

## Brompton-on-Swale CE Primary School – Key Stage 2 Curriculum Long Term Plan

Year 1		Autumn		PREHISTORIC BRITAIN	
<b>Special days, theme weeks &amp; residentials</b>				<b>PSHE, Christian &amp; British Values</b>	
1 <sup>st</sup> Half Term		2 <sup>nd</sup> Half Term		1 <sup>st</sup> Half Term	
Y4 residential visit Y6 residential visit Harvest Festival		Children in Need Multicultural Day Christmas Performance 'Xmas Factor'		PSHE- New Beginnings. Christian Values- service, koinonia, trust, hope, justice. British Values- rule of law, democracy.	
				PSHE- Anti-Bullying. Christian Values- compassion, reverence, forgiveness, wisdom, friendship. British Values- tolerance and respect/ mutual respect.	
<b>Topic</b>				<b>Art</b>	
<u>History</u> Y3-6: Starting with the Stone Age and going right through to the end of the Iron Age. Children will discover how humans first came to Britain, how they lived and what developments were made in each era.				Y3-6: Create cave paintings/ drawings linked to history topic.	
<b>Computing</b>				<b>Music- Pulse</b>	
<u>Making Movies</u> Y3-6: Children will be asked to combine text, images and sounds to create an informative video clip about what they have learnt in their history topic. Suggested software: imovie; Revelation Sight and Sound.				Y3/4: To sing and play a musical pattern keeping a steady pulse.	
				Y5/6: To sing songs in tune and play a musical pattern keeping a steady pulse.	
<b>Science</b>				<b>R.E.</b>	
<u>1<sup>st</sup> Half Term</u>		<u>2<sup>nd</sup> Half Term</u>		<u>1<sup>st</sup> Half Term</u>	
Y3: Rocks Y4: Sound Y5: Super Scientists Y6: Animals including humans		Y3: Animals including humans Y4: Animals including humans Y5: Materials Y6: Electricity		Y3/4: Beautiful World- Does a beautiful world mean there is a wonderful God? 2.2 Y5/6: Christian Aid and Islamic relief- Can they change the world? (standalone) 2.5	
				Y3/4: Angels Y5/6: Incarnation	
<b>P.E.</b>				<b>M.F.L.</b>	
1 <sup>st</sup> Half Term		2 <sup>nd</sup> Half term		French	
Sports Y3: Multi-skills Y4: Invaders Y5/6: Invaders		Sports Y3: Dance Y4: Dance Y5/6: Dance		<u>1<sup>st</sup> Half Term</u> Y3/4: Moi / Le Monstre Y5/6: Ma Famille / Les Portraits	
Fitness Y3: Swimming Y4: Swimming Y5/6: Boot camp		Fitness Y3: Swimming Y4: Swimming Y5/6: Boxercise		<u>2<sup>nd</sup> Half Term</u> Y3/4: Les Couleurs / Le Calendrier Y5/6: On fait la fête / Les Cadeaux	

Year 1		Spring		THE ROMANS	
Special days, theme weeks & residentials				PSHE, Christian & British Values	
1 <sup>st</sup> Half Term		2 <sup>nd</sup> Half Term		1 <sup>st</sup> Half Term	
Multicultural Day		World Book Day Comic/Sport Relief Easter Labyrinth		PSHE- E-Safety Christian Values- compassion, reverence, forgiveness, wisdom, friendship. British Values- tolerance and respect/ mutual respect.	
				PSHE- Safety Christian Values- service, koinonia, endurance, thankfulness, peace, humility. British Values- individual liberty, rule of law.	
Topic				Art/D.T.	
1 <sup>st</sup> Half Term- History Y3-6: Children will explore why Britain was invaded and settled by the Romans and what effects this had on the future of Britain.		2 <sup>nd</sup> Half Term- Geography Y3-6: Where is Italy and what is it like? Tourism in Rome Similarities and differences between Italy and Britain.		Y3-6: Making a Roman mosaic. Painting a scene from a Roman myth.	
				Y3-6: Design and make a Roman purse. Design and make a Roman shield.	
Computing				Music- Pitch	
Coding Y3-6: This unit of work will be taught discretely. The school's assessment progression will be used to ensure that children take their learning on from an appropriate point. Suggested software/apps: Scratch; Lightbot; Cargobot; Scratch Jr; 2Code		Cross-curricular Y5/6: Using ICT to create a database. Y5/6: Using a spreadsheet to create a graph. Y3/4: Create an ICT storybook based on a Roman myth.		Y3/4: To sing a song accurately and in tune. To make up a piece in a group. To build up layers of sound. To talk about the quality of a performance and make suggestions for improvement.	
				Y5/6: To identify and talk about good things in performances and how to improve them. To perform songs from memory. To identify a role within the performance e.g. leading others.	
