

Class 2 Year A

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|--|---|--|---|---|--|
| Topic Name | Castles | Castles | Explorers | Explorers | Animals | Animals |
| Wow/Experience | Warwick castle trip | DT junk modelling activity with parents | Planetarium (joint with Class 4?) | Polar classroom voyage! | Tywcross Zoo | We're going on a minibeast hunt! |
| Key Texts | | George and the dragon | Orion and the dark | Beegu | Goldilocks and the 3 bears The 3 little pigs | Handa's Surprise |
| Literacy | Narrative: Setting descriptions Non-Narrative: Recounts | Narrative: Fantasy Stories Non-Narrative: Non-chronological report | Narrative: Character description Non-Narrative: Letter writing. | Narrative: Extended stories Non-Narrative: Diary writing. | Narrative: Fairy Tales Non-Narrative: Instructions | Narrative: Stories from other cultures Non-Narrative: Non-chronological reports |
| Cross Curricular writing | Character description – knight/jester etc. | Instructional text – how to break into a castle | Setting description – the moon | Recount – polar classroom voyage | Instructions – how to care for an animal at Tywcross zoo – link to trip | Character description of a minibeast (link to James and the giant peach). |
| Maths | Number: Place Value Number: Addition | Number: Subtraction Number: Fractions Geometry: 2D shapes | Number: Multiplication & Division | Measurement: Time, length, weight & capacity | Number: Addition & subtraction Geometry: 3D shape | Number: Multiplication & Money Measurement: temperature |
| Science | Chemistry: Everyday materials: naming Physics: Seasonal Changes | Biology: Plants: Flowers Physics: Seasonal Changes | Biology: Living Things & their habitats Physics: Seasonal Changes | Biology: Plants: Bulbs & temperature on growth Physics: Seasonal Changes | Biology: Animals Physics: Seasonal Changes | Biology: Animals Physics: Seasonal Changes |
| Working Scientifically (Procedural Knowledge) is taught throughout each unit | | | | | | |
| History | Significant events, people or places in own locality: Warwick Castle | | Changes within living memory: Neil Armstrong | Lives of significant people (including a comparison): Columbus/Scott | | Significant People: Mary Anning |
| Working Historically (Procedural Knowledge) is taught throughout each unit | | | | | | |
| Geography | | Own Locality study | Own Locality study: maps & compass | | Contrasting non-European Country: Kenya | |
| Locational Knowledge; Place Knowledge; Human and Physical Geography; Geographical Skills and Fieldwork are taught throughout most units | | | | | | |

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| RE | 1.6 Who is Muslim and how do they live? (Part 1) | 1.3 Why does Christmas matter? | 1.6 Who is Muslim and how do they live? (Part 2) | 1.5 Why does Easter matter? | 1.4 What is the 'good news' that Jesus brings? | 1.9 What makes some places sacred to believers? |
| Art | | Drawing: pencil sketches | Painting: Collages | Painting: Artist study. | Painting: mixing and making colours | |
| DT | Structures: | | | | | Stiff & flexible materials: Sculpture - insects |
| Music | Focus: Pitch and Rhythm through singing | Focus: Pitch and Rhythm through singing | Recorder Introduction | Recorder Introduction | Recorder Development | Recorder Development |
| PE | Real PE: unit 1 Gymnastics | Real PE: unit 2 Games: Tennis | Real PE: unit 3 Gymnastics | Real PE: unit 4 Games: Personal bests | Real PE: unit 5 Athletics | Real PE: unit 6 Games: Golf |
| Computing | Word processing | Programming | Designing | Programming | Presentations | Programming |
| MFL | Good night New replies to 'How are you?' – bad, very bad, terrible. Nos. 21-31 | Another classroom command Months When is your birthday? (Month only) Birthday story | 'Querido Zoo' story – Dear Zoo Description of animals I'm hungry/thirsty | Foods x 5 Drinks x 5 Café role play – I would like, what would you like?, here you go | New instruction verb 'Caperucita roja' story – Little Red Riding Hood At the beach words and activities | Icecreams x 6 Buying an icecream – I would like, what would you like?, here you go, you're welcome |
| PSHE | Jigsaw Year 1 Unit 1 | Jigsaw Year 1 Unit 2 | Jigsaw Year 1 Unit 3 | Jigsaw Year 1 Unit 4 | Jigsaw Year 1 Unit 5 | Jigsaw Year 1 Unit 6 |

