

	BLUE HILLS FEDERATION LONG TERM PLANNING KS1 CYCLE A			BLUE HILLS FEDERATION LONG-TERM PLANNING KS1 CYCLE B		
	Autumn Fire! Fire!	Spring Queens, Kings and Castles	Summer Where in the World?	Autumn Life on the Farm	Spring Get Moving	Summer Splash!
<b>English</b> Pathways to Write	Look Up! The Great Fire of London	The Dragon Machine Major Glad, Major Dizzy	Tidy Grandad's Secret Giant	Meesha Makes Friends Katie in London	Grandpa's Gift Beegu	Somebody Swallowed Stanley A Midsummer Night's Dream
<b>History</b>	Events beyond living memory – Great Fire of London	Significant Individuals – Significant historical places in their own locality: Ludlow Castle Events beyond living memory	Significant Individuals – Explorers Neil Armstrong and Ernest Shackleton	Local History Changes within living memory	Changes beyond living memory Changes within living memory Significant Individuals	Significant Individuals Events beyond living memory
<b>Geography</b>	Locational Knowledge Human features	Maps skills and fieldwork Physical features	Hot and Cold Countries Continents and countries Place knowledge	Human and Physical Geography – Weather & Seasons	Continents and countries Geographical skills and fieldwork - Maps	Continents and Oceans Local Environment Physical Geography
<b>Science</b> Seasonal Change-to be covered throughout the year.	Animals Including Humans – Human body, senses, investigations	Materials	Plants	Animals including humans	Materials	Living things and habitats
<b>RE</b> More than one Religious viewpoint.	Unit 1.2: Who do Christians say made the World? Unit 1.10: What does it mean to belong to a faith community? Christmas	Unit 1.9: How should we care for others and for the world and why does it matter? Unit 1.5: Why does Easter matter to Christians?	Unit 1.7: Who is Jewish and how do they live?	Unit 1.1: What do Christians believe God is like? Harvest Unit 1.3: Why does Christmas Matter to Christians?	Unit 1.8: What makes some places sacred to believers? Unit 1.4: What is the Good news people believe Jesus brings? Easter	Unit 1.6: Who is a Muslim and how do they live?
<b>Art</b>	Drawing: Spirals Printing: Simple Printmaking	Texture: Playful making Colour: Exploring watercolour	Form: Making birds Pattern: Flora and Fauna	Explore and Draw Exploring through monoprint	Be an architect Expressive painting	Stick transformation project Music and art
<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>Food</b> Preparing fruit and vegetables (inc cooking/nutrition requirements for KS1)	<b>Mechanisms</b> Wheels and Axels	<b>Textiles</b> Templates and Joining
<b>Music</b>	<u><b>Singing</b></u> (Harvest and Christmas) Small pitch range and use dynamics and tempo when singing. <u><b>Playing untuned instruments</b></u> Represent rhythm patterns using stick notation (crotchet, quavers and quaver rests). <u><b>Improving and Composing</b></u> to a non-musical stimulus. <u><b>Critical Engagement</b></u> (Listening and appraising) Understand the stories, origins, traditions, history and social context of the music.	<u><b>Singing</b></u> (Easter performance) <u><b>Playing</b></u> Represent rhythm patterns using stick notation (crotchet, quavers and quaver rests). <u><b>Improving and Composing</b></u> Compose simple question and answer phrases to be played on untuned percussion linked to topic. <u><b>Critical Engagement</b></u> Identify beat grouping when listening to music e.g. Maple Leaf Rag by Scott Joplin	<u><b>Singing</b></u> (Summer performance) Respond to dynamics and leaders directions eg crescendo. <u><b>Playing</b></u> Create and perform chanted rhythm patterns improving on previous stick notation knowledge Recognise changes in tempo and keep the pulse. <u><b>Improving and Composing</b></u> Use of music technology (Garageband) to capture, change and combine sounds. <u><b>Critical Engagement</b></u> Listen to recorded and live music using the musical dimensions to discuss the music.	