Science				R.E.	
1 <sup>st</sup> Half Term Y3: Light Y4: States of matter Y5: Forces Y6: Evolution and inheritance		2 <sup>nd</sup> Half Term Y3: Forces and magnets Y4: Electricity Y5: Earth and space Y6: Light		1 <sup>st</sup> Half Term Y3/4: Why are symbols important? Which are the most important symbols for Hindus? Y5/6: Symbols and religious expression	
				2 <sup>nd</sup> Half Term Y3/4: Symbol of the cross (Easter story) Y5/6: Easter- Jesus the law breaker	
P.E.				M.F.L.	
1 <sup>st</sup> Half Term		2 <sup>nd</sup> Half Term		French	
Sports Y3: Gymnastics Y4: Gym sequences Y5/6: Gym sequences	Fitness Y3: Skip to the beat Y4: Step to the beat Y5/6: Step to the beat	Sports Y3: Brilliant ball skills Y4: Striking & fielding Y5/6: Striking & fielding	Fitness Y3: Gymfit circuits Y4: Gymfit circuits Y5/6: Gymfit circuits	1 <sup>st</sup> Half Term Y3/4: La Jungle / Les Animaux Y5/6: Cher Zoo / Le Carnaval	
				2 <sup>nd</sup> Half Term Y3/4: Tutti Frutti / Au Marché Y5/6: Le Petit Déjeuner / Au café	

Year 1		Summer		THE ANGLO-SAXONS	
Special days, theme weeks & residentials				PSHE, Christian & British Values	
1 <sup>st</sup> Half Term		2 <sup>nd</sup> Half Term		1 <sup>st</sup> Half Term	2 <sup>nd</sup> Half Term
Multicultural Day		Sports Day Y5/6 Production		PSHE- Health Christian Values- endurance, thankfulness, peace, humility. British Values- individual liberty.	PSHE- Transitions Christian Values- compassion, reverence, forgiveness, wisdom, friendship, trust, hope, justice. British Values- democracy, tolerance and respect/ mutual respect.
Topic				D.T.	
<u>1<sup>st</sup> Half Term- History</u> Y3-6: Children will explore where the Anglo-Saxons came from, how they came to settle in Britain, who the Picts and Scots of the north were, how Christianity became the predominant religion.		<u>2<sup>nd</sup> Half Term- Geography</u> Y3-6: Children will discover how the towns and villages around them got their names and why certain areas were chosen as settlements. They will learn how reading maps can tell them what a village is like and will allow them to practise giving directions using their knowledge of different types of roads.		Y3-6: Use different materials to create stable free-standing objects, looking specifically at how to reinforce structures. Undertake an investigation to study which materials would be most suitable for a shelter. Children will design, make and evaluate their own shelters.	
Computing				Music- Rhythm	
Y3-6: Whilst undertaking fieldwork in the local area, looking at the development of Brompton-on-Swale as a community over the years, children will make use of digital technologies in order to measure, record and present the human and physical features in the village via a PowerPoint presentation or eBook.				Y3/4: To make up a piece in a group building up layers of sound. To perform a part in time in a group aware of the other parts. To talk about what's good in the work and what can be improved.	Y5/6: To compose and perform a rap. To talk about different types of music and compare them using musical vocabulary. To perform a complex rhythmic chant from memory.
Science				R.E.	
<u>1<sup>st</sup> Half Term</u> Y3: Plants Y4: Super Science Y5: Animals including humans Y6: Living things and their habitats		<u>2<sup>nd</sup> Half Term</u> Y3: Super Scientists Y4: Living things and their habitats Y5: Living things and their habitats Y6: Super Scientists		<u>Whole Term</u> Y3/4: What makes Jesus an inspiration to some people? 2.1 Y5/6: Inspirational people, Hindu, Christian, Muslim (Not from unit)	
P.E.				M.F.L.	
1 <sup>st</sup> Half Term		1 <sup>st</sup> Half Term		French	
Sports Y3: Throwing & catching Y4: Nimble nets Y5/6: Nimble nets	Fitness Y3: Swimming Y4: Swimming Y5/6: Pilates	Sports Y3: Active athletics Y4: Young Olympians Y5/6: Young Olympians	Fitness Y3: Swimming Y4: Swimming Y5/6: Fitness frenzy	<u>1<sup>st</sup> Half Term</u> Y3/4: Vive le Sport / Je suis le musicien Y5/6: Le temps libre / Tour de France	<u>2<sup>nd</sup> Half Term</u> Y3/4: La Météo / A la mode Y5/6: A la plage / Les Destinations

Year 2		Autumn		VIKINGS vs ANGLO-SAXONS	
<b>Special days, theme weeks &amp; residentials</b>				<b>PSHE, Christian &amp; British Values</b>	
1 <sup>st</sup> Half Term		2 <sup>nd</sup> Half Term		1 <sup>st</sup> Half Term	2 <sup>nd</sup> Half Term
Y4 residential visit Y6 residential visit Harvest Festival		Children in Need Multicultural Day Christmas Performance 'Xmas Factor'		PSHE- New Beginnings. Christian Values- service, koinonia, trust, hope, justice. British Values- rule of law, democracy.	PSHE- Anti-Bullying. Christian Values- compassion, reverence, forgiveness, wisdom, friendship. British Values- tolerance and respect/ mutual respect.
