Diversity/Inclusion/Protected Characteristics theme

British Values

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| **Year 1** | **Autumn** | **Spring** | **Summer** |
| Reading | RWInc. | RWInc. | RWInc. |
| English – Talk4Writing | Owl BabiesLosing tale | **Information:** OwlsNon-chronological report*Santa’s Workshop* | The Little Green DinosaurJourney tale*Repeating patterns – similar to Little Red Hen* | **Explanation:**  Why did dinosaurs become extinct?Account of a famous eventPlayscript: Jack and the Beanstalk | Toy StoryDefeating a monster tale*Based on Supertato* | **Persuasion:** advert for a new toyAdvert*Teddy Bear poetry* |
| Maths | Number: Place value (within 10)Number: Addition and subtraction (within 10)Geometry: ShapeNumber: Place value (within 20) | Number: Addition and Subtraction (within 20.)Number: Place value (within 50)Measure: Height and lengthMeasure: Weight and volume | Number: Multiplication and divisionNumber: FractionsGeometry: Position and directionNumber: Place value (within 100)Measure: MoneyMeasure: Time |
| Science | Seasonal changes | Plants  | Animals including humans | Seasonal changes | Everyday Materials  |
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| **Project Title** | **Where I live** | **Extinction!** | **Memory Box** |
| History | Discuss the changes seen over time in the local area. | Understand that dinosaurs lived in the past, before people lived. Learn about a significant individual who contributed to fossil finding – Mary Anning. Venn diagram | Learn about changes within living memory. Look at how toys, schools, hospitals, transport and leisure activities have changed over time. Use a timeline to plot events or changed within a time period. Learn about a significant individual – Florence Nightingale Venn diagram |
| Geography | A study of the local area. Children will use field skills to find out about the local area.  | Use maps and atlases to locate where fossils have been found in the world |  |
| Art | Landscape with mark making – Janette Summerfield*Female artist who studied at the University of Birmingham* | Sculpture with playdough – Jim Gary | Collage portrait – Paul Klee(abstract artist, Swiss-born German artist 1879-1940) |
| D&T | DT strand – Cooking and Nutrition Product - Sandwiches | DT strand- MechanismsProduct – Moving dinosaur pictures | DT strand – TextilesProduct – Puppets |
| Music | Introducing beat | Adding rhythm and pitch | Introducing tempo and dynamics | Combing pulse, rhythm and pitch | Having fun with improvisation | Explore sound and create a story |
| Computing | Online Safety | Pictograms | Maze Explorers | Coding | Spreadsheets | Technology outside school |
| REVenn diagram | Christianity – The Creation Story | Christianity – The Christmas Story | Christianity – Christian Love (Agape) | Christianity – Easter (Palm Sunday) | Judaism - Shabbat | Judaism - Hanukkah |
| CHS Connecting Curriculum *PSHE/British Values*Raised hand | Connecting to Myself – *School rules and values- emotions – self awareness* | Connecting to My Communities *– family relationships – kindness cooperation- community* Venn diagram | Connecting to Respectful Relationships*Physical greetings -permission – getting on & falling out - bereavement* | Connecting to Global Communities *Bullying- racism- homophobia – digital literacy* Venn diagram | Connecting to a Safer Me*Keeping safe – physically and mentally* | Connecting to a Changing Me*Changing emotions & feelings - transitions* |
| PE | Multi skills/ Football Fundamentals | Gymnastics/ Ball Games | Winter Dance/ First P.E | Yoga/ Tennis | Social Dodgeball/Athletics | Ball Games/ Cricket |
| Educational Visits | Pantomime (in school) (Arts) | Dinosaur Experience (History) |  |

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| **Year 2** | **Autumn** | **Spring** | **Summer** |