Class 2 Year B

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|--|--|--|--|--|
| Topic Name | Our world | Our world | Toys | The Great fire of London | Plants | All about me! |
| Wow/Experience | A virtual plane journey around the world. | | Toy museum visit | Burning DT London projects | Ryton Gardens | Giant skeleton |
| Key Texts | Where the wild things are | Lila and the secret of rain | Little lost fox | | The little gardener The night gardener | Halibut Jackson |
| Literacy | Narrative: Setting description Non-Narrative: Recounts | Narrative: Stories from other cultures Non-Narrative: Non-chronological reports | Narrative: Fantasy stories Non-Narrative: Letter writing. | Narrative: Diary entries & extended stories | Narrative: Fairy Tales Non-Narrative: Instructional writing | Narrative: Character description Non-Narrative: Non-chronological reports |
| Cross Curricular writing | Non-Chron report on a country/continent | Setting description for a contrasting location | Recount of toy museum | Letter to King Charles II | Character description of a plant that comes to life | Instructions – how to stay fit and healthy |
| Maths | Number: Place Value Number: Addition | Number: Subtraction Number: Fractions Geometry: 2D shapes | Number: Multiplication & Division | Measurement: Time, length, weight & capacity | Number: Addition & subtraction Geometry: 3D shape | Number: Multiplication & Money Measurement: temperature |
| Science | Biology: Plants: Trees | Biology: Humans – Food & exercise | Chemistry: Everyday materials: uses of | Chemistry: Everyday Materials: properties | Biology: Plants | Biology: Humans - body parts |
| Working Scientifically (Procedural Knowledge) is taught throughout each unit | | | | | | |
| History | | | Changes in living memory: Toys | Significant Events beyond living memory: The Great Fire of London | | Significant People: Florence Nightingale |
| Working Historically (Procedural Knowledge) is taught throughout each unit | | | | | | |
| Geography | UK Countries | The world: geographical features | | | Local Study: Staverton Village | |
| Locational Knowledge; Place Knowledge; Human and Physical Geography; Geographical Skills and Fieldwork are taught throughout most units | | | | | | |
| RE | 1.2 Who made the world? Harvest | 1.8 Who am I? what does it mean to belong? | 1.1 What do Christians believe God is like? | 1.7 Who is Jewish and how do they live? | 1.7 Who is Jewish and how do they live? | 1.10 How should we care for the world and for others, and why does it matter? |

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| Art | Painting: Mixing and making colours | | | Drawing: Collages | Mouldable materials: Sculpture- plant pots | Drawing: Artist study |
| DT | | Cooking: healthy meals | Design & Make products: Toy making | | | |
| Music | Musicianship 1 | Musicianship 1 | Musicianship 2 | Musicianship 2 | Musicianship 3 | Musicianship 3 |
| PE | Real PE: unit 1 Gymnastics | Real PE: unit 2 Games: Invasion games | Real PE: unit 3 Gymnastics | Real PE: unit 4 Games: Personal bests | Real PE: unit 5 Athletics | Real PE: unit 6 Games: Tennis |
| Computing | Word processing | Programming | Designing | Programming | Presentations | Programming |
| MfL | Good morning, good afternoon. New replies to 'How are you?' Shapes | Nos 11-20 Another classroom command. 5 more colours – brown, white, black, grey. | How old are you? I am ... years old. Days of week | Large classroom items x 8 Pencil case items x 8 'Tengo frío' story – I am cold | New instruction verb. Winter and summer – I am cold, I am hot | 'Oso Marrón' story – Brown Bear... Drinks x 5 Role play – I would like, what would you like? |
| PSHE | Jigsaw Year 2 Unit 1 | Jigsaw Year 2 Unit 2 | Jigsaw Year 2 Unit 3 | Jigsaw Year 2 Unit 4 | Jigsaw Year 2 Unit 5 | Jigsaw Year 2 Unit 6 |

