

	Autumn	Spring	Summer
History	Stone Age and Iron Age	Anglo Saxons and Scots	
Geography	Geography of the UK (minor)	Geography of the UK (minor)	Comparison of the local area with a seaside area
Science	Light and Living things and their habitats	States of Matter	Plants and Animals including Humans (year 4 bits as per N.C)
RE	What do Christians learn from the Creation Story?	How do festivals and worship show what matters to Muslims?	Why do Christians call the day Jesus died 'Good Friday'?
Christianity	Harvest	Lent	Pentecost and The Holy Trinity.
Islam	Remembrance	Easter	How and why do people try to make the world a better place?
More than one religion's viewpoint.	How and why do people mark the significant events of life?		
	Christmas		
	Gestural Drawing with charcoal	Telling stories thought drawing and making	Making animated drawings
Art Using AccessArt	Working with shape and colour	Cloth thread paint	Using natural materials to make images
Design and Technology (Food units to link to PSHE Eat Better work).	<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> Shell structures (including computer-aided design CAD)
Music	<b>Singing</b> (Harvest and Christmas) Singing a variety of unison songs and perform in public. <b>Playing</b> Use staff notation to play a tuned percussion instrument (xylophone) with a small range (Do-mi).  <b>Improving and Composing</b> Improvise short responses using learnt staff notation.  Create short up and down phrases using rhythmic notations and letter names.  <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.	<b>Singing</b> Easter  Perform confidently including a simple part introducing vocal harmony to an audience.  <b>Playing tuned instruments</b> Learn to play the recorder using staff notation.  Individually copy back stepwise melodic phrases with accuracy at different speeds.  <b>Improving and Composing</b>  Structure musical ideas (echo, copy back and question and answer) to create music with a ABAB structure.  <b>Critical Engagement</b> (Listening and appraising)	<b>Singing</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>Playing untuned instruments.</b> Use a rhythmic score to play untuned instruments (link to composition work).  <b>Improving and Composing</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.  <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>Listen to recorded and live music using the musical dimensions to discuss using musical vocabulary including music from the MMC appendix. For example:</p> <p>Debussy Prelude a l'après-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>	
Computing Following the NCCE curriculum & Project Evolve	<b>Information Technology:</b>	<b>Information Technology:</b>	<b>Information Technology:</b>
	Presentation of information, word proces:	Presentation of information, animation, sou	Data Handling – Excel
	<b>Computer Science</b>	<b>Computer science:</b>	<b>Computer science:</b>
	Scratch Jr	Computational Thinking	Scratch Jr Computing Networkds
	<b>Digital literacy/Esafety</b>	<b>Digital literacy/Esafety</b>	<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>	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>	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>	
PE Move More RSE integrated within PE	Handball Fitness Football Dodgeball/ Cross Country	Hockey Netball OAA Dance	Tennis  Rounders Swimming Athletics
PSHE & RSE Using the Jigsaw Scheme of Work and Shropshire RSE syllabus	<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>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>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
French Language Angels Planning	Phonics 1&2 I am learning French Animals	Fruits I am able...	Presenting myself Habitats