| Reading | **Core Text**A Bear Called Paddington- Michael Bond**Supporting Text** The Street Beneath my feet - Charlotte Guillian and Yuval Zommer**Core Text**And Tango makes three-Justin Richardson(Diversity – LGBTQ+)Venn diagram**Supporting Text**Penguin non-fiction | **Core Text**Vlad and the Great Fire of London - Kate Cunningham & Sam Cunningham**Supporting Text**The Great Fire of London: 350th Anniversary of the Great Fire of 1666Emma Adams & James Weston Lewis**Core Text**Tusk Tusk – David McKee (Diversity – Race) Venn diagram**Supporting Text**Elmer – David McKee Not Now, Bernard! – David McKee | **Core Text** The Lighthouse Keeper's Lunch - Ronda Armitage & David Armitage**Supporting Text**How Does a Lighthouse Work?- Roman Belyaev**Core Text**Nen and the Lonely Fisherman-Ian Eagleton (Diversity – LGBTQ+)Venn diagram**Supporting Text** The Storm Whale - Benji DaviesMungo and the Picture Book Pirates -Timothy KnapmanA First Book of the Sea - Nicola Davies & Emily SuttonSeashore book |
| English – Talk4Writing | Kaseem and the DragonWarning story*Character description of the dragon* | **Instructions:** How to trap a dragon*The Grinch – Dr Seuss* | The Papaya that SpokeJourney story*Speech* Venn diagram | **Recount:** The day the fruits came to life!Journalistic writingPlayscript: The Gingerbread Man  | *SATs -increase in independent writes*The Story of Pirate TomAdventure story | **Discussion:** Should pirates be captured?*Should we do more to look after our oceans?**Pirate poetry – Kenn Nesbitt* |
| Maths | Number: Place ValueNumber: Addition and SubtractionMeasure: MoneyNumber: Multiplication and Division | Number: Multiplication and DivisionGeometry: property of ShapeNumber: FractionsMeasure: Length and Height | Geometry: Position and DirectionMeasurement: TimeMeasure: Mass, Capacity and TemperatureStatistics |
| Science | Animals including humans | Materials | Materials | Plants | Living things and their habitats |
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| **Project Title** | **Bright Light, Big City** | **Great Fire of London** | **Off to the beach** |
| History | To understand how London has changed over time. To learn the significance of the Gunpowder Plot and its impact throughout history. | To understand the historical significance of The Great Fire of London. To use historical sources to find information about an event.  | Learn about Christopher Columbus and his significance. Discover how beaches and their uses have changed over time.  |
| Geography  | Name and locate the 4 countries and capital cities of the United Kingdom. Compare geographical similarities and differences between Birmingham and London. | To use historical maps to plot changes over time of the growth of London.  | Learn about the physical features of coasts and beaches, compare coasts and beaches throughout the UK and locate the seas that surround the UK.  |
| Art | Drawing- Cityscape artwork by Steven Wiltshire. Venn diagram*Black, autistic artist based in Birmingham* | Collage- Henri Matisse | Textiles - Kaffee Fassett Venn diagramMale, fabric artist – needlework, knitting |
| D&T | DT strand – Mechanisms Product – Moving vehicles  | DT strand – Structures Product – Chair for Baby Bear | DT strand – Cooking and Nutrition Product - Seaside snacks |
| Music | Exploring simple patterns  | Focus on dynamics and tempo | Exploring feelings through music | Inventing a musical story | Music that makes you dance | Exploring improvisation |
| Computing | Online Safety | Questioning | Coding | Spreadsheets  | Creating Pictures | Presenting ideas |
| REVenn diagram |  Christianity - What did Jesus teach? |  Christianity – Christmas: Jesus as a gift from God |  Islam - Prayer at home | Christianity - Easter  |  Islam - Community and Belonging |  Islam - Hajj |
| CHS Connecting Curriculum *PSHE/British Values*Raised hand | Connecting to Myself*School rules and values- emotions – self awareness – metacognition - democracy* | Connecting to My Communities*– family relationships – kindness- ABW- cooperation- community* Venn diagram | Connecting to Respectful Relationships*Physical greetings -permission – getting on & falling out - bereavement* | Connecting to Global Communities *Bullying- racism- homophobia – digital literacy - economic well-being* Venn diagram | Connecting to a Safer Me*Keeping safe – physically and mentally*  | Connecting to a Changing Me*Human life cycle- naming body parts - transitions* |