Class 3 Year A

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|--|---|--|--|--|
| Topic Name | Cobbler, cobbler mend my shoe | Extreme Earth | Scavengers and Settlers | Land of hope and glory | Who let the Gods out? | Who let the Gods out? |
| Wow/Experience | Shoe museum experience | Papier Mache volcanic eruptions | Stone Age trip to Compton Verney | | Greek day in school | Greek Olympics afternoon |
| Key Texts | The Elves and the shoemaker | Pebble in my Pocket Escape from Pompeii | How to wash a woolly mammoth Stone Age Boy | Stig of the Dump | Greek Myths- usbourne | Greek Myths- usbourne |
| Literacy | Narrative: Diary recount Non-Narrative: Non-chronological report | Narrative: Character and setting description Poetry: 1 week based on Pebble in my pocket Narrative: Short story | Narrative: Diary (shift in emotion) Non- narrative: Instructions | Narrative: adventure story Non-Narrative: | Narrative: Recount letter Non-Narrative: Non-chronological report | Narrative: short story Free writing opportunity |
| Cross Curricular writing | Diary of a shoemaker | Volcano instructions | Stone age trip recount | Non-chronological report about an UK | Greek God description | Life in Ancient Greece recount |
| Maths | Number: Place Value Number: | Number: Addition & Subtraction Number: Multiplication and Division | Number: Fraction & decimals | Number: Fraction & decimals | Measurement: | Measurement: Geometry: |
| Science | Physics: Sound | Chemistry: Rocks & Soils | Physics: Electricity | Physics: Electricity | Physics: Forces & magnets | Biology: Living things & their habitats |
| Working Scientifically (Procedural Knowledge) is taught throughout each unit | | | | | | |
| History | A Local History Study: Northamptonshire Cobblers/ Victorians | Earthquake case study | Changes in Britain from the Stone Age to the Iron Age | | Ancient Greece | Ancient Greece |
| Working Historically (Procedural Knowledge) is taught throughout each unit | | | | | | |
| Geography | Land use | Volcanoes & Earthquakes | Natural resources | The UK | | Trade |
| Locational Knowledge; Place Knowledge; Human and Physical Geography; Geographical Skills and Fieldwork are taught throughout most units | | | | | | |

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| RE | What do Christians learn from the creation story? | What is the Trinity? Christmas | What does it mean to be a Hindu in Britain today? | Why do Christians call the day Jesus died 'Good Friday'? | What kind of world did Jesus want? | What are the deeper meaning of festivals? |
| Art | Drawing: Shoe making | | Painting: cave drawings. | | | Drawing: Shading |
| DT | | Mouldable materials: Volcanoes | Structures: Constructing a Stone Age hut | Stiff & flexible materials: Electrical loop games | Mouldable materials: Greek vases | Mechanical: pneumatic chariots |
| Music | Recorder/Singing/Moving | Recorder/Singing/Moving | Recorder/Singing/Body Percussion1 | Recorder/Singing/Body Percussion1 | Ensemble Development | Ensemble Development |
| PE | Real PE: unit 1 Games: Ball skills | Real PE: unit 2 Swimming | Real PE: unit 3 Games: Netball | Real PE: unit 4 Games: Hockey | Real PE: unit 5 Gymnastics | Real PE: unit 6 Games: Athletics |
| Computing | Coding (2code) | Online Safety Spreadsheets | Touch Typing | Email | Branching databases Simulations | Graphing |
| MfL | Greetings and Spanish-speaking countries | Dates and numbers | Myself and the things I do | Designing a monster | Me gusta | Mi familia |
| PSHE | Year 3 Unit 1 Jigsaw | Year 3 Unit 2 Jigsaw | Year 3 Unit 3 Jigsaw | Year 3 Unit 4 Jigsaw | Year 3 Unit 5 Jigsaw | Year 3 Unit 6 Jigsaw |

Class 3 Year B

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|--|---|--|---|---|--|
| Topic Name | Brilliant Barcelona | Keep calm and go to London | Frozen Kingdom | Ruthless Romans | The Empire strikes (back) | Body wise |
| Wow/Experience | Dentist OUTREACH visit | Virtual tour of London | Augmented reality polar trip Skype call with a polar explorer | Roman workshop | Roman soldier day | Residential trip to Everdon |
| Key Texts | The spider and the fly | Paddington (film clip) Hansel and Gretel (Michael Morpurgo) | Survivors | Boudicca: the story of the fearless Icen Queen | Boudicca: the story of the fearless Icen Queen | The Iron Man |
| Literacy | Narrative: Diary writing Non-Narrative: Persuasive advert | Narrative: Fairy tales story writing Non-Narrative: Non-chronological report | Narrative: Letter writing in role. | Narrative: Myths & Legends; Non-Narrative: | Narrative: Stories with familiar settings Non-Narrative: Persuasive text | Non-Narrative: Information text Poetry: |
| Cross Curricular writing | Commentary to support virtual tour | Report of a famous London landmark | Instructions: how to survive the Arctic | Character description: roman mythical creature | Letter to Julius Caesar | Letters back home from Everdon |
| Maths | Number: Place Value Number: | Number: Addition & Subtraction Number: Multiplication and Division | Number: Fraction & decimals | Number: Fraction & decimals | Measurement: | Measurement: Geometry: |
| Science | Biology: Animals including humans | Biology: Plants | Chemistry: States of matter | Physics: Light | Physics: Light | Biology: Animals including humans |
| Working Scientifically (Procedural Knowledge) is taught throughout each unit | | | | | | |
| History | | | Polar explorers since 1900. | The Roman Empire & Its Impact on Britain | The Roman Empire & Its Impact on Britain | |
| Working Historically (Procedural Knowledge) is taught throughout each unit | | | | | | |
| Geography | European Study: Barcelona | Region in the UK: London | Polar regions/biomes | | Italy study | |
| Locational Knowledge; Place Knowledge; Human and Physical Geography; Geographical Skills and Fieldwork are taught throughout most units | | | | | | |
| RE | What is it like to follow God? | What are the deeper meanings of festivals? (part 2) | What does it mean to be a Sikh in Britain today? | Why do Christians call the day Jesus died 'Good Friday'? Easter | For Christians, when Jesus left what was the impact of Pentecost? | How and why do people show their commitments during the journey of life? |

