

	Autumn (Y3/4 B)	Spring (Y5/6 B)	Summer (Y5/6 B)
History	Ancient Egypt	Crime and Punishment	How has our local area changed over time? (Minor area-comparison farming over time)
Geography	River Nile		Impact of the local area on the wider UK economy
Science	Rocks Sound	Evolution and Inheritance	Living Things and their Habitats
RE Christianity Judaism Hinduism More than one religion's viewpoint.	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	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?
Art	Drawing Colour	Texture Form	Drawing Colour
Design and Technology	Food Healthy and Varied Diet	Electrical Systems Monitoring and Control Electrical Control	Food Celebrating culture and Seasonality

		More Complex Switches and Circuits	
Music	Singing (Harvest and Christmas) Singing a variety of unison songs with some leaps in the melody and perform in public.	Singing (Harvest and Christmas)	Singing (End of term performance)
All music taken from the Y6 Model Music Curriculum playlist		Sing a broad range of songs including those that have syncopated rhythms as part of a choir with a sense of ensemble and 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.
	Playing Use staff notation to play a tuned percussion instrument (xylophone) with a range (Do-so). (Minim, crotchet, quavers including rests)	Playing	Playing
https://www.youtube.com/playlist?list=PLitQ2pP9mJehEmHrFDbZbmSp5Ln13JkIP		Accompany the melody developed in previous term using block chords learnt on the ukulele.	Play a melody composed by themselves, following staff notation using notes within an octave range. Make decisions about dynamics range including ff,pp,mf,mp. Use within GarageBand (computer musical literacy).
		Also play a bass line for the same melody on a keyboard or tablet using an online keyboard.	

Improving and Composing

Improvise making decisions on the structure (AB, ABA, ABC etc).

Create short pentatonic phrases using a limited range of pitches.

Critical Engagement(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

For example: Ride of the Valkyries, Wagner 1867 (Romantic period), Mars by Holst 1914 (20th Century),

We're in the army Status Quo 1986

Improvising and Composing

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.

Critical Engagement(listening and appraising)

Understand the stories, origins, traditions, history and social context of the music which is taken from the MMC appendix: For example:

*1610 Ave Maris Stella from Vespers of the Blessed Virgin (Monteverdi)

Improvising and Composing

Developing improvisation skills:

*create music with multiple sections that including repetition and contrast.

*Use chord changes as part of an improvised sequence.

*Extend improvised melodies beyond 8 beats over a fixed groove.

Critical Engagement (listening and appraising)

Understand the stories, origins, traditions, history and social context of the music which is taken from the MMC appendix Y6 playlist: For example:

		<p>*1730 3rd movement from Violin Concerto in E major (J. S. Bach)</p> <p>*1826 Mazurkas Op. 24 (Chopin)</p> <p>*1858 Cancan from Orphée aux enfers (Offenbach)</p> <p>*1875 Toreador Song from Carmen (Bizet)</p> <p>*1892 String Quartet in G minor Op. 10 (Debussy)</p>	<p>*1838 Raindrop Prelude Op. 28, No. 15 (Chopin Romantic Period)</p> <p>*Ritual Fire Dance (Manuel de Falla 1915)</p> <p>*Fantasia on Greensleeves (Vaughan Williams 1934)</p> <p>* Round Midnight (Miles Davis 1957 Jazz)</p>
<p>Computing</p> <p>E-safety completed with Project Evolve every half term.</p>	<p>Information Technology:</p> <p>Presentation of information: Ancient Egypt (Word)</p> <p>Computer science:</p> <p>Scratch Jr</p> <p>Digital literacy/Esafety:</p> <p>Project Evolve units</p>	<p>Information Technology Units</p> <p>Presentation of information using Powerpoint including hyperlinks</p> <p>Computer Science:</p> <p>Scratch 3</p> <p>Computer Networking</p> <p>Digital literacy: Esafety</p> <p>Project Evolve Unit</p>	<p>Information Technology unit</p> <p>(Video – green screen, sound and photographs.)</p> <p>Excel</p> <p>Computer Science units:</p> <p>Scratch 3</p> <p>Digital literacy: Esafety</p> <p>Project evolve Units.</p>
PE	<p>Tag Rugby</p> <p>Football</p> <p>Cross Country</p>	<p>Hockey</p> <p>Netball</p> <p>OAA</p> <p>Dance</p>	<p>Tag Rugby</p> <p>Football</p> <p>Cross Country</p>
PSHE	<p>How can we manage our feelings?</p>	<p>How can the media influence people?</p>	<p>What will change as we become more independent?</p>

			How do friendships change as we grow?
RSE	Eat better (Science link) L1-L4	Choices and Challenges: Conscience Alley	Changes: Y4 L3 Periods, Year 5- L1-L4 Year 6: Respect Yourself unit Year 6: Transition unit EAT BETTER: DT link L1-L4
French	Phonics 1&2 Instruments Seasons	Phonics 3&4 The Date Do you have a pet?	At school Me in the world