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| **Class 3** | | **Term 1** | | **Term 2** | | | | **Term 3** | | **Term 4** | | **Term 5** | | | |  | |
| There's No Place Like Home (3) | | Healthy Humans  (3) | | | | Rock and Roll!  (3) | | The Iron Man  (3) | | What the Romans Did For Us (3) | | | |
| **Lead Subjects** | | **Geography** | | **Science** | | | | **Science** | | **Design and Technology** | | **History** | | | |
| The region where I live (UK); OS mapwork plus fieldwork in the local area | | Nutrition, diet and movement and the skeleton | | | | Rocks and fossils | | Mechanical systems - levers and linkages | | Roman Britain | | | |
| **History** | | **Design and Technology** | | | | **History** | | **Science** | | **Geography** | | | |
| Local history | | Food - simple dish - the eatwell plate | | | | Ancient Britain - Stonehenge | | Forces and magnets | | A region in the UK - Lake District | | | |
| **Science** | | **Art and Design** | | | | **Geography** | | **Music** | | **Art and Design** | | | |
| Standalone unit on light - shadows and reflections | | 3D clay or textile sculpture | | | | Key aspects of volcanoes and earthquakes | | Performing - practise, rehearse and present a performance | | Painting on plaster, mosaics and digital mosaics | | | |
|  | | **Music** | | | | **Art and Design** | |  | | **Physical Education** | | | |
|  | | Creating - experiment with and create musical patterns for dance | | | | Observational drawing of fossils developed into print | |  | | Games - performing in an athletic event (Gladiator games) | | | |
|  | | | | | | | | | | **Science** | | | |
| Plants - functions or parts and plant growth | | | |
| **Additional Subjects** | | **PSHE** | | **Physical Education** | | | | **Music** | | **Art and Design** | | **Music** | | | |
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| **Computing *- Information Technology (IT), Computer Science (CS), Digital Literacy (DL) – Purple Mash*** | | | | | | | | | | | | | | | |
| IT – movies/multimedia | | CS – programming/computational thinking | | | | IT/DL – digital research | | CS – programming/hardware | | DL/CS – communication and collaboration/networking  IT – presenting information | | | |  | |
| **MFL** | | | | | | | | | | | | | | | |
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| **Mathematics – White Rose** | | | | | | | | | | | | | | | |
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| **RE** | | **Religious Education** | | | | | | | | | | | | | | | |
| Homes  Promises | | Judaism  Visitors | | | | Journeys  Listening and sharing | | Giving All  Energy | | Hinduism  Choices  Special People | | | |  | |
| **English** | | **English** | | | | | | | | | | | | | | | |
| Folk Tales  Recount: biographies | | Fables  Poems with a structure  Persuasion: letters | | | | Story as a theme  Poems on a theme  Discussion  Classic poetry | | Novel as a theme  Recount: diaries  Mystery / Adventure / Fantasy stories | | Playscripts  Non-chronological reports  Explanations | | | |  | |
| **Ongoing** | | **Science** | | | | **Physical Education** | | | | **eSafety** | | | | **English** | | | |
| Standalone unit on light - shadows and reflections | | | | Pupils should continue to apply and develop a broader range of skills and use them in a range of activities. These must include modified team games, dance, gymnastic, athletic and outdoor and adventurous activities. Lancashire KS2 PE scheme would support children’s learning in PE. | | | | Whenever children are engaged in electronic communication, establish and reinforce messages about using technology safely, respectfully and responsibly. | | | | Spelling and handwriting should be taught discretely. Refer to the key learning in writing document for progression guidance. | | | |
| **Class 3/4** | | **Topic 1** | | **Topic 2** | | | | **Topic 3** | | **Topic 4** | | **Topic 5** | | | |  | |
| Sparks Might Fly (4) | | The Great Plague (4) | | | | How Does Your Garden Grow? (3) | | Water, Water, Everywhere (4) | | Passport To Europe  (4) | | | |
| **Lead Subjects** | | **Science** | | **History** | | | | **Science** | | **Science** | | **Geography** | | | |
| Electricity - series circuits, switches, conductors, insulators  Standalone unit on light - shadows and reflections | | A theme in British history beyond 1066 - The Great Plague of 1665 | | | | Plants - functions or parts and plant growth – YR3  Habitats – grouping and classifying plants and animals – YR4 | | States of matter – YR4  Rocks and Fossils- YR3 | | Contrasting region in a European country | | | |
|  | | Science | | | |  | | | | | | | |
| Animals Including Humans Teeth and the digestive system – YR4  Nutrition, diet and movement and the skeleton – YR3 | | | |
| **Design and technology** | | **Geography** | | | | **Design and Technology** | | **Geography** | | **Design and Technology** | | | |