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| Art | Collage: Picasso artist study and stylized portraits | | Pastels: Inuit artwork | Watercolour: UK landscape | | |
| DT | | Textiles: Cushions with union jack print | | | Cooking: savoury pizzas | Sculptures: building objects out of natural materials (Everdon) |
| Music | Recorder Skills/Singing/Tamboor Bamboo | Recorder Skills/Singing/Tamboor Bamboo | Body Percussion2 - group composition. | Body Percussion2 - group composition. | Ukulele Introduction | Ukulele Introduction |
| PE | Real PE: unit 1 Games: Football | Real PE: unit 2 Games: Swimming | Real PE: unit 3 | Real PE: unit 4 Games: Gymnastics | Real PE: unit 5 Games: Rounders Athletics | Real PE: unit 6 Games: Dance Everdon- Outdoor and Adventurous |
| Computing | Coding | Online safety Hardware investigators | Spreadsheets | Internet searching | Email | Logo Animation |
| MfL | ¿Qué tiempo hace? | ¿Qué te gusta hacer? | Raúl viaja en el tiempo | Healthy lifestyles | El Carnaval de los animals | Cuando llueve llevo un paraguas |
| PSHE | Year 4 Unit 1 Jigsaw | Year 4 Unit 2 Jigsaw | Year 4 Unit 3 Jigsaw | Year 4 Unit 4 Jigsaw | Year 4 Unit 5 Jigsaw | Year 4 Unit 6 Jigsaw |

Class 4 Year A

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------------------------|--|---|---|---|--|---|
| Topic Name | Who were the Mayans and what have we learnt from them? | Why should the South American rainforest be important to us all? | Will we ever see the water we drink again? | Were the Anglo-Saxons really smashing? | Were the Vikings always victorious? | Have we always looked like this? |
| Wow/Experience | Wow: Pok-a-Tok tournament / chocolate making | Trip: Newbury Living Rainforest | Trip: Rivers Field Trip – Everdon | WOW: Trial debate | Wow: Viking Workshop | Trip: PGL Residential |
| Key Texts | (Journey – by Aaron Becker – week 1) Brightstorm: A Skyship Adventure by Vashti Hardy Quest – Arron Becker | The Wonder Garden – by Jenny Broom (Save: The Explorer) The Oxford treasury of Christmas poems | The Flood – by Alvaro F. Villa Floodland - by Marcus Sedgwick (Save: Journey to the River Sea) | Beowulf – by Michael Morpurgo | Odd and the Frost Giants -by Neil Gaiman Norse Myths – by Kevin Crossley-Holland and Jeffrey Alan Love | Mythical Beasts & Where to Find Them - by JK Rowling Skellig -by David Almond The Lost Words -by Jackie Morris; Robert McFarlane |
| Literacy | Narrative: Diary - Fredrick Catherwood Character story – The Quest inspired Non-Narrative: Persuasive letter – Chocolate | Narrative: Setting description Newspaper report –new animal /last endangered animal Non-Narrative: Discussion – Deforestation for soya farming Poetry: Christmas poetry | Narrative: Setting narrative – Flood Short story - Floodland Non-Narrative: Persuasive letter – plastic pollution in rivers | Narrative: Character focus prequel – Beowulf Newspaper report - Grendel Non-Narrative: Discussion – trial by ordeal | Narrative: Short story Diary recount Non-Narrative: Non-chronological report Vikings – Lindisfarne | Narrative: Diary-Skellig; story ending – Skellig Newspaper report – escaped mythical beast Non-Narrative: AFL dependant on Yr6 gap analysis Poetry: Animals |
| Cross Curricular writing | History: Non-chronological report - Mayan Gods | Geography: Diary – Newbury trip | Geography: Diary – Rivers field trip Explanation – water cycle | History: Non-chronological report Anglo-Saxon punishment | History: Instructions – Viking boat model building (yr5) | Science: Discussion text Evolution |
| Maths | Number: Place Value Number: Four Operations | Number: Fractions | Number: Ratio and Scale Number: Decimals Number: Percentages Number: FDP | Measurement: Measures & conversions Measurement: Area and perimeter; Volume and Capacity | Geometry: Property of Shape Geometry: Angles Position and Direction: | Year 5 Gap Teaching. |

