# Atlas Academy Our Knowledge Based Curriculum

# Atlas Academy Our Knowledge Based Curriculum - Long Term Overview

M1 Year 1	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Art & Design	Colour	Line	Architecture	Narrative Art	Paintings of Children	Sculpture
Computing	We are treasure hunters: using programmable toys	We are TV chefs: using a camera	We are painters: using painting tools	We are collectors: finding images using the web	We are storytellers: using sound recording equipment	We are celebrating: combining text and images
Design & Technology	Mechanics: wheels & axles Materials: cutting & shapir  Make a moving vehicle	\	Textiles: shaping	Construction: Use materials/gluing Materials: cut safely  Make a new bridge for London	Food: where does our food come from around the world? Design & make sandwiches: cut, grate, spread	Materials: cutting & shaping techniques
Geography	Spatial Sense		The UK  The four countries in the United Kingdom Scotland Wales Northern Ireland England		Seven Continents  Europe  Antarctica  Africa  Asia  North & South America  Australia	
History	丰	Discovering History  What is the Past?  Family Trees  How do we know about history?  What do archaeologists do?  Our Local History		Kings, Queens & Leaders  Kings and Queens  King John I and the Magna Carta  Henry III and Parliament  Charles I  Oliver Cromwell and the Commonwealth		Parliament & Prime Ministers  James II, Mary II and William of Orange Simon de Montfort and parliament Robert Walpole Our Prime Minister Elections
Music	Exploration of beat Sing with awareness of puls	se and rhythm	Pitch Sing with changes in pitch		Volume Early symbolic representation Sing accurately following me	
PSHE	Being Me in my World	Celebrating difference	Dreams & Goals	Healthy Me	Relationships	Changing Me
PE	Games: Ball skills & games - Throwing & catching, aiming games	Dance: making shapes; rhythmic patterns	Gymnastics: flight, points & patches, rocking & rolling, stretching	Outdoor & Adventurous Activities Games: Bat/Ball skills; Developing Partnerwork	Dance: different actions; vary speed, direction and pathways	Athletics: running and avoiding games
RE	Belonging	Christmas: giving gifts	The creation	Stories of Holy Week	Stories from the Old Testament	Why and how we pray
Science	The Human Body	Animals & Their Needs	Seasons and Weather	Taking Care of the Earth	Plants	Materials & Magnets

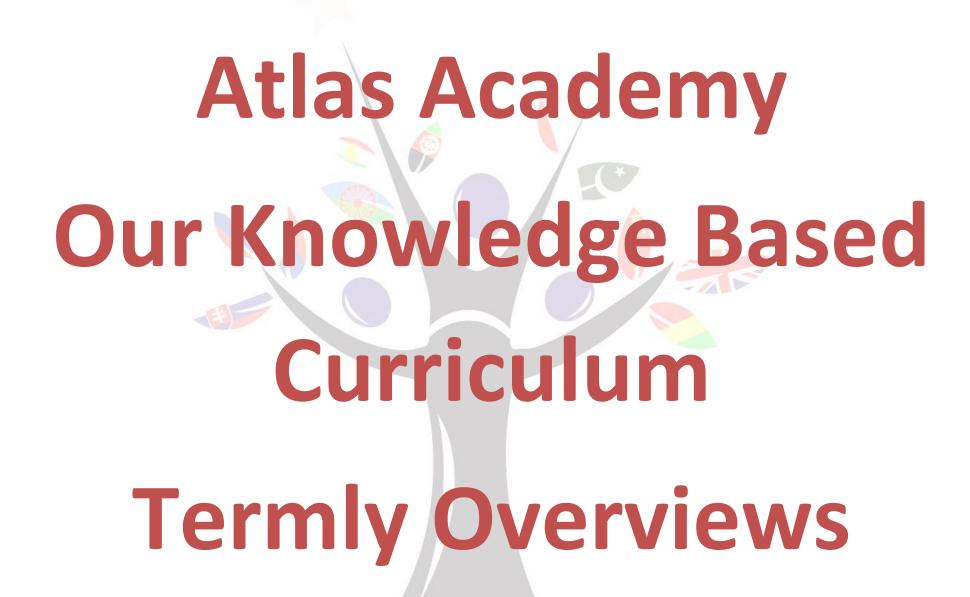
M1 Year 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Art & Design	Colour & Shape	Colour, Shape & Texture	Portraits & Self-portraits	Landscape & Symmetry	History Painting	Murals & Tapestries
Computing	We are astronauts: programming on screen	We are games testers: exploring how computer games work	We are photographers: taking photographs	We are researchers: information finding on the internet	We are detectives: emailing	We are zoologists: collecting and presenting data
Design & Technology	Mechanics: levers & sliders Materials: joining techniqu  Make a rocket to fly to	ies	Textiles: joining and decorating textiles	Construction: how structures can be stronger, stiffer and more stable  Materials: measure & mark carefully	Cooking & Nutrition: locally sourced food  Make a smoothie	Electricals and electronics: faults in battery operated devices
Geography	Spatial Sense  My School Site  Drawing a map of my school  Maps of the local area  Using maps to plan a route  Identifying locations on a globe or world map, the equator		The British Isles     The British Isles     Scotland     Wales     Ireland     England		Northern Europe	
History		Romans in Britain  The Roman Empire Roman armies and soldiers Invasion of Britain and Boudicca Roman towns Roman legacy on Britain		The Tudors  Life in Tudor England  Henry VIII  The English Reformation  Edward VI and Mary I  Elizabeth I		Powerful Voices     Ghandi     Rosa Parks     Martin Luther King     Malala Yousafzai     Greta Thunberg
Music	Exploration of rhythm Sing with the sense of shape		Pitch Sing with appropriate pitch	Timbre	Tempo Sing to an increasing/decre	asing tempo
PSHE	Being Me in my World	Celebrating difference	Dreams & Goals	Healthy Me	Relationships	Changing Me
PE	Games: Throwing & Catching – Inventing Games	Dance: contrasting shapes, speed and weight	<b>Gymnastics:</b> high and low, pathways, twist & turn, linking movements	Outdoor & Adventurous Activities Games: Dribbling, kicking & hitting; group games and inventing rules	Dance: holding shapes; rhythm	Athletics: running, sprinting, throwing & jumping
RE	Places of worship	Birth of Jesus	New Testament stories	Easter for Christians	Welcoming Babies	Caring for the world
Science	The Human Body	Living Things in their Environments	Electricity	Plants	Materials & Matter	Astronomy

M2 Year 3	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Art & Design	Line	Still Life & Form	Art of Ancient Egypt	Anglo-Saxon Art	Architecture	Modern Architecture
Computing	We are programmers: programming an animation	We are bug fixers: finding & correcting bugs in programs	We are presenters: videoing performance	We are vloggers: making & sharing a short screencast presentation	We are communicators: communicating safely on the internet	We are opinion pollsters: collecting & analysing data
Design & Technology	Design & make:     storage container	Mechanics: explore levers and winding mechanisms	Materials: cut and shape     Design & make: a     photo frame	Textiles: decoration	Mechanics: levers & winding up  Design and make an Anglo Saxon treasure chest	Food: European dishes
Geography	Spatial Sense: maps, compasses and Symbols; 4 and 6 figure grid references; Fieldwork- The Local Area; A contrasting locality San Francisco (Human & Physical Geography)	Settlements	Rivers	UK Geography: The South West	Western Europe	Asia- China and India
History	Changes in Britain from the <b>Stone Age to Iron Age</b> Doncaster in the Iron <b>Age</b> (1 week)	Ancient Egypt	The Anglo Saxons, Scots & Vikings  Doncaster in the Anglo Saxon times (1 week)		Law and Power (1154- 1272)	The Wars of the Roses
MfL	Greetings Numbers 0-10	Classroom instructions Christmas carols	Ask for and give name Revision of numbers Ask for and state age	Colours Springtime vocabulary Weather conditions	Colours Verbs and connectives Names of fruit	Names of food items Days of the week Months of the year
Music	Production & classification of Sing in tune	of sound	Repeating patterns Sing in a round		Abstract effects Sing with clear pronunciation	
PSHE	Being Me in my World	Celebrating difference	Dreams & Goals	Healthy Me	Relationships	Changing Me
PE	Games: Ball skills – invasion; Creative Games Making	<b>Dance:</b> dance phrases; shape extension, balance & footwork	<b>Gymnastics:</b> stretching, curling & arching, symmetry & asymmetry, pathways, travelling	Outdoor & Adventurous Activities Games: Net/court/wall games (netball/ badminton); striking/fielding games (cricket)	Dance: motifs, dynamics; acceleration & deceleration	Athletics: footwork, transference of body weight & spatial awareness
RE	Christianity	Meaning of Christmas	Miracles & Parables	Easter through art	Expressing faith: literature & music	Judaism
Science	The Human Body	Cycles in Nature	Light	Plants	Rocks	Forces & Magnets

M2 Year 4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Art & Design	Light	Space	Design	Monuments of Ancient Rome	Monuments of the Byzantine Empire	Needlework, Embroidery & Weaving
Computing	We are software developers: developing a simple educational game	We are toy designers: prototyping an interactive toy	We are musicians: producing digital music	We are HTML editors: editing & writing HTML	We are co-authors: producing a wiki	We are meteorologists: presenting the weather
Design & Technology	Construction: strengthening techniques  Design & make: a group statue	Mechanics: pulleys and gears	Materials: joining wood Construction: drilling and screwing Design & make: a bird box	Textiles: joining fabric	Electricals & Electronics: circuits	Food: exporting from the UK (wheat?)  Design & make: jam tarts
Geography	Spatial Sense:  Globes and the Tropics Scale Grid references Our Local Area Our Local Area-Changes over Time	Mediterranean Europe	Eastern Europe	UK Geography: Northern Ireland	UK Geography: London and the South East	Asia – Japan
History	Ancient Greece		Life in Ancient Rome	The Rise and Fall of Rome	The Stuarts	
MfL	Parts of the body Adjectives Asking for Spanish translation	Zoo animals Introduction of vowels Verbs, quantifiers and adjectives	Members of the family Possessive adjectives Family members	Names of pets Converting singular nouns into plurals	Positive and negative statements Names of hobbies	Numbers 13-30 Means of transport Items of clothing Quantifiers
Music	Begin to play notes on an in Sing with accurate pitch	strument	Drones to accompany Sing 4-part songs		Play clear notes on an instr Singing: beatbox sounds	ument
PSHE	Being Me in my World	Celebrating difference	Dreams & Goals	Healthy Me	Relationships	Changing Me
PE	Games: Net/Court/Wall Games (volleyball/ tennis) Problem Solving & Inventing Games	<b>Dance:</b> dance partners; group formations	<b>Gymnastics:</b> balance, receiving body weight, changes in direction, rolling	Outdoor & Adventurous Activities Games: Invasion Games, Striking & Fielding Games (Basketball/ rounders)	Dance: dance partners – meeting/parting & action/reaction; dances with two sections	Athletics: paced running, combination jumping, relay; take offs, landing, speed and rhythm
RE	Islam	Christmas: cultural celebrations	Expression of faith: art & architecture	Passover & The Last Supper	Books of wisdom	Leading religion: clerics and individuals
Science	The Human Body	Classification of Plants & Animals	Ecology	Sound	States of Matter & The Water Cycle	Electricity

M3 Year 5	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Art & Design	Style in Art	Islamic Art & Architecture	Art from Western Africa	Chinese Painting & Ceramics	Printing	Take One Picture extended study
Computing	We are game developers: developing an interactive game	We are cryptographers: cracking codes	We are artists: fusing geometry and art	We are web developers: creating a web page about cyber safety	We are bloggers: sharing experiences and opinions	We are architects: creating a virtual space
Design & Technology	Food: baking from Yorkshire recipes  Design & make: the perfect cup of tea	Mechanics: cams  • Design & make: open mouths	Textiles: stitching technique Victorian sampler	ues	Construction: woodwork sk Mechanics: electronics & m designs • Design & make: model	nechanics in product
Geography	<ul> <li>Spatial Sense</li> <li>maps: dividing the world into sections; using coordinates to locate places; drawn to different scales</li> <li>Eastern and Western hemispheres</li> <li>Relief maps</li> </ul>	Mountains	UK Geography: East Anglia, The Midlands, Yorkshire and Humberside	Australia	New Zealand and the South Pacific	Local Study    Geography of the local    area    Sketch Maps    (Fieldwork)    Local Issues    Data Collection    (Fieldwork)    S. Graphing data
History	Baghdad c.900 CE	The Early British Empire	The French Revolution	The Transatlantic Slave Trade	The Industrial Revolution	The Victorian Age
MfL						1
Music	Timbre & duration Sing & play from memory		Rhythm and chords Singing: Hold a part within	a round	Selection of elements Singing: Perform solos or pa	arts
PSHE	Being Me in my World	Celebrating difference	Dreams & Goals	Healthy Me	Relationships	Changing Me
PE	Games: Net/Court/Wall Games (volleyball/ badminton) Invasion & Target	Dance: translating abstract images, use of props; patterning	<b>Gymnastics:</b> bridges, flight, functional use of limbs, spinning & turning	Outdoor & Adventurous Activities Games: Invasion Games – Implement & Kicking); Striking & Fielding (hockey/ cricket)	Dance: actions & dynamics; compositional principles	Athletics: duration, distance and speed; jumping techniques
RE	Hinduism	Advent	Judaism & Christianity: shared history with	Easter: how we know what really happened	Sikhism	Journey of life and death
			Islam	, <b>,,,</b>		

M3 Year 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Art & Design	Art in the Italian Renaissance	Renaissance Architecture and Sculpture	Victorian Art & Architecture	William Morris	Impressionism and Post-Impressionism	Art in the 20th Century - Modernism and Beyond
Computing	We are adventure gamers: making a text-based adventure game	We are computational thinkers: mastering algorithms for searching, sorting & mathematics	We are advertisers: creating a short television advert	We are network engineers: exploring computer networks including the internet	We are travel writers: using media and mapping to document a trip	We are publishers: creating a year book
Design & Technology	Construction: practical skills developed – drilling & screwing	Electricals & electronics kits	Materials: cutting and shaping Food: the making of chocolate	Food: cooking with chocolate  Make containers for a box of chocolates	Textiles: creating visual and  Make friendship cushio	
Geography	<ul> <li>Spatial Sense:</li> <li>latitude and longitude</li> <li>The Arctic and Antarctic</li> <li>Circles</li> <li>Time Zones</li> <li>Map Projection</li> <li>Maps of the World</li> </ul>	British Geographical Issues	North America	South America	Africa	Globalisation
History	World War 1	The Suffragettes	The Rise of Hitler and World War II	World War II and the Holocaust	The Cold War	The History of Human Rights
MfL						
Music	Drones and melodic ostinate Sing harmoniously	0	Create songs with verses Sing in solo	and chorus	Cultural context of music Sing expressively	
PSHE	Being Me in my World	Celebrating difference	Dreams & Goals	Healthy Me	Relationships	Changing Me
PE	Games: Implement & Kicking: hockey & soccer Net/Court/Wall Games (volleyball/ tennis	Dance: dynamics, HAKA; expression & improvisation	Gymnastics: match, mirror & contrast, synchronisation & canon, holes & barriers, counter balance & counter tension	Outdoor & Adventurous Activities Games: Striking & Fielding: rounders/cricket Invasion Games: Rugby/basketball /netball	Dance: compositional devices - motif development, repetition & group organisation	Athletics: throwing, jumping & pulling techniques; stride frequency
RE	How did Jesus' teaching challenge people?	Spiritual leaders Gospel accounts of Jesus' birth	Vows & Commitments	Eucharist	Buddhism	Beliefs in action
Science	The Human Body	Classification of Living Things	Electricity	Light	Reproduction	Evolution