<b>Topic</b>				<b>D.T.</b>	
History Y3-6: Children will explore where the Anglo-Saxons and Vikings came from, how they fought for territory and power, and how their fighting ultimately led to the kingdom of England we know today.				Y3-6: Children will get the chance to experiment with circuits and switches before taking on the challenge of designing, making and evaluating their own alarm systems for a particular purpose (link to alarms used by coastal settlements/villages to alert people of impending threat of invaders).	
<b>Computing</b>				<b>Music- Structure</b>	
Y3-6: Whilst investigating electrical systems in D&T, children will use their knowledge of computing/control technology to monitor and control their products.				Y3/4: To perform a simple rhythm part using a short range of notes. To perform a part from simple notation. To perform a part in time within a group piece showing awareness of the other parts. To make up a short tune on the spot (improvise).	Y5/6: To perform from staff notation. To analyse and compare features in Samba, rap, pop, rock n roll and blues music.
<b>Science</b>				<b>R.E.</b>	
<u>1<sup>st</sup> Half Term</u> Y3: Rocks Y4: Sound Y5: Super Scientists Y6: Animals including humans		<u>2<sup>nd</sup> Half Term</u> Y3: Animals including humans Y4: Animals including humans Y5: Materials Y6: Electricity		<u>1<sup>st</sup> Half Term</u> Y3/4: How is Jesus portrayed in the Bible? Y5/6: What makes our community more tolerant and respectful? 2.8	<u>2<sup>nd</sup> Half Term</u> Y3/4: The Annunciation (Christmas & faith) Y5/6: The Magi (Christmas & prophecy)
<b>P.E.</b>				<b>M.F.L.</b>	
1 <sup>st</sup> Half Term		1 <sup>st</sup> Half Term		French	
Sports Y3: Multi-skills Y4: Invaders Y5/6: Invaders	Fitness Y3: Swimming Y4: Swimming Y5/6: Boot camp	Sports Y3: Dance Y4: Dance Y5/6: Dance	Fitness Y3: Swimming Y4: Swimming Y5/6: Boxercise	<u>1<sup>st</sup> Half Term</u> Y3/4: Moi / Le Monstre Y5/6: Ma Famille / Les Portraits	<u>2<sup>nd</sup> Half Term</u> Y3/4: Les Couleurs / Le Calendrier Y5/6: On fait la fête / Les Cadeaux

Year 2		Spring		SPOTLIGHT ON BROMPTON	
Special days, theme weeks & residentials				PSHE, Christian & British Values	
1 <sup>st</sup> Half Term		2 <sup>nd</sup> Half Term		1 <sup>st</sup> Half Term	
Multicultural Day		World Book Day Comic/Sport Relief Easter Labyrinth		PSHE- E-Safety Christian Values- compassion, reverence, forgiveness, wisdom, friendship. British Values- tolerance and respect/ mutual respect.	
				PSHE- Safety Christian Values- service, koinonia, endurance, thankfulness, peace, humility. British Values- individual liberty, rule of law.	
Topic				Art	
<u>1<sup>st</sup> Half Term- Geography</u> Y3/4: Investigating our local area. Y5/6: Our local area. Study human and physical geographical features of the local area.		<u>2<sup>nd</sup> Half Term- History</u> Study history of the local village Y3/4: Cataratconium Y5: Impact of World War 1 & 2 on the local area. Y6: History/origins of the village (brewery, mill, school, church).		Y3-6: Children will start by using a viewfinder to find interesting features and views of the local area. They will then go on to study the work of some of the most famous landscape artists and how they use perspective to give a sense of depth to their work. Children will conclude by creating their own landscape art.	
Computing				Music- Mood	
<u>Coding</u> Y3-6: This unit of work will be taught discretely. The school's assessment progression will be used to ensure that children take their learning on from an appropriate point. Suggested software/apps: Scratch; Lightbot; Cargobot; Scratch Jr; 2Code				Y3/4: To explore sounds and put them together to create different moods and expression. To talk about the way sounds are put together and the different effects created.	
				Y5/6: To compose programme music and to notate it as a graphic score. To talk about the different effects that are being created to show the composer's intention. To talk about the purpose music is written for and the way that this affects the way music is created and performed.	
Science				R.E.	
