

# Whole school Overview - Topics


**Our Christian Value Links:**

Learning with Love

Reflecting with Respect


Caring with Courage

Quotes or Bible Story Links

|  | Autumn 1  | Autumn 2  | Spring 1  | Spring 2  | Summer 1  | Summer 2   |
|--|---|---|---|---|---|--|
| Year 1   | <p>Our Wonderful World<br/>Show compassion to those in need.</p> <p>What a wildly wonderful world, God!<br/>You made it all, with Wisdom at your side<br/>Psalm 104:24</p>                          | <p>A Day at the Toy Museum<br/>Love learning together.</p> <p>The city streets will be filled with boys and girls playing there<br/>Zechariah 8:5</p>               | <p>Explorers<br/>Be reflective and grow from our mistakes.</p> <p>The LORD will guide you continually, giving you water when you are dry and restoring your strength. Isaiah 58:11</p>    | <p>Animal Adventures<br/>Develop our independence.</p> <p>For the Lord is the Spirit, and wherever the Spirit of the Lord is, there is freedom<br/>2 Corinthians 3:17</p>                                       | <p>West End Wanderers Respect and look after our environment.<br/>"Just ask the animals, and they will teach you.<br/>Ask the birds of the sky, and they will tell you.<br/>Speak to the earth, and it will instruct you.<br/>Let the fish in the sea speak to you."<br/>Job 12:7-8</p> | <p>Big Bad Wolf<br/>See the good in ourselves and others</p> <p>Let all that you do be done in love.<br/>1 Corinthians 16:14</p>   |
| Year 2   | <p>Habitats – Hedgehogs<br/>Take risks to bring about positive change.</p> <p>For God has not given us a spirit of fear and timidity, but of power, love, and self-discipline<br/>2 Timothy 1:7</p> | <p>Great Fire of London<br/>Love learning together.</p> <p>And divided tongues as of fire appeared to them and rested on each one of them<br/>Acts 2:3</p>          | <p>The UK – Queens<br/>Use self-regulation to make good choices.</p> <p>But you are a chosen race, a royal priesthood, a holy nation, a people for his own possession<br/>1 Peter 2:9</p> | <p>Titanic – The Unsinkable<br/>Be reflective and grow from our mistakes.</p> <p>Whoever conceals their sins does not prosper, but the one who confesses and renounces them finds mercy.<br/>Proverbs 28:13</p> | <p>Rwanda<br/>Show compassion to those in need.</p> <p>If anyone has material possessions and sees a brother or sister in need but has no pity on them, how can the love of God be in that person?<br/>1 John 3:17</p>  | <p>The Olympics<br/>Be resilient and determined learners.</p> <p>I can do all things through him who strengthens me.<br/>Philippians 4:13</p>  |
| Year 3   | <p>Africa<br/>Take risks to bring about positive change.</p> <p>And he has given us this command: anyone who loves God must also love their brother and sister<br/>1 John 4:21</p>                  | <p>Stone Age<br/>Respect and look after our environment.</p> <p>Through him all things were made; without him nothing was made that has been made.<br/>John 1:3</p> | <p>Iron Man<br/>Use self-regulation to make good choices.</p> <p>For God gave us a spirit not of fear but of power and love and self-control.<br/>2 Timothy 1:7</p>                       | <p>Romans<br/>Love learning together.</p> <p>So encourage each other and build each other up, just as you are already doing<br/>1 Thessalonians 5:11</p>  | <p>Lights, camera, ACTION!<br/>See the good in ourselves and others</p> <p>Let all that you do be done in love.<br/>1 Corinthians 16:14</p>   | <p>Tudors<br/>Develop our independence.</p> <p>You, my brothers and sisters, were called to be free. But do not use your freedom to indulge yourselves; rather, serve one another humbly in love.<br/>Galatians 5:13</p> |