#### YEAR ONE LONG TERM PLAN: AUTUMN

ART & DESIGN	DESIGN & TECHNOLOGY	COMPUTING	GEOGRAPHY	HISTORY
AUTUMN 1 – Colour	AUTUMN 1 – Mechanics	AUTUMN 1 – Using	AUTUMN 1 – Spatial Sense	AUTUMN 2 - Discovering History
Artists: Van Gogh, Bruegel,	<ul> <li>Create products using wheels</li> </ul>	Programmable Toys (We are	Aerial Views	What is the Past?
Vermeer, Hockney, Monet	and winding mechanisms	treasure hunters)	• Maps	Family Trees
Concepts: Primary and	Taking Inspiration	<ul> <li>Understand that a</li> </ul>	Location	How do we know about
secondary colours, warm and cool	Investigate mechanics of moving	programmable toy can be	Compass Points	history?
colours, tints and shades, rough	vehicles	controlled by inputting a	Drawing maps	<ul> <li>What do archaeologists do?</li> </ul>
and smooth brushstrokes	Design & make: a moving vehicle	sequence of instructions		Our Local History
Skills: colour mixing, holding and	Refer to milestones 1 for required	<ul> <li>Develop and record sequences</li> </ul>		
using a brush, using different	outcomes	of instructions using		
brushstrokes		algorithms	/ *	
PAINTING	AUTUMN 2 Materials	<ul> <li>Program the toy to follow</li> </ul>		
MIXED MEDIA	<ul> <li>Cut materials safely using</li> </ul>	their algorithm		
	tools (paper s <mark>c</mark> issors, h <mark>acksaw</mark> )	<ul> <li>Debug their programs</li> </ul>	A	
AUTUMN 2 – Line	provided	<ul> <li>Predict how their program will</li> </ul>	ATT.	
Artists: Rembrandt, Miro, Klee		work		
Concepts: Lines as basic tools,				
describing different lines, different		AUTUMN 2 – Filming the Steps of		
materials for making lines, lines		a Recipe (We are TV Chefs)		
can be used to represent different	E	Break down a process into		
things		simple, clear steps, as in an		
<b>Skills:</b> drawing different lines with		algorithm		
different materials, drawing lines		<ul> <li>Use different features of a</li> </ul>		
with a ruler, painting and colouring		video camera		
neatly inside shapes, drawing from		<ul> <li>Use a video camera to capture</li> </ul>		
the imagination		moving images		
DRAWING		<ul> <li>Develop collaboration skills</li> </ul>		
MIXED MEDIA		<ul> <li>Discuss their work and think</li> </ul>		
		about how it could be		
		improved		
R.E	MUSIC	P.E	P.S.H.E	SCIENCE
Belonging	AUTUMN 1 Pulse & Rhythm	Games (Val Sabin Unit 1&2)	AUTUMN 1 – Being Me in My	AUTUMN 1 – The Human Body
Talk about why God and Jesus	Sing with awareness of pulse	Ball Skills	World	<ul> <li>Naming parts of the body</li> </ul>
are important for Christian	and rhythm	<ul> <li>Demonstrate coordination</li> </ul>	<ul> <li>Feeling special and safe</li> </ul>	The five senses and associated
people; why Allah and	Explore use of voice through	when passing a ball around	Being part of a class	body parts
Prophet Muhammad are	singing & chanting	different parts of the body	<ul> <li>Rights and responsibilities</li> </ul>	<ul> <li>Understanding sensory</li> </ul>
important to Muslims	Describing Music Focus: Chanting	<ul> <li>Bounce and part-bounce a ball</li> </ul>	<ul> <li>Rewards and feeling proud</li> </ul>	impairment
<ul> <li>Key symbols and objects of</li> </ul>		with a degree of control	<ul> <li>Consequences</li> </ul>	
Christianity and Islam	AUTUMN 2 Beat	<ul> <li>Understand how to send,</li> </ul>	<ul> <li>Owning the Learning Charter</li> </ul>	AUTUMN 2 – Animals and their
Recognise church and mosque		receive, kick and dribble a ball		Needs
as places of worship				Living things,

 Differences and similarities between Islam and Christian worship and beliefs

#### Christmas

- Retell the Advent story
- Name some things that happen at Christmas

Focussing on the gifts given to Jesus, relate how many people give presents at Christmas time

- Explore beat through movement, body percussion and instruments
- Clap rhythms
- Create a sequence of long and short sounds

**Describing Music Focus:** Disco

- and practise to improve the skills
- Show a degree of control when sending and receiving a range of equipment
- Understand that they must 'get in line with a ball to receive it'
- Send a ball in various ways to play individual target games or target games with a partner

# Throwing & Catching: Aiming Games

- Know and show, both individually and in pairs, how to throw and catch using a variety of apparatus
- Send a ball, beanbag or quoit one-handed, using under-arm throw, roll or skim and kick
- Aim consistently between, into, at or over a variety of targets using a range of small equipment
- Play an aiming game cooperatively with a partner and 'keep the score'

# AUTUMN 2 – Celebrating Differences

- Similarities and differences
- Understanding bullying and knowing how to deal with it
- Making new friends
- Celebrating the differences in everyone

- Naming animals
- Grouping animals,
- Describing animals
- How plants and animals obtain food,
- Offspring; caring for animal babies; caring for pets.

- observe closely, using simple equipment
- identify and classify
- perform simple tests
- use their observations and ideas to suggest answers to questions

#### YEAR TWO LONG TERM PLAN: AUTUMN

ART & DESIGN	DESIGN & TECHNOLOGY	COMPUTING	GEOGRAPHY	HISTORY
AUTUMN 1 – Colour and Shape Artists: Kandinsky, Delaunay, Monet, Klee, Picasso, Calder Concepts: primary colours, secondary colours, warm and cool colours, tints and shades, geometric shapes, organic shapes Skills: colour mixing, drawing geometric shapes, using natural objects to draw organic shapes, creating sculptures with paper and wire, working as a team 3D FORM PAINTING DRAWING  AUTUMN 2 – Colour, Shape and Texture Artists: Matisse, Durer, Jan van Eyck Concepts: cut-outs, complementary colours, organic shapes, composition, visual texture Skills: colour mixing, selecting Complementary colours, cutting organic shapes, creating texture with mark-making and colour, drawing with chalk and charcoal, graphite and oil pastels COLLAGE DRAWING	Create products using levers and sliders  Taking Inspiration Investigate mechanics of moving vehicles  Design & make: a rocket to go to them moon  Refer to milestones 1 for required outcomes  AUTUMN 2 Materials (Woodwork)      Measure and mark out to the nearest centimetre      Cut materials safely using tools provided      How to use a saw safely to cut a piece of wood      Demonstrate a range of joining techniques — gluing, hinges or combining materials to strengthen	AUTUMN 1 – Programming on Screen (We are astronauts)  Have a clear understanding of algorithms as sequences of instructions  Convert simple algorithms to programs  Predict what a simple program will do  Spot and fix (debug) errors in their programs  AUTUMN 2 – Exploring How Computer Games Work (We are games testers)  Describe carefully what happens in computer games  Use logical reasoning to make predictions of what a program will do  Test these predictions  Think critically about computer games and their use  Be aware of how to use games safely and in balance with other activities	AUTUMN 1 - Spatial Sense  My School Site  Drawing a map of my school  Maps of the local area  Using maps to plan a route  Identifying locations on a globe or world map  The equator	<ul> <li>AUTUMN 2 - Romans in Britain</li> <li>The Roman Empire</li> <li>Roman armies and soldiers</li> <li>The invasion of Britain and Boudicca</li> <li>Roman towns</li> <li>Roman legacy on Britain</li> </ul>
R.E	MUSIC	P.E	PSHE	SCIENCE
Important places of worship: the	AUTUMN 1 Duration	Games (Val Sabin Unit 1&2)	AUTUMN 1 – Being Me in My	AUTUMN 1 – The Human Body
<ul> <li>church and mosque</li> <li>Significance of places of worship</li> <li>Special objects and symbols associated with different aspects of worship</li> </ul>	<ul> <li>Make and control long and short sounds – voice/instrumental</li> <li>Create a mix of different sounds – body, vocal and percussion</li> </ul>	<ul> <li>Throwing &amp; Catching: Inventing Games</li> <li>Throw, catch and bounce with two hands, or one hand, or different parts of the body using a variety of equipment</li> </ul>	<ul> <li>World</li> <li>Hopes and fears for the year</li> <li>Rights and responsibilities</li> <li>Rewards and consequences</li> <li>Safe and fair learning environment</li> <li>Valuing contributions</li> </ul>	<ul> <li>The skeletal and muscular systems</li> <li>Exercise</li> <li>Digestive system and healthy eating</li> <li>Circulatory system,</li> <li>Preventing illness</li> </ul>

- Similarities and differences between ways in which people worship in a church and a mosque.
- How people worship

#### Christmas

- Describe what happened at the Birth of Jesus suggesting the significance of this for Christians
- Describe an important belief for Christians and how this is shown in the Christmas story

Describing Music Focus: Dance – Michael Jackson, Madonna

#### **AUTUMN 2 Tempo**

- Keep a steady beat when clapping or tapping instruments
- Play/create rhythmic phrases on body percussion and instruments
- Represents sounds with a range of symbols/shapes

**Describing Music Focus 2**: Soul music

**Singing**: follow instructions on when to sing

- Understand and use 'beat your own record' activities to put skills under pressure and improve performance
- Throw, catch and bounce when in a stationery position or moving about the playing area and aiming at a target
- Understand and use a range of strategies for making games harder
- Understand how to make up rules and score points

# Making Up Games with a Partner: Aiming, Hitting & Kicking

- Send and receive with consistency, coordination and control using a variety of equipment
- Demonstrate accuracy when using hands and feet in different ways to pass or aim
- Understand and use simple tactics e.g. passing at different angles, heights and speeds to outwit an opponent
- Observe and copy a partner's game and then improve it
- Choose and use appropriate equipment for the games they create both individually and with a partner
- Make up rules and know how to make the game harder

- Choices
- Recognising feelings

# AUTUMN 2 – Celebrating Differences

- Assumptions and stereotypes about gender
- Understanding bullying
- Standing up for self and others
- Making new friends
- Gender diversity
- Celebrating difference and remaining friends

- Germs and disease
- Animals and their offspring.

# AUTUMN 2 – Living Things in their Environments

- Habitats: rainforest, desert, meadow and underground
- Food chains
- Oceans and undersea habitats
- Deep ocean habitats
- Habitat destruction and damage

#### Working scientifically -

ask simple questions

#### YEAR THREE LONG TERM PLAN: AUTUMN

ART & DESIGN	DESIGN & TECHNOLOGY	COMPUTING	GEOGRAPHY	HISTORY
ART & DESIGN  AUTUMN 1 – Line Artists: Klee, Leonardo, Picasso, Rembrandt, Van Gogh, Moore, Hokusai Concepts: Lines as basic tools, lines with different materials, line weight, different types of line, different ways to use line, printing to create lines Skills: continuous line drawing, line weight, drawing contour lines, mono-printing DRAWING PRINTING  AUTUMN 2 – Still Life and Form Artists: Warhol, Morandi, Stubbs, Cezanne, Moser Concepts: What is a still life, still life throughout history, using tone to create form, highlight, shade/shadow, cast shadow, midtone, using colour to create form Skills: Pencil techniques to show form and tone, crosshatching, drawing still life – what you see, layering oil pastels DRAWING	AUTUMN 1 Construction  Choose suitable techniques to construct products  Design & make: (Project) How Will You Store Your Favourite Things?  Refer to milestones 2 for required outcomes  Materials  Cut materials accurately and safely by selecting appropriate tools – paper knife, safety ruler,  AUTUMN 2 Mechanics  Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product: levers and winding mechanisms  Explore how to catapult the Gingerbread Man across the river	COMPUTING  AUTUMN 1: Programming an animation (We are programmers)  Create an algorithm for an animated scene in the form of a storyboard  Write a program in Scratch to create the animation  Correct mistakes in their animation programs  AUTUMN 2: Finding & correcting bugs in programs (We are bug fixers)  Debug programs that accomplish specific goals.  Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.	GEOGRAPHY  AUTUMN 1- Spatial Sense  Maps, compasses and symbols  4 and 6 Figure Grid references  Fieldwork- The Local Area  A contrasting locality: San Francisco (Human Geography)  A contrasting locality: San Francisco (Physical Geography)  AUTUMN 2 - Settlements  Settlements  Types of Settlements: urban, rural and suburban areas  Population Density  Sites and Situations of Local Settlements	HISTORY  AUTUMN 1 - Stone Age to the Iron Age  • Mesolithic Hunter • Gatherers • Life in Neolithic Britain • The Bronze Age • Stonehenge • The Iron Age  AUTUMN 2 - Ancient Egypt • Locating Egypt and the River Nile • Life in Ancient Egypt • Religion and the Afterlife • Tutankhamun and Howard Carter • Hieroglyphics
R.E	MUSIC	P.E	PSHE	SCIENCE
Christianity	Describing & Composing Music	Games (Val Sabin Unit 1&2)	AUTUMN 1 – Being Me in My	AUTUMN 1 – The Human Body
, ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	- costibility of confipositing triusic	Ball Skills – Invasion Focus	World	The digestive system

- Christian beliefs about God and The Trinity
- Language and symbols to show different images of God
- Key events in Jesus' life
- Key events of the church's year - Christmas, Lent, Easter, Pentecost
- · Explore prayers said in church,
- Church buildings, artefacts, objects, sounds and symbols that are significant in worship
- Bible as a source of information about God

#### Stories:

- Parable of the Prodigal Son
- Simeon in the Temple

#### 2) Christmas: its true meaning

- Understand that at Christmas, Christians celebrate the concept of 'incarnation' – God born as a human being in the person of Jesus
- Explore how Christmas has been commercialised
- Reflect on and evaluate their views and those of others

- Explore how sounds are produced and classified
- Create accompaniments for tunes
- Begin to use digital technology to compose pieces of music
- Use staff notation as part of a performance
- Evaluate music using musical vocabulary to identify likes/dislikes

Sing in tune

Describe & Appreciate Music Focus 1: Folk – Woody Guthrie, Bob Dylan, Fairport Convention Describe & Appreciate Music Focus 2: Romani folksongs – lokid'ili & khelimaske s'ili

- Accurately pass and receive a range of balls in different ways with hands – chest pass, bounce pass, shoulder pass
- Demonstrate control when dribbling, passing and receiving with feet or stick
- Signal for the ball and pass and receive in sequential order (1-2-3-4-1 etc)
- Pass and recive on the move and signal for the ball to retain possession and show progression down the pitch
- Explain why their team succeeded in these activities
- Play with confidence in various small game formations

#### **Creative Games Making**

- Demonstrate previously learned skills in independently constructed games
- Work co-operatively and creatively in a group of specified numbers to achieve a given objective using a limited choice of equipment
- Plan and adjust rules and strategies to make the game fairer, safer and more challenging
- Describe the format and intention of the game and explain why particular rules have been made
- Watch other games and recognise where they could be improved
- Know how to use space in games

- Setting personal goals
- Self-identity and worth
- Positivity in challenges
- Rules, rights and responsibilities
- Rewards and consequences
- Responsible choices
- Seeing things from others' perspectives

# **AUTUMN 2 – Celebrating Differences**

- 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

- Teeth
- Senses
- Healthy diets, nutrition
- Vitamins and minerals
- Skeletons and muscles for support, protection and movement

#### **AUTUMN 2 – Cycles in Nature**

- Seasonal cycles
- Plants
- Animal migration
- Life cycles of a plant and a frog.