| PE | Gymnastics KDDK/ Football Fundamentals | Dance KDDK/Ball skills | Multi skills /Classroom P.E | Yoga/Tennis  | Olympic DANCE/ Athletics | Ball Games/Cricket |
| Educational Visits | Pantomime (in school) (Arts) |  | Weston-Super-Mare (Geography) |

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| **Year 3** | **Autumn** | **Spring** | **Summer** |
| Reading | **Core Text**Hare and the Tortoise: A variety of fables - Aesop’s Fables <https://www.bbc.co.uk/teach/school-radio/english-ks1--ks2-aesops-fables-the-monkey-as-king/zknt7nb>**Supporting Text**Monkey is KingFox and the CrowLion and the MouseBiography of Aesop**Core Text**Pebble in my Pocket – Meredith Hooper**Supporting text** Stone Age Boy - Satoshi Kitamura | **Core Text**Alice’s Adventures in Wonderland – Lewis Carroll (Portal story). **Supporting Text**The Lion, the Witch and the Wardrobe – C.S LewisJack and the Beanstalk Harry Potter – J.K Rowling **Core Text** Greek Myths:Theseus and the MinotaurPandora’s box**Supporting text**A Visitor’s Guide to Ancient Greece - Jane Chisholm and Lesley Sims | **Core Text**Flood - Alvaro Villa**Supporting Text**When the Giant Stirred – Celia GodkinSurvivors – David Long & Kerry Hyndman**Core Text**The Proudest Blue- Ibtihaj Muhammad and S.K. Ali (Diversity - religion, sisterhood and identity) Venn diagram**Supporting Text**Julian is a Mermaid - Jessica Love (Diversity – LGBTQ+)Venn diagram |
| English – Talk4Writing | The Hare and the TortoiseFable | **Recount:** Lion’s diary entry *(linked to the Lion and the Mouse fable)*Diary entry*Feeding Santa and his Reindeer* | Elf RoadFinding Tale/Portal story | **Instructions:** How to win the war against Troy *(Trojan Horse instructions)* Playscript:Tiddalick the Frog *(Aboriginal Tale - link to previously taught fable)* | Charlie and the Chocolate FactoryWishing Tale | **Explanation:** How is chocolate made?*Natural disaster! The volcanic eruption at Pompeii**Information leaflet for tourists explaining how the disaster at Pompeii happened**Comedy poetry - inc. Chocolate cake – Michael Rosen, Walking with my iguana – Brian Moses* |
| Maths | Number: Place ValueNumber: Addition and SubtractionMeasure: MoneyNumber: Multiplication and Division | Number: Multiplication and DivisionGeometry: property of ShapeNumber: FractionsMeasure: Length and Height | Geometry: Position and DirectionMeasurement: TimeMeasure: Mass, Capacity and TemperatureStatistics |
| Science | Rocks | Light | Forces | Plants | Plants / Animals including humans |
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| **Project Title** | **Stone Age to Iron Age** | **Ancient Greece** | **Active Planet** |
| History | To learn about the changes in Britain from the Stone Age. Use evidence to describe the culture, leisure activities, clothes and way of life of people living in Britain. Use a timeline to place historical events in chronological order. | A study of Greek life and achievements and their influence on the Western world. Use evidence to describe the culture, leisure activities, clothes, way of life, building, economy and actions of people. Use a timeline to place historical events in order and explore the idea that there are different accounts of history.  |  |
| Geography | To learn about the types of settlements and land use that have existed in Britain. Learn about economic activity including trade links. | Locate the world’s countries, focusing on Europe and North and South America using maps, atlases and globes.  | To learn about rivers, mountains, volcanoes, earth quakes and the water cycle. Learn about economic activity including trade links. |
| Art | Graffiti art with stencils – Banksy  | 3d sculpture – Lucie Rue  | Landscape ‘Great Wave’ – Hokusai  |