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| Year 4 | <p>Scandinavia<br/>Use self-regulation to make good choices.</p> <p>Since we live by the Spirit, let us keep in step with the Spirit<br/>Galatians 5:25</p>                               | <p>Charlie and the Chocolate Factory<br/>Show compassion to those in need.</p> <p>Finally, all of you, be like-minded, be sympathetic, love one another; be compassionate and humble.<br/>1 Peter 3:8</p> | <p>Victorians<br/>Be reflective and grow from our mistakes.</p> <p>Let the wise hear and increase in learning, and the one who understands obtain guidance,<br/>Proverbs 1:5</p> | <p>Anglo Saxons<br/>Love learning together.</p> <p>Two people are better off than one, for they can help each other succeed. If one person falls, the other can reach out and help<br/>Ecclesiastes 4:9-10</p> | <p>Raging Rivers<br/>Respect and look after our environment.</p> <p>“Just ask the animals, and they will teach you. Ask the birds of the sky, and they will tell you. Speak to the earth, and it will instruct you. Let the fish in the sea speak to you.”<br/>Job 12:7-8</p>        | <p>Vikings<br/>Be resilient and determined learners.</p> <p>I can do all things through him who strengthens me.<br/>Philippians 4:13</p>   |
| Year 5 | <p>South America<br/>Take risks to bring about positive change.</p> <p>And he has given us this command: anyone who loves God must also love their brother and sister<br/>1 John 4:21</p> | <p>WW1<br/>See the good in ourselves and others</p> <p>May the God who gives endurance and encouragement give you the same attitude of mind toward each other that Christ Jesus had<br/>Romans 15:5</p>   | <p>Extreme Earth<br/>Be reflective and grow from our mistakes.</p> <p>The Lord God placed the man in the Garden of Eden to tend and watch over it.<br/>Genesis 2:3</p>           | <p>Ancient Greece<br/>Develop our independence.</p> <p>Here there is no Gentile or Jew... barbarian, Scythian, slave or free, but Christ is all, and is in all.<br/>Colossians 3:11</p>                        | <p>Lost in the Universe<br/>Respect and look after our environment.</p> <p>“Just ask the animals, and they will teach you. Ask the birds of the sky, and they will tell you. Speak to the earth, and it will instruct you. Let the fish in the sea speak to you.”<br/>Job 12:7-8</p> | <p>Egyptians<br/>Be resilient and determined learners.</p> <p>I can do all things through him who strengthens me.<br/>Philippians 4:13</p> |
| Year 6 | <p>Asia<br/>Use self-regulation to make good choices.</p> <p>Since we live by the Spirit, let us keep in step with the Spirit<br/>Galatians 5:25</p>                                      | <p>Great Britain<br/>Develop our independence.</p> <p>For freedom Christ has set us free; stand firm therefore, and do not submit again to a yoke of slavery<br/>Galatians 5:1</p>                        | <p>Refugee Project<br/>Show compassion to those in need.</p> <p>When a foreigner resides among you in your land, do not mistreat them<br/>Leviticus 19:33</p>                    | <p>WW2<br/>Take risks to bring about positive change.</p> <p>Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go.<br/>Joshua 1:9</p>     | <p>Evolution and Inheritance<br/>Be resilient and determined learners.</p> <p>I can do all things through him who strengthens me.<br/>Philippians 4:13</p>   | <p>Moving On and Changing<br/>See the good in ourselves and others</p> <p>Let all that you do be done in love.<br/>1 Corinthians 16:14</p> |