- Ask relevant questions and use different types of scientific enquiry to answer them
- Set up simple practical enquiries, comparative and fair tests
- Make systematic and careful observations and, where appropriate, take accurate measurements using standard units – data loggers/thermometers
- Gather, record, classify and present data in a variety of ways
- Record findings using simple scientific language and drawings/diagrams keys, bar charts, and tables,
- Identify differences, similarities or changes related to simple scientific ideas or to support their findings

#### YEAR FOUR LONG TERM PLAN: AUTUMN

DESIGN & TECHNOLOGY	COMPUTING		HISTORY
AUTUMN 1 Construction  Strengthen materials using suitable techniques — reinforcing corners, paper poles, tripods  Design & make: (Project) Should Your Creature be Fierce of Friendly?  Refer to milestones 2 for required outcomes  Materials  Measure and mark out to the nearest millimetre  Take Inspiration  Improve upon existing designs, giving reasons for choices  AUTUMN 2 Mechanics  Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product: pulleys and gears.  Explore the Tomato Challenge	AUTUMN 1 – Developing a simple educational game (We are software developers)  Develop an educational computer game using selection and repetition.  Understand and use variables.  Start to debug computer programs.  Recognise the importance of user interface design, including consideration of input and output.  AUTUMN 2 – Prototyping an interactive toy (We are toy designers)  Design and make an on-screen prototype of a computer-controlled toy  Understand different forms of input and output (such as sensors, switches, motors, lights and speakers)  Design, write and debug the control and monitoring program for their toy	Autumn 1 - Spatial Sense  Globes and the Tropics  Scale Grid References  Our Local Area  Our Local Area- Changes over Time  Autumn 2 - Mediterranean Europe  Key Places in Europe  Climate of Mediterranean Europe Food and Farming Landscape Settlements	Ancient Greece  Ancient Greece: City States  Athens and Democracy  Sparta  The Persian Wars  Alexander the Great  Greek Philosophy  Gods  Mythology  Art and Architecture  The Ancient Olympic Games  The Legacy of Ancient Greece
MUSIC	P.E	PSHE	SCIENCE
AUTUMN 1 Transcribing Music	Games (Val Sabin Unit 1&2)	AUTUMN 1 – Being Me in My	AUTUMN 1 – The Human Body
<ul> <li>Recognise the notes EGBDF on the musical stave</li> <li>Begin to play notes on an instrument</li> </ul> AUTUMN 2	Net/Court Games: Volleyball and tennis)  Use a bat to strike a ball with a degree of accuracy and control  Throw/strike a ball over a	<ul> <li>World</li> <li>Being part of a class team</li> <li>Being a school citizen</li> <li>Rights, responsibilities and democracy (school council)</li> <li>Rewards and consequences</li> </ul>	<ul> <li>The muscular system</li> <li>The skeletal system</li> <li>The nervous system</li> <li>The digestive system</li> <li>Teeth.</li> </ul>
	<ul> <li>Strengthen materials using suitable techniques – reinforcing corners, paper poles, tripods</li> <li>Design &amp; make: (Project) Should Your Creature be Fierce of Friendly?         Refer to milestones 2 for required outcomes         Materials         <ul> <li>Measure and mark out to the nearest millimetre</li> <li>Take Inspiration</li> <li>Improve upon existing designs, giving reasons for choices</li> </ul> </li> <li>AUTUMN 2 Mechanics         <ul> <li>Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product: pulleys and gears.</li> <li>Explore the Tomato Challenge</li> </ul> </li> <li>MUSIC         <ul> <li>AUTUMN 1 Transcribing Music</li> <li>Recognise the notes EGBDF on the musical stave</li> <li>Begin to play notes on an instrument</li> </ul> </li> </ul>	AUTUMN 1 Construction  Strengthen materials using suitable techniques — reinforcing corners, paper poles, tripods  Design & make: (Project) Should Your Creature be Fierce of Friendly?  Refer to milestones 2 for required outcomes  Materials  Measure and mark out to the nearest millimetre  Take Inspiration  Improve upon existing designs, giving reasons for choices  AUTUMN 2 Mechanics  Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product: pulleys and gears.  Explore the Tomato Challenge  MUSIC  AUTUMN 1 Transcribing Music  Recognise the notes EGBDF on the musical stave  Begin to play notes on an instrument  AUTUMN 1 — Developing a simple educational game (We are software developers)  Develop an educational computer game using selection and repetition.  Understand and use variables.  Start to debug computer programs.  AUTUMN 2 — Prototyping an interactive toy (We are toy designers)  Design and make an on-screen prototype of a computer-controlled toy  Understand different forms of input and output. (such as sensors, switches, motors, lights and speakers)  Design, write and debug the control and monitoring program for their toy  MUSIC  AUTUMN 1 Transcribing Music  Recognise the importance of user interface design, including consideration of input and output.  AUTUMN 2 — Prototyping an interactive toy (We are toy designers)  Understand and use variables.  AUTUMN 2 — Prototyping an interactive toy (We are toy designers)  Design and make an on-screen prototype of a computer-controlled toy  Understand and use variables.  AUTUMN 2 — Prototyping an interactive toy (We are toy designers)  Design and make an on-screen prototype of a computer controlled toy  Understand and use variables.  Recognise the importance of user interface design, including consideration of input and output (such as sensors, switches, motors, lights and speakers)  Design and make an on-screen prototype of a computer controlled toy  Understand interactive toy (We are toy designers)  Design and make an o	Strengthen materials using suitable techniques — reinforcing corners, paper poles, tripods     Design & make: (Project) Should Your Creature be Fierce of Friendly?     Refer to milestones 2 for required outcomes     Materials     Measure and mark out to the nearest millimetre     Take Inspiration     Improve upon existing designs, giving reasons for choices     AUTUMN 2 Mechanics     Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product pulleys and gears.     Explore the Tomato Challenge      MUSIC     P.E.  MUSIC  P.E.  MUSIC  P.E.  MUSIC  P.E.  MUSIC  P.E.  MUSIC  P.E.  PSHE  AUTUMN 1 – Being Me in My  World  World  Being part of a class team  Being a school citizen  Rights, responsibilities and democracy (school council)  Rights, responsibilities and democracy (school council)  Reducational game (We are so, Globes and the Tropics  Scale  Goldes and the Tropics  Scale  Grid References  Our Local Area  Secognise the importance of  user interface design,  including consideration of input and output.  Setyleaper  Settlements  Music  Setyle

- Ramadan and Id ul Fitr
- Qu'ran as the revealed book
- The '5 Pillars' (duties) of Islam; how affect Islamic life
- Salah
- Friday as the holy day of the week
- Significance of particular objects – Quran, prayer beads, prayer mat
- Mosque as any place of worship and learning

#### 2) Christmas:

- Revisit the Christian belief of incarnation
- Reflect on and compare the different cultural expressions of Christian beliefs about his birth within our community

- Compose and perform melodic songs
- Use term beat, volume, dynamics to describe music
- Use digital technology to compose pieces of music

Sing from memory with accurate pitch

# Describe & Appreciate Music: Celtic

 Paddy Moloney, Alan Stirell, Chieftans, Clannad

- level barriers to show variations in levels, speeds and directions
- Aim a ball over a barrier to land in spaces on other side
- Understand, plan and combine skills to play 1v1 net games co-operatively with a partner and then try to make it difficult to return the shots
- Understand and play a game over a low or high barrier throwing into spaces to score (1v1 or 3v3)

# Problem-Solving & Inventing Games

- Negotiate, plan and make collective decisions on the nature, shape and construction of the game
- Select and use skills and tactics appropriate for the type of game
- Understand and transfer principles of play from known games to use in their own
- Make up rules and be prepared to modify them to make the game more challenging
- Adapt rules in agreement with others and work cooperatively in groups of varying sizes (6 and 8) to organise and keep their games going

- Having a voice
- What motivates behaviour

# AUTUMN 2 – Celebrating Differences

- Challenging assumptions
   Judging by appearance
- Accepting self and others
- Understanding influences
- Understanding bullying
- Problem-solving
- Identifying how special and unique everyone is
- First impressions

# AUTUMN 2 – Classification of Plants and Animals

- Cold-blooded or warmblooded
- Vertebrates or invertebrates
- Characteristics of animal classes
- Classification of plants

- Set up simple practical enquiries, comparative and fair tests
- Make systematic and careful observations and, where appropriate, take accurate measurements using standard units – data loggers/thermometers
- Gather, record, classify and present data in a variety of ways
- Record findings using simple scientific language and drawings/diagrams keys, bar charts, and tables,
- Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests
- identifying differences, similarities or changes related to simple scientific ideas or to support their findings

#### YEAR FIVE LONG TERM PLAN: AUTUMN

ART & DESIGN	DESIGN & TECHNOLOGY	COMPUTING	GEOGRAPHY	HISTORY
AUTUMN 1 – Style in Art	AUTUMN 1 Food	AUTUMN 1 – Equipment for	AUTUMN 1 - Spatial Sense	AUTUMN 1 - Baghdad c.900 CE
Artists/Designers: Stubbs, Munch, Watteau, Chippendale, Van Doesburg, Breuer, Mondrian, Delaunay, Pollock, Rothko, Kandinsky Concepts: What is style in art, features of Rococo art and design, features of Modernist art and design, comparing Rococo and Modernist styles, features and ideas behind abstract art, colour theory in abstract art Skills: Using oil pastels and soft pastels to create light/shade and different marks, accurately copying shapes, independent design by drawing, painting with acrylic on canvass, painting patterns, using colour theory to make colour decisions, creating texture with acrylic DRAWING PAINTING AUTUMN 2 – Islamic Art and Architecture: Architecture: The Dome of the Rock, The Alhambra, The Taj Mahal, Begum Concepts: Features of Islamic art and design – geometric patterns, vegetal patterns, calligraphy, tilework, plasterwork. Characteristic features of Islamic architecture in mosques, palaces and tombs – domes, minarets, arches, muqarnas. Skills: using rulers and compasses to draw geometric patterns, paintings with inks, working with	<ul> <li>Understand the importance of correct storage and handling of ingredients using knowledge of organisms</li> <li>Demonstrate a range of baking techniques – scones &amp; cakes</li> <li>Design and make: Which is better: scone or Fat Rascal? Refer to milestones 3 for required outcomes</li> <li>Taking Inspiration</li> <li>Explore how peers and family members take their tea</li> <li>Look in recipe books etc for afternoon tea treats</li> <li>AUTUMN 2 Electricals and electronics</li> <li>Convert rotary motion to linear using cams.</li> <li>Design and make: (Project) How Will Your Beast Open It's Mouth? Refer to milestones 3 for required outcomes</li> </ul>	measuring weather (We are game developers)  Create original artwork and sound for a game.  Design and create a computer program for a computer game, which uses sequence, selection, repetition and variables.  Detect and correct errors in their computer game.  Use iterative development techniques (making and testing a series of small changes) to improve their game.  AUTUMN 2 – Cracking codes (We are cryptographers)  Be familiar with semaphore and Morse code.  Understand the need for private information to be encrypted.  Encrypt and decrypt messages in simple ciphers.  Appreciate the need to use complex passwords and to keep them secure.  Have some understanding of how encryption works on the web.	<ul> <li>Maps: dividing the world into sections.</li> <li>Eastern and Western hemispheres</li> <li>Maps: using coordinates to locate places.</li> <li>Maps: drawn to different scales.</li> <li>Relief maps</li> <li>AUTUMN 2 - Mountains</li> <li>Mountains</li> <li>The Alps</li> <li>The High Peaks of the Himalayas</li> <li>American Mountains</li> <li>African Mountains</li> </ul>	<ul> <li>The Rise of Islam</li> <li>Baghdad: A City of Peace</li> <li>Baghdad: Building a City</li> <li>Baghdad: A Centre for Learning in the Islamic Golden Age</li> <li>The Mongol Attack on Baghdad and the Regional Powers</li> </ul> AUTUMN 2 - The Early British Empire <ul> <li>The British Empire</li> <li>Global Trade</li> <li>The Mughal Empire and East India Company</li> <li>The Seven Years War</li> <li>What motivated Britain to want an Empire?</li> </ul>

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clay – carving and building up, painting clay. DRAWING PAINTING 3D FORM				
R.E	MUSIC	P.E	PSHE	SCIENCE
Hinduism – a brief outline  Hinduism as a way of life God in all forms of life and nature  Worshipping God in diverse forms  Hindu gods and goddesses  Mandir as place of worship and home shrines  Key symbols - aum, swastika and symbolism of objects used for puja and arti  Duties associated with the four different stages of life (ashramas)  Respect given for the cow and all forms of life Festivals of Holi and Navaratri Diwali  What can be learnt from the story of Diwali  Symbolism of light in Diwali lamps  Links between Diwali, Holi and Navaratri describing why they do them  2) Significance of light across religions  Use of light in religious festivals – Diwali, Hanukah and Christmas  Make links between ideas about hope and freedom (Judaism), knowledge and wisdom (Hindusim), Jesus as the light in life (Christianity)	Sing and play from memory with confidence Create rhythmic patterns with an awareness of timbre and duration Begin to use crochet, minim and semibreve to indicate how many beats to play  Describing Music Focus: traditional music of Africa (link to BHM)	Games (Val Sabin Unit 1&2) Net/Court/Wall Games (Volleyball and badminton)  Play shots on both sides of the body and from above the head with reasonable control  Understand how to position their bodies to receive a ball coming from different heights and angles  Recognise where there are spaces on an opponent's court and try to hit into them  Recognise which things they need to practise more  Understand an apply net/court/wall principles to a range of small sided games (1v1, 2v2, 3v3)  Invasion & Target Games (Ball Handling)  Choose and use skills which meet the specific needs of the ball-handling invasion games  Understand and show how a team can retain possession and find ways of progressing towards an opponent's goal; know how to mark an opponent effectively and defend a goal.  Demonstrate a range of skills, using one hand or two, for passing and receiving; carry, bounce and dribble the ball in a controlled manner whilst	AUTUMN 1 – Being Me in My World  Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating  AUTUMN 2 – Celebrating Differences 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	<ul> <li>AUTUMN 1 – The Human Body</li> <li>Human growth stages</li> <li>Adolescence and puberty</li> <li>The human reproductive system</li> <li>The endocrine system.</li> <li>AUTUMN 2 – Materials Properties:         <ul> <li>Solubility, conductivity, flexibility etc,</li> <li>Fair testing, solubility,</li> <li>Separation of mixtures,</li> <li>Reversible changes:</li> <li>Dissolving, mixing,</li> <li>Change of state</li> </ul> </li> <li>Working scientifically:         <ul> <li>plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>record data and results of increasing complexity using scientific diagrams and labels, bar and line graphs</li> <li>use test results to make predictions to setup further comparative and fair tests</li> <li>report and present findings</li> </ul> </li> </ul>
and the symbols of light		moving		from enquiries

