Animals including Humans (Y5)	Light Living Things & Habitats (Y5)
<b>RE</b> Shropshire Agreed Syllabus	Creation and Science: conflicting or contemporary? Harvest Remembrance  How does faith help people when life gets hard? Christmas	What does it mean to be a Muslim in Britain today? (UKS2) Lent Easter What matters most to Humanists and Christians?	What do Christians believe Jesus did to 'save' people? Pentecost and The Holy Trinity.  Why do some people believe in God and some people not?
<b>Art</b> Access Art Scheme	Drawing : Identify (Access Art) Typography and maps	Making monotypes Set design	Architecture dream big or small Shadow puppets
<b>Design and Technology</b> D&T Association scheme	<b>Textiles</b> Combining Different Fabric Shapes (Including Computer-aided design CAD)	<b>Structures</b> DT Association UKS2 Frame structures	<b>Mechanical systems</b> Pneumatic
<b>Music</b> Shropshire Music Service scheme	<b>Singing</b> (Harvest and Christmas) Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. <b>Playing</b> Shropshire Music scheme: Recorder whole class lessons. Staff notation. <b>Improvising and Composing</b> Improvise freely over a drone using tuned percussion and melodic instruments. Improvise over a simple groove, responding to the beat using a range of dynamics including ff,pp,mf,mp <b>Critical Engagement(Listening and appraising:</b>	<b>Singing</b> (Easter performance) Sing three-part rounds, partner songs and songs with verse and chorus and multi parts. <b>Playing</b> Staff notation (do-do). Semi-quavers, semibreve, quavers,crotchet, minim. Play melodies on tuned percussion, melodic instruments or keyboards. <b>Improvising and Composing</b> Compose melodies from pairs of phrases in either C major or A minor or a key suitable. Compose short ternary piece (ABA) with a partner.	<b>Singing</b> (End of term performance) Focusing on phrasing , accurate pitching and appropriate vocal style. <b>Playing</b> Perform a range of pieces in a concert to form a mixed ensemble. Develop the skill of playing by ear on tuned instruments copying longer phrases and familiar melodies. <b>Improvising and Composing</b> Use chords to compose music to evoke a specific atmosphere mood or environment. Capture and record creative ideas in a variety of ways inc: graphic symbols, rhythm

	Listening and appraising) Understand the stories, origins, traditions, history and social context of the music (referring to the MMC appendix Y5).	<b>Critical Engagement(Listening and appraising):</b> Understand the stories, origins, traditions, history and social context of the music (referring to the MMC appendix Y5)	and staff notation using music technology (Garageband). <b>Critical Engagement(listening and appraising) :</b> Understand the stories, origins, traditions, history and social context of the music (referring to the MMC appendix Y5)
<b>Computing</b> NCCE scheme E-safety completed with Project Evolve every half term.	<a href="#">Programming B: Sensing Movement</a> <a href="#">Computer Systems &amp; Networks: Communication and Collaboration</a>  <b>Digital Literacy/E-Safety</b> Project Evolve units <a href="#">Online Bullying 2</a> <a href="#">Online Bullying 3</a> <a href="#">Online Bullying 4</a> <a href="#">Online Bullying 5</a> <a href="#">Online Bullying 6</a> <a href="#">Health and wellbeing 1</a>	<a href="#">Creating media: 3D Modelling</a> <a href="#">Data and introduction to spreadsheets.</a>  <b>Digital literacy/E-Safety</b> Project Evolve units  <a href="#">Self image 2</a> <a href="#">Privacy and security 1</a> <a href="#">Copyright and ownership 1</a> <a href="#">Copyright and ownership 2</a> <a href="#">Healthy and wellbeing 2</a> <a href="#">Healthy and wellbeing 3</a> <a href="#">Healthy and wellbeing 4</a>	Creating Media: Web page creation Using the microbit for primary to secondary transition  <b>Digital literacy/E-Safety</b> Project Evolve Units <a href="#">Managing online information 2</a> <a href="#">Managing online information 3</a> <a href="#">Managing online information 4</a> <a href="#">Managing online information 5</a> <a href="#">Managing online information 6</a> <a href="#">Managing online information 7</a> <a href="#">Managing online information 8</a>
PE	Handball Football Cross Country/Dodgeball Swimming	Basketball Gymnastics/yoga Tag Rugby Danish Longball	Volleyball Swimming Athletics Cricket
PSHE and RSE Jigsaw scheme of work and Shropshire RSE Syllabus	<b>Being Me in My World</b> Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy: having a voice Participating <b>Celebrating difference</b> Cultural differences and how they can cause conflict Racism Rumours and name-calling	<b>Dreams and Goals</b> Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation <b>Healthy Me</b> Smoking including vaping Alcohol Alcohol and anti-social behaviour Emergency aid	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules <b>Changing Me</b> Self and body image Influence of online and media on body image Puberty for girls