| ICT and electrical systems - control and electrical components | | Rubbish and recycling - environmental study | | | | Structures - shell/frame structures and strengthening | | Key aspects of rivers | | Textiles - seams, stiffening and strengthening, materials and fastenings | | | |
| **Music** | | **Art and Design** | | | |  | | **History** | | **Music** | | | |
| Creating - explore, choose, combine and organise musical ideas using an electronic sound source | | Drawing developed into printmaking, rotating and translating images | | | | Ancient Egypt (including the River Nile) | | Listening to music from different cultures; experience how music is produced in different ways | | | |
|  | | **Art and Design** | | **Science** | | | |
|  | |  | | | | Abstract painting; relief paintings, large and small scale with texture | | Sound – YR4  Forces and Magnets – YR3 | | | |
| **Additional Subjects** | | **PSHE** | |  | | | | **Art and Design** | | **Music** | | **Art and Design** | | | |
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| **Computing *- Information Technology (IT), Computer Science (CS), Digital Literacy (DL) – Purple Mash YR4*** | | | | | | | | | | | | | | | |
| CS – programming/hardware | | IT – data handling | | | | IT – graphics and images/modelling and simulation | | IT – sound/multimedia | | IT/DL – digital research  CS – computational thinking | | | |  | |
| **MFL** | | | | | | | | | | | | | | | |
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| **Mathematics – White Rose** | | | | | | | | | | | | | | | |
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| **RE** | | **Religious Education** | | | | | | | | | | | | | | | |
| People  Called | | Judaism  Gift | | | | Community  Giving and Receiving | | Self-Discipline  Transformation | | Hinduism  Building Bridges  God’s People | | | |  | |
| **English** | | English | | | | | | | | | | | | | | | |
| Stories with fantasy settings  Explanations  Film and playscripts | | Fairy tales  Classic poetry  Recount: newspapers | | | | Classic poetry  Mystery / Adventure / Fantasy stories  Explanations | | Stories with a theme  Poems with a structure  Information booklets | | Novel as a theme  Non-chronological reports | | | |  | |
| **Ongoing** | |  | | | | **Physical Education** | | | | **eSafety** | | | | **English** | | | |
| Pupils should continue to apply and develop a broader range of skills and use them in a range of activities. These must include modified team games, dance, gymnastic, athletic and outdoor and adventurous activities. Lancashire KS2 PE scheme would support children’s learning in PE. | | | | Whenever children are engaged in electronic communication, establish and reinforce messages about using technology safely, respectfully and responsibly. | | | | Spelling and handwriting should be taught discretely. Refer to the key learning in writing document for progression guidance. | | | |

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| **Class 4/5** | **Term 1** | **Term 2** | | **Term 3** | | **Term 4** | | **Term 5** | | |  |
| Faster Higher, Stronger (5) | Hunted (4) | | Passport to Europe (4) | | The Art of Food (4) | | A Kingdom United – Leicester (5) | | |
| **Lead Subjects** | **Science** | **Science** | | **Geography** | | **Art and Design** | | **Music** | | |
| Earth and Space – YR5  Forces and falling objects – YR5 | Habitats - grouping and classifying plants and animals | | Contrasting region in a European country | | Drawing and painting of still life into 3D sculpture | | Listening to and performing a range of music from around the UK including anthems | | |
| **Art and Design** | **Design and Technology** | | **Design and Technology** | | **Science** | | **Geography** | | |
| Figure drawing developed into 3D sculpture | Food - simple savoury food and cooking techniques | | Textiles - seams, stiffening and strengthening, materials and fastenings | | Teeth and the digestive system – YR 4  Animals Including Humans – growth and development of humans PLUS exercise and the circulatory system - YR5 | | UK cities, counties and key features - research | | |
| **Music** | Geography | | **Music** | | Music | | Science | | |
| Creating - improvise, develop and perform rhythmic compositions using graphic notation | World food - where does food come from? | | Listening to music from different cultures; experience how music is produced in different ways | | Investigate and create music for an occasion. | | Materials- reversible and irreversible changes – YR5  States of Matter – YR4 | | |
| **History** |  | | **Science** | |  | | **History** | | |
| Ancient Greece (including sport) | Sound – YR4  Electricity – series circuits, switches, conductors, insulators – YR4 | | Richard III | | |
|  | | | | | | | **PE** | | |
|  |  | |  | |  | | Dance - perform a traditional dance from the UK or beyond | | |
| **Additional Subjects** | **PE** | **Art and Design** | | **Art and Design** | | **Art and Design** | | **PSHE** | | |