## Year 1 - Long Term Plan

|   | Autumn 1  | Autumn 2   | Spring 1  | Spring 2  | Summer 1   | Summer 2  |
|---|---|--|---|---|--|---|
|  | <b>Our Wonderful World</b><br>Show compassion to those in need. | <b>A Day at the Toy Museum</b><br>Love learning together.                                | <b>Explorers</b><br>Be reflective and grow from our mistakes. | <b>Animal Adventures</b><br>Develop our independence.                   | <b>West End Wanderers</b><br>Respect and look after our environment. | <b>Big Bad Wolf</b><br>See the good in ourselves and others |
| <b>Geography/History</b>  | Geography<br>Class Country Study                                | History<br>Changes within Living Memory - Toys   | History<br>Significant individuals                            | Geography<br>Seasons  | Geography<br>Map Work/Fieldwork                                      |   |
| <b>DT/Art</b>   | Art<br>Observational Drawing – Patterns in the natural world.   | Art<br>Mixing colour<br>Form – use a variety of material and simple joins.<br>DT<br>Food | Art<br>Pattern  | Art<br>Texture<br>DT<br>Mechanisms                                      |  | Art<br>Printing and Creating Patterns<br>DT<br>Structures   |
| <b>Science</b>  | Science<br>Plants   |  | Science<br>Seasonal Changes                                   | Science<br>Animals including Humans                                     | Science<br>Everyday Materials  |   |
| <b>R.E.</b>   | R.E.<br>Creation (Understanding Christianity – core learning)   | R.E.<br>Incarnation - Christmas (Understanding Christianity – Core Learning)             | R.E.<br>Special Places in Sikhism (Living Difference)         | R.E.<br>Salvation – Easter (Understanding Christianity – core learning) | R.E.<br>Sikhism Guru Hargobind is released from prison               | R.E.<br>Precious - Water                                    |
| <b>ICT</b>  | ICT<br>Online Safety  | ICT<br>Multi-Media Texts and Images  | ICT<br>Technology in our Lives                                | ICT<br>Multimedia Sounds and Motion                                     | ICT<br>Coding and Programming  |   |
| <b>Music</b>  | Music<br>Composing – 3 bears unit.                              | Music<br>Performing - Singing – Christmas  |   |   |  | Music<br>Listening  |
| <b>PSHE</b>   | PSHE<br>Rights and Responsibilities                             | PSHE<br>Keeping Myself Safe  | PSHE<br>Growing and Changing                                  | PSHE<br>Me and My Relationships   | PSHE<br>Being My Best  | PSHE<br>Valuing Differences                                 |
| <b>P.E.</b>   | P.E.<br>Gymnastics  | P.E.<br>Dance  | P.E.<br>Gymnastics  | P.E.<br>Dance   | P.E.<br>Athletics – Sports Day practice                              | P.E.<br>Team Games  |

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 Quotes and Bible Story Links