<u>1<sup>st</sup> Half Term</u> Y3: Light Y4: States of matter Y5: Forces Y6: Evolution and inheritance		<u>2<sup>nd</sup> Half Term</u> Y3: Forces and magnets Y4: Electricity Y5: Earth and space Y6: Light		<u>1<sup>st</sup> Half Term</u> Y3/4: Why do people love their sacred places? What can we learn from visiting hold buildings? Y5/6: Why are there now over 50 mosques in Yorkshire? 2.6	
				<u>2<sup>nd</sup> Half Term</u> Y3/4: Easter- Paschal Candle (ritual) Y5/6: What does Easter mean? (sacrifice)	
P.E.				M.F.L.	
1 <sup>st</sup> Half Term		1 <sup>st</sup> Half Term		French	
Sports	Fitness	Sports	Fitness	<u>1<sup>st</sup> Half Term</u>	<u>2<sup>nd</sup> Half Term</u>
Y3: Gymnastics	Y3: Skip to the beat	Y3: Brilliant ball skills	Y3: Gymfit circuits	Y3/4: La Jungle / Les Animaux	Y3/4: Tutti Frutti / Au Marché
Y4: Gym sequences	Y4: Step to the beat	Y4: Striking & fielding	Y4: Gymfit circuits	Y5/6: Cher Zoo / Le Carnaval	Y5/6: Le Petit Déjeuner / Au café
Y5/6: Gym sequences	Y5/6: Step to the beat	Y5/6: Striking & fielding	Y5/6: Gymfit circuits		

Year 2		Summer		ANCIENT GREECE	
Special days, theme weeks & residentials				PSHE, Christian & British Values	
1 <sup>st</sup> Half Term		2 <sup>nd</sup> Half Term		1 <sup>st</sup> Half Term	
2 <sup>nd</sup> Half Term					
Multicultural Day		Sports Day Y5/6 Production		PSHE- Health Christian Values- endurance, thankfulness, peace, humility. British Values- individual liberty.	
				PSHE- Transitions Christian Values- compassion, reverence, forgiveness, wisdom, friendship, trust, hope, justice. British Values- democracy, tolerance and respect/ mutual respect.	
Topic				Art/D.T.	
<u>1<sup>st</sup> Half Term- Geography (Y3-5)</u> Countries of the World. This is a discreet geography topic to focus on map skills in KS2. Children will identify and locate the seven continents and some of the countries within each one, exploring areas of human and physical geography around the world.		<u>2<sup>nd</sup> Half Term- History (Y3-Y5)</u> Children will learn when the ancient Greeks lived, how they lived in their separate city states, how their armies lived and fought and the gods they worshipped on Mount Olympia.		Y3-5: Design, create and evaluate a comedy or tragedy mask using modroc (papier mache fabric strips).	
				Y3-5: Design, make and evaluate a labyrinth (Theseus and the Minotaur).	
Computing				Music- Musical Elements	
<u>Cross-curricular</u> Y3: Create ancient Greek newspaper articles. Y4: Create ancient Greek multiple choice quizzes. Y5: Retell Aesop's fables using digital storybooks.				Y3/4: To improve and develop ideas. To talk about how musical elements affect the mood of the music. To talk about the way sounds are put together and the different effects created to show the composer's intention.	
				Y5/6: To identify an individual's role within composition and performance. To develop ideas when creating composition work. To use a variety of notations when writing down a group composition. To talk confidently about music, accurately identifying features and musical devices.	
Science				R.E.	
<u>1<sup>st</sup> Half Term</u> Y3: Plants Y4: Super Science Y5: Animals including humans Y6: Living things and their habitats		<u>2<sup>nd</sup> Half Term</u> Y3: Super Scientists Y4: Living things and their habitats Y5: Living things and their habitats Y6: Super scientists		<u>Whole Term</u> Y3/4: How and why do Hindus and Christians see life like a journey? 2.3 Y5/6: Values: What matters most to Christians, to Humanists and to me? 2.7	
P.E.				M.F.L.	
1 <sup>st</sup> Half Term		1 <sup>st</sup> Half Term		French	
Sports Y3: Throwing & catching Y4: Nimble nets Y5/6: Nimble nets		Fitness Y3: Swimming Y4: Swimming Y5/6: Pilates		Sports Y3: Active athletics Y4: Young Olympians Y5/6: Young Olympians	
				Fitness Y3: Swimming Y4: Swimming Y5/6: Fitness frenzy	
				<u>1<sup>st</sup> Half Term</u> Y3/4: Vive le Sport / Je suis le musicien Y5/6: Le temps libre / Tour de France	
				<u>2<sup>nd</sup> Half Term</u> Y3/4: La Météo / A la mode Y5/6: A la plage / Les Destinations	

Year 3		Autumn		ANCIENT EGYPT	
<b>Special days, theme weeks &amp; residentials</b>				<b>PSHE, Christian &amp; British Values</b>	
1 <sup>st</sup> Half Term		2 <sup>nd</sup> Half Term		1 <sup>st</sup> Half Term	2 <sup>nd</sup> Half Term
Y4 residential visit Y6 residential visit Harvest Festival		Children in Need Multicultural Day Christmas Performance 'Xmas Factor'		PSHE- New Beginnings. Christian Values- service, koinonia, trust, hope, justice. British Values- rule of law, democracy.	PSHE- Anti-Bullying. Christian Values- compassion, reverence, forgiveness, wisdom, friendship. British Values- tolerance and respect/ mutual respect.