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| **Computing *- Information Technology (IT), Computer Science (CS), Digital Literacy (DL) – Purple Mash*** | | | | | | | | | | |
| CS – programming/hardware | IT – data handling | | IT – graphics and images/modelling and simulation | | IT – sound/multimedia | | IT/DL – digital research  CS – computational thinking | | |  |
| **MFL** | | | | | | | | | | |
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| **Mathematics – White Rose** | | | | | | | | | | |
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| **RE** | **Religious Education** | | | | | | | | | | |
| Ourselves  Called | Judaism  Gift | | Mission  Giving and receiving | | Self-Discipline  Transformation | | Hinduism  Building Bridges  Stewardship | | |  |
| **English** | **English** | | | | | | | | | | |
| Myths  Reports  Poems with figurative language | Folk tales  Debate  Poems on a theme (optional) | | Novel as a theme  Non-chronological reports | | Stories with issues and dilemmas  Persuasion | | Legends  Persuasion | | |  |
| **Ongoing** |  | | **Physical Education** | | | **eSafety** | | | **English** | | |
|  | Pupils should continue to apply and develop a broader range of skills and use them in a range of activities. These must include modified team games, dance, gymnastic, athletic and outdoor and adventurous activities. Lancashire KS2 PE scheme would support children’s learning in PE. | | | Whenever children are engaged in electronic communication, establish and reinforce messages about using technology safely, respectfully and responsibly. | | | Spelling and handwriting should be taught discretely. Refer to the key learning in writing document for progression guidance. | | |
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| **Class**  **5/6** | **Topic 1** | **Topic 2** | | **Topic 3** | | **Topic 4** | | **Topic 5** | | | **Physical Education** |
| A Kingdom United (5) | Food, Glorious Food! (5) | | Earthlings (5) | | Inventors and Inventions (5) | | Amazon Adventure (5) | | |
| **Lead Subjects** | **Geography** | **Geography** | | **Science** | | **History** | | **Geography** | | |
| UK cities, counties and key features - research | World food - where does food come from? | | Earth and space – YR5  Light – exploring the way light behaves including light sources, reflection and shadows YR6 | | Early Islamic civilization - Baghdad c AD900 | | Contrasting region - Amazon Basin, rainforest, biomes | | |
| **Music** | **Design and Technology** | | **Music** | | **Design and Technology** | | **Science** | | |
| Listening to and performing a range of music from around the UK including anthems | Food - food from another culture, variety of cooking techniques | | Listening to high quality recorded music and how musical elements can be used to create effects, i.e. film music | | Mechanical systems - cams, pulleys and gears | | Life cycle changes in animals and plants; naturalists (e.g. David Attenborough) – YR5  Animals including humans - growth and development of humans PLUS exercise and the circulatory system | | |
| **History** | **Science** | | **Art and Design** | | **Science** | | **Design and Technology** | | |
| Britain’s settlement by Anglo-Saxons and Scots (including place names) | Materials - reversible and irreversible changes | | Drawing and painting developed into abstract textured paintings | | Forces and falling objects –YR5  Electricity – YR6 | | 3D Textiles - using gussets, using patterns, joining with seam allowance, combining fabrics | | |
| **Physical Education** |  | |  | |  | | **Art and Design** | | |
| Dance - perform a traditional dance from the UK or beyond |  | |  | |  | | Painting developed into printmaking/collage and digital art | | |
|  | **Science**  Living things and their Habitats – YR 5/6  Evolution and Inheritance – YR6 |  | |  | |  | |  | | |
| **Additional Subjects** | **PSHE** | **Art and Design** | |  | | **Music** | | **Music** | | |
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| **Computing *- Information Technology (IT), Computer Science (CS), Digital Literacy (DL) – Purple Mash – Year 5*** | | | | | | | | | | |
| IT – data handling | DL/CS – collaboration/networking | | IT – modelling | | CS – programming/computational thinking | | IT – multimedia  CS - programming | | |  |
| **MFL** | | | | | | | | | | |
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| **Mathematics – White Rose** | | | | | | | | | | |
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| **RE** | **Religious Education** | | | | | | | | | | |
| Loving  Life Choices | Judaism  Expectations | | Mission  Unity | | Sacrifice  Witnesses | | Hinduism  Healing  Stewardship | | |  |
| **English** | **English** | | | | | | | | | | |
| Legends  Persuasion | Stories with historical settings  Film and play scripts  Classic narrative poetry | | Science fiction stories  Information booklets  Poems with a structure | | Novel as a theme  Magazine: information text hybrid | | Stories from other cultures  Debate  Reports  Poems with figurative language | | | Myths |