## Year 2 - Long Term Plan

|   | Autumn 1   | Autumn 2   | Spring 1  | Spring 2  | Summer 1   | Summer 2  |
|---|--|--|---|---|--|---|
|  | <b>Habitats – Hedgehogs</b><br>Take risks to bring about positive change.            | <b>Great Fire of London</b><br>Love learning together.                               | <b>The UK – Queens</b><br>Use self-regulation to make good choices.   | <b>Titanic – The Unsinkable</b><br>Be reflective and grow from our mistakes.                  | <b>Rwanda</b><br>Show compassion to those in need.   | <b>The Olympics</b><br>Be resilient and determined learners.                                    |
| <b>Geography/History</b>  | <u>Geography</u><br>Class Country Study – Fieldwork                                  | <u>History</u><br>Events beyond living memory  | <u>Geography</u><br>Where in the World is the UK? – Map Skills<br><br><u>History?</u> Events Beyond Living Memory | <u>History</u><br>Local History - Titanic   | <u>Geography</u><br>Rwanda vs UK<br>How is life in a village in Rwanda different to life in a village in UK? | <u>History</u><br>Changes within Living Memory - Olympics                                       |
| <b>DT/Art</b>   | <u>DT</u><br>Food from different cultures  | <u>DT</u><br>Lollypop stick houses   | <u>Art</u><br>Paint – Queen’s Portraits   | <u>DT</u><br>Design and make a vehicle  | <u>DT</u><br>Textiles  | <u>DT</u><br>Food   |
| <b>Science</b>  | <u>Science</u><br>Living things and their Habitats                                   |  | <u>Science</u><br>Plants  |   | <u>Science</u><br>Animals and Humans   | <u>Science</u><br>Use of Everyday Materials   |
| <b>R.E.</b>   | <u>R.E.</u><br>Creation (Understanding Christianity- Digging Deeper)                 | <u>R.E.</u><br>Incarnation (Understanding Christianity- Digging Deeper)              | <u>R.E.</u><br>Special<br>Sikhism – Special People  | <u>R.E.</u><br>Salvation<br>(Understanding Christianity- Digging Deeper)                      | <u>R.E.</u><br>Gospel - Forgiveness and Peace – Unit 1.4 – Love  | <u>R.E.</u><br>Special Books - Sikhism  |
| <b>ICT</b>  | <u>I.C.T</u><br>E-safety   | <u>I.C.T</u><br>Multimedia – Text and Images   | <u>I.C.T</u><br>Coding and Programming  | <u>I.C.T</u><br>Technology in our Lives   |  | <u>I.C.T</u><br>Multi- Media – Sounds and Motion  |
| <b>Music</b>  | <u>Music</u><br>Traditional songs from class country (link to families in community) | <u>Music</u><br>Singing – Performing – Christmas                                     |   |   | <u>Music</u><br>African music – Rhythm and beat. Accompany a chant by clapping a pulse or rhythm.            |   |
| <b>PSHE</b>   | <u>PSHE</u><br>Rights and Responsibilities   | <u>PSHE</u><br>Me and My Relationships   | <u>PSHE</u><br>Valuing Differences  | <u>PSHE</u><br>Being My Best  | <u>PSHE</u><br>Keeping Myself Safe   | <u>PSHE</u><br>Growing and Changing   |
| <b>P.E.</b>   | <u>LTS</u><br>Catching<br><u>Class P.E.</u><br>Dance - Unit 1 P.E hub                | <u>LTS</u><br>Underarm throwing<br><u>Class P.E.</u><br>Gymnastics - Unit 1 P.E. Hub | <u>LTS.</u><br>Over Arm Throw<br><u>Class P.E.</u><br>Dances from around the UK                                   | <u>LTS</u><br>Ball Rolling<br><u>Class P.E.</u><br>Gymnastics - Unit 2 P.E. Hub or travelling | <u>LTS</u><br>Ball kicking<br><u>Class P.E.</u><br>Rwanda /African dance                                     | <u>LTS</u><br>Netwall Small sided games<br><u>Class P.E.</u><br>Athletics based on the Olympics |

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## Year 3 - Long Term Plan

|  |          |          |          |          |          |          |
|--|----------|----------|----------|----------|----------|----------|
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|----------|----------|----------|----------|----------|----------|