<b>Topic</b>				<b>Art/D.T.</b>	
<u>1<sup>st</sup> Half Term- History (Y3-6)</u> Children will learn about: Tutankhamen and the story of his tomb discovery; the grisly process of mummification; the pyramids; daily life in ancient Egypt.		<u>2<sup>nd</sup> Half Term- Geography (Y3-6)</u> Where is Egypt? What are the geographical features? What would a holiday to Egypt be like? What is the River Nile like?		Y3-6: Making a papyrus picture. Making a cartouche.	Y3-6: Design, make and evaluate a shaduf. Follow a recipe to make Egyptian bread.
<b>Computing</b>				<b>Music- Pulse</b>	
<u>Cross-curricular</u> Y3-4: Create a multimedia presentation about Egypt Y3-6: How can we use the internet to find out information about ancient Egypt? Y5-6: Creating a database to include facts about ancient Egypt.				Y3/4: To sing and play a musical pattern keeping a steady pulse.	Y5/6: To sing songs in tune and play a musical pattern keeping a steady pulse.
<b>Science</b>				<b>R.E.</b>	
<u>1<sup>st</sup> Half Term</u> Y3: Rocks Y4: Sound Y5: Super Scientists Y6: Animals including humans		<u>2<sup>nd</sup> Half Term</u> Y3: Animals including humans Y4: Animals including humans Y5: Materials Y6: Electricity		<u>1<sup>st</sup> Half Term</u> Y3/4: Beautiful World- Does a beautiful world mean there is a wonderful God? 2.2 Y5/6: Christian Aid and Islamic relief- Can they change the world? (standalone) 2.5	<u>2<sup>nd</sup> Half Term</u> Y3/4: Angels Y5/6: Incarnation
<b>P.E.</b>				<b>M.F.L.</b>	
1 <sup>st</sup> Half Term		2 <sup>nd</sup> Half term		French	
Sports Y3: Multi-skills Y4: Invaders Y5/6: Invaders	Fitness Y3: Swimming Y4: Swimming Y5/6: Boot camp	Sports Y3: Dance Y4: Dance Y5/6: Dance	Fitness Y3: Swimming Y4: Swimming Y5/6: Boxercise	<u>1<sup>st</sup> Half Term</u> Y3/4: Moi / Le Monstre Y5/6: Ma Famille / Les Portraits	<u>2<sup>nd</sup> Half Term</u> Y3/4: Les Couleurs / Le Calendrier Y5/6: On fait la fête / Les Cadeaux

Year 3		Spring		EXTREME EARTH	
Special days, theme weeks & residentials				PSHE, Christian & British Values	
1 <sup>st</sup> Half Term		2 <sup>nd</sup> Half Term		1 <sup>st</sup> Half Term	
				2 <sup>nd</sup> Half Term	
Multicultural Day		World Book Day Comic/Sport Relief Easter Labyrinth		PSHE- E-Safety Christian Values- compassion, reverence, forgiveness, wisdom, friendship. British Values- tolerance and respect/ mutual respect.	
<b>Topic</b>				<b>Art/D.T.</b>	
<u>Geography (Y3-6)</u> Children will find out about the Earth's extremes, from raging tropical storms to violent erupting volcanoes to terrifying towering tsunamis. They can also explore how these extremes affect people, communities and landscape. <u>PSHE cross-curricular link</u> Global response to natural disasters. Fighting the effects of famine and drought around the world. How can we reduce our carbon footprint?				Hokusai's 'Great wave' (recreate using a variety of media). Twister Pictures (creating a 3D tornado mobile). Clay sculptures.	
<b>Computing</b>				<b>Music- Pitch</b>	
<u>Y3-4: Using technology for research purposes</u> Children will use a range of electronic resources to research the Earth's extremes, for example, Google Earth. <u>Y5-6: App Inventor</u> After researching the app market, children will develop their own app using a variety of different software. Suggested software: AppShed; App Inventor; Prezi				Y3/4: To sing a song accurately and in tune. To make up a piece in a group. To build up layers of sound. To talk about the quality of a performance and make suggestions for improvement.	