	<p>Types of bullying Material wealth and happiness Enjoying and respecting other cultures</p> <p>Care &amp; Commitment: What and who helps.</p>	<p>Body image Relationships with food Healthy choices Motivation and behaviour</p> <p>Choices &amp; Challenges (link to E-Safety) Overheard conversations Eat better unit: Link to D&amp;T</p>	<p>Puberty for boys Conception (inc IVF) Growing responsibility Coping with change Preparing for transition Changes: Y4 L3 Periods, Year 5- L1-L4 Year 6: Respect Yourself unit Year 6: Transition unit</p>
French	<p>Phonics 3&amp;4 Presenting myself Olympics</p>	<p>At the tea room Vikings</p>	<p>Family Weekend</p>

BLUE HILLS FEDERATION LONG TERM PLANNING Y5&6 CYCLE B

	Autumn	Spring	Summer
<b>History</b>	Crime and Punishment	Mayans	
<b>Geography</b>		World Geography	Impact of the local area on the wider UK economy
<b>Science</b>	Evolution and Inheritance Animals including Humans (Y6)	Forces Properties of Materials	Living Things and their Habitats (Y6)
<b>RE</b>	What does it mean if Christians believe God is loving and Holy? Harvest Remembrance Unit U2.3: Why do Christians believe that Jesus is the Messiah?	Why do Hindus want to be good? Lent  How do Christians decide how to live? What would Jesus do? Easter	For Christians, what kind of King was Jesus? Pentecost and The Holy Trinity.  Why is the Torah so important to Jewish people?
<b>Art</b> AccessArt scheme of work	2D drawing to 3D making Activism	Brave colour Mixed media land and city scapes	Take a seat Fashion Design
<b>Design and Technology</b> D&T Association scheme	<b>Mechanical Systems</b> Pulleys or Gears	<b>Electrical Systems</b> More complex switches and circuits (including programming, monitoring and control - microbits)	<b>Food</b> Celebrating culture and Seasonality (including cooking and nutrition requirements for KS2)
<b>Music</b> Shropshire Music Service	<b><u>Singing</u></b> 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><u>Playing</u></b> Shropshire Music Service : Whole class recorder lessons. <b><u>Improvising and Composing</u></b> Plan and compose a 8 or 16 bet melodic phrase using the pentatonic scale (C,D,E,G,A) Incorporate rhythmic variety and interest and play on available tuned instruments and notate. <b><u>Critical Engagement(listening and appraising)</u></b>	<b><u>Singing</u></b> (Easter performance) Observe rhythm, phrasing, accurate pitching and appropriate style. <b><u>Playing</u></b> Perform a part within an ensemble <b><u>Improvising and Composing</u></b> 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. <b><u>Critical Engagement</u></b> Understand the stories, origins, traditions, history and social context of the music (refer to the MMC appendix Y6)	<b><u>Singing</u></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><u>Playing</u></b> Play a melody following staff notation using notes within an octave range. Make decisions about dynamics range including ff,pp,mf,mp. <b><u>Improvising and Composing</u></b> Developing improvisation skills: *create music with multiple sections that including repetition and contrast.

	Understand the stories, origins, traditions, history and social context of the music (refer to MMC appendix Y6)		*Use chord changes as part of an improvised sequence. *Extend improvised melodies beyond 8 beats over a fixed groove. <b><u>Critical Engagement (listening and appraising)</u></b> Understand the stories, origins, traditions, history and social context of the music (refer to the MMC appendix Y6)
<b>Computing</b> NCCE scheme of work E-safety completed with Project Evolve	<b>Programming B:</b> Selection in Quizzes (Scratch) <b>Creating Media</b> - Introduction to Vector Graphics <b>Digital literacy: Esafety</b> Project Evolve Unit <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>	<b>Computing Systems and Networks:</b> systems and searching  <b>Data and Information:</b> Flat-file databases  <b>Digital literacy: Esafety</b> Project Evolve Units <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>	<b>Programming A:</b> Selection in Physical Computing <b>Creating Media</b> - Video production ( green screening) <b>Digital literacy: Esafety</b> 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>
<b>PE</b>	Tag Rugby Dodgeball Swimming [Clunbury] Football [Bucknell] Athletics / Cross Country	Hockey Dance OAA Netball	Tennis Rounders Fitness Swimming [Bucknell] Football [Clunbury]
<b>PSHE and RSE</b> 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>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>	<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>



	<p><b>Celebrating Difference</b>  Perceptions of normality  Understanding disability  Power struggles  Understanding bullying  Inclusion/ exclusion  Differences as conflict, differences as celebration  Empathy</p> <p>Choices and Challenges: Conscience Alley</p>	<p>Taking personal responsibility  How substances affect the body  Exploitation, inc county lines and gang culture  Emotional and mental health  Managing stress</p> <p>Care &amp; commitment:  healthy choice challenge</p>	<p>Self-image  Body image  Puberty and feelings  Conception to birth  Reflections about change  Physical attraction  Respect and concert  Boyfriends/girlfriends  Sexting  Transition</p> <p>Changes: Y4 L3 Periods, Year 5- L1-L4  Year 6: Respect Yourself unit  Year 6: Transition unit</p>
French	<p>Phonics 3&amp;4  The Date  Do you have a pet?</p>	<p>My home  What is the weather?</p>	<p>At school  Me in the world</p>