| D&T | DT strand- Cooking and NutritionProduct- Oat cakes | DT strand – TextilesProducts - Sandals | DT strand - Structures Product – Greenhouses |
| Music | UkuleleHandling, positioning, string names. | UkuleleListen, play and differentiate between major and minor chords | UkulelePitch and the Musical alphabet Sharps and flats | UkuleleBars and arrangements Basics of score  | UkuleleOral listening skillsIntervals  | UkulelePerformance skills |
| Computing | Online Safety | Touch Typing | Coding | Email | Spreadsheets | Branching Databases |
| REVenn diagram | Hinduism – Diwali | Christianity – The meaning of Christmas | Christianity – Jesus’ miracles | Easter - Salvation | Hinduism – Hindu beliefs | Hinduism – Pilgrimage to the River Ganges |
| CHS Connecting Curriculum *PSHE/British Values*Raised hand | Connecting to Myself*School rules and values- emotions – self awareness – metacognition* | Connecting to My Communities*– family relationships – kindness- ABW- cooperation- community* Venn diagram | Connecting to Respectful Relationships *Physical greetings -permission – getting on & falling out - bereavement* | Connecting to Global Communities*Bullying- racism- homophobia – digital literacy - economic well-being* Venn diagram | Connecting to a Safer Me*Keeping safe – physically and mentally*  | Connecting to a Changing Me*Human life cycle- female/male body changes - transitions* |
| PE | Multi skills/swimming | Gymnastics/swimming | Dance/Agility | Sports Hall Athletics/Basketball | OAA/Cricket | Handball/Athletics |
| Educational Visits | Pantomime (in school) |  | Cadbury World (English/Reading) |

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| **Year 4** | **Autumn** | **Spring** | **Summer** |
| Reading | **Core Text**Escape from Pompeii - Christina Balit **Supporting Text**Romulus and Remus – Poem by Rudyard Kipling**Core Text**Thomas Edison biography – Famous inventors **Supporting Text** Tail End Charlie – Mick Manning Poppy Appeal – persuasion texts | **Core Text**The Blue Giant -Katie Cottle**Supporting Text**Flotsam – David WeisnerPied Piper of Hamelin **Core Text**George – Alex Gino (Diversity – LGBTQ+)Venn diagram**Supporting text** Charlotte’s Webb – E.B White | **Core Text**Egyptians-Fiction: Egyptian Cinderella**Core Text**Marcy and the Riddle of the Sphinx - Jos Todd-Stanton |
| English – Talk4Writing | The Golden TouchWishing Tale/Character flaw | **Instructions:**A recipe for WinterRecipe*Winter Wonderland* | King of the FishesRags to riches tale | **Discussion:**Is tourism damaging Mount Everest? / *Should we do more to save our planet?*Playscript: Alice in Wonderland *(could be used as cold task for portal story)* | The Door and the dragonPortal story | **Persuasion:** Enchanting Egypt Travel writing*Travel poetry - inc. Portable paradise poem – Roger Robinson, The magic box, Kit Wright* |
| Maths | Number: Place valueNumber: Addition and subtractionMeasure: Length and perimeter Number: Multiplication and division | Number: Multiplication and divisionMeasure: AreaNumber: Fractions Number: Decimals Number: Decimals | Measure: MoneyMeasure: TimeStatistics Geometry: Properties of shapeGeometry: Position and direction |
| Science | States of Matter | Sound | Living things and their habitats | Electricity  | Animals including humans |
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| **Project Title** | **Roman Invasion** | **From the Depths to the Summit** | **Ancient Egyptians.** |
| History | To learn about The Roman Empire including their influence on life in Britain today. Learn about the movement of the Roman Empire and their invasion of Britain. To learn about the Roman way of life including religion, leisure, trade and settlement.  |  | Use sources to understand what life was like in Ancient Egypt. Learn about their way of life including religion, settlement and social and economic factors. |