<b>Science</b>				<b>R.E.</b>	
<u>1<sup>st</sup> Half Term</u>		<u>2<sup>nd</sup> Half Term</u>		<u>1<sup>st</sup> Half Term</u>	
Y3: Light Y4: States of matter Y5: Forces Y6: Evolution and inheritance		Y3: Forces and magnets Y4: Electricity Y5: Earth and space Y6: Light		Y3/4: Why are symbols important? Which are the most important symbols for Hindus? Y5/6: Symbols and religious expression	
<b>P.E.</b>				<b>M.F.L.</b>	
1 <sup>st</sup> Half Term		2 <sup>nd</sup> Half Term		French	
<b>Sports</b> Y3: Gymnastics Y4: Gym sequences Y5/6: Gym sequences		<b>Fitness</b> Y3: Skip to the beat Y4: Step to the beat Y5/6: Step to the beat		<b>Sports</b> Y3: Brilliant ball skills Y4: Striking & fielding Y5/6: Striking & fielding	
		<b>Fitness</b> Y3: Gymfit circuits Y4: Gymfit circuits Y5/6: Gymfit circuits		<u>1<sup>st</sup> Half Term</u> Y3/4: La Jungle / Les Animaux Y5/6: Cher Zoo / Le Carnaval	
				<u>2<sup>nd</sup> Half Term</u> Y3/4: Tutti Frutti / Au Marché Y5/6: Le Petit Déjeuner / Au café	



Year 3		Summer		THE MAYANS	
<b>Special days, theme weeks &amp; residentials</b>				<b>PSHE, Christian &amp; British Values</b>	
1 <sup>st</sup> Half Term		2 <sup>nd</sup> Half Term		1 <sup>st</sup> Half Term	2 <sup>nd</sup> Half Term
Multicultural Day		Sports Day Y5/6 Production		PSHE- Health Christian Values- endurance, thankfulness, peace, humility. British Values- individual liberty.	PSHE- Transitions Christian Values- compassion, reverence, forgiveness, wisdom, friendship, trust, hope, justice. British Values- democracy, tolerance and respect/ mutual respect.
<b>Topic</b>				<b>Art/D.T.</b>	
<u>1<sup>st</sup> Half Term- History (Y3-6)</u> Children will be finding out where the Mayans lived, what their lives were like, and how their society was organised, as well as investigating the evidence they left behind.		<u>2<sup>nd</sup> Half Term- Geography Y3-6)</u> Where did the Mayans live? What is Mesoamerica like? What is life like for modern Mayans?		Y3-6: Recreate Mayan masks. Use clay to recreate Mayan artefacts. Recreate the Bonampak murals.	Y3-6: Designing, making and evaluating a model of a Mayan temple.
<b>Computing</b>				<b>Music- Rhythm</b>	
<u>Cross-curricular (Y3-6)</u> Create a multimedia presentation about an aspect of Mayan life, such as religion, family life or food. Use animation software to create a film of the Mayan creation story.				Y3/4: To make up a piece in a group building up layers of sound. To perform a part in time in a group aware of the other parts. To talk about what's good in the work and what can be improved.	Y5/6: To compose and perform a rap. To talk about different types of music and compare them using musical vocabulary. To perform a complex rhythmic chant from memory.
<b>Science</b>				<b>R.E.</b>	
<u>1<sup>st</sup> Half Term</u> Y3: Plants Y4: Super Science Y5: Animals including humans Y6: Living things and their habitats		<u>2<sup>nd</sup> Half Term</u> Y3: Super Scientists Y4: Living things and their habitats Y5: Living things and their habitats Y6: Super Scientists		<u>Whole Term</u> Y3/4: What makes Jesus an inspiration to some people? 2.1 Y5/6: Inspirational people, Hindu, Christian, Muslim (Not from unit)	
<b>P.E.</b>				<b>M.F.L.</b>	
1 <sup>st</sup> Half Term		1 <sup>st</sup> Half Term		French	
Sports Y3: Throwing & catching Y4: Nimble nets Y5/6: Nimble nets	Fitness Y3: Swimming Y4: Swimming Y5/6: Pilates	Sports Y3: Active athletics Y4: Young Olympians Y5/6: Young Olympians	Fitness Y3: Swimming Y4: Swimming Y5/6: Fitness frenzy	<u>1<sup>st</sup> Half Term</u> Y3/4: Vive le Sport / Je suis le musicien Y5/6: Le temps libre / Tour de France	<u>2<sup>nd</sup> Half Term</u> Y3/4: La Météo / A la mode Y5/6: A la plage / Les Destinations

Year 4		Autumn		THE UNITED KINGDOM	
Special days, theme weeks & residentials				PSHE, Christian & British Values	
1 <sup>st</sup> Half Term		2 <sup>nd</sup> Half Term		1 <sup>st</sup> Half Term	2 <sup>nd</sup> Half Term
Y4 residential visit Y6 residential visit Harvest Festival		Children in Need Multicultural Day Christmas Performance 'Xmas Factor'		PSHE- New Beginnings. Christian Values- service, koinonia, trust, hope, justice. British Values- rule of law, democracy.	PSHE- Anti-Bullying. Christian Values- compassion, reverence, forgiveness, wisdom, friendship. British Values- tolerance and respect/ mutual respect.