Concept of light as a theme Find and use space to help identify scientific evidence during Christmas but also their team and use a variety of that has been used to support beyond that, into the lives of tactics to keep the ball; work or refute ideas/arguments as a team in various small-Christians plan the most appropriate Stories: Rama and Sita, Hanukah, sided ball-handling games and type of scientific enquiry to Christmas be able to transfer common use to answer scientific Advent principles of play and basic questions (to run alongside theme 2) attacking strategies across the • recognise when and how to • Understand that Advent is a game significant part of the set up comparative and fair Christian calendar. tests and explain which Explain the meaning of Advent variables need to be (coming) and its significance in controlled and why the Christian calendar use and develop keys and Explore how the church other information records prepares for Christmas explaining use of Advent wreath and candles Make links between advent wreaths/candles and

calendars

#### YEAR SIX LONG TERM PLAN: AUTUMN

ART & DESIGN	DESIGN & TECHNOLOGY	COMPUTING	GEOGRAPHY	HISTORY
AUTUMN 1 – Art in the Italian	AUTUMN 1 - Construction	AUTUMN 1 – Making a text-based	AUTUMN 1 – Spatial Sense	AUTUMN 1 - World War I
Renaissance Artists: Michelangelo, Leonardo da Vinci, Raphael	<ul> <li>Develop previously taught practical skills of drilling and sawing to create products.</li> </ul>	<ul> <li>adventure game (We are gamers)</li> <li>Learn some of the syntax of a text-based programming</li> </ul>	<ul><li>Latitude and Longitude</li><li>The Arctic and Antarctic</li><li>Circles</li></ul>	<ul> <li>The Causes of World War I</li> <li>On land, at sea and in the air</li> <li>Life on the Western Front</li> </ul>
Concepts: Italy and 'rebirth' (rejection of middle ages), influence of Greek and Roman art, showing humanity and the natural world, anatomical drawings, painting styles: sfumato, comparison of Leonardo and Michelangelo, realism – linear perspective. Skills: Observational drawing, using plaster, designing and painting on plaster, using perspective to draw.	Design and make: air raid shelters Refer to milestones 3 for required outcomes Taking Inspiration Explore models, photos, sketches and designs of shelters  AUTUMN 2 - Electricals and electronics  • Create circuits using electronic kits that employ a number of components such as LEDs, resistors, transistors and chips	<ul> <li>Use commands to display text on screen, accept typed user input, store and retrieve data using variables and select from a list.</li> <li>Plan a text-based adventure with multiple 'rooms' and user interaction.</li> <li>Thoroughly debug the program.</li> </ul> AUTUMN 2 - Mastering	<ul> <li>Time Zones</li> <li>Map Projection</li> <li>Maps of the World</li> </ul> AUTUMN 2 – British Geographical Issues <ul> <li>Air Pollution</li> <li>Climate Change</li> <li>Waste</li> <li>Litter</li> <li>Local context</li> </ul>	<ul> <li>The Home Front</li> <li>The Consequences of the War</li> <li>AUTUMN 2 - The Suffragettes</li> <li>Democracy in the 19<sup>th</sup> Century</li> <li>The National Union of Women's Suffrage Societies</li> <li>Emmeline Pankhurst and the WSPU</li> <li>The Anti-Suffrage Campaign</li> <li>World War I and the Representation of the People Act</li> </ul>
PAINTING DRAWING 3D FORM  AUTUMN 2 – Renaissance Architecture & Sculpture Artists/Architects and architecture: Brunelleschi, Donatello, Ghiberti, Michelangelo, Il Duomo, Basilica of St Peter's Concepts: Dome design – Il Duomo, relief sculpture, using of linear perspective in sculpture, influence of classical sculpture, idealisation of human form, contrapposto Skills: Sketching architecture – simplifying forms, designing and creating a relief sculpture in clay – extended project.		algorithms for searching, sorting and mathematics (We are computational thinkers)  Develop the ability to reason logically about algorithms.  Understand how some key algorithms can be expressed as programs.  Understand that some algorithms are more efficient than others for the same problem.  Understand common algorithms for sorting and searching.  Appreciate algorithmic approaches to problems in mathematics		
DRAWING 3D FORM R.E	MUSIC	P.E	PSHE	SCIENCE

# How did Jesus' teaching challenge people?

- Impact of Jesus' teachings
- Jewish Halakah and compare these with Jesus' teachings
- Ten Commandments

#### Texts:

- Sermon on the Mount, Matthew (5-7)
- Jesus' 'New commandment', John (13:34)
- The widow's offering, Mark 12(41-42)
- And they came again to Jerusalem Mark (11:27-33)

#### 2) Spiritual leaders

- Names of spiritual leaders across different religions
- Stories of how baby Moses was rescued from the river by the Princess of Egypt
- Learning from ways Moses led people
- Revise the importance of Prophet Muhammad (pbuh) for Muslims as the last messenger of God;
- Explore why Prophet Muhammad so important to Muslims
- Identify how celebrating major festivals shows the value of leaders' stories
- Discuss how faith has inspired followers to try and change things in the world that they see as against leaders' teaching

#### Texts:

- Moses hears God's call, Exodus:(1-4)
- Moses and the burning bush Exodus (3)

- Sing harmony parts confidently and accurately
- Use drones and melodic ostinati based on pentatonic scales
- Explore rhythm and melody in song, movement and dance
- Understand and use # sharp/flat

#### **Describing Music Focus 1: Gospel**

– Rev Gary Davis, Thomas Dorsey, Aretha Franklin

Describing Music Focus 2: Reggae

- Bob Marley, Jimmy Cliff

# Games (Val Sabin Unit 1&2) Invasion Games: Implement & Kicking (Hockey and Soccer):

- Understand and demonstrate a range of controlled passing, receiving, striking, dribbling and shooting skills when kicking or using an implement and adapt hem to the needs of the situation
- Play in a range of small sided games and make effective choices about when, how and where to pass so they retain possession and progress towards an opponents' goal
- Know and understand the positions they play and identify and show specific attacking and defending skills

   marking a player or a space, intercepting etc
- Understand how to organise their team into different formations to concentrate more on attack or on defence
- Recognise and describe the best parts in an individual or team performance

# Net/Court/Wall Games (Volleyball and tennis)

- Play a variety of shots with intent when striking the ball after one bounce or on the volley
- Direct a ball into an opponent's court at different speeds, heights and angles and explain why they are doing it
- Evaluate the effectiveness of a shot and suggest ways of improving it

# AUTUMN 1 – Being Me in My World

- 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

# AUTUMN 2 – Celebrating Differences

- Perceptions of normality
- Understanding disability
- Power struggles
- Understanding bullying
- Inclusion/exclusion
- Differences as conflict, difference as celebration
- Empathy

#### Autumn 1 – The Human Body

- The circulatory system
- The heart
- Blood vessels
- Blood,
- Blood pressure and heart rate,
- Changes to humans as we get older

# AUTUMN 2 – Classification of Living Things

- Classifying organisms,
- Plant and animal cells,
- Organisms: fungi, protists, monera,
- Taxonomy,
- Latin names,
- Vertebrates.

- Plan the most appropriate type of scientific enquiry to use to answer scientific questions
- Use and develop keys and other information records to identify, classify and describe living things
- Make their own decisions about what observations to make, what measurements to use and how long to make them for, and whether to repeat them
- Use their results to identify when further tests and observations are needed

hristmas: What the Gospels say	Work co-operatively as a team
bout the birth of Jesus – and why	in two's or small groups to
s it 'good news'?	create rules and play to them
Research the differences in	Play a range of small sided
the Gospel accounts of	net/wall games and apply
Matthew and Luke, and	basic common principles for
analyse what this might reveal	attack and defence across the
about who Christians believe	activities
Jesus is	
Consider the intended	
audience of each account, and	
why the birth of Jesus might	
be 'good news'	

#### YEAR ONE LONG TERM PLAN: SPRING

ART & DESIGN	DESIGN & TECHNOLOGY	COMPUTING	GEOGRAPHY	HISTORY
	SPRING 1 Textiles			
SPRING 1 - Architecture Buildings: Westminster Abbey, St Paul's Cathedral, Houses of Parliament, Southwark Cathedral, The Penguin House at London Zoo Concepts: Defining architecture, purpose, features, design process. Skills: line drawing (detail), collage with tissue paper, modelling with clay, designing for a purpose, model making with mixed media DRAWING 3D FORM COLLAGE  SPRING 2 - Style in Art/Narrative Art Artists: Seurat, Van Gogh, Tintoretto, Uccello, Moreau Concepts: style, painting technique, brushstrokes, pointillism, narrative paintings, characters in paintings Skills: painting with dots, using short brushstrokes, colour mixing, planning a painting, drawing from the imagination PAINTING DRAWING	<ul> <li>SPRING 1 Textiles</li> <li>Shape textiles using templates</li> <li>Cut materials safely using tools provided</li> <li>Materials</li> <li>Cut materials safely using tools provided</li> <li>Taking Inspiration</li> <li>Explore textile designs to identify likes and dislikes of the design</li> <li>SPRING 2 Construction</li> <li>Use materials to practise gluing materials to make and strengthen products</li> <li>Confidently use a glue gun independently</li> <li>Cut materials safely using tools provided</li> <li>Taking Inspiration</li> <li>Suggest improvements to existing bridges</li> <li>Design &amp; make: a new bridge for London</li> <li>Refer to milestones 1 for required outcomes</li> </ul>	<ul> <li>SPRING 1: We are painters</li> <li>Use the web to find ideas for an illustration</li> <li>Select and use appropriate painting tools to create and change images on the computer</li> <li>Understand how this use of ICT differs from using paint and paper</li> <li>Create an illustration for a particular purpose</li> <li>Know how to save, retrieve and change their work</li> <li>Reflect on their work and act on feedback received</li> <li>SPRING 2: We are collectors</li> <li>Find and use pictures on the web</li> <li>Know what to do if they encounter pictures that cause concern</li> <li>Group images on the basis of a binary (yes/no) question</li> <li>Organise images into more than two groups according to clear rules</li> <li>Sort (order) images according to some criteria</li> <li>Ask and answer binary</li> </ul>	SPRING 1 – The UK  The four countries in the United Kingdom Scotland Wales Northern Ireland England	SPRING 2 - Kings, Queens and Leaders  Kings and Queens  King John I and the Magna Carta  Henry III and Parliament  Charles I  Oliver Cromwell and the Commonwealth
R.E	MUSIC	questions about their images  P.E	PSHE	SCIENCE
The Creation	SPRING 1 Pitch	SPRING 1 Gymnastics	SPRING 1 - Dreams & Goals	SPRING 1 - Seasons and Weather
<ul> <li>(Judaism/Christianity v Islam)</li> <li>Recall the 7 days of creation sequencing days in order</li> <li>Retell a creation story</li> <li>Recognise a Christian/Muslim</li> </ul>	<ul> <li>Identify high/low sounds</li> <li>Create high/low sounds</li> <li>Follow instructions on how and when to sing</li> </ul>	<ul> <li>Hop, bounce, skip and jump in different directions</li> <li>Travel at high low levels</li> <li>Explore balancing on different body parts</li> </ul>	SPRING 2 – Healthy Me	<ul> <li>The four seasons</li> <li>Tools to record the weather</li> <li>Daily weather and weather Forecasts</li> <li>Weather symbols</li> </ul>
belief about God	SPRING 2 Pitch  • Explore changes in pitch	Explore different rolling and rocking actions		<ul><li>Weather symbols</li><li>Weather around the world</li><li>Floods and hurricanes.</li></ul>

- Identify reasons why Christians and Muslims think it is important to look after our world
- Use some religious vocabulary to explain why Muslims and Christians might look after the earth
- Recognise that some ways of behaving might spoil the Earth
- Show awareness of similarities in the beliefs of Christians and Muslims

#### 2) What is Easter?

Retelling the stories of Holy Week

- Palm Sunday
- Maundy Thursday
- Good Friday
- Easter Sunday

#### How is Easter celebrated?

- Understand that Easter is a significant event for Christians
- Name some things related to the celebration of Easter for Christians and non-Christians and suggest how they are relevant to the Easter story: Easter eggs, chicks, crosses, crucifixes, hot cross buns, palm leaves

 Follow instructions on how and when to play an instrument

#### **Describe Music:**

Begin to voice opinions about a piece of music:

- Tchaikovsky: Swan Lake
- Prokofiev: Peter & the Wolf
- Bernstein: The Great Escape

Sing with awareness of pitch

- Explore different stretched balances
- Create wide and narrow shapes
- Complete short sequences

# SPRING 2 Outdoor & Adventurous Activities/

- Natural/Unnatural trail
- Parachute Games
- Orienteering: Bear Hunt

#### Games: bat & ball skills

- Roll and push balls in different directions inc weaving
- Balance a ball on a bat with control
- Throw and catch various apparatus
- Strike a ball to a partner, with a bat
- Kick and dribble a ball with control

#### Skipping

• Skip with a rope

# SPRING 2 - Taking Care of the Earth

- The Earth's natural resources,
- Conservation of natural resources
- Logging
- Recycling
- How pollution is caused and can be prevented

- ask simple questions
- observe closely, using simple equipment
- identify and classify
- use their observations and ideas to suggest answers to questions
- gather and record data to help in answering questions

#### YEAR TWO LONG TERM PLAN: SPRING

ART & DESIGN	DESIGN & TECHNOLOGY	COMPUTING	GEOGRAPHY	HISTORY
SPRING 1 - Portraits and Self Portraits Artists: Leonardo da Vinci, Holbein, Hogarth, Van Gogh, Rembrandt, Kahlo, Picasso, Gentileschi Concepts: Portraits v self-portraits, representation in portraits, proportions of a face, cubism Skills: Planning and drawing a face, drawing a profile, mixing skin tones, drawing with oil pastels DRAWING PAINTING  SPRING 2 - Landscape and Symmetry Artists: Constable, Turner, Rousseau, Leonardo da Vinci, Hobbema, Goldsworthy Concepts: What is a landscape, different methods to paint landscapes, Turner's style, symmetry in nature and art, temporary art Skills: Washes with a sponge, using bold brushstrokes, detailed drawing with oil pastels, creating sculptures with found objects MIXED MEDIA (DRAWING AND PAINTING) SCULPTURE	<ul> <li>SPRING 1 - Textiles</li> <li>Join textiles using running stitch</li> <li>Colour and decorate textiles using a number of techniques</li> <li>SPRING 2 - Construction</li> <li>Demonstrate a range of joining techniques – gluing, hinges and combining materials to strengthen</li> <li>Materials</li> <li>Cut materials safely using tools provided</li> <li>Measure &amp; mark out to the nearest centimetre</li> <li>Taking Inspiration</li> <li>Explore how products have been joined and strengthened</li> </ul>	<ul> <li>SPRING 1 - We are photographers</li> <li>Consider the technical and artistic merits of photographs</li> <li>Use a digital camera or camera app</li> <li>Take digital photographs</li> <li>Review and reject or rate the images they take</li> <li>Edit and enhance their photographs</li> <li>Select their best images to include in a shared portfolio</li> <li>SPRING 2 - We are researchers</li> <li>Develop collaboration skills through working as part of a group</li> <li>Develop research skills through searching for information on the internet</li> <li>Improve note-taking skills through use of mind mapping</li> <li>Develop presentation skills through creating and delivering a short multimedia presentation.</li> </ul>	SPRING 1 - The British Isles  The British Isles Scotland Wales Ireland England	SPRING 2 The Tudors  Life in Tudor England  Henry VIII  The English Reformation  Edward VI and Mary I  Elizabeth I
R.E	MUSIC	P.E	PSHE	SCIENCE
Stories with morals from the New Testament  Retell stories told by Jesus and about Jesus in words, drama and pictures	SPRING 1 Pitch     Imitate changes in pitch – use instruments     Introduction to correct symbols to represent a composition	<ul> <li>SPRING 1 Gymnastics</li> <li>Explore travelling in different ways – high and low</li> <li>Work with a partner to follow their actions</li> <li>Identify different pathways</li> </ul>	SPRING 1 - Dreams & Goals SPRING 2 - Healthy Me	<ul> <li>SPRING 1 – Electricity</li> <li>Circuits</li> <li>Conductive and non-conductive materials</li> <li>Safety rules</li> </ul>