| <br>Love Respect<br>Courage | <b>Africa</b><br>Take risks to bring about positive change.                              | <b>Stone Age</b><br>Respect and look after our environment.                          | <b>Iron Man</b><br>Use self-regulation to make good choices.                         | <b>Romans</b><br>Love learning together.  | <b>Lights, camera, ACTION!</b><br>See the good in ourselves and others.  | <b>Tudors</b><br>Develop our independence.  |
|--|--|--|--|---|--|---|
| Geography/<br>History  | <u>Geography</u><br>Continent Study - Africa   | <u>History</u><br>Stone Age<br>Geography - Settlements                               | <u>Geography</u><br>Local Area - Coast   | <u>History</u><br>Romans  | <u>Geography</u><br>UK Counties – Map Work                               | <u>History</u><br>Local History Project – Tudors<br>(The Mary Rose and Tudor House)                     |
| DT/Art   | <u>Art</u><br>Paul Klee – Textiles   | <u>DT</u><br>Food  | <u>Art</u><br>Antony Gormley – Iron Man –<br>Sculpture                               | <u>DT</u><br>Textiles - Purses  | <u>Art</u><br>Drawing - Monet  | <u>DT</u><br>Structures – Tudor Houses  |
| Science  | <u>Science</u><br>Animals Including Humans   | <u>Science</u><br>Rocks  | <u>Science</u><br>Forces and Magnets – Working<br>Scientifically                     |   | <u>Science</u><br>Light  | <u>Science</u><br>Plants  |
| R.E.   | <u>R.E.</u><br>Creation – Fall (Understanding<br>Christianity)                           | <u>R.E.</u><br>Incarnation of God (Understanding<br>Christianity)                    | <u>R.E.</u><br>Judaism – Ritual (Sukkot and<br>Hanukah)                              | <u>R.E.</u><br>Judaism - Salvation  | <u>R.E.</u><br>(What kind of world would Jesus<br>want?) Unit 2A.4 –     | <u>R.E.</u><br>Judaism – Identity (The Mezuzah<br>and the Shemar)                                       |
| ICT  | <u>ICT</u><br>E-safety   | <u>ICT</u><br>Multi-Media Sounds and Motions   | <u>ICT</u><br>Coding and Programming   | <u>ICT</u><br>Handling Data   | <u>ICT</u><br>Multi-Media – Images and Texts                             | <u>ICT</u><br>Technology and Our Lives  |
| Music  | <u>Music</u><br>Listen to Me - Ukulele   | <u>Music</u><br>Listen to Me - Ukulele   | <u>Music</u><br>Listen to Me - Drums   | <u>Music</u><br>Listen to Me - Drums  | <u>Music</u><br>Listen to Me – Recorders                                 | <u>Music</u><br>Listen to Me – Recorders  |
| French   | <u>French</u><br>French Greetings with Puppets   | <u>French</u><br>French Greetings with Puppets                                       | <u>French</u><br>Playground Games  | <u>French</u><br>In the Classroom   | <u>French</u><br>Transport   | <u>French</u><br>Circle of Life   |
| PSHE   | <u>PSHE</u><br>Rights and Responsibilities   | <u>PSHE</u><br>Me and My Relationships   | <u>PSHE</u><br>Valuing Differences   | <u>PSHE</u><br>Being My Best  | <u>PSHE</u><br>Keeping Myself Safe                                       | <u>PSHE</u><br>Growing and Changing   |
| P.E.   | <u>LTS</u><br>Football (invasion Games)<br><u>Class P.E.</u><br>Gymnastics PE Hub Unit 1 | <u>LTS</u><br>Multiskills (netball)<br><u>Class P.E.</u><br>Gymnastics PE Hub Unit 2 | <u>LTS</u><br>Dodgeball (invasion Games)<br><u>Class P.E.</u><br>Dance PE Hub Unit 2 | <u>LTS</u><br>Benchball (invasion games)<br><u>Class P.E.</u><br>Roman Dance Unit | <u>LTS</u><br>Throw Tennis/Volley Ball<br><u>Class P.E.</u><br>Athletics | <u>LTS</u><br>Scatterball/Rounders/<br>Cricket(Striking and fielding)<br><u>Class P.E.</u><br>Athletics |

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## Year 4 - Long Term Plan

|  |          |          |          |          |          |          |
|--|----------|----------|----------|----------|----------|----------|
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|----------|----------|----------|----------|----------|----------|