<u><b>Singing</b></u> (Harvest and Christmas) Small pitch range and use dynamics and tempo when singing. Respond to leader with dynamics. <u><b>Playing untuned instruments</b></u> Represent rhythm patterns using stick notation (crotchet, quavers and quaver rests) and develop notation knowledge. <u><b>Improving and Composing</b></u> to a non-musical stimulus. Graphic notation to record a soundscape. <u><b>Critical Engagement</b></u> (Listening and appraising) Understand the stories, origins, traditions, history and social context of the music which represents weather and the seasons	<u><b>Singing</b></u> (Easter performance) Developing call and response songs for part singing. <u><b>Playing</b></u> Use percussion instruments to keep pulse through copy cat rhythms on songs linked to transport theme (ie wheels on the bus). <u><b>Improving and Composing</b></u> 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. <u><b>Critical Engagement</b></u>	<u><b>Singing</b></u> (Summer performance) Respond to dynamics and leaders directions eg crescendo and begin to learn two part musical songs ie London's Burning. <u><b>Playing</b></u> Learn to play the Ukulele with Mrs Jones. Keeping a regular pulse through strumming. <u><b>Improving and Composing</b></u> Use of music technology (BBC Play-it) to change and combine sounds. <u><b>Critical Engagement</b></u> 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

				(ie Night on bare mountain: BBC 10 Pieces).	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.	
<b>Computing</b> <small>All E-safety work to be completed through Project Evolve units.</small> <a href="#">Computing is delivered through the National Centre for Computing Education scheme</a>	<b>Programming A</b>  Moving a Robot  <b>Programming A</b>  Robot Algorithms  <b>Digital Literacy/Esafety</b>  Project Evolve Units:  <a href="#">Self Image and identity</a>  <a href="#">Online relationships</a>	<b>Data and Information</b>  Grouping Data  <b>Data and Information</b>  Pictograms  <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>	<b>Creating Media</b>  Digital Writing  <b>Creating Media</b>  Digital Music  <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>	<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>	<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>	<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>
<b>PE</b>	Fundamental Movement skills Unit 2  Fundamental Ball skills Unit 2	Net Wall Games Unit 1  Dance Unit 2	Fitness unit 1  Athletics Unit 2	Fundamental movement skills unit 1  Fundamental Ball Skills Unit 1	Dance Unit 1  Invasion Games Unit 1	Striking and Fielding Unit 1  Athletics 1

<b>PSHE</b> Jigsaw scheme	<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.	<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	<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	<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.	<b>Dreams and Goals</b> Achieving realistic goals Perseverance Learning strenghts Learning with others Group co-operations Contributing to and sharing success. <b>Healthy Me</b> Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	<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
<b>RSE</b>		What helps us stay healthy? What can we do with money?	Eat Better: Identifying and sorting different foods/ food plate (D&T link) RSE: Changes Who helps to keep us safe? How can we look after each other and the world?	RSE: Choices & Challenges - Car wash touching/ People who car for us/ Body outline	RSE: Care and Commitment Hygiene.	Eat Better: Recap on L1&2 Create a fruit salad/ plan a meal

	BLUE HILLS FEDERATION LONG-TERM PLANNING LKS2 Y3/4 CYCLE A			BLUE HILLS FEDERATION LONG-TERM PLANNING LKS2 CYCLE B		
	Autumn Remarkable Rainforests	Spring Building British Beginnings Stone Foundations	Summer Journeys	Autumn Food and Farming	Spring A Roman Adventure	Summer Life on the Nile
<b>English</b>  Pathways to write	Gorilla (Anthony Brown) Leon and the place in between (Graham Baker-Smith)	Stone Age Boy (Satoshi Kitamura) Koji's Island (Literacy company)	Journey (Aaron Beker) Shakespeare – Julius Caesar (Angela McAllister)	Coming to England (Floella Benjamin) Winter's Child (Graham Baker-Smith)	Escape from Pompeii (Christina Balit) The Fossil Girl (Catherine Brighton)	Where the forest meets the sea (Jeannie Baker)/Jungle Explorer (literacy company) Zeraffa Giraffa (Dianne Hofmeyr)
<b>History</b>	The History of Chocolate	Stone Age and Iron Age	Local history: comparison tourism between local and Barmouth.	Anglo- Saxons and Scots. Look at local history : Offa's Dyke.	Romans (Chester Visit)	Ancient Egypt (Mr Egypt Visit)
<b>Geography</b>  Oddizzi	Rainforests: Place knowledge a region within South America.	Location knowledge: name and locate cities and counties within the UK including	Comparison of the local area with a seaside area	Our Local Landscape: Geographical skills and fieldwork	Place Knowledge: similarities and differences through a study of human and physical geography of London and Rome. Physical geography: Volcanoes	River Nile: Human and Physical geography.