- Recognise values in stories of Jesus and why stories of Jesus are important for Christians today
- Retell at least one story about Jesus
- Suggest meanings behind stories that Jesus told
- Make links between what Jesus taught and what Christians believe and do
- Consider similarities and differences between what is important in stories to Jesus and what is important to them
- Express their own ideas about the parables that Jesus told and the stories told about Jesus

#### Stories:

- Parable of the Prodigal Son (Luke 15:11-32)
- The Good Samaritan (Luke 10:25-37)
- Parable of the Lost Sheep (Luke 15:3-7)
- The Lost Coin ((Luke 15:8-10)

# Easter: The Importance of Easter to Christians

- Recall some of the events in Holy Week, e.g. Jesus washing his friends' feet; being deserted, resurrection.
- Name events of Holy Week linking what happened and how this is told in the New Testament

Identify Christian practice at Easter and suggest a meaning of Easter to Christians

Sing with appropriate pitch

#### **SPRING 2 Timbre**

- Explore timbre
- Choose sounds to create an effect
- Use symbols to help with a performance

Sing to an audience

#### **Describe Music:**

Begin to discuss a piece of music using technical vocabulary:

- Strauss: Beautiful Blue Danube
- Mozart: Eine Kleine
   Nachtmuzik
- Handel: Water Music

- Develop twisting, turning and spinning movements
- Change speed and levels

# SPRING 2 Outdoor & Adventurous Activities/

- Kim's Game trail
- Parachute Games
- Orienteering: pirate mapping

# Games: dribbling, kicking & hitting

- Dribble with hands, feet and implement
- Work with a partner to pass, receive and strike in various ways
- Strike a ball along the floor and through the air

#### **Group & Invention games**

- Extend bouncing, kicking, throwing, catching and striking skills
- Invent scoring systems and simple rules to their games
- Develop simple group tactics

#### SPRING 2 - Plants

- Seeds and bulbs
- Plants and water
- Light & temperature to produce healthy plants

- ask simple questions
- observe closely, using simple equipment
- perform simple tests
- identify and classify
- use their observations and ideas to suggest answers to questions
- gather and record data to help in answering questions

#### YEAR THREE LONG TERM PLAN: SPRING

			HISTORY
<ul> <li>SPRING 1 - Materials</li> <li>Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material – slots and cut outs</li> <li>Cut materials accurately and safely by selecting appropriate tools</li> <li>Taking Inspiration</li> <li>Explore designs of containers by great designers to generate ideas for designs</li> <li>Design &amp; make: a photo frame Refer to milestones 2 for required outcomes</li> <li>SPRING 2 - Textiles</li> <li>Select the most appropriate techniques to decorate textiles</li> </ul>	<ul> <li>SPRING 1 - Videoing performance (We are presenters)</li> <li>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> <li>Work with various forms of input and output</li> <li>SPRING 2 - Making and sharing a short screencast presentation (We are vloggers)</li> <li>Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web</li> <li>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of content that accomplish given goals, including collecting, analysing, evaluating and presenting information</li> </ul>	<ul> <li>Spring 1: Rivers</li> <li>What is a river?</li> <li>Rivers of Europe</li> <li>Rivers of Africa</li> <li>Rivers of Asia</li> <li>Rivers of Australia, South America and North America</li> <li>Spring 2: UK Geography: The South West</li> <li>Introduction to the South West</li> <li>Coastal areas and erosion</li> <li>Landmarks and tourism</li> <li>Agriculture and climate</li> <li>Change over time</li> </ul>	The Anglo Saxons, Scots and the Vikings  Anglo Saxon England The Scots and the Picts Anglo Saxon Settlements Anglo Saxon Culture and Religion Who were the Vikings? Viking Raids and Invasion Alfred the Great Viking settlements and Danelaw Viking Religion and Culture Edward the Confessor  11. The Norman Invasion
			SCIENCE
<ul> <li>SPRING 1 Repeating patterns</li> <li>Explore combination of melodic and rhythmic patterns</li> <li>Listen to pieces of music from a famous composer</li> </ul>	<ul> <li>SPRING 1 Gymnastics</li> <li>Explore different ways of travelling when stretching, curling and arching</li> <li>Work with a partner to match movements</li> </ul>	SPRING 1 - Dreams & Goals SPRING 2 - Healthy Me	<ul> <li>SPRING 1 – Light</li> <li>How light travels</li> <li>Shadows</li> <li>Transparent and opaque objects</li> <li>Reflection</li> </ul>
	shaping techniques that include cuts within the perimeter of the material – slots and cut outs  Cut materials accurately and safely by selecting appropriate tools  Taking Inspiration  Explore designs of containers by great designers to generate ideas for designs  Design & make: a photo frame Refer to milestones 2 for required outcomes  SPRING 2 - Textiles  Select the most appropriate techniques to decorate textiles  MUSIC  SPRING 1 Repeating patterns  Explore combination of melodic and rhythmic patterns  Listen to pieces of music from	SPRING 1 - Materials  Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material – slots and cut outs  Cut materials accurately and safely by selecting appropriate tools  Taking Inspiration  Explore designs of containers by great designers to generate ideas for designs  Design & make: a photo frame Refer to milestones 2 for required outcomes  SPRING 2 - Textiles  Select the most appropriate textiles  SPRING 2 - Textiles  Select most appropriate textiles  SPRING 2 - Textiles  Select most appropriate textiles  SPRING 2 - Making and presenting data and information  Work with various forms of input and output  SPRING 2 - Making and sharing a short screencast presentation (We are vloggers)  Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web  Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of content that accomplish given goals, including collecting, analysing, evaluating and presenting information  MUSIC  SPRING 1 Repeating patterns  Explore combination of melodic and rhythmic patterns  Listen to pieces of music from  SPRING 1 Symnastics  SPRING 1 Symnastics  Explore different ways of travelling when stretching, curling and arching  Work with a partner to match	SPRING 1 - Materials Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material—slots and cut outs Cut materials accurately and safely by selecting appropriate tools Taking Inspiration Explore designs of containers by great designers to generate ideas for designs  Design & make: a photo frame Refer to milestones 2 for required outcomes  SPRING 2 - Textiles SPRING 2 - Textiles SPRING 2 - Textiles SPRING 2 - Making and sharing a short screencast presentation (We are vloggers)  SPRING 2 - Textiles Select the most appropriate techniques to decorate textiles  MUSIC  SPRING 1 - Videoing performance (We are presenters) Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information  Work with various forms of input and output SPRING 2 - Textiles SPRING 2 - Textiles Select, use and combuter networks, including the internet; how they can provide multiple services, such as the World Wide Web Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of content that accomplish given goals, including collecting, analysing, evaluating and presenting information  MUSIC SPRING 1 Repeating patterns Explore combination of melodic and rhythmic patterns Listen to pieces of music from Work with a partner to match

**Stories:** Sermon on the Mount, the Beatitudes, and the two Great Commandments

Miracles: Healing the paralytic at Bethesda (John 5:1-15), Feeding the 5000 (John 6:5-14) Jesus walking on water (John 6:16-24)

Parables: Parable of the Good Samaritan (Luke10: 25-37), Parable of the Talents (Matthew25:14-30), Parable of the Unforgiving Servant (Matthew18:21-35)

#### 2) Easter through art

- Reflect on and compare different expressions of Christian beliefs about his death through art works
- Sequence of events from Palm Sunday to Easter Day & the symbols associated with them
- Reflect on what each of these events might mean for Christians

#### Paintings:

- Di Nerio's Betrayal of Christ
- Maundy Thursday: Leonardo Da Vinci's Last Supper
- Good Friday: Raphael's The Mond Crucifixion; Reuben's Elevation of the Cross (triptych); Michelangelo's The Entombment
- Easter Day: Resurrection stained glass window at Resurrection Cemetery, Illinois

Sing in a round

#### **SPRING 2 Composition**

- Create repeated patterns with a range of instruments
- Recognise a piece of music from a famous composer
- Explore pentatonic scale and ways of notating pitch

Sing in a round, aware of pitch

# Describe & Appreciate Music: Classical

Bach & Vivaldi

- Balance and travel symmetrically and asymmetrically
- Explore different levels of movement
- Develop flexible and direct pathways
- Travel with a change of front and direction

# SPRING 2 Outdoor & Adventurous Activities/

- What's the Object trail
- Parachute Games
- Orienteering: simple mapping

#### Games: netball/badminton

- Develop accurate feeding and throwing skills
- Develop mobility and tactical awareness
- Aim into spaces to make it difficult for a partner

#### cricket

- Develop throwing and catching skills – underarm, overarm, high, low, fast and slow
- Develop fielding skills
- Develop accurate feed along the ground
- Develop striking skills along the ground and in the air
- Experience roles of fielder, batsperson and bowler

- Mirrors: plane, concave, convex
- How shadows change throughout the day

#### SPRING 2 – Plants

- Functions of plants: roots, stem/trunk, leaves and flowers
- Life and growth
- Variety of plants
- Water transportation
- Seed formation and dispersal

- Ask relevant questions and use different types of scientific enquiry to answer them
- Set up simple practical enquiries, comparative and fair tests
- Make systematic and careful observations and, where appropriate, take accurate measurements using standard units – data loggers/thermometers
- Gather, record, classify and present data in a variety of ways
- Record findings using simple scientific language and drawings/diagrams keys, bar charts, and tables,
- Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests
- Identify differences, similarities or changes related to simple scientific ideas or to support their findings

#### YEAR FOUR LONG TERM PLAN: SPRING

	V			
ART & DESIGN	DESIGN & TECHNOLOGY	COMPUTING	GEOGRAPHY	HISTORY
SPRING 1 - Design Artists: Matisse, Munch, Kauffman Concepts: Meaning of design in art, the elements of art, composition, cut-outs, expressionism, colour and line to create emotion, complementary colours Skills: Arranging a composition, using lines to show expression, painting with watercolour DRAWING PAINTING  SPRING 2 - Monuments of Ancient Rome: Monuments: The Pantheon, Colosseum, Trajan's Column Concepts: What is a monument, monuments shows Emperor's power, construction and use of the Pantheon and Colosseum (domes and arches), relief sculpture on Trajan's column Skills: Following instructions, model making, working as a team 3D FORM	SPRING 1 Materials  Select appropriate joining techniques  Measure and mark out to nearest millimetre  Construction:  Drill and screw to construct products  Taking Inspiration  Explore designs of containers by great designers to generate ideas for designs  Disassemble boxes to understand how they work  Design & make: a wooden bird box  Refer to milestones 2 for required outcomes  SPRING 2 Textiles  Understand the need for a seam allowance  Join textiles with appropriate stitching	SPRING 1 – Producing digital music (We are musicians)  Use one or more programs to edit music  Create and develop a musical composition, refining their ideas through reflection and discussion  Develop collaboration skills  Develop an awareness of how their composition can enhance work in other media  SPRING 2 – Editing and writing HTML (We are HTML editors)  Understand some technical aspects of how the internet makes the web possible.  Use HTML tags for elementary mark up.  Use hyperlinks to connect ideas and sources.  Code up a simple web page with useful content.  Understand some of the risks in using the web.	SPRING 1: Eastern Europe  Key Places in Eastern Europe  Russia  Compare and contrast physical features (with UK, Moscow/London)  Compare and contrast human features (with UK, Moscow/London)  SPRING 2: UK Geography: Northern Ireland  An Introduction to Northern Ireland  Visiting Northern Ireland  Northern Ireland, the Republic of Ireland and the partition  Finn MacCool and the Giant's Causeway  The Marble Arch CaveS	SPRING 1 - Life in Ancient Rome  Locating Ancient Rome  Monarchy, Republic, Empire: Rome's different governments  Pompeii  A Day in the Life in Ancient  Rome  Latin  SPRING 2 - The Rise and Fall of Rome  The Punic Wars and the expanding empire  Julius Caesar  Caesar Augustus and the Pax Romana  Christianity in the Roman Empire  The Fall of the Roman Empire
R.E	MUSIC	P.E	PSHE	SCIENCE
<ul> <li>Expression of faith through art &amp; architecture</li> <li>How important Christian beliefs are shown through art</li> <li>Triptychs, banners, icons and / or stained glass windows</li> <li>Signs and symbols used to express beliefs</li> <li>Use of red and blue to dress Mary and Jesus in paintings</li> </ul>	<ul> <li>SPRING 1</li> <li>Play notes on an instrument accurately</li> <li>Recognise the notes FACE on a musical stave</li> <li>Use the terms pitch, tempo and duration to describe music</li> <li>Sing 4-part songs, showing control</li> </ul>	<ul> <li>SPRING 1 Gymnastics</li> <li>Develop balance</li> <li>Learn how to receive body weight in balance and travel</li> <li>Explore travelling in different directions and on different levels</li> <li>Explore different ways of rolling inc forward and backward roll</li> </ul>	SPRING 1 - Dreams & Goals  SPRING 2 - Healthy Me	<ul> <li>SPRING 1 – Ecology</li> <li>Habitats</li> <li>Interdependence of organisms and their environment</li> <li>Producers, consumers and decomposers</li> <li>Food webs,</li> <li>Producers</li> <li>Predators and prey</li> </ul>
ivially and Jesus III paintings	of their voice	Dackward Foll		• Fossils

- 'Rules' of Islamic art and the reasons that Muslims apply these rules
- Ways in which mosques express Muslim ideas
- Key architectural features of of a mosque.
- Ways Muslims write about Allah and recite verses rather than sing

#### Islamic architecture:

- Taj Mahal
- The Alhambra
- Malwiya (Great Mosque of Samarra)
- Minaret, minbar

#### **Christian architecture:**

- Saint Mark's Basilica
- Westminster Abbey
- St Paul's/Canterbury Cathedral

Paintings: Birth - Botticelli's The Annunciation, Reuben's Adoration of the Magi, El Greco's Adoration of the Shepherds; Death – recall Y3 knowledge, Life: Gaudenzio Ferrari, Stories from the life of Jesus

# 2) Easter: what really happened during Holy Week?

- Sequence events from Palm Sunday to Easter Day & revise the symbols associated with them
- Reflect on meaning of events for Christians.
- Compare and contrast the stories of Passover and the Last Supper

#### **SPRING 2 Drones**

- Explore drone based music
- Use drones as accompaniments to sounds
- Recognise and identify work from a wider variety of composers

Sing 4-part songs, maintaining the correct pitch and using increasing expression.