|  | <b>Scandinavia</b><br>Use self-regulation to make good choices.            | <b>Charlie and the Chocolate Factory</b><br>Show compassion to those in need.  | <b>Victorians</b><br>Be reflective and grow from our mistakes.         | <b>Anglo Saxons</b><br>Love learning together.                              | <b>Raging Rivers</b><br>Respect and look after our environment.         | <b>Vikings</b><br>Be resilient and determined learners.   |
|---|--|--|--|---|---|---|
| Geography/History   | <u>Geography</u><br>Class Countries – Scandinavia<br>Physical and Human    | <u>Geography</u><br>Map Work – Where does chocolate come from?                 | <u>History</u><br>Local History Project - Victorians                   | <u>History</u><br>Anglo Saxons  | <u>Geography</u><br>Rivers – Field Work using Digimaps                  | <u>History</u><br>Vikings   |
| DT/Art  | <u>Art</u><br>Scandinavian Landscapes                                      | <u>DT</u><br>Mechanical Systems  | <u>Art</u><br>Texture  | <u>DT</u><br>Food (Science Link)  | <u>Art</u><br>Printing  | <u>DT</u><br>Electrical Systems   |
| Science   | <u>Science</u><br>Living Things and Their Habitats                         | <u>Science</u><br>States of Matter   |  | <u>Science</u><br>Animals Including Humans                                  | <u>Science</u><br>Sound   | <u>Science</u><br>Electricity   |
| R.E.  | <u>R.E.</u><br>Creation Fall (Understanding Christianity – Digging Deeper) | <u>R.E.</u><br>Incarnation – God (Understanding Christianity – Digging Deeper) | <u>R.E.</u><br>Judaism – Freedom – The Passover                        | <u>R.E.</u><br>Salvation (Understanding Christianity – Digging Deeper)      | <u>R.E.</u><br>Judaism – Authority – Torah and the Bible                | <u>R.E.</u><br>Kingdom of God (Where is it?) Unit 2A.6  |
| ICT   | <u>ICT</u><br>E-safety (PSHE links)  | <u>ICT</u><br>Coding and Programming   | <u>ICT</u><br>Technology in our Lives                                  | <u>ICT</u><br>Multi-Media – Images and Text                                 | <u>ICT</u><br>Multi-Media – Sounds and Motions                          | <u>ICT</u><br>Handling Data   |
| Music   | <u>Music</u><br>Harvest Festival - Singing                                 | <u>Music</u><br>Christmas - Singing  |  | <u>Music</u><br>Anglo Saxon Music and Culture                               |   |   |
| French  | <u>French</u><br>Portraits   | <u>French</u><br>Clothes   | <u>French</u><br>Numbers, Calendars and Birthdays                      | <u>French</u><br>Weather and the Water Cycle                                | <u>French</u><br>French Food  | <u>French</u><br>Eurovision   |
| PSHE  | <u>PSHE</u><br>Rights and Responsibilities                                 | <u>PSHE</u><br>Me and My Relationships   | <u>PSHE</u><br>Valuing Differences                                     | <u>PSHE</u><br>Being My Best  | <u>PSHE</u><br>Keeping Myself Safe                                      | <u>PSHE</u><br>Growing and Changing   |
| P.E.  | <u>LTS</u><br>Football (invasion Games)<br><u>Class P.E.</u><br>Dance      | <u>LTS</u><br>Multiskills (netball)<br><u>Class P.E.</u><br>Gymnastics         | <u>LTS</u><br>Dodgeball (invasion Games)<br><u>Class P.E.</u><br>Dance | <u>LTS</u><br>Benchball (invasion games)<br><u>Class P.E.</u><br>Gymnastics | <u>LTS</u><br>Throw Tennis/Volley ball<br><u>Class P.E.</u><br>Swimming | <u>LTS</u><br>Scatterball/Rounders/Cricket (Striking and fielding)<br><u>Class P.E.</u><br>Swimming |