| Geography | Location of Italy and RomeUse maps to plot the journey of the Roman Empire and where they conquered.  | To learn about the features of a mountain and the seas. Locate mountain ranges and learn to use 8-point compass points and grid-references. Locate main oceans and their features including biomes and layers.  | Locate Egypt on a world map, learn about the importance of the River Nile. Find and plot the Tropics of Cancer, Tropics of Capricorn and Equator.  |
| Art | Portrait with charcoal – Alison Lambert | 3d sculpture with clay – Jamie Hageman  | Patterns using stencils – Andy Warhol  |
| D&T | DT strand – Electrical Systems Product - Torches  | DT strand – TextilesProduct- Bags | DT strand – Cooking and NutritionProduct- Bread |
| Music | GlockenspielsLearn to play and read graphic scores and notes | GlockenspielsLearn to play and read notes keeping to a steady beat | RecorderHandling and positioning, making sound | RecorderLearn to play and read notes | Developing pulse and groove through improvisation | Connecting notes and feelings |
| Computing | Online Safety | Animation | Coding | Logo | Effective Searching | Spreadsheets |
| REVenn diagram | Judaism – Beliefs and Practices | Christianity – What is the most significant part of the Nativity story? | Judaism - Passover | Christianity – Christian Love and Easter | Judaism - Rites of Passage and good works | Christianity – Prayer and Worship |
| CHS Connecting Curriculum *PSHE/British Values*Raised hand | Connecting to Myself*School rules and values- democracy – self awareness – metacognition* | Connecting to My Communities*– family relationships – kindness- ABW- cooperation- community* Venn diagram | Connecting to Respectful Relationships*Physical greetings -permission – getting on & falling out - bereavement* | Connecting to Global Communities *Bullying- racism- homophobia – digital literacy - economic well-being* Venn diagram | Connecting to a Safer Me*Keeping safe – physically and mentally* Venn diagram | Connecting to a Changing Me*mental health - female/male body changes - transitions* |
| PE | Multi Skills/Basketball | Gymnastics/Hockey | Dance/ Classroom P.E | Handball/ Tennis | Swimming/ Athletics | OAA/Cricket |
| Educational Visits | Pantomime (in school) (Arts) | Sea Life Centre (Geography) | Kidzania (Life Ready) |

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| **Year 5** | **Autumn** | **Spring** | **Summer** |
| Reading | **Core Text**Beowulf-Michael Morpurgo**Core Text**High Rise Mystery – Sharna Jackson (Author)Venn diagram | **Core Text**Shakespeare-Macbeth**Core Text** Why the Whales Came – Michael Morpurgo | **Core Text**Frida Kahlo – Anthony BrowneVenn diagram**Core Text**Hidden Figures - Margot Lee Shetterly (Untold Story of the Black Women Who Helped Win the Space Race) Venn diagram**Supporting text** Look Up! – Nathan Bryon - authorCounting on Katherine – Helaine Becker Venn diagram |
| English – Talk4Writing | Wild Dragon CliffWarning Story | **Information:** Komodo DragonsNon-chronological report*The sorry Christmas tale of Freddie Grice* | The Manor HouseJourney tale*(Suspense through setting description with flashback)* | **Explanation:** Manor House Mystery!Journalistic writingPlayscript: Macbeth | The TibicenaDefeating a monster | **Discussion/Debate:**Range of topics such as: Should plastic be banned? (link to environment in Hola Mexico/previous y4 learning)Write a balanced argument*Defeating monsters poetry: inc. Jabberwocky* |
| Maths | Number: Place ValueNumber: Addition and SubtractionStatisticsNumber: Multiplication and DivisionGeometry: perimeter and area | Number: Multiplication and DivisionNumber: FractionsNumber: Decimals and Percentages  | Number: DecimalsGeometry: Properties of ShapeGeometry: Position and DirectionMeasure: Converting UnitsMeasure: Volume |
| Science | Properties of materials | Living things and their habitats | Animals including humans | Forces | Earth and Space |
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| **Project Title** | **Invaders and Traders (Anglo Saxons and Vikings)** | **Off with her Head! (Tudors)** | **Hola Mexico!**  |