#### Describe & Appreciate Music: Classical

Schubert & Debussy

# SPRING 2 Outdoor & Adventurous Activities/

- Wristband trail
- Parachute Games
- Orienteering around school

#### Games: basketball

- Develop dodging, marking, signalling and interception
- Understand possession
- Send, receive and gather in various ways

#### Rounders

- Develop striking and redirecting skills and techniques
- Throw and bowl underarm and overarm with accuracy
- Receive the ball from one direction and throw/strike away in another
- Develop fielding skills to collect deliveries

Man-made threats to the environment

#### SPRING 2 - Sound

- How sound is created
- How sound travels
- Sound waves, speed of sound
- Pitch, intensity and the human voice
- Hearing and the human ear

- Ask relevant questions and use different types of scientific enquiry to answer them
- Set up simple practical enquiries, comparative and fair tests
- Gather, record, classify and present data in a variety of ways
- Record findings using simple scientific language and drawings/diagrams keys, bar charts, and tables,
- Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests
- identifying differences, similarities or changes related to simple scientific ideas or to support their findings

#### YEAR FIVE LONG TERM PLAN: SPRING

ART & DESIGN	DESIGN & TECHNOLOGY	COMPUTING	GEOGRAPHY	HISTORY
Art: Antelope headdresses of Mali, ivory carvings and bronze relief sculptures and panels from Benin Concepts: Spiritual purpose and significance of many African works of art, ceremonial masks, cultural changes reflected in artwork, for example, the influence of the Portuguese traders on West African art.  Skills: Using 3d mixed media to design and create relief sculptures.  3D FORM DRAWING  SPRING 2 - Chinese Painting and Ceramics  Art: Become familiar with examples of Chinese art, including: silk scrolls, calligraphy, brush writing and painting, porcelain.  Concepts: Chinese painting materials, using brushes and colour in a different way, Chinese painting style and design, creation and decoration of porcelain, Chinese trade with and influence on Western Europe.  Skills: Using Chinese painting materials and Chinese painting style – emphasis on brush use.  PAINTING	create objects that employ a seam allowance     join textiles with a combination of stitching techniques – back stitch for seams, running stitch to attach decoration  Taking Inspiration Combine elements of design from a range of Victorian inspirational embroiders and quilters, giving reasons for choice  Victorian stitch samplers  Design and make: class patchwork quilt  Refer to milestones 3 for required outcomes	<ul> <li>SPRING 1 – Fusing geometry and art (We are artists)</li> <li>Develop an appreciation of the links between geometry and art.</li> <li>Become familiar with the tools and techniques of a vector graphics package.</li> <li>Develop an understanding of turtle graphics.</li> <li>SPRING 2 – Creating a website about cyber safety (We are web developers)</li> <li>Develop their research skills to decide what information is appropriate.</li> <li>Understand some elements of how search engines select and rank results.</li> <li>Question the plausibility and quality of information.</li> <li>Develop and refine their ideas and text collaboratively.</li> <li>Develop their understanding of online safety and responsible use of technology.</li> </ul>	SPRING 1: UK Geography: East Anglia, The Midlands, Yorkshire and Humberside  East Anglia – Physical Geography  East Anglia- Land Use  The Midlands – Settlements  Yorkshire and Humberside – Physical Geography  Yorkshire and Humberside – Human Geography  SPRING 2: Australia  Australia- location and physical geography  The history of Australia  Settlements  Climate  Biodiversity	<ul> <li>SPRING 1 - The French Revolution</li> <li>Life in France before the Revolution</li> <li>Louis XVI and Marie Antoinette</li> <li>Napoleon</li> <li>Battle of Trafalgar</li> <li>Battle of Waterloo</li> <li>SPRING 2 - The Transatlantic Slave Trade</li> <li>The Origins of the Transatlantic Slave Trade</li> <li>The Atlantic Passage</li> <li>Enslaved Africans: treatment and resistance</li> <li>The Abolition of Slavery</li> <li>The Abolitionists: Clarkson, Wilberforce and Equiano</li> </ul>
R.E	MUSIC	P.E	PSHE	SCIENCE
<ul> <li>Judaism &amp; Christianity: shared history with Islam</li> <li>Identify the significance of David in the Islamic and Judaism faiths</li> </ul>	<ul> <li>SPRING 1</li> <li>Describe and appraise Latin- American music</li> <li>Introduction to chords</li> </ul>	<ul> <li>SPRING 1 Gymnastics</li> <li>Explore movement and travel in different bridge shapes</li> <li>Jump and land safely and accurately</li> </ul>	SPRING 1 - Dreams & Goals  SPRING 2 - Healthy Me	<ul> <li>SPRING 1 – Living Things</li> <li>Life cycles of a mammal, an amphibian, an insect and a bird,</li> </ul>

- Compare the beliefs of who David is across Islam, Judaism and Christianity
- Compare the stories in Islam and Judaism/Christianity, identifying similarities and differences in the way they are written and the religious beliefs of the three religions
- Identify how Christians put Jesus as the saviour (messiah)
- Identify how Muslims and Jews put Jesus as a prophet not saviour.

#### Stories:

- David and Goliath (1 Samuel 17)
- David Becomes King (2 Samuel
   5)
- Psalms: looking forward/prophesies of the future messiah (Psalm 22)
- Moses and the Exodus from Egypt
- Joshua and the Walls
- The Passover (Last Supper)

# 2) Easter – how we know what happened

- Explore the narrative accounts of Holy Week across the 4 gospels
- Compare similarities between accounts
- Compose questions they would want to ask about events

Hold a part within a round

#### SPRING 2

- Read and create notes on the musical stave
- Combine a variety of musical devices, including melody, rhythm and chords

Sing in unison with clear diction, controlled pitch and sense of phrase

#### **Describe & Appreciate Music:**

- Country music
- Latin American inc salsa, tango, rumba
- Dolly Parton, Johnny Cash, Garth Brooks; Luis Miguel, Celia Cruz

- Explore different ways of pulling and pushing to travel along the ground
- Explore turning and spinning on different body parts and axes of the body

# SPRING 2 Outdoor & Adventurous Activities/

- Photo trail
- Parachute Games
- Orienteering on site

#### Games: hockey

- Develop dribbling, kicking and controlling skills
- Encourage safe tackling and develop skill of shielding the ball
- Pass and move to receive the ball on the move
- Develop possession play and advancing down the pitch

#### Cricket/rounders

- Develop striking skills and bowling technique
- Extend catching skills
- Develop different aspects of fielding
- Engage in throwing for distance, speed, accuracy

- Life process of reproduction in some plants and animals
- Photosynthesis
- Vascular and non-vascular plants

#### SPRING 2 - Forces

- Gravity
- Friction
- Air resistance
- Water resistance
- Pulleys, gears and levers

- report findings from enquiries

   oral and written
   explanations of results
- identify scientific evidence that has been used to support or refute ideas
- plan enquiries, inc recognising and controlling variables where necessary
- take measurements, using a range of equipment, with increasing accuracy and precision
- record data and results of increasing complexity using scientific diagrams and labels, classification keys, models and tables
- use test results to make predictions to set up further comparative and fair tests
- report and present findings including explanations involving casual relationships, and conclusions

#### YEAR SIX LONG TERM PLAN: SPRING

	V.			
ART & DESIGN	DESIGN & TECHNOLOGY	COMPUTING	GEOGRAPHY	HISTORY
SPRING 1 – Victorian Art and Architecture Architects/Architecture: Pugin, Barry – The Houses of Parliament Concepts: Classical v Gothic architecture Skills: Drawing buildings. Developing drawing skills – quality of line, level of detail, observing shapes. Artists: (Pre-Raphaelites) Rossetti, Millais Concepts: Reaction against 'ideal' forms of the renaissance. Aims as artists. Pursuance of photographic reality. Skills: Working in watercolour from light to dark. Observing nature closely. PAINTING DRAWING  SPRING 2 - William Morris Artist/Designer: William Morris – a detailed study Concepts: Morris as an architect, designer, writer, businessman, British Arts and Crafts movement, rejection of industrialisation, influence of Medieval art and design, influence of Islamic design, textile and wallpaper design, block printing and reduction printing. Skills: Creating a design based on nature, relief reduction printing. DRAWING PRINTING	<ul> <li>Cut materials</li> <li>Cut materials with precision and refine the finish with appropriate tools – a more precise scissor cut after roughly cutting out a shape</li> <li>Show an understanding of the qualities of materials to choose appropriate tools to cut and shape</li> <li>Design &amp; make: a box of chocolates Refer to milestones 3 for required outcomes</li> <li>SPRING 2 Food: Baking Cakes</li> <li>Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.</li> <li>Explore baking techniques: melting chocolate, creaming butter and sugar, whisking eggs, preparing your tin</li> <li>Create and refine recipes, including ingredients, methods, cooking times and temperatures</li> </ul>	<ul> <li>SPRING 1 – Creating a short television advert</li> <li>Think critically about how video is used to promote a cause.</li> <li>Storyboard an effective advert for a cause.</li> <li>Work collaboratively to shoot suitable original footage and source additional content, acknowledging intellectual property rights.</li> <li>Work collaboratively to edit the assembled content to make an effective advert.</li> <li>SPRING 2 – Exploring computer networks including the internet.</li> <li>Appreciate that computer networks transmit and receive information digitally.</li> <li>Understand the basic hardware needed for computer networks to work.</li> <li>Understand key features of internet communication protocols.</li> <li>Develop a basic understanding of how domain names are converted to numerical IP addresses.</li> </ul>	<ul> <li>SPRING 1 – North America</li> <li>The countries of North America</li> <li>Environmental regions of North America</li> <li>Rivers in North America</li> <li>Cities in North America</li> <li>Comparison of The UK and a region of North America</li> <li>An introduction to South America</li> <li>Past civilisations and empires</li> <li>The Andes Mountains and the Atacama Desert</li> <li>Brazil (Agriculture and Industry)</li> <li>The Amazon Rainforest</li> </ul>	SPRING 1 - The Rise of Hitler and World War II  The Armistice and the Treaty of Versailles  The Rise of the Nazi Party  Life in Nazi Germany  Kristallnacht and the Refugee Crisis  The Second World War  SPRING 2 - World War II and the Holocaust  World War Two  The Battle of Britain and the Blitz  The Codebreakers at Bletchley Park  The Holocaust  The Home Front
R.E	MUSIC	P.E	PSHE	SCIENCE
Vows and Commitments	SPRING 1 Drones & Ostinato	SPRING 1 Gymnastics	SPRING 1 - Dreams & Goals	SPRING 1 – Electricity
Vows and commitments made	Sustain a drone or a melodic		SDRING 2 Hoolthy Ma	Brightness
	ostinato to accompany singing		SPRING 2 – Healthy Me	Buzzers

between marriages from different religions

- What happens in rituals and why it is important for people of that faith
- Why people make vows and commitments to each other
- Impact of vows and commitments that mark important stages in people's lives
- Commitments and challenges of belonging to a religious group

#### Rituals/Religions:

confirmation; marriage Judaism: Bar Mitzvah and Bat Mitzvah; Bat Chayil; marriage Islam: 5 Pillars,

Christianity: baptism and

Hinduism: Sacred Thread ceremony (Upanayana); marriage Sikhism: tying the turban; the Amrit ceremony

#### 2) Easter – Eucharist

- Revise Last Supper
- Explore & explain what happens during a Eucharist ritual, making links to The Last Supper
- Identify the similarities and differences between Passover and Eucharist
- Explain what Jesus meant by 'new agreement'
- Explain meaning of a sacrament
- Reflect on how Christians demonstrate God's love in the world and how they serve God in their daily lives
- Texts:
- Matthew 26: 26-28
- 1 Corinthians 11:23-25)

- Create songs with verses and a chorus
- Describe and appraise Native American music

Sing in unison with clear diction, controlled pitch and sense of phrase

#### **SPRING 2 Composers**

- Describe and appraise Blues music
- Convey the relationship between lyrics and melody
- Compare and contrast the impact of different historical periods on people that composers had

To sing in solo with clear diction, controlled pitch and with sense of phrase

#### **Describe & Appreciate Music:**

- Jazz, Blues & Swing
- Ella Fitzgerald, Louis
   Armstrong, Miles Davis; BB
   King, Etta James, Eric Clapton

- Work with a partner to match and mirror movements, move over and under them
- Explore different modes of travelling and exploring shapes
- Work at different levels and shapes
- Continue movements and change speed, direction
- Understand the relationship of body to floor and apparatus
- Understand synchronisation and canon
- Match and contrast shapes; sequences in 2s
- Explore counter balance and counter tension

# SPRING 2 Outdoor & Adventurous Activities/

- Blindfold trail
- Parachute Games
- Orienteering off site

#### Games: rounders/cricket

- Understand basic common principles of play in striking/fielding games
- Take position as bowler, wicketkeeper, batter and fielder
- Identify the differences between the individual games and recognise their unique characteristics

- Voltage
- Switches
- Simple circuits and symbols

#### SPRING 2 - Light

- How light travels
- Our eyes
- Light sources
- Shadows

- plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and graphs
- using test results to make predictions to set up further comparative and fair tests
- report findings from enquiries

   explanations involving
   casual relationships and
   explanations of and degree of trust in results, in oral and
   written forms
- identify scientific evidence over time that has been used to support or refute ideas/arguments
- use and develop keys and other information records to identify, classify and describe materials

#### YEAR ONE LONG TERM PLAN: SUMMER

ART & DESIGN  SUMMER 1 – Paintings of Children Artists: Hogarth, Bruegel, Hockney, Cassatt Concepts: Paintings can tell us about the past, art can give us messages, cubism Skills: Accurately copying shapes, colour matching, painting with watercolour, choosing which brush to use, drawing people from manikins, planning and arranging elements of a picture PAINTING DRAWING COLLAGE  SUMMER 2 - Sculpture Artists: Degas, Kim Lim, Myung nam am, Gormley, Hepworth, Moore, Giacometti, Kapoor Concepts: Defining sculpture, materials, carving/building-up sketches/maquettes, casting, colour in sculpture, different styles, scale Skills: Drawing people from life, using charcoal, modelling with clay, casting in plaster, painting plaster and painting detail, sculpting with wire and Modroc DRAWING	DESIGN & TECHNOLOGY  SUMMER 1 – Food: Where does food come from?  Cut, spread and grate ingredients safely and hygienically  Measure and weigh using measuring cups and weighing scales  Assemble ingredients  Taking Inspiration  Look at different sandwich fillings  Explore sandwich fillings from our home cultures  Design & make: sandwiches for a journey Refer to milestones 1 for required outcomes  SUMMER 2 Materials  Demonstrate a range of cutting and shaping techniques – tearing, cutting, folding and curling  Taking Inspiration  Investigate techniques used in design around the home and school	COMPUTING  SUMMER 1 – Producing a Talking Book (We are storytellers)  Use sound recording equipment to record sounds  Develop skills in saving and storing sounds on the computer  Develop collaboration skills as they work together in a group  Understand how a talking book differs from a paper- based book  Talk about and reflect on their use of ICT  Share recordings with an audience  SUMMER 2 – Creating a card digitally (We are celebrating)  Develop basic keyboard skills, through typing and formatting text  Develop basic mouse skills  Use the web to find and select images  Develop skills in storing and retrieving files  Develop skills in combining text and images  Discuss their work and think about how it could be	GEOGRAPHY SUMMER 1 - Seven Continents  Europe Antarctica Africa Asia North and South America Australia  Continuous seasonal changes: Iook at weather across the world compare weather in Australia to Doncaster and the UK	HISTORY  SUMMER 2 - Parliament and Prime Ministers  James II, Mary II and William of Orange  Simon de Montfort anD parliament  Robert Walpole  Our Prime Minister today  Elections
3D FORM		improved		
R.E	MUSIC	P.E	P.S.H.E	SCIENCE
<ul> <li>Stories from the Old Testament</li> <li>Introduce the idea of the Bible as the 'big story' of God</li> <li>Retell stories told by Jesus and about Jesus in words, drama</li> </ul>	<ul> <li>SUMMER 1 Pulse</li> <li>Sing accurately following the melody</li> <li>Identify the beat of a tune</li> <li>Develop a sense of steady</li> </ul>	<ul> <li>SUMMER 1 Dance</li> <li>Explore actions in response to stimuli</li> <li>Use a variety of basic actions to create a dance: ways of</li> </ul>	<ul> <li>SUMMER 1 Relationships</li> <li>Belonging to a family</li> <li>Making friends/being a good friend</li> <li>Physical contact preferences</li> </ul>	<ul> <li>SUMMER 1 – Plants</li> <li>What plants need to grow</li> <li>The parts and functions of plants</li> <li>Food production</li> </ul>
and pictures	beat through movement, body percussion, instruments	travelling, jumping, turning, gesture and shape.	People who help us	<ul><li>Flowers and seeds</li><li>Deciduous and evergreen</li></ul>

