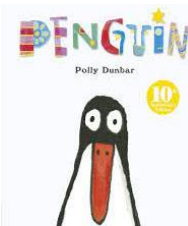
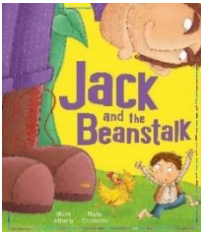
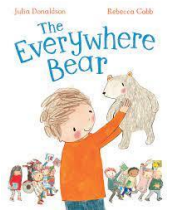


Nursery	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Topic	All about me	Let's Celebrate	Winter Wonderland	It's good to grow. People who help us	Fantasy and Adventure	Animals Journeys
Maths	Exploring the number 0-5. Counting to 10.	Exploring big and small. Categorising objects. Matching number to quantity. Completes patterns and notices errors in patterns.	Can understand "more" and "less". Can say one number for each item in order and know the last number is the total. Beginning to understand biggest, smallest, tallest and shortest. Can talk about prepositions. Re-look at patterns and ordering.	Can understand heavier and lighter and correctly use scales. Can link numerals and amounts to 5. Can say the name of some 2D shapes and explain their properties.	Discuss routes and locations and can read a simple map. Is beginning to experiment with marks and form some simple numbers ie: 0, 1- can say the rhymes for the numbers to help as they draw. Easily links numerals and amounts and enjoys simple maths tasks. Can subitise with items up to 3. Can identify different types of patterns and use these. Can fill in missing numbers & count from different starting points.	
Understanding the world	Understanding different family dynamics. Exploring technology- how can we move things/work paint on the whiteboard. Look at changes over Autumn and Autumn animals <u>Exploring Autumn</u> How do humans change over time?	Exploring different events- bonfire night, Christmas, Diwali, birthdays. Bubble's birthday party- exploring how people celebrate birthdays- what's the same and different about how we celebrate? <u>Exploring Winter</u>	Can explain the differences between here and Antarctica. Can sort items into the correct categories. Can talk about the life cycle of a penguin. <u>Floating and sinking- Magnets.</u> Exploring Antartic animals and touching on their physical features that make them suited to their environment.	Can talk about why we need to care for plants and show respect for nature. Explaining the life cycle of a plant and things they need to grow. Shows an interest in different occupations.	Talk about what they see using a wide vocabulary. Can explore materials and talk about their properties. <u>Space- Can complete a simple experiment.</u>	Can talk about their favourite animal and where you might see these animals. Can talk about some modes of transport. Can use their knowledge of the world to role play effectively. <u>Exploring Summer</u>
Personal, social and emotional	Forming friendships. Managing our emotions- understanding our needs can't always be met.	Turn taking within games- exploring social cues and being respectful of others in the classroom.	Understands how others may be feeling- even those within a story and can give a reason for the person/character to be feeling this way.	Can understand their own emotions and say when we feel sad, happy and angry and why we might feel like that.	Can work in conjunction with other children. Helps to find solutions to different problems. Can solve their own conflict. Showing resilience. Being respectful of others.	
Physical development	Moving safely in a variety of ways. Beginning to make marks.	Beginning to make marks. Attempt to use scissors with help.	Beginning to making marks with increasing control Developing pencil grip To write some letters of their name correctly To move up and downstairs safely with increasing control Use scissors to snip Can make healthy choices about food and drink.		Able to hold pencil with low tripod grip To write most letters of their name correctly To throw and catch a ball Use scissors with increasing control	
Communication and language	Develop our understanding through carpet sessions and play. Recognising our own name.	Listening with increased attention to stories. Talk in longer sentences using our words if we need help. Can answer targeted questions including who, what, where, when and why. Responds to and can follow instructions of varying length.	Can talk about things they haven't experienced- ie: what it's like in Antarctica. Can use pictures in stories for clues to questions. Is using longer sentences both during their play and with an adult.	Can use more complex language and can draw on past experiences to help them answer more complex questions.	Is able to talk about a longer story and remember and talk about much of what happens. Is beginning to sort objects based on their initial sound- can say some objects that begin with MAS. Can say some rhyming words. Can recognise different sounds and say what they think they are.	Can repeat short sentences. Can answer more complex questions. Answers using 5 word sentences. Can answer questions with a full sentence. Using new vocabulary to extend our ideas and make our sentences more interesting.
Expressive arts and design	Draw ourselves. Exploring dancing and musical instruments.	Firework pictures. Drawing with increased detail- giving meaning to the marks we are making. Making snowman biscuits- can we place the items in the correct places.	Showing more control when using a pencil- can draw a penguin with some accuracy.	Can correctly sing a range of songs and play some instruments. Can draw using emotions and explain why they have used that emotion.	Can work as a team on a project. Explores different materials freely and develops their own ideas on how to use certain materials.	Is beginning to use letters for not only their name ie writing "h" on their picture of a hippo. Drawing with complexity and detail.