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| | | | | Number: Algebra Statistics: Geometry - Circles | Revision | |
| Science | Chemistry: Properties of materials | Biology: Living things and their habitats. Lifecycles. Plant reproduction. | Physics: Light | Physics: Forces | Biology: Plant reproduction and lifecycles | Biology: Evolution & inheritance |
| Working Scientifically (Procedural Knowledge) is taught throughout each unit | | | | | | |
| History | A non-European society – Mayan Civilisation | | | Britain’s Settlement by Anglo-Saxons & Scots Crime and Punishment | The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor | The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor |
| Working Historically (Procedural Knowledge) is taught throughout each unit | | | | | | |
| Geography | | South America study: Rainforests Comparison to CL3 European study | Rivers & the Water Cycle | | | |
| Locational Knowledge; Place Knowledge; Human and Physical Geography; Geographical Skills and Fieldwork are taught throughout most units | | | | | | |
| RE | What does it mean for a Muslim to follow God?? | What does it mean for a Muslim to follow God?? | How can following God bring freedom and justice? | Why is pilgrimage important to some religious believers? | How do religions help people live through good times and bad times? | Creation & Science – Conflict or Complimentary? |
| Art | Mouldable materials: Mayan masks | | Painting: Hokusai The Great Wave | Mouldable materials: 3D printing tessellations into clay. | | Drawing: Darwin or Henri Rousseau painting |
| DT | | Textiles: sock monkeys | | | Stiff & flexible materials: Viking boats or dragon machine | |
| Music | Ukulele Skill Development/Recorders | Ukulele Skill Development/Recorders | Melodic Composition - Recorders/Ukulele | Melodic Composition - Recorders/Ukulele | African Drumming | African Drumming |
| PE | Real PE: unit 1 Games: Football | Real PE: unit 2 Swimming | Real PE: unit 3 Games: Hockey | Real PE: unit 4 Games: Gymnastics | Real PE: unit 5 Games: Rounders Athletics | Real PE: unit 6 Games: Dance & Cricket Outdoor and Adventurous |
| Computing | Switched on Computing: We are Artists | Switched on Computing: We are Artists | Coding | We are number crunchers – cross curricular to Statistics | We are travel writers – cross curricular link to literacy | We are publishers – cross curricular link to literacy |

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| MfL | The Hungry Caterpillar | I am the Music man | Mi Ciudad | Las Pescadoras Valencianas | Las Estaciones | Los Planetas |
| PSHE | Jigsaw Year 5 unit 1 | Jigsaw Year 5 unit 2 | Jigsaw Year 5 unit 3 | Jigsaw Year 5 unit 4 | Jigsaw Year 5 unit 5 | Jigsaw Year 5 unit 6 |