- Recognise why stories of Jesus are important for Christians today
- Suggest meanings behind stories that Jesus told
- Identify what stories of Jesus' actions might teach a Christian about how to act
- Begin to recognise values in stories of Jesus that they think are important

### Stories:

- Adam and Eve
- Noah's Ark
- Tower of Babel
- Jonah and the Whale
- Daniel and the Lion's Den

### 2) Prayers

- Understand and explain why people pray— Christians and Muslims – to connect to God/Allah
- Find out how people pray in different religions
- Explore different simple prayers and discuss the meanings behind them
- Identify something that is important to them and express it in a simple prayer

#### **SUMMER 2 Volume**

- Identify volume
- Explore and create volume through body percussion, voice and instruments
- Begin to represent sounds with simple symbols inc shapes & marks

# **Describing Music Focus:**

Indigenous music of Australia

Sing accurately following melodies

- Communicate mood, feelings and ideas through dance
- Choose appropriate dance actions and phrases to convey the meaning of a story.
- Vary speeds, directions and pathways.
- Perform actions on different pathways and in different formations.

### **SUMMER 2 Athletics**

- Engage in pulse-raising running and avoiding games to develop spatial awareness and control when moving
- Develop specific basic skills of changing speed; control in picking up/putting down equipment; underarm throwing; push throws; simple take offs and landings; jumping techniques and combinations of jumps together; travelling on different pathways; running in curving pathways; pivot turns.
- Work co-operatively with a partner and problem solving
- Working to the rules of a game or challenge.

- Qualities as a friend and person
- Self-acknowledgement
- Being a good friend to myself
- Celebrating special relationships

### **SUMMER 2 Changing Me**

- Life cycles animal and human
- Changes in me
- Changes since being a baby
- Differences between female and male bodies (correct terminology)
- Linking growing and learning
- Coping with change
- Transition

Farming: crops, pesticides, harvest, from field to supermarket.

# SUMMER 2 – Materials & Magnets

- Classification of materials
- Magnets
- Magnetic attraction

- ask simple questions
- observe closely, using simple equipment
- perform simple tests
- identify and classify
- use their observations and ideas to suggest answers to questions
- gather and record data to help in answering questions

# YEAR TWO LONG TERM PLAN: SUMMER

ART & DESIGN	DESIGN & TECHNOLOGY	COMPUTING	GEOGRAPHY	HISTORY
SUMMER 1 - History Painting Artists: Picasso, Caravaggio Antonio del Pollaiuolo Kauffmann Concepts: History painting includes mythological paintings, biblical art and historical painting, narrative art, settings, showing different characteristics, different ways that stories are told Skills: sketching from imagination, using a ruler, drawing different characteristics, using chalk and charcoal to create tone, collage DRAWING MIXED MEDIA (DRAWING/COLLAGE)  SUMMER 2 - Murals and Tapestries Artists/Art: Michelangelo, Leonardo da Vinci, Rego, The Lady and the Unicorn tapestries, Albers Concepts: What is a mural, frescoes, what is a tapestry, communicating stories and messages, composition Skills: mono-printing, weaving, creating a composition PRINTING	SUMMER 1 – Food  Cut, peel and chop ingredients safely and hygienically  Measure and weigh using measuring cups and weighing scales  Assemble ingredients  Taking Inspiration  Look at different smoothie flavour combinations  Design & make: a healthy smoothie  Refer to milestones 1 for required outcomes  SUMMER 2 Electricals and electronics  Diagnose faults in battery operated devices, such as low battery, water damage or battery terminal damage.	SUMMER 1 – Collecting Clues (we are detectives)  Understand that email can be used to communicate  Develop skill sin opening, composing and sending emails  Gain skills in opening and listening to audio files on the computer  Use appropriate language in emails  Develop skill sin editing and formatting texts in emails  Be aware of online safety issues when using email  SUMMER 2 – Collecting data about bugs (we are zoologists)  Sort and classify a group of items by answering questions  Collect data using tick or tally charts  Use simple charting software to produce pictograms and other basic charts  Take, edit and enhance photographs  Record information on a digital map	SUMMER 1 - Northern Europe  Countries in Northern Europe Human and physical features of Northern Europe Climate in Northern Europe. Animals found in Northern Europe Roald Amundsen  Continuous seasonal changes: compare how day length varies observe apparent movement of the sun during the day	SUMMER 2 - Powerful Voices  Ghandi Rosa Parks Martin Luther King Malala Yousafzai Greta Thunberg
TEXTILES R.E	MUSIC	P.E	P.S.H.E	SCIENCE
<ul> <li>Welcoming Babies into Faiths</li> <li>Different people belong to different religions</li> <li>Traditional Christian infant baptisms/dedications</li> <li>Similarities and differences between different religious belonging ceremonies: ISLAM</li> </ul>	SUMMER 1 Tempo  Sing and clap to an increasing/decreasing tempo Identify change in tempo, dynamics and pulse Control a changing tempo Describing Music Focus 1: Rock n	SUMMER 1 Dance  Respond to different types of stimuli  Work in pairs or small groups to create ideas for dances  Copy and perform simple rhythmic patterns/movements	<ul> <li>SUMMER 1 Relationships</li> <li>Different types of family</li> <li>Physical contact boundaries</li> <li>Friendship and conflict</li> <li>Secrets</li> <li>Trust and appreciation</li> <li>Expressing appreciation for special relationships</li> </ul>	SUMMER 1 – Materials and Matter  Comparing materials, Changing materials, Concepts of atoms, matter, solids, liquids, gases Measurements
- Aqiqah; the Adhan; shaving				SUMMER 2 – Astronomy

of hair; and giving money.

SIKH – Mool Mantar; drop of honey. HINDU – Jatakarma.

BUDDHISM –greeting the spirit Khwan, sacred threads.

JUDAISM - Pidyon ha-Ben:

Redemption of the First Born.

# 2) Caring for the world

- Revise the Creation story as told in the bible and Qu'ran
- Explain what Christians and Muslims say about looking after our world
- Explain how issues such as litter dropping, vandalism, hurting animals affect others
- Reflect on the natural world and how they should care for it
- Link responsibility for the world today to Prophet Muhammad and God's teaching about caring for the world

#### Texts:

- Adam and Eve, Genesis (1-4)
- Sahih Al-Bukhari, (8:41)

# **SUMMER 2 Transcribing**

- Choose and sequence sounds to create an effect
- Use symbols to represent a composition and use them to help with a performance

**Describing Music Focus 2:** Techno

Sing to an increasing/decreasing tempo

- Use a variety of basic dance actions – turning, jumping, travelling – gesture, shapes and stillness.
- Change and vary actions speed, size and weight
- Understand that dance plays an important part in our cultures

### **SUMMER 2 – Athletics**

- Engage in pulse racing, running and avoiding games to further develop spatial awareness
- Further develop skills of push throw with two hands; technique in short distance running; even pacing between obstacles; fling throw; paced running; jumping with different take-offs and landings; jumping for distance; push throw & push bounce.

### **SUMMER 2 Changing Me**

- 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

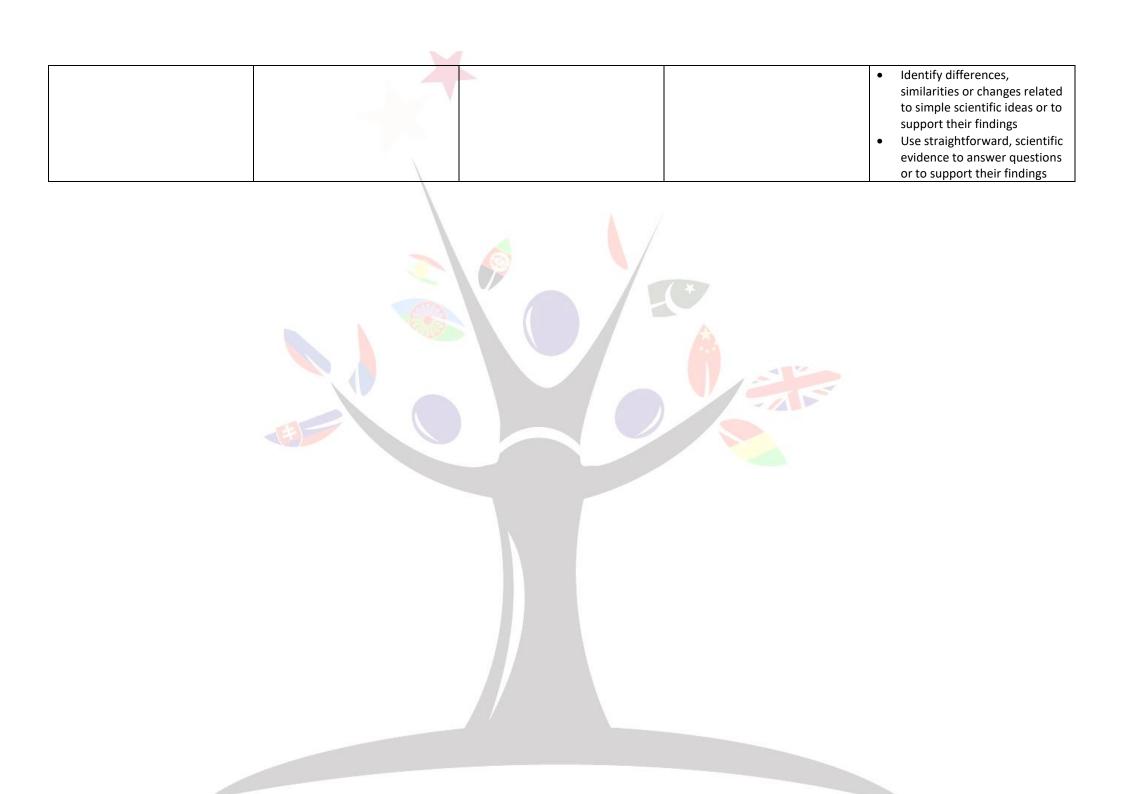
- Our solar system
- Orbit and rotation
- The sun
- The moon
- Planets
- Stars and constellations

- ask simple questions
- observe closely, using simple equipment
- perform simple tests
- identify and classify
- use their observations and ideas to suggest answers to questions
- gather and record data to help in answering questions

# YEAR THREE LONG TERM PLAN: SUMMER

	Y	1		
ART & DESIGN	DESIGN & TECHNOLOGY	COMPUTING	GEOGRAPHY	HISTORY
SUMMER 1 – Architecture Architecture/Architects: Parthenon , Callicrates), St Paul's Cathedral (Wren), Sagrada Familia (Gaudi), Grand Stupa Concepts: What is architecture/an architect, sculptures in relief - frieze (Parthenon marbles history), line and symmetry in architecture, features of architecture (towers/domes) Gaudi's use of curved lines, nature, mosaics and stained glass Skills: Using lines to create a design, working with clay to create a relief, building up and carving away, collage DRAWING SCULPTURE COLLAGE  SUMMER 2 – Modern Architecture Architecture/Architects: Guggenheim Museum (Gehry), Scottish Parliament building (Miralles), Millau Viaduct (Foster), Serpentine Pavilion (Kere), London Aquatics Centre (Hadid) Concepts: modern vs traditional, function, inspiration, process: models and drawing, construction: engineers Skills: Showing tone in drawing, designing for function, observational drawing, using imagination when drawing, model making, problem solving DRAWING 3D FORM	<ul> <li>Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product: levers and windings</li> <li>Taking Inspiration</li> <li>Explore designs of containers by great designers to generate ideas for designs</li> <li>Design &amp; make: a treasure chest Refer to milestones 2 for required outcomes</li> <li>SUMMER 2 Food: European Dishes</li> <li>Prepare ingredients hygienically using appropriate utensils</li> <li>Measure ingredients to the nearest gram accurately</li> <li>Follow a recipe</li> <li>Assemble and cook ingredients controlling the temperature of the hob</li> </ul>	summer 1 – Communicating safely on the internet (We are communicators)  Develop a basic understanding of how email works Gain skills in using email Be aware of broader issues surrounding email, including 'netiquette' and online safety Experience video conferencing  SUMMER 2 – Collecting and analysing data Understand some elements of survey design. Understand some ethical and legal aspects of online data collection. Use the web to facilitate data collection. Gain skills in using charts to analyse data. Gain skills in interpreting results.	SUMMER 1: Western Europe  Countries and Settlements in Western Europe  Climate of Western Europe  Trade in Western Europe  France  A comparison of London and Paris  SUMMER 2: Asia- China and India  Locating India and China  Human and Physical Geography of India  Rivers of India  Human and Physical Geography of China  The Great Wall of China	SUMMER 1 - Law and Power (1154-1272)  Henry II and English Common Law  Henry II and Thomas Beckett  The Holy Wars and Richard the Lionheart  King John and the Magna Carta  Simon de Montfort  SUMMER 2 - The Wars of the Roses  An Introduction to the War of the Roses  Henry VI vs. Edward IV  Richard III and the Princes in the Tower  The Battle of Bosworth Field  Henry VII and the Tudors