Topic				Art/D.T.	
<u>Geography (Y3-6)</u> Children will learn all about how the UK is organised into countries, counties and cities, as well as learning about the human and physical features of Great Britain, such as population, life expectancy, tallest mountains, longest rivers and coastlines.				<u>Cityscapes (Y3-6)</u> Expose children to cities around the world and how their skylines are re-created using art. Learn new art techniques and discover ways to combine these techniques to create their own original pieces of art work.	<u>Seasonal food (Y3-6)</u> Why are certain foods in season at different times of year? Why is it good to eat seasonal food? How can we include seasonal food in a healthy, varied diet? cook using one of the five recipes included.
Computing				Music- Structure	
<u>Coding</u> Y3-6: This unit of work will be taught discretely. The school's assessment progression will be used to ensure that children take their learning on from an appropriate point. Suggested software/apps: Scratch; Lightbot; Cargobot; Scratch Jr; 2Code				Y3/4: To perform a simple rhythm part using a short range of notes. To perform a part from simple notation. To perform a part in time within a group piece showing awareness of the other parts. To make up a short tune on the spot (improvise).	Y5/6: To perform from staff notation. To analyse and compare features in Samba, rap, pop, rock n roll and blues music.
Science				R.E.	
<u>1<sup>st</sup> Half Term</u> Y3: Rocks Y4: Sound Y5: Super Scientists Y6: Animals including humans		<u>2<sup>nd</sup> Half Term</u> Y3: Animals including humans Y4: Animals including humans Y5: Materials Y6: Electricity		<u>1<sup>st</sup> Half Term</u> Y3/4: How is Jesus portrayed in the Bible? Y5/6: What makes our community more tolerant and respectful? 2.8	<u>2<sup>nd</sup> Half Term</u> Y3/4: The Annunciation (Christmas & faith) Y5/6: The Magi (Christmas & prophecy)
P.E.				M.F.L.	
1 <sup>st</sup> Half Term		1 <sup>st</sup> Half Term		French	
Sports Y3: Multi-skills Y4: Invaders Y5/6: Invaders	Fitness Y3: Swimming Y4: Swimming Y5/6: Boot camp	Sports Y3: Dance Y4: Dance Y5/6: Dance	Fitness Y3: Swimming Y4: Swimming Y5/6: Boxercise	<u>1<sup>st</sup> Half Term</u> Y3/4: Moi / Le Monstre Y5/6: Ma Famille / Les Portraits	<u>2<sup>nd</sup> Half Term</u> Y3/4: Les Couleurs / Le Calendrier Y5/6: On fait la fête / Les Cadeaux

Year 4		Spring		WORLD WAR II	
Special days, theme weeks & residentials				PSHE, Christian & British Values	
1 <sup>st</sup> Half Term		2 <sup>nd</sup> Half Term		1 <sup>st</sup> Half Term	
Multicultural Day		World Book Day Comic/Sport Relief Easter Labyrinth		PSHE- E-Safety Christian Values- compassion, reverence, forgiveness, wisdom, friendship. British Values- tolerance and respect/ mutual respect.	
				PSHE- Safety Christian Values- service, koinonia, endurance, thankfulness, peace, humility. British Values- individual liberty, rule of law.	
Topic				Art/D.T.	
<u>1<sup>st</sup> Half Term- History (Y3-6)</u> Children will learn what life was like for children in World War 2 and how the various aspects of WW2 affected people's everyday lives. They will examine why WW2 started and then continue to look at aspects such as the Blitz, rationing, evacuation and the Holocaust.		<u>2<sup>nd</sup> Half Term- Geography (Y3-6)</u> Where were the countries of the Allies and the axis?		Y3-6: Design and create a wartime propaganda poster. Create and evaluate an emotive piece of artwork to portray feelings about WWII. Use photographs of WWII aircrafts to improve pencil and sketching skills.	
				Y3-6: Combine ration ingredients to create a wartime dish. Design, make and evaluate a morse code key. Design, make and evaluate a replica gas mask.	
Computing				Music- Mood	
<u>Cross-curricular (Y3-6)</u> Create a multimedia presentation about an aspect of WWII. Powerpoint (Y3-4) Learnpad Apps (Y5-6) Learn how to communicate using morse code.				Y3/4: To explore sounds and put them together to create different moods and expression. To talk about the way sounds are put together and the different effects created.	