<b>Science</b>  Seasonal Change-to be covered throughout the year.	Living things and habitats Light	States of matter Plants	Animals inc Humans? (Y3 NC) Nutrition, skeleton and muscles	Rocks and soil Sound	Electricity Forces and Magnets	Animals Including Humans (Y4) (Digestion, teeth)
<b>RE</b>  Christianity and Islam  More than one religious viewpoint.	Unit L2.1: What do Christians learn from the Creation Story? Harvest Unit L2.11: How and why do people mark the significant events of life? Christmas	Unit L2.9: How do festivals and worship show what matters to Muslims? Lent Easter Unit L2.5: Why do Christians call the day Jesus died 'Good Friday'?	Unit L2.7: What do Hindus believe God is like? Unit L2.12: How and why do people try to make the world a better place?	Unit L2.2: What does it mean for someone to follow God? Unit L2.3: What is the Trinity and why is it important for Christians? Harvest Christmas	Unit L2.8: What does it mean to be Hindu in Britain today? Unit L2.4: What kind of World did Jesus Want? Easter	Unit L2.6: 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>  (AccessArt scheme)	Telling stories through drawing	Gestural Drawing with charcoal	Using natural materials to make images	Sculpture, structure, inventiveness and determination Festival feasts	The Art of display Exploring still life	Storytelling through drawing Exploring Pattern
<b>Design and Technology</b>  D&T Association	<b>Structures</b> Cutting, shaping and joining	<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>Structures</b> Computer-aided design CAD (wrapping paper)	<b>Electrical Systems</b> Simple circuits and switches (inc programming and control). Links to science unit.	<b>Mechanical Systems</b> Levers and linkages.
<b>Music</b>	<u>Singing</u> Easter	<u>Singing</u> (Harvest and Christmas) Singing a variety of unison songs and perform in public.	<u>Singing</u> (End of term performance) Perform confidently including a simple part introducing vocal	<u>Singing</u> (Summer performance) Singing a variety of unison songs with some leaps in the melody and	<u>Singing</u> (Easter performance) Singing a variety of unison songs with some leaps in the melody and perform in	<u>Singing</u> (Harvest and Christmas) Singing a variety of unison songs



Shropshire Music Service	<p>Perform confidently including a simple part introducing vocal harmony to an audience.</p> <p><b><u>Playing tuned instruments</u></b></p> <p>Learn to play the recorder using staff notation.</p> <p>Individually copy back stepwise melodic phrases with accuracy at different speeds.</p> <p><b><u>Improving and Composing</u></b></p> <p>Structure musical ideas (echo, copy back and question and answer) to create music with a ABAB structure.</p> <p><b><u>Critical Engagement</u></b>(Listening and appraising)</p> <p>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><b><u>Playing</u></b> Use staff notation to play a tuned percussion instrument (xylophone) with a small range (Do-mi).</p> <p><b><u>Improving and Composing</u></b></p> <p>Improvise short responses using learnt staff notation.</p> <p>Create short up and down phrases using rhythmic notations and letter names.</p> <p><b><u>Critical Engagement</u></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>harmony to an audience using dynamics accurately with expression developing range and pitch.</p> <p><b><u>Playing untuned instruments.</u></b></p> <p>Use a rhythmic score to play untuned instruments (link to composition work).</p> <p><b><u>Improving and Composing</u></b> Compose song accompaniments on untuned percussion using known rhythms and note values ie I do like to be beside the seaside looking at pulse and rhythm.