		1		
R.E	MUSIC	P.E	PSHE	SCIENCE
Iterature & music  Use of music to show beliefs How beliefs of Christianity are seen in drama and story.  2) Judaism  Jewish beliefs of God Rabbi as spiritual leader or religious teacher Shabbat (Sabbath) and link to the story of the creation Jewish festivals — Passover, Rosh Hashanah, Yom Kippur, Sukkot Home as the centre of Jewish life and religion Laws of kosher and how these affect what a Jewish person might eat Symbols used at Shabbat — the mezuzah and the Shema; Star of David Synagogue as a place of worship, learning and study Significant artefacts, objects, sounds and symbols — Torah, yad, kippah, mezuzah, menorah Similarities and differences between stories in the Torah and in Christian tradition Stories: e.g. Moses, Elijah, David, Ruth, Esther, Psalms and Proverbs	SUMMER 1 Pitch  Introduction to pitch notation  Create abstract effects using sound  Describing Music Focus 1: Electronic inc House, Drum n Bass, HipHop  SUMMER 2 Performance  Use hand signals and 3 note melodies  Devise non-standard symbols to indicate when to play and rest  Describe how a piece of music affects mood and feeling  Describing Music Focus 2: Traditional music of Slovakia & Czech Republic  Sing songs pronouncing words within a song clearly	<ul> <li>Interpret images into appropriate movement</li> <li>Create and structure a whole simple dance</li> <li>Create simple motifs which they can remember and repeat</li> <li>Perform with appropriate dynamics</li> <li>Understand and use acceleration and deceleration</li> <li>Work in pairs using complementary movement</li> <li>SPRING 2 Athletics</li> <li>Developing techniques for: sprinting style; throwing for accuracy; sprinting and changing pace; jumping – take offs – and landing; longer distances – endurance; relays and simple shuttle take over; throwing for distance.</li> <li>Use a range of equipment to throw, experiencing different body positions, take offs and landings and different speeds and rhythms of running. Understand when to use the most effective one.</li> <li>Work together in relays, challenges and problem solving activities.</li> </ul>	SUMMER 1 - Relationships  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 friend  SUMMER 2 - Changing Me  How babies grow  Understanding a baby's needs  Outside body changes  Family stereotypes  Challenging my ideas  Preparing for transition	SUMMER 1 - Rocks
				results



# YEAR FOUR LONG TERM PLAN: SUMMER

ART & DESIGN	DESIGN & TECHNOLOGY	COMPUTING	GEOGRAPHY	HISTORY
SUMMER 1 – Monuments of the Byzantine Empire Monuments: Hagia Sofia, Basilica of San Vitale – Ravenna, icons Concepts: Byzantine empire, Constantine and Constantinople, mosaics, Byzantine patterns, what is an icon Skills: copying patterns, painting with watercolour, collage PAINTING COLLAGE  SUMMER 2 – Needlework, Embroidery and Weaving Designers/Artists: Farrer, Hartnell – Coronation robes, Duchess of Cambridge wedding dress, Raphael, Albers Concepts: What is embroidery, what is weaving – looms, warp thread, weft thread, tapestries Skills: cross-stitch design, cross-stitch, weaving TEXTILES	SUMMER 1 Electricals and electronics  Create series and parallel circuits  SUMMER 2 Food: Wheat & Flour  Prepare ingredients hygienically using appropriate utensils  Measure ingredients to the nearest gram accurately  Follow a pastry recipe  Assemble and cook ingredients controlling the temperature of the oven  Design & make: What Shape Should Your Pastry Be?	Summer 1 – Producing a wiki (We are co-authors)  Understand the conventions for collaborative online work, particularly in wikis.  Write for a target audience using a wiki tool.  Develop collaboration skills.  Develop proofreading skills.  Summer 2 – Presenting the weather (We are meteorologists)  Understand different measurement techniques for weather, both analogue and digital.  Use computer-based data logging to automate the recording of some weather data.  Use spreadsheets to create charts  Analyse data, explore inconsistencies in data and make predictions  Practise using presentation software and, optionally, video.	SUMMER 1: UK Geography: London and the South East  Introduction to the South East  London  The River Thames and  the Thames Barrier  Canterbury  White Cliffs of Dover –coastal erosion and weathering  SUMMER 2: Asia - Japan  Location of Japan  Weather and Climate in Japan  Physical features of Japan  Architecture in Japan (Human Features)  Feudal Japan	The Stuarts  James I and the Union of the Crown  The Gunpowder Plot  Charles I  The English Civil War  Oliver Cromwell and the Commonwealth  The Restoration of Charles II  The Great Plague of 1665  The Great Fire of London  Christopher Wren and the Rebuilding of London  James II and the Monmouth Rebellion  William of Orange and the Bill of Rights
R.E	MUSIC	P.E	PSHE	SCIENCE
<ul> <li>Books of Wisdom</li> <li>Holy books as sources of belief, authority, teaching and guidance</li> <li>Types of writing to be found in the Bible e.g. history, law,</li> </ul>	Use of voice to make beatbox sounds     Choose, order, combine and control sounds to create an effect	Link movements together logically and fluently     Perform more complex dance phrases inc a dance with two sections A and B	<ul> <li>SUMMER 1 - Relationships</li> <li>Jealousy</li> <li>Love and loss</li> <li>Memories of loved ones</li> <li>Getting on and Falling Out</li> <li>Girlfriends and boyfriends</li> </ul>	SUMMER 1 - States of Matter and the Water Cycle  Change of state Evaporation Condensation Precipitation

- psalms, prophecy, letters, gospels
- How wisdom in the Bible comes from God
- Torah as the Jewish Written Law
- Qur'an
- The Old and New Testaments
- Texts as sources of wisdom in different communities
- 'Wise sayings' and their meanings from the three religions

### Texts:

- The Shema
- 1 Corinthians 13
- The 1st Surah, the Opening.

# 2) Leading Religion: clerics and individuals

- Name Islamic, Jewish and Christian religious leaders – clergy members, imams and rabbis
- Similarities and differences between their roles
- How belief in faiths has inspired followers to try and change things in the world that they see as against their beliefs
- Significance of individuals on religion and society, recognising that one person can make a difference and that individuals often feel that this is a compulsion rather than choice

- Understand layers of sounds ad discuss their effect on mood and feelings
- Use term *timbre, texture* to describe music

#### SUMMER 2 Transcribe & Perform

- Play notes on an instrument so that they are clear
- Recognise symbols for a minim, crotchet, and semibreve. Say how many beats they represent.

Sing from memory with accurate pitch.

**Describe & Appreciate Music:** Rap & Hiphop

- Develop simple motifs
- Use different partner-work devices
- Work in small groups to develop movement

### **SUMMER 2 Athletics**

- Engage in a variety of pulseraising running and avoiding games to develop nimble footwork, transference of weight and spatial awareness.
- Develop techniques of: running for speed and distance; paced running; throwing techniques – push and pull; jumping, high and low; combination jumping; sprint speed and take over from behind; relay take overdownsweep; throwing for distance and accuracy; running over obstacles.
- Work together in teams to engage in more complex challenges, problem-solving situations and competitions.

Showing appreciation to people and animal

### **SUMMER 2 – Changing Me**

- Being unique
- Having a baby
- Girls and puberty
- Confidence in change
- Accepting change
- Preparing for transition
- Environmental change

- Humidity
- Groundwater

## SUMMER 2 – Electricity

- Electric current
- Series and parallel circuits
- Switches
- Closed circuit, open circuit, short circuit
- Conductors and insulators

- Set up simple practical enquiries, comparative and fair tests
- Record findings using simple scientific language and drawings/diagrams keys, bar charts, and tables,
- Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests
- identifying differences, similarities or changes related to simple scientific ideas or to support their findings

# YEAR FIVE LONG TERM PLAN: SUMMER

ART & DESIGN	DESIGN & TECHNOLOGY	COMPUTING	GEOGRAPHY	HISTORY
SUMMER 1 - Print Making Artists: Rembrandt, Hogarth, Hokusai, Warhol Concepts: Printmaking as an indirect art form: blocks, plates, silk screens. Printmaking can be a positive (relief), negative (intaglio) or stencil process. Printmaking allows the creation of multiple versions of the same design. Skills: Mono-printing with Perspex, printing ink and pencils, screen printing with stencils. PRINTING  SUMMER 2 - Take One Picture extended study Extended study focussing on picture chose for National Gallery Take One Picture scheme. Emphasis on child-led investigative approach to finding out about	Construction  Develop previously taught practical skills to create products – cutting, nailing, gluing, drilling and screwing, filing and sanding  Design and make: model Sand Houses  Refer to milestones 3 for required outcomes  Taking Inspiration  Doncaster Sand House models, photos, sketches and designs  Electricals and electronics  Use innovative combinations of electronics (or computing) and mechanics in product designs	<ul> <li>SUMMER 1 – Sharing experiences and opinions (We are bloggers)</li> <li>Become familiar with blogs as a medium and a genre of writing.</li> <li>Create a sequence of blog posts on a theme.</li> <li>Incorporate additional media.</li> <li>Comment on the posts of others.</li> <li>Develop a critical, reflective view of a range of media, including text.</li> <li>SUMMER 2 – Creating a virtual space (We are architects)</li> <li>Understand the work of architects, designers and engineers working in 3D.</li> <li>Develop familiarity with a simple CAD (computer aided design) tool.</li> </ul>	GEOGRAPHY  SUMMER 1: New Zealand and the South Pacific  New Zealand and the  South Pacific- location and  physical geography  The history of New  Zealand- The Maori  Earthquakes  Climate  South Pacific Islands  SUMMER 2: Local Study  Geography of the local  area  Sketch Maps (Fieldwork)  Local Issues  Data Collection (Fieldwork)  Graphing data	HISTORY  SUMMER 1 - The Industrial Revolution  The Industrial Revolution  Cotton Production  Steam Engines and Trains  Iron and Coal  Children at Work  SUMMER 2 - The Victorian Age  The Reign of Queen  Victoria and the British Empire  Victorian Cities  The Poor Law and the Workhouse  Leisure  Life by 1900
chosen artwork. To include cross- curricular links and links with outside community. Children to choose and design an artwork in response to the focus artwork. This may be a group work with		<ul> <li>design) tool.</li> <li>Develop spatial awareness by exploring and experimenting with a 3D virtual environment.</li> <li>Develop greater aesthetic awareness.</li> </ul>		
their peers R.E	MUSIC	P.E	PSHE	SCIENCE
<ul> <li>Sikhism – a brief outline</li> <li>Beliefs about God</li> <li>Ten Gurus</li> <li>Guru Granth Sahib</li> <li>symbols and actions in the gurdwara</li> <li>Symbolism of the five Ks</li> <li>What is most important to Sikhs and explain how this is</li> </ul>	<ul> <li>Carefully select elements for a piece in order to gain a defined effect</li> <li>Understand the purpose of treble and bass clefs</li> <li>Begin to use simple time signatures</li> <li>Contrast the work of famous composers and explain their preferences</li> </ul>	Perform with expression to convey a variety of moods and feelings     Develop movement phrases and simple motifs     Practise dance in order to refine the quality     Begin to use basic compositional principles	SUMMER 1 - Relationships  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	<ul> <li>SUMMER 1 – Astronomy</li> <li>The Big Bang theory</li> <li>Gravity</li> <li>The Universe</li> <li>Our Solar System</li> <li>The moon and our galactic neighbourhood.</li> <li>SUMMER 2 – Meteorology</li> <li>Weather and climate</li> </ul>

revealed through the Sikh way of life, giving examples.

# 2) Journey of life and death

- Ways in which different religions see life as a journey
- Different features of celebrations, worship, and the rituals which mark important points in life from the religions studied
- Compare how Christians, Muslims, Jewish, Sikhs and Hindus celebrate a new baby's birth, becoming an adult, a marriage or the life of someone who has died and reflect on ideas of their own about life's milestones in discussions or in writing

Handle with care - develop their understanding of beliefs about life after death through seeking answers to their own questions and articulating reasons for their own ideas

 Perform solos and/or parts as part of an ensemble

Describing Music Focus 1: Stage & Screen: musical theatre
Describing Music Focus 2:
Classical: Mozart & Beethoven

- Explore, improve and plan dances in groups
- Understand how dance is formed and performed

#### **SUMMER 2 Athletics**

- Engage in pulse racing chasing and tag games to develop balance and spatial awareness
- Develop techniques of: rhythm in running and over obstacles; sprint starts; distance running; relays; pull throws; sprinting style; jumping combinations; jumping high and low; relay take over – 'up-sweep'; estimating duration, distance and speed.
- Use a range of equipment and techniques when throwing; jumping with combination jumps for distance and scissor jump for height; expanding a range of rhythms and speeds when running and understanding when to apply them appropriately.

# • SMARRT internet safety rules **SUMMER 2 – Changing Me**

- Self- and body image
- Influence of online and media on body image
- Puberty for girls
- Puberty for boys
- Conception (including IVF)
- Growing responsibility
- Coping with change
- Preparing for transition

- The atmosphere
- The Ozone layer
- Air movement and wind direction
- Cold and warm fronts
- Thunder and lightning

- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- record data and results of increasing complexity using scientific diagrams and labels, bar and line graphs
- identifying scientific evidence that has been used to support or refute ideas or arguments
- take measurements, using a range of equipment, with increasing accuracy and precision
- look for different casual relationships in their data and identify evidence that refutes or supports their ideas

# **YEAR SIX LONG TERM PLAN: SUMMER**

			T	
response to looking at varied art				
from the 20th century.	V			
R.E	MUSIC	P.E	PSHE	SCIENCE
Buddhism - a brief outline  The Buddha: his birth, life, enlightenment, teaching and death  Symbols of Buddhism - robe, shaven head, the Wheel of Life, Bodhi tree; values communicated by the image of Buddha  Four Noble Truths and how they affect lives of Buddhists	Describe how lyrics often reflect the cultural context of music and have social meaning     Perform with controlled breathing and skilful playing     Confidently use and understand simple time signatures     Use treble and bass clefs in	Use basic compositional principles when creating dances     Create and structure motifs, phrases, sections and whole dances     Perform with expression and show clear understanding of the dance     Share ideas with groups and	SUMMER 1 - Relationships  Mental health  Identifying mental health worries and sources of support  Love and loss  Managing feelings  Power and control  Assertiveness Technology safety  Take responsibility with	SUMMER 1 – Reproduction
<ul> <li>Reflect on own feelings and beliefs around the truths, expressing thoughts and values</li> <li>Eightfold Path and compare and contrast these teachings with those of other religions</li> </ul>	transcribing compositions  SUMMER 2 The Greatest Composers  Compare and contrast the impact of different historical periods on people that	whole class  SUMMER 2 Athletics  Develop techniques of: drive and speed; throwing styles: push (shot) and sling (discus); long jump and triple jump;	<ul> <li>Take responsibility with technology use</li> <li>SUMMER 2 – Changing Me</li> <li>Self-image</li> <li>Body image</li> <li>Puberty and feelings</li> <li>Conception to birth</li> <li>Reflections about change</li> </ul>	<ul> <li>Fossils</li> <li>Adaptation</li> <li>Characteristics passing through generations</li> <li>Mary Anning, Alfred</li> <li>Wallace, Charles Darwin</li> <li>Darwin's sketches of finches</li> </ul>
<ul> <li>Wesak</li> <li>Meditation and daily ceremonies in daily lives of Buddhists</li> <li>Begin to consider how Buddhist beliefs could impact on communities and</li> </ul>	Composers had  Sing expressively in tune  Describing Music Focus 1: role of music in World War 2	pull throw (javelin); running longer distances and over obstacles.  • Develop rhythm, techniques and speed when running different distances and understanding when to apply	<ul> <li>Physical attraction</li> <li>Respect and consent</li> <li>Boyfriends/girlfriends</li> <li>Sexting</li> </ul> Atlas Citizenship Programme	<ul> <li>Working scientifically:</li> <li>Use and develop keys and other information records to identify, classify and describe living things and materials</li> </ul>
happenings around the world  2) – Beliefs in action  Summarise different religious codes for living  Work of agencies  Impact of aid work on society toady  Option to go deeper:  explain how the ideals of Christian living come from the teachings of Jesus and Paul	Describing Music Focus 2: Just who are the greatest composers?	<ul> <li>Work competitively to their own record situations and in competition with others.</li> <li>Work individually, in pairs and groups to measure, time, estimate and set targets.</li> </ul>		
Make connections between the teachings of Paul and Jesus and the work of on Christian agency today				

