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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/networkingIT – presenting information |  |
| **MFL** |
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| **Mathematics – White Rose** |
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| **RE** | **Religious Education** |
| HomesPromises | JudaismVisitors | JourneysListening and sharing | Giving AllEnergy | HinduismChoicesSpecial People |  |
| **English** | **English** |
| Folk TalesRecount: biographies | FablesPoems with a structurePersuasion: letters | Story as a themePoems on a themeDiscussionClassic poetry | Novel as a themeRecount: diariesMystery / Adventure / Fantasy stories | PlayscriptsNon-chronological reportsExplanations |  |
| **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 – YR3Habitats – grouping and classifying plants and animals – YR4 | States of matter – YR4Rocks and Fossils- YR3 | Contrasting region in a European country  |
|  | Science  |  |
| Animals Including Humans Teeth and the digestive system – YR4Nutrition, 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 – YR4Forces 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 researchCS – computational thinking |  |
| **MFL** |
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| **Mathematics – White Rose** |
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| **RE** | **Religious Education** |
| PeopleCalled | Judaism Gift | CommunityGiving and Receiving | Self-DisciplineTransformation | HinduismBuilding BridgesGod’s People |  |
| **English** | English |
| Stories with fantasy settings Explanations Film and playscripts  | Fairy tales Classic poetry Recount: newspapers  | Classic poetryMystery / Adventure / Fantasy storiesExplanations | Stories with a theme Poems with a structureInformation 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 – YR5Forces 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 4Animals 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 – YR5States of Matter – YR4 |
| **History** |  | **Science** |  | **History** |
| Ancient Greece (including sport)  | Sound – YR4Electricity – 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 researchCS – computational thinking |  |
| **MFL** |
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| **Mathematics – White Rose** |
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| **RE** | **Religious Education** |
| OurselvesCalled | JudaismGift | MissionGiving and receiving | Self-DisciplineTransformation | HinduismBuilding BridgesStewardship |  |
| **English** | **English** |
| Myths Reports Poems with figurative language  | Folk talesDebatePoems on a theme (optional) | Novel as a themeNon-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 – YR5Light – 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) – YR5Animals 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 –YR5Electricity – 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 5/6Evolution 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 – multimediaCS - programming |  |
| **MFL** |
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| **Mathematics – White Rose** |
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| **RE** | **Religious Education** |
| LovingLife Choices | JudaismExpectations | MissionUnity | SacrificeWitnesses | HinduismHealingStewardship |  |
| **English** | **English** |
| LegendsPersuasion | Stories with historical settingsFilm and play scriptsClassic narrative poetry | Science fiction storiesInformation bookletsPoems with a structure | Novel as a themeMagazine: information text hybrid | Stories from other culturesDebateReportsPoems 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** |
|  |  |  |  |  |
| **Mathematics – White Rose** |
|  |  |  |  |  |  |
| **RE** | **Religious Education** |
| LovingVocation and Commitment | JudaismExpectations | SourcesUnity | Death and New LifeWitnesses | HinduismHealingCommon Good |  |
| **English** | **English** |
| Novel as a themeBiography | Classic fictionPoetry – Songs and LyricsPersuasion: A Formal Review | Older literatureInformation text hybridPoems with imagery | Detective / crime fictionExplanations | Short stories with flashbacksDiscussion and debateClassic narrative poetry | Novel as a themeRecount: autobiographyPoems 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. |