</p> <p><b><u>Critical Engagement</u></b>(Listening and appraising)</p> <p>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>perform in public including rounds and partner songs in different time signatures.</p> <p><b><u>Playing</u></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).</p> <p>-</p> <p><b><u>Improving and Composing</u></b></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><u>Critical Engagement</u></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>public including rounds and partner songs in different time signatures.</p> <p><b><u>Playing</u></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).</p> <p>-</p> <p><b><u>Improving and Composing</u></b></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><u>Critical Engagement</u></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>with some leaps in the melody and perform in public.</p> <p><b><u>Playing</u></b> Use staff notation to play a tuned percussion instrument (xylophone) with a range (Do-so). (Minim, crotchet, quavers including rests)</p> <p><b><u>Improving and Composing</u></b></p> <p>Improvise making decisions on the structure (AB, ABA, ABC etc).</p> <p>Create short pentatonic phrases using a limited range of pitches.</p> <p><b><u>Critical Engagement</u></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>
Computing NCCE scheme	<p><b>Computer systems and networks</b> <a href="https://teachcomputing.org/curriculum/key-stage-2/computing-systems-and-networks-connecting-computers">https://teachcomputing.org/curriculum/key-stage-2/computing-systems-and-networks-connecting-computers</a></p> <p><b>Creating Media Photo editing</b> <a href="https://teachcomputing.org/curriculum/key-stage-2/creating-media-photo-editing">https://teachcomputing.org/curriculum/key-stage-2/creating-media-photo-editing</a></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>Creating Media: Stop-frame animation</b> <a href="https://teachcomputing.org/curriculum/key-stage-2/creating-media-animation">https://teachcomputing.org/curriculum/key-stage-2/creating-media-animation</a></p> <p><b>Data and information</b> <a href="https://teachcomputing.org/curriculum/key-stage-2/data-and-information-branching-databases">https://teachcomputing.org/curriculum/key-stage-2/data-and-information-branching-databases</a></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>Creating Media: audio production</b> <a href="https://teachcomputing.org/curriculum/key-stage-2/creating-media-audio-editing">https://teachcomputing.org/curriculum/key-stage-2/creating-media-audio-editing</a></p> <p><b>Data and information: Data logging</b> <a href="https://teachcomputing.org/curriculum/key-stage-2/data-and-information-data-logging">https://teachcomputing.org/curriculum/key-stage-2/data-and-information-data-logging</a></p> <p><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>Computing systems: Internet</b> <a href="https://teachcomputing.org/curriculum/key-stage-2/computing-systems-and-networks-the-internet">https://teachcomputing.org/curriculum/key-stage-2/computing-systems-and-networks-the-internet</a></p> <p><b>Programming A: Repetition in Shape</b> <a href="https://teachcomputing.org/curriculum/key-stage-2/programming-a-repetition-in-shapes">https://teachcomputing.org/curriculum/key-stage-2/programming-a-repetition-in-shapes</a></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>	<p><b>Creating Media: Desktop Publishing</b> <a href="https://teachcomputing.org/curriculum/key-stage-2/creating-media-desktop-publishing">https://teachcomputing.org/curriculum/key-stage-2/creating-media-desktop-publishing</a></p> <p><b>Programming A – Sequencing sounds</b> <a href="https://teachcomputing.org/curriculum/key-stage-2/programming-a-sequence-in-music">https://teachcomputing.org/curriculum/key-stage-2/programming-a-sequence-in-music</a></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>Programming B: Events and actions in programmes.