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## Year 5 - Long Term Plan

|          |          |          |          |          |          |
|----------|----------|----------|----------|----------|----------|
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------|----------|----------|----------|----------|----------|




|  | <b>South America</b><br>Take risks to bring about positive change.                         | <b>WW1</b><br>See the good in ourselves and others                                | <b>Extreme Earth</b><br>Be reflective and grow from our mistakes.                    | <b>Ancient Greece</b><br>Develop our independence.  | <b>Lost in the Universe</b><br>Respect and look after our environment.                  | <b>Egyptians</b><br>Be resilient and determined learners.   |
|---|--|---|--|---|---|---|
| Geography   | <u>Geography</u><br>Continent Study – South America  | <u>History</u><br>Local History – WW1   | <u>Geography</u><br>Earthquakes, Flooding and Volcanoes – Field Work                 | <u>History</u><br>Ancient Greece  | <u>Geography</u><br>Food Miles - Map Work   | <u>History</u><br>Egyptians   |
| DT/Art  | <u>Art</u><br>Textiles and Leonora Carrington  | <u>Art</u><br>Painting – Silhouette Pictures                                      | <u>ART</u><br>Colour – Peter Thorp – Pastels   | <u>DT</u><br>Mechanical Systems<br><u>DT</u><br>Food- Specific Audience and Purpose         |   | <u>DT</u><br>Structures   |
| Science   |  | <u>Science</u><br>Forces  | <u>Science</u><br>Working Scientifically   | <u>Science</u><br>Properties and Changes of Materials                                       | <u>Science</u><br>Earth and Space   | <u>Science</u><br>Animals and Humans (Sex Ed) and Living Things and Their Habitats  |
| R.E.  | <u>R.E.</u><br>Creation Fall (Understanding Christianity Core Learning)                    | <u>R.E.</u><br>Incarnation – God (Understanding Christianity – Core learning)     | <u>R.E.</u><br>Submission- Muslim – Muhammad and the Qur’an                          | <u>R.E.</u><br>Salvation (Understanding Christianity – core learning)                       | <u>RE</u><br>Creation (Islam)   | <u>R.E.</u><br>Kingdom of God – Unit 2B.8   |
| ICT   | <u>ICT</u><br>E-safety   | <u>ICT</u><br>Multi-Media Images and Texts  | <u>ICT</u><br>Handling Data<br><u>ICT</u><br>Multi-Media – Sounds and Motions        |   | <u>ICT</u><br>Coding and Programming  | <u>ICT</u><br>Technology in our Lives   |
| Music   | <u>Music</u><br>Singing/ Listening/ Performance/ Evaluating                                | <u>Music</u><br>Singing/ Listening/ Performance/ Evaluating                       |  |   |   | <u>Music</u><br>Control of instruments / Reading and Writing Notation/ Performance / Evaluating   |
| French  | <u>French</u><br>Monster Pets  | <u>French</u><br>Space Explorers  | <u>French</u><br>Shopping  | <u>French</u><br>French Speaking World  | <u>French</u><br>A Week in the Life   | <u>French</u><br>Meet the Family  |
| PSHE  | <u>PSHE</u><br>Rights and Responsibilities   | <u>PSHE</u><br>Me and My Relationships  | <u>PSHE</u><br>Valuing Differences   | <u>PSHE</u><br>Being My Best  | <u>PSHE</u><br>Keeping Myself Safe  | <u>PSHE</u><br>Growing and Changing   |
| P.E.  | <u>LTS</u><br>Football (invasion Games)<br><u>Class P.E.</u><br>Gymnastics (PE Hub Unit 1) | <u>LTS</u><br>Multiskills (netball)<br><u>Class P.E.</u><br>Dance (PE Hub Unit 2) | <u>LTS</u><br>Dodgeball (invasion Games)<br><u>Class P.E.</u><br>Dance (Twinkl Unit) | <u>LTS</u><br>Benchball (invasion games)<br><u>Class P.E.</u><br>Gymnastics (PE Hub Unit 2) | <u>LTS</u><br>Throw Tennis/Volley Bal<br><u>Class P.E.</u><br>Athletics (PE Hub Unit 1) | <u>LTS</u><br>Scatterball/Rounders/Cricket (Striking and fielding)<br><u>Class P.E.</u><br>Athletics (Sports day Practice or PE Hub Unit 2) |