| History | Learn about the chronology between Anglo Saxon and Viking Britain. Learn about why the Vikings came to Britain and their impact on the British way of life e.g. crime and punishment. | Learn about how the Tudors came to power in Britain. How significant events influenced life today such as religion, divorce and crime and punishment. Look at a local history study of the Battle of Bosworth and Warwick Castle.  | Learn about the ancient civilisations of Mayans. Use sources of information and artefacts to discover how the Mayans lived i.e. religion, settlements, trade and traditions (Day of the Dead) |
| Geography | Locate where the Vikings came from and where they settled. Discover where the Vikings settled and why (farming, agriculture and trade) | Compare how places in the UK changed from a Saxon/Viking village to Tudor cities and rural areas.Use maps and references to identify key Tudor castles and palaces in Britain. | Locate countries and name principal cities in Mexico and compare similarities and differences between the UK and North America including human and physical features.  |
| Art | Impressed method – Anglo Saxon Jewellery  | Textiles – Charles Mackintosh  | Portrait with oil pastels – Frieda Kahlo  |
| D&T | Mechanisms: Product- Pop up books | Textiles: Products - Purses | Cooking and nutrition: Product – Mexican food |
| Music | GuitarCreating sound making music | GuitarPulse and rhythm | GuitarSound and symbol | GuitarChords and harmonyPerformance skills | Djembes drumsHola Mexico | Djembes drumsHola Mexico |
| Computing | Online Safety | Databases | Coding | Game Creator | 3D modelling | Spreadsheets |
| REVenn diagram | Sikhism – Belief into action | Christianity - Christmas | Sikhism - Beliefs and moral values | Christianity – Beliefs and meaning. Easter. | Sikhism – Prayer and worship | Christianity - Beliefs and Practices |
| CHS Connecting Curriculum *PSHE/British Values*Raised hand | Connecting to Myself*School rules and values- emotions – self awareness – metacognition* | Connecting to My Communities*– family relationships – kindness- ABW- cooperation- community* Venn diagram | Connecting to Respectful Relationships*Physical greetings -permission – getting on & falling out - bereavement* | Connecting to Global Communities *Bullying- racism- homophobia – digital literacy - economic well-being* Venn diagram | Connecting to a Safer Me*Keeping safe – physically and mentally* Venn diagram | Connecting to a Changing Me*Female/male body changes - puberty – transitions*  |
| PE | Multi skills/ Hockey  | Dance/ Basketball | Gymnastics/Swimming | Tag Rugby/Swimming | Handball/Athletics | OAA/Rounders |
| Educational Visits | Pantomime (in school) Portals to the Past - Vikings |  | Space Centre (Science) |

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| **Year 6** | **Autumn** | **Spring** | **Summer** |
| Reading | **Core Text****Race to the Frozen North – Catherine Johnson**Story of Matthew Henson; first black man to reach the North Pole (Diversity) Venn diagram**Supporting Text**Shackleton’s Journey - William Grill**Core Text (3 weeks)** The Moth-Isabel Thomas-Links to evolution**Core Text (4 weeks – including poetry week).** Charles Darwin – Biography The undefeated – Kwame Alexander (Black history)  | **Core Text**Street Child -Berlie Doherty**Supporting Text**Banardo – Biography Miasma Theory **Core Text** A Christmas Carol – Charles Dickens **Supporting Text**Oliver Twist – Charles Dickens | **Core Text**Fireweed – Jill Paton Walsh **Core Text**Can you see me? – Libby Scott (Transition text) |
| English – Talk4Writing | Zelda Claw and the Rain CatSuspense story through character description | **Persuasion:** Why should tourists avoid the Arctic?Magazine article*T’was the Night Before Christmas* | KidnappedTale of fear with flashback | **Information:** Life in the workhouse/Life in Victorian BritainLetter writing Playscript: Oliver Twist  | *SATs – increase in independent writes*The Gas MaskPortal story | **Recount/Information:** World Leaders during World War IIBiography*World War II poetry* |