</b> <a href="https://teachcomputing.org/curriculum/key-stage-2/programming-b-events-and-actions">https://teachcomputing.org/curriculum/key-stage-2/programming-b-events-and-actions</a></p> <p><b>Programming B: Repetition in games</b> <a href="https://teachcomputing.org/curriculum/key-stage-2/programming-b-repetition-in-games">https://teachcomputing.org/curriculum/key-stage-2/programming-b-repetition-in-games</a></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>

<b>PE</b>	Basketball Gymnastics Tag Rugby Danish Longball	Handball Fitness Football Dodgeball/ Cross Country	Volleyball Swimming Cricket Athletics	Tennis Rounders Fitness Swimming	Hockey Dance OAA Netball	Tag Rugby Dodgeball Athletics / Cross Country Football
<b>PSHE &amp; RSE</b>  Jigsaw scheme of work	<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.	<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	<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	<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	<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	<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
<b>Modern Foreign Languages: French</b>  Language Angels	Fruits I am able...	Phonics 1&2 I am learning French Animals	Presenting myself Habitats	My family In the classroom	Vegetables Ice cream:	Phonics 1&2 Instruments Seasons

	BLUE HILLS FEDERATION LONG-TERM PLANNING UKS2 Y3/4 CYCLE A			BLUE HILLS FEDERATION LONG-TERM PLANNING UKS2 CYCLE B		
	<b>Autumn</b> <b>Go Greece Lightning</b>	<b>Spring</b> <b>Extreme Earth: Bubbling Hot</b>	<b>Summer</b> <b>Lights of the Longships</b>	<b>Autumn</b> <b>Crime and Punishment: Always evolving</b>	<b>Spring</b> <b>Sugar and Spice and All things nice</b>	<b>Summer</b> <b>Lives, land and livelihood</b>
<b>English</b>  Pathways to write	King Kong / Floella Benjamin	Shackleton / The Day War Came	Plastic Planet / Sky Chasers	Young, Gifted & Black/Race to the Frozen North (1)  Lost Happy Endings (2)	Arthur and the Golden Rope (1)  Malala's Magic Pencil (2)	Paperback Prince (1)  Shakespeare (2)
<b>History</b>	Ancient Greece	Explorers	Anglo-Saxons and Vikings	Crime and Punishment	Early Islamic Civilisation (Baghdad)	Black and British
<b>Geography</b>  Oddizzi	Geography of Europe	Extreme Earth	Settlements	Polar regions	World Geography	Impact of the local area on the wider UK economy
<b>Science</b>  Seasonal Change- to be covered throughout the year.	Earth in Space (Y5) Electricity (Y6)	Animals including Humans (Y5)	Light (Y6) Living Things & Habitats (Y5)	Evolution and Inheritance (Y6)  Animals including Humans (Y6)	Forces (Y5)  Properties of Materials (Y5)	Living Things and their Habitats (Y6)
<b>RE</b>  Christianity and Islam  More than one religious viewpoint.	Unit U2.2: Creation and Science: conflicting or contemporary? Harvest Unit U2.12 How does faith help people when life gets hard? Christmas	Unit U2.8: What does it mean to be a Muslim in Britain today? Unit U2.5: What do Christians believe Jesus did to 'save' people?	Unit U2.10: What matters most to Humanists and Christians? Unit U2.11: Why do some people believe in God and some people not?	Unit U2.1: What does it mean if Christians believe God is loving and Holy?  Harvest  Unit U2.3: Why do Christians believe that Jesus is the Messiah?	Unit U2.7: Why do Hindus want to be good?  Unit U2.4: How do Christians decide how to live? What would Jesus do?  Easter	Unit U2.6: For Christians, what kind of King was Jesus?  Unit U2.9: Why is the Torah so important to Jewish people?