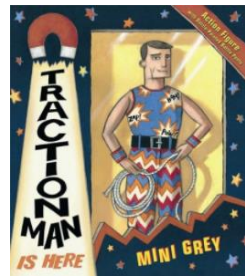
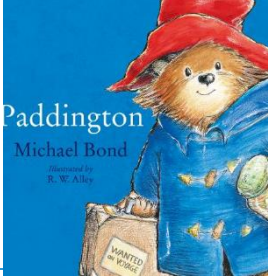
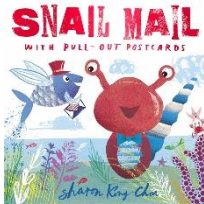

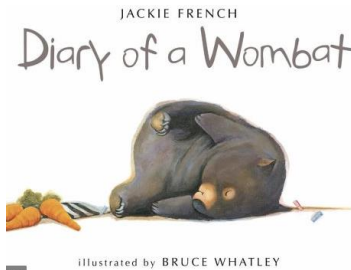
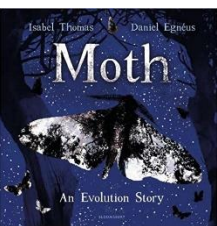
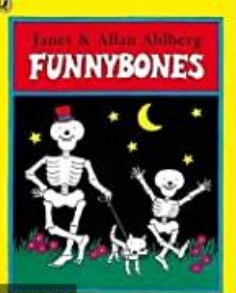
High quality texts		 	  	 	    	   
Computing	Instruction follow- can we follow a basic code. Prepositional language		Can draw pictures and select the colour I want using paint. I can find an app and use it correctly on the IPad.		Can play games on the smartboard/drag and drop items. I can use bee-bots and show some understanding of how to code them	

Reception	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1		Summer term 2
Topic	All about me	Celebrations	Winter Wonderland	It's good to grow.	Everyday heroes.		Journeys
Understanding the world -	<p>Our families/similarities and differences between ourselves and others</p> <p>Where we live –talking about features of their local environment</p> <p>Human growth and change</p> <p>Changes within my family over time</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Comment on images of familiar situations in the past.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Listens to information about a family and asks questions / offers comments.</p>	<p>Special events for ourselves and others – Bonfire Night/Diwali/ Christmas</p> <p>British Values – things that make us British – Royal family, London</p> <p>Landmarks</p> <p>Changing seasons</p> <p>Drawing information from simple maps</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise that things happened before they were born.</p> <p>Know some significant historical figures and events.</p> <p>Make observations about animals/birds in the natural world (UK)</p> <p>Understand seasonal changes that take place in Autumn</p> <p>Observe differences between light and darkness</p> <p>Observe differences between light and darkness</p>	<p>Difference between our environment and a contrasting one (Antartica) - weather and physical features</p> <p>Drawing information from simple maps</p> <p>Animals and their habitats – why are they suited to where they live?</p> <p>Understanding the effect of changing seasons on the natural world around them</p> <p>Locating contrasting environments within the world</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Understand seasonal changes that take place in Winter</p> <p>Observe and identify objects that float and sink</p> <p>Understand changes in state ie melting</p>	<p>Exploring the natural world around them and changes within it</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Observe and discuss how plants and animals grow and change over time.</p> <p>Understand seasonal changes that take place in Spring</p>	<p>Real life heroes – the people who help us</p> <p>Discuss, compare and contrast characters from stories including figures from the past</p> <p>Understanding the effect of changing seasons on the natural world around them</p>		<p>How has transport changed?</p> <p>Comment on images of familiar situations in the past</p> <p>Compare and contrast characters from stories including figures from the past</p> <p>Recognise that some environments are different from the one in which they live</p> <p>Discussing the concept of change in relation to things immediate to them (family, toys, clothing)</p> <p>Understand how animals adapt to seasonal changes that take place in Summer</p>
Personal, social and emotional / RSE	Being independent Developing constructive and respectful relationships	Respecting other people (including values, beliefs and traditions)	Expressing their feelings and considering the feelings of others	Identifying and moderating their own feelings socially and emotionally	Thinking about the perspective of others		Showing resilience and perseverance in the face of challenge