Class 4 Year B

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------------------------|---|--|--|--|--|--|
| Topic Name | Why do the Ancient Egyptian wonders matter to us? | Why is the River Nile so important? | Why did Germany lose WW2? | How did the weather save Russia? | I am a Staverton pupil get me out of here. | I am a Staverton pupil get me out of here. |
| Wow/Experience | Trip: Ashmolean Museum Visitor: Scientist – heart dissection | | Trip: Bletchley Park – code breaking | Wow: Russian dancing | Wow: Sailing experience (TBC) | Trip: Fieldwork finding Staverton trek & camping |
| Key Texts | Pig Heart Boy - by Malorie Blackman | Unlocking the Universe - by Stephen and Lucy Hawkins The Oxford treasury of Christmas poems | The Lion, the witch and the wardrobe - by C.S. Lewis and Christopher Birmingham | Rose Blanche – Ian McEwan & Roberto Innocenti Farther – by Grahame Baker-Smith | Orphans of the Tide – by Struan Murray (The Dreadful Menace) | Kensuke's Kingdom - by Michael Morpurgo |
| Literacy | Narrative: Character story; Newspaper report – pyramid stolen Non-Narrative: Persuasive letter | Narrative: Story ending; diary Non-Narrative: Discussion Poetry: Christmas | Narrative: Story ending-character; Newspaper report Non-Narrative: Persuasive letter - evacuees | Narrative: Diary; short story Non-Narrative: Discussion - | Narrative: Diary; Newspaper report. Non-Narrative: TBC dependant on Yr 6 moderation needs. | Non-Narrative: Story ending; diary Non-Narrative: TBC dependant on Yr 6 moderation needs. Poetry: Setting description |
| Cross Curricular writing | Science: Diary; Heart dissection day History: Instructions Mummification | Science: Non-chronological report Planets in the solar system | History: Non-chronological report Winston Churchill/Walter Tull | Geography: Discussion-Why was Russia not invaded and conquered? | Science: Non-chronological report Animals (Yr5) | Geography: Diary - fieldwork trip; Instructions – map reading |
| Maths | Number: Place Value Number: Four Operations | Number: Fractions | Number: Ratio and Scale Number: Decimals Number: Percentages Number: FDP | Measurement: Measures & conversions Measurement: Area and perimeter; Volume and Capacity Number: Algebra Statistics: Geometry - Circles | Geometry: Property of Shape Geometry: Angles Position and Direction: Revision | Year 5 Gap Teaching. |
| Science | Biology: Animals including humans – circulatory system & organs | Physics: Earth & Space | Physics: Electricity | Physics: Electricity | Biology: animals including humans – old age, puberty, gestation. | Biology: animals including humans – healthy eating, |

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| | | | | | | exercise lifestyle & drugs. |
| Working Scientifically (Procedural Knowledge) is taught throughout each unit | | | | | | |
| History | Achievements of earliest Civilisations – Ancient Egypt | | A study of an aspect of theme in British History that extends pupil's chronological knowledge beyond 1066 – Battle of Britain, a key turning point. | | | |
| Working Historically (Procedural Knowledge) is taught throughout each unit | | | | | | |
| Geography | | Human and physical geography – Ancient Egypt | | European study – Why was Russia not successfully invaded – study of environment, topography and land use. | Physical geography - Mountains and mountain ranges | UK Geography – Map and compass work with fieldwork. |
| Locational Knowledge; Place Knowledge; Human and Physical Geography; Geographical Skills and Fieldwork are taught throughout most units | | | | | | |
| RE | What kind of king is Jesus? | Was Jesus the Messiah? Christmas | What does it mean for a Jewish person to follow God? (Holocaust) | What does it mean if God is Holy and Loving? | What will make our city/town/village a more respectful place? | Why do some people believe in God and some people not? |
| Art | | | Painting: Henri Moore Blitz painting | | Drawing: Portraits | Painting: Andy Warhol Pop Art |
| DT | Stiff & flexible materials: Egyptian Shaduf | | | Stiff & flexible materials: Anderson Shelters | Stiff & flexible materials: Grow salad and design storage | |
| Music | Beatbox+Rap / Ukulele and recorder skills | Beatbox+Rap / Ukulele and recorder skills | Samba/singing | Samba/singing | Class performance project | Class performance project |
| PE | Real PE: unit 1 Games: Football | Real PE: unit 2 Games: Hockey | Real PE: unit 3 Swimming | Real PE: unit 4 Games: Gymnastics | Real PE: unit 5 Games: Rounders Athletics | Real PE: unit 6 Games: Dance & Cricket Outdoor and Adventurous |
| Computing | Switched on Computing: We are Cryptographers | Switched on Computing: We are Cryptographers | Switched on Computing: We are Architects | Presenting data | Word processing/publishing | Switched on Computing: We are Advertisers |
| MfL | Geographical features | Raúl en Sutton House: una casa Tudor | En el café | En el café | Un periódico | Revision of all units |
| PSHE | Jigsaw Year 6 – Unit 1 | Jigsaw Year 6 – Unit 2 | Jigsaw Year 6 – Unit 3 | Jigsaw Year 6 – Unit 4 | Jigsaw Year 6 – Unit 5 | Jigsaw Year 6 – Unit 6 |