<b>Art</b>  (AccessArt scheme)	Drawing : Identity - Portraits (Access Art)	Making monotypes	Shadow puppets	2D drawing to 3D making	Mixed media land and city scapes	Take a seat
<b>Design and Technology</b>  D&T Association	Pottery 	Structures DT Association UKS2 Frame structures	Textiles Combining Different Fabric Shapes	<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	Singing (Harvest and Christmas) Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance.	Singing (Easter performance) Sing three-part rounds, partner songs and songs with verse and chorus and multi parts. Playing Staff notation (do-do). Semi-quavers, semibreve, quavers,crotchet, minim.	Singing (End of term performance) Focusing on phrasing , accurate pitching and appropriate vocal style. Playing	<b>Singing</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>Playing</b>	<b>Singing</b> (Easter performance)  Observe rhythm, phrasing, accurate pitching and appropriate style.  <b>Playing</b>  Perform a part within an ensemble	<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



	<p>Playing Shropshire Music scheme: Recorder whole class lessons.</p> <p>Staff notation.</p> <p>Improvising and Composing</p> <p>Improvise freely over a drone using tuned percussion and melodic instruments.</p> <p>Improvise over a simple groove, responding to the beat using a range of dynamics including ff,pp,mf,mp</p> <p>Critical Engagement(Listening and appraising: Listening and appraising)</p> <p>Understand the stories, origins, traditions, history and social context of the music (referring to the MMC appendix Y5).</p>	<p>Play melodies on tuned percussion, melodic instruments or keyboards.</p> <p>Improvising and Composing</p> <p>Compose melodies from pairs of phrases in either C major or A minor or a key suitable.</p> <p>Compose short ternary piece (ABA) with a partner.</p> <p>Critical Engagement(Listening and appraising:</p> <p>Understand the stories, origins, traditions, history and social context of the music (referring to the MMC appendix Y5)</p>	<p>Perform a range of pieces in a concert to form a mixed ensemble.</p> <p>Develop the skill of playing by ear on tuned instruments copying longer phrases and familiar melodies.</p> <p>Improvising and Composing</p> <p>Use chords to compose music to evoke a specific atmosphere mood or environment.</p> <p>Capture and record creative ideas in a variety of ways inc: graphic symbols, rhythm and staff notation using music technology (Garageband).</p> <p>Critical Engagement(listening and appraising) :</p> <p>Understand the stories, origins, traditions, history and social context of the music (referring to the MMC appendix Y5)</p>	<p>Shropshire Music Service : Whole class recorder lessons.</p> <p><b>Improvising and Composing</b></p> <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>Critical Engagement(listening and appraising)</b></p> <p>Understand the stories, origins, traditions, history and social context of the music (refer to MMC appendix Y6)</p>	<p><b>Improvising and Composing</b></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>Critical Engagement</b></p> <p>Understand the stories, origins, traditions, history and social context of the music (refer to the MMC appendix Y6)</p>	<p>develop greater listening skills, balance between parts and vocal independence.</p> <p><b>Playing</b></p> <p>Play a melody following staff notation using notes within an octave range. Make decisions about dynamics range including ff,pp,mf,mp.</p> <p><b>Improvising and Composing</b></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.</p> <p>*Extend improvised melodies beyond 8 beats over a fixed groove.</p> <p><b>Critical Engagement (listening and appraising)</b></p> <p>Understand the stories, origins, traditions, history and social context of the music (refer to the MMC appendix Y6)</p>