| **Ongoing** |  | | **Physical Education** | | | | **eSafety** | | | **English** | |
| Pupils should continue to apply and develop a broader range of skills and use them in a range of activities. These must include modified team games, dance, gymnastic, athletic and outdoor and adventurous activities. Lancashire KS2 PE scheme would support children’s learning in PE. | | | | Whenever children are engaged in electronic communication, establish and reinforce messages about using technology safely, respectfully and responsibly. | | | Spelling and handwriting should be taught discretely. Refer to the key learning in writing document for progression guidance. | |
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| **Class 6** | **Topic 1** | **Topic 2** | | **Topic 3** | | **Topic 4** | | **Topic 5** | | | |
| Survival! (6) | Britten's Got Talent? (6) | | Heroes and Villains (6) | | Super Sleuth (6) | | Oh! I Do Like To Be Beside The Seaside (6) | | | |
| **Lead Subjects** | **Science** | **Music** | | **Science** | | **Science** | | **Design and Technology** | | | |
| Evolution and inheritance - adaptation, survival of the fittest, reproduction and passing on traits | Understanding of the history of music, including Britten; performing - A New Year Carol by Britten | | Famous scientists and their contributions to the world | | Classification including subdivisions for vertebrates and invertebrates | | Combining learning from across design and technology skills bases - structures, mechanical systems, electrical systems, ICT programming and control | | | |
| **Physical Education** | **Physical Education** | | **Design and Technology** | | **History** | | **History** | | | |
| Evolution of dance - create and perform dance pieces from a range of dance crazes | Dance - create and perform a collaborative or individual dance piece | | Food - chefs, food heroes, designing a healthy menu/eat well plate | | Viking and Anglo-Saxon struggle for the Kingdom of England | | Aspect of British history beyond 1066 - leisure and entertainment | | | |
| **Art and Design** | **Science** | |  | |  | | **Art and Design** | | | |
| Drawing and painting developed into digital art; developing sketchbook ideas | Light - exploring the way light behaves including light sources, reflection, shadows | |  | |  | | Drawing and painting developed into collage / batik / felt making | | | |
| **Geography** | **Art and Design** | |  | |  | | **Music** | | | |
| World’s countries and key features - research | Painting inspired by music | |  | |  | | Creating - explore, choose and organise musical structures, e.g. composing a rap | | | |
|  |  | |  | |  | | **Geography** | | | |
|  |  | |  | |  | | Human geography, land use, economic activity, OS mapwork | | | |
|  |  | |  | |  | | **Science** | | | |
|  |  | |  | |  | | Electricity | | | |
| **Additional Subjects** | **PSHE** |  | | **Art and Design** | | **Music** | |  | | | |
|  |  | | **Music** | |  | |  | | |  |
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| **Computing *- Information Technology (IT), Computer Science (CS), Digital Literacy (DL) – Purple Mash*** | | | | | | | | | | |
| IT/DL – digital research | IT – multimedia | | CS – computational thinking | | IT/CS/DL – digital research, communication and collaboration/networking | | CS – Programming/computational thinking/hardware | | | |
| **MFL** | | | | | | | | | | |
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| **Mathematics – White Rose** | | | | | | | | | | |
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| **RE** | **Religious Education** | | | | | | | | | | |
| Loving  Vocation and Commitment | Judaism  Expectations | | Sources  Unity | | Death and New Life  Witnesses | | Hinduism  Healing  Common Good | | |  |
| **English** | **English** | | | | | | | | | | |
| Novel as a theme  Biography | Classic fiction  Poetry – Songs and Lyrics  Persuasion: A Formal Review | | Older literature  Information text hybrid  Poems with imagery | | Detective / crime fiction  Explanations | | Short stories with flashbacks  Discussion and debate  Classic narrative poetry | | | Novel as a theme  Recount: autobiography  Poems on a theme |
| **Ongoing** | **Physical Education** | | | | **eSafety** | | | | **English** | | |
| Pupils should continue to apply and develop a broader range of skills and use them in a range of activities. These must include modified team games, dance, gymnastic, athletic and outdoor and adventurous activities. Lancashire KS2 PE scheme would support children’s learning in PE. | | | | Whenever children are engaged in electronic communication, establish and reinforce messages about using technology safely, respectfully and responsibly. | | | | Spelling and handwriting should be taught discretely. Refer to the key learning in writing document for progression guidance. | | |