| Maths | Number: Place ValueNumber: Four OperationsNumber: FractionsGeometry: Position and Direction | Number: DecimalsNumber: PercentagesNumber: AlgebraMeasure: Converting UnitsMeasure: Perimeter, Area and VolumeNumber: Ratio | Geometry: Properties of ShapeProblem SolvingStatisticsInvestigations |
| Science | Living Things and their habitats | Evolution | Animals including humans | Light | Electricity |
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| **Project Title** | **Frozen Kingdom** | **Revolution** | **A Child’s War** |
| History | To learn about the race to the south pole between Robert Falcon Scott and Roald Amundsen.  | To use timelines to understand the chronologically of when Queen Victoria became a monarch in England. To use sources to understand what Queen Victoria was like as a monarch and then compare this to Henry VIII. To use timelines to understand the chronologically of the industrial revolution in Britain. To use sources to understand what the living and working conditions were like in Britain before, during and after the revolution.  | To use timelines to understand the chronologically of when WWI ended and WWII began. To compare the differences between WWI and WWII and the impact this had on Britain and around the world. To also compare the leadership styles of Churchill and Hitler.  |
| Geography | To recap continents and oceans of the world, lines of latitude and longitude and time zones. To use maps and atlases to locate the countries within the Arctic circle and Antarctica. To explore the impact tourism and global warming has on the Arctic.  | To identify and locate the spread of the British empire under Queen Victoria’s reign. To use maps to name and locate cities which spread during the Victorian era.To learn about the how Britain changed during the Victorian era and how land over time changed. To understand how the economic activity developed.  | To use maps and atlases to locate countries of the axis and allies. To make comparisons between London, Birmingham and Coventry before, during and after the war. To identify the change of settlement over time due to the war and Blitz.  |
| Art | Landscape ‘Northern Lights’ – Julie Dumbarton  | Perspective drawing – L.S Lowry  | 3d abstract sculpture -Henry Moore  |
| D&T | DT strand – TextilesProduct – Sleeping bags | DT strand- StructuresProduct – Bridges  | DT strand – Cooking and NutritionProduct – War time food |
| Music | Developing melodic phrases | Understanding structure and form | Gaining confidence through performance | Exploring notation further/glockenspiels | Using chords and structure/recorder | Respecting each other through composition |
| Computing | Online Safety | Coding | Text Adventures | Quizzing |  | Spreadsheets  |
| REVenn diagram | Islam - Beliefs and Practices | Christianity – Christmas: The significance of Mary being Jesus’s mother. | Christianity - Beliefs and Meaning | Christianity – Easter  | Islam - Beliefs and moral values |
| CHS Connecting Curriculum *PSHE/British Values*Raised hand | Connecting to Myself*School rules and values- democracy – self awareness – metacognition -goal setting* | Connecting to My Communities*– family relationships – kindness- ABW- cooperation- community* Venn diagram | Connecting to Respectful Relationships*Physical greetings -permission – getting on & falling out – bereavement*  | Connecting to Global Communities *Bullying- racism- homophobia – digital literacy - economic well-being* Venn diagram | Connecting to a Safer Me*Keeping safe – physically and mentally* Venn diagram | Connecting to a Changing Me*Mental health -female/male body changes – puberty – reproduction -transitions* |
| PE | Netball/ Multi skills | Self-defence/ Hockey | Indoor athletics/ Classroom P/E | Handball/Tennis | OAA/Athletics | Swimming/Tag rugby |
| Educational Visits | Pantomime (in school)Explorer Dome (Science) |  | London Residential -West End (Life Ready/Arts)  |