				Y5/6: To compose programme music and to notate it as a graphic score. To talk about the different effects that are being created to show the composer's intention. To talk about the purpose music is written for and the way that this affects the way music is created and performed.	
Science				R.E.	
<u>1<sup>st</sup> Half Term</u> Y3: Light Y4: States of matter Y5: Forces Y6: Evolution and inheritance		<u>2<sup>nd</sup> Half Term</u> Y3: Forces and magnets Y4: Electricity Y5: Earth and space Y6: Light		<u>1<sup>st</sup> Half Term</u> Y3/4: Why do people love their sacred places? What can we learn from visiting hold buildings? Y5/6: Why are there now over 50 mosques in Yorkshire? 2.6	
				<u>2<sup>nd</sup> Half Term</u> Y3/4: Easter- Paschal Candle (ritual) Y5/6: What does Easter mean? (sacrifice)	
P.E.				M.F.L.	
1 <sup>st</sup> Half Term		1 <sup>st</sup> Half Term		French	
Sports	Fitness	Sports	Fitness	<u>1<sup>st</sup> Half Term</u>	<u>2<sup>nd</sup> Half Term</u>
Y3: Gymnastics	Y3: Skip to the beat	Y3: Brilliant ball skills	Y3: Gymfit circuits	Y3/4: La Jungle / Les Animaux	Y3/4: Tutti Frutti / Au Marché
Y4: Gym sequences	Y4: Step to the beat	Y4: Striking & fielding	Y4: Gymfit circuits	Y5/6: Cher Zoo / Le Carnaval	Y5/6: Le Petit Déjeuner / Au café
Y5/6: Gym sequences	Y5/6: Step to the beat	Y5/6: Striking & fielding	Y5/6: Gymfit circuits		

Year 4		Summer		NORTH AMERICA	
Special days, theme weeks & residentials				PSHE, Christian & British Values	
1 <sup>st</sup> Half Term		2 <sup>nd</sup> Half Term		1 <sup>st</sup> Half Term	2 <sup>nd</sup> Half Term
Multicultural Day		Sports Day Y5/6 Production		PSHE- Health Christian Values- endurance, thankfulness, peace, humility. British Values- individual liberty.	PSHE- Transitions Christian Values- compassion, reverence, forgiveness, wisdom, friendship, trust, hope, justice. British Values- democracy, tolerance and respect/ mutual respect.
Topic				Art/D.T.	
<u>Geography (Y3-6)</u> Children will identify the 23 countries of North America, from the vast lands of the USA and Canada down through Central America and on to the Caribbean islands. On the way they will explore the various geographical features of different areas of North America and compare them with their own locality.				<u>Warhol &amp; the Pop Art Movement (Y3-6)</u> Explore and investigate a variety of works by Warhol and other Pop art artists. Children then produce their own Warhol-inspired artwork.	<u>Fairground (Y3-6)</u> Children will examine a variety of rotating fairground rides before designing and making their own ride using an electrical motor.
Computing				Music- Musical Elements	
<u>Using technology to support D.T. (Y3-6)</u> Children will support their work on understanding and using mechanical systems etc. by using computer-aided design to generate, develop, model and communicate their ideas.				Y3/4: To improve and develop ideas. To talk about how musical elements affect the mood of the music. To talk about the way sounds are put together and the different effects created to show the composer's intention.	Y5/6: To identify an individual's role within composition and performance. To develop ideas when creating composition work. To use a variety of notations when writing down a group composition. To talk confidently about music, accurately identifying features and musical devices.
Science				R.E.	
<u>1<sup>st</sup> Half Term</u> Y3: Plants Y4: Super Science Y5: Animals including humans Y6: Living things and their habitats		<u>2<sup>nd</sup> Half Term</u> Y3: Super Scientists Y4: Living things and their habitats Y5: Living things and their habitats Y6: Super Scientists		<u>Whole Term</u> Y3/4: How and why do Hindus and Christians see life like a journey? 2.3 Y5/6: Values: What matters most to Christians, to Humanists and to me? 2.7	
P.E.				M.F.L.	
1 <sup>st</sup> Half Term		1 <sup>st</sup> Half Term		French	
Sports	Fitness	Sports	Fitness	1 <sup>st</sup> Half Term	2 <sup>nd</sup> Half Term
Y3: Throwing & catching	Y3: Swimming	Y3: Active athletics	Y3: Swimming	Y3/4: Vive le Sport / Je suis le musicien	Y3/4: La Météo / A la mode
Y4: Nimble nets	Y4: Swimming	Y4: Young Olympians	Y4: Swimming	Y5/6: Le temps libre / Tour de France	Y5/6: A la plage / Les Destinations
Y5/6: Nimble nets	Y5/6: Pilates	Y5/6: Young Olympians	Y5/6: Fitness frenzy		