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## Year 6 - Long Term Plan

|  |          |          |          |          |          |          |
|--|----------|----------|----------|----------|----------|----------|
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|----------|----------|----------|----------|----------|----------|

| <br>Love Respect<br>Courage | <b>Asia</b><br>Use self-regulation to make good choices.                           | <b>Great Britain</b><br>Develop our independence.  | <b>Refugee Project</b><br>Show compassion to those in need.                                 | <b>WW2</b><br>Take risks to bring about positive change.                           | <b>Evolution and Inheritance</b><br>Be resilient and determined learners. | <b>Moving On and Changing</b><br>See the good in ourselves and others  |
|--|--|--|---|--|---|--|
| Geography/History  | <u>Geography</u><br>Class Country Study - Asia                                     | <u>Geography</u><br>How has the UK changed? - Map Skills<br><u>History</u><br>Britain since 1066 | <u>Geography</u><br>Eastern Europe  | <u>History</u><br>Local History Project – WW2                                      |   | <u>History</u><br>Non-European Society Study – Mayan Civilisation  |
| DT/Art   | <u>Art</u><br>Painting   | <u>DT</u><br>Textiles  | <u>DT</u><br>Food   | <u>Art</u><br>Collage  | <u>Art</u><br>Sculpture – Clay  | <u>DT</u><br>Mechanical Systems and Structures   |
| Science  | <u>Science</u><br>Electricity  |  | <u>Science</u><br>Living Things and Their Habitat   | <u>Science</u><br>Light  | <u>Science</u><br>Evolution and Inheritance                               | <u>Science</u><br>Animals including Humans<br>Link to SRE  |
| R.E.   | <u>R.E.</u><br>Creation/Fall (Understanding Christianity- Digging Deeper)          | <u>R.E.</u><br>Incarnation (Understanding Christianity- Digging Deeper)                          | <u>R.E.</u><br>Community<br>Islam – (Umma)  | <u>R.E.</u><br>Salvation (Understanding Christianity)                              |   | <u>R.E.</u><br>God Talk - Islam  |
| ICT  | <u>ICT</u><br>E-Safety   | <u>ICT</u><br>Multi- Media – Images and Texts  | <u>ICT</u><br>Multi-Media – Sounds and Motions  | <u>ICT</u><br>Handling Data  | <u>ICT</u><br>Technology in our Lives                                     | <u>ICT</u><br>Coding and Programming   |
| Music  | <u>Music</u><br>Singing - Harvest  | <u>Music</u><br>Singing - Christmas  |   |  |   | <u>Music</u><br>Composition  |
| French   | <u>French</u><br>French Sport and the Olympics                                     | <u>French</u><br>French Football Champions   | <u>French</u><br>Life at Home   | <u>French</u><br>Planning a Holiday in France                                      |   | <u>French</u><br>A Visit to a Town in France   |
| PSHE   | <u>PSHE</u><br>Rights and Responsibilities   | <u>PSHE</u><br>Me and My Relationships   | <u>PSHE</u><br>Valuing Differences  | <u>PSHE</u><br>Being My Best   | <u>PSHE</u><br>Keeping Myself Safe  | <u>PSHE</u><br>Growing and Changing  |
| P.E.   | <u>LTS</u><br>Football (invasion Games)<br><u>Class P.E.</u><br>Play leader course | <u>LTS</u><br>Multiskills (netball)<br><u>Class P.E.</u><br>Dance (PE Hub Unit 1)                | <u>LTS</u><br>Dodgeball (invasion Games)<br><u>Class P.E.</u><br>Gymnastics (PE Hub Unit 1) | <u>LTS</u><br>Benchball (invasion games)<br><u>Class P.E.</u><br>Competitive Games | <u>LTS</u><br>Throw Tennis/Volley Ball<br><u>Class P.E.</u><br>Athletics  | <u>LTS</u><br>Scatterball/Rounders/Cricket (Striking and fielding)<br><u>Class P.E.</u><br>Competitive Games |

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