<p><b>Computing</b></p> <p>NCCE scheme</p>	<p>Programming B: Sensing Movement (Year 6)</p> <p><a href="#">Computer Systems &amp; Networks: Communication and Collaboration</a> (Year 6)</p> <p>Digital Literacy/E-Safety</p> <p>Project Evolve units</p> <p><a href="#">Online Bullying 2</a></p> <p><a href="#">Online Bullying 3</a></p> <p><a href="#">Online Bullying 4</a></p> <p><a href="#">Online Bullying 5</a></p> <p><a href="#">Online Bullying 6</a></p> <p><a href="#">Health and wellbeing 1</a></p>	<p><a href="#">Creating media: 3D Modelling</a> (Year 6)</p> <p><a href="#">Data and introduction to spreadsheets.</a> (Year 6)</p> <p>Digital literacy/E-Safety</p> <p>Project Evolve units</p> <p><a href="#">Self image 2</a></p> <p><a href="#">Privacy and security 1</a></p> <p><a href="#">Copyright and ownership 1</a></p> <p><a href="#">Copyright and ownership 2</a></p> <p><a href="#">Healthy and wellbeing 2</a></p> <p><a href="#">Healthy and wellbeing 3</a></p> <p><a href="#">Healthy and wellbeing 4</a></p>	<p>Creating Media: Web page creation (Year 6)</p> <p><a href="#">[O&amp;U]</a></p> <p>Programming A: Variables in games (Year 6)</p> <p>Digital literacy/E-Safety</p> <p>Project Evolve Units</p> <p><a href="#">Managing online information 2</a></p> <p><a href="#">Managing online information 3</a></p> <p><a href="#">Managing online information 4</a></p> <p><a href="#">Managing online information 5</a></p> <p><a href="#">Managing online information 6</a></p> <p><a href="#">Managing online information 7</a></p> <p><a href="#">Managing online information 8</a></p>	<p><b>Programming B:</b> Selection in Quizzes (Scratch) (Year 5)</p> <p><b>Creating Media</b> - Introduction to Vector Graphics (Year 5)</p> <p><b>Digital literacy: Esafety</b></p> <p>Project Evolve Unit</p> <p><a href="#">Self image and identity 1</a></p> <p><a href="#">Self image and identity 2</a></p> <p><a href="#">Self image and identity 3</a></p>	<p><b>Computing Systems and Networks:</b> systems and searching (Year 5)</p> <p><b>Data and Information:</b> Flat-file databases (Year 5)</p> <p><b>Digital literacy: Esafety</b></p> <p>Project Evolve Units</p> <p><a href="#">Online bullying 1</a></p> <p><a href="#">Online bullying 2</a></p> <p><a href="#">Health and wellbeing 1</a></p>	<p><b>Programming A:</b> Selection in Physical Computing (Year 5)</p> <p><b>Creating Media</b> - Video production (green screening) (Year 5)</p> <p><b>Digital literacy: Esafety</b></p> <p>Project evolve Units.</p> <p><a href="#">Privacy ad security 1</a></p> <p><a href="#">Privacy ad security 2</a></p> <p><a href="#">Privacy ad security 3</a></p>



				<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="#">Health and wellbeing 2</a> <a href="#">Health and wellbeing 3</a> <a href="#">Health and wellbeing 4</a>	<a href="#">Privacy ad security 4</a> <a href="#">Privacy ad security 5</a> <a href="#">Privacy ad security 6</a>
PE	Handball Football Cross Country/Dodgeball Swimming	Basketball Gymnastics/yoga Tag Rugby Danish Longball	Volleyball Swimming Athletics Cricket	Tag Rugby  Dodgeball  Swimming [Clunbury]  Football [Bucknell]  Athletics / Cross Country	Hockey  Dance  OAA  Netball	Tennis  Rounders  Fitness  Swimming [Bucknell]  Football [Clunbury]
PSHE & RSE  Jigsaw scheme of work	<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 Types of bullying Material wealth and happiness Enjoying and respecting other cultures Care & Commitment: What and who helps.	<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 Body image Relationships with food Healthy choices Motivation and behaviour  Choices & Challenges (link to E-Safety) Overheard conversations Eat better unit: Link to D&T	<b>Relationships</b> 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 SMART internet safety rules  <b>Changing Me</b> Self and body image Influence of online and media on body image Puberty for girls 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	<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 acheivements  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  Indentifying mental health worries and sources of support  Love and loss  Managing feelings  Power and control: Assetiveness  Technology safe  Take responsibility with techonology use.  <b>Changing Me</b> Self-image  Body image  Puberty and feelings  Conception to birth  Reflections about change  Physical attraction  Respect and concent  Boyfriends/girlfriends

				Choices and Challenges: Conscience Alley	Care & commitment: healthy choice challenge	Sexting Transition  Changes: Y4 L3 Periods, Year 5- L1-L4                      Year 6: Respect Yourself unit Year 6: Transition unit
<b>Modern Foreign Languages: French</b>  Language Angels	Presenting myself Olympics	Family Weekend	At the tea room	The Date Do you have a pet?	My home What is the weather?	At school Me in the world