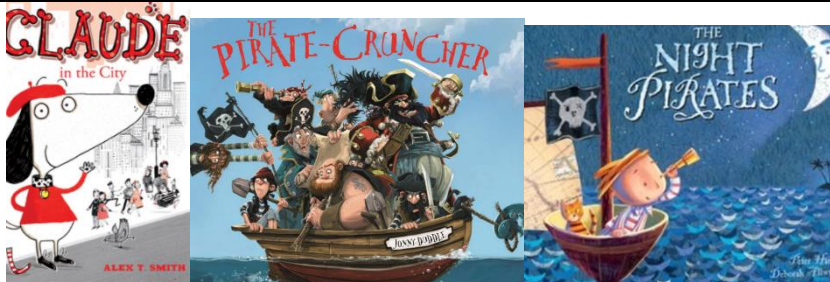

	Seeing themselves as a valuable individual Managing their own needs	Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally.	Identifying and moderating their own feelings socially and emotionally	Managing their own needs	Showing resilience and perseverance in the face of challenge	Seeing themselves as a valuable individual (aspirations)
Literacy	Mark making (name writing and simple picture) Phonics Moorside RWI Assessment Book talk, predictions, retelling Set 1 sounds Identifying own name Re-reads a text to develop understanding.	Develop familiarity with some stories, predictions and retelling, Set 1 sounds. Writing own name Develop familiarity with some rhymes and songs. Introduce some red words.	Explore non-fiction and the differences to fiction Use Set 1 sounds to read and write simple words	Use new vocabulary in different contexts Ask questions to find out more and check they understand what has been said to them To be familiar with most Set 2 Sounds Engage in non-fiction books.	Comparing characters through use of suitable adjectives. Exploring rhyme and characters (spell) Engage in (healthy lifestyle) non-fiction books. Ask questions to find out more and check they understand what has been said to them. To be familiar with most Set 2 Sounds	Setting description, ambitious vocabulary. Exploring imagery and ambitious vocabulary. Fiction and non-fiction. Retelling parts of a story in three simple sentences.
Maths	NfER Maths Baseline Assessment Numbersense 0-5, comparing amounts, subitising Comparing and ordering 0-5, sorting objects/shapes by attributes	Comparing numbers and exploring their composition. Subitising Finding one/more less Introduce number line and part-whole models Exploring pattern, shape, positional language and measures of height and length	Consolidation of 0-5, measures and pattern Cardinality and counting 0-10 Subitising within 10 and comparisons Cardinality and applying numerals One more/less within 10 Word problems Ordinal numbers (Chinese New Year)	Properties of simple shapes, rotation and movement of shapes, composition of shape (shapes within shapes). Measures - weight/capacity Comparisons within 10 / Number bonds to 10 Partitioning 10 using (part-whole)	Number bonds within ten Addition / Counting beyond ten Subtraction / money / weight & capacity	Number bonds, + & - weight & capacity. Length and height Shape and pattern, ordinal numbers, numbers 10+, time
Physical development -	Fine motor skills - tripod grip, accurate formation of letters and numbers, control using other tools competently safely and confidently e.g. scissors, paintbrush and glue stick. Gross motor skills -Revising the fundamental movement skills, they have already acquired. Moves in a variety of ways, avoiding collisions and demonstrating control over gross motor movements. Dresses self independently. Locomotion & Dance -Progress towards a more fluent style of moving with developing control and grace. Combine different movements with ease and fluency.		Fine motor skills - tripod grip, accurate formation of letters and numbers, control using other tools e.g. scissors, paintbrush and glue stick. Show some awareness of necessary safety measures Gymnastics - Develop overall body strength, co-ordination and agility. Confidently and safely use a range of small and large apparatus. Use core-muscle strength to develop good posture. Ball Skills -Further develop a range of ball skills. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.		Fine motor skills - tripod grip, accurate formation of letters and numbers, control using other tools e.g. scissors, paintbrush and glue stick. Know and discuss different factors that support overall health and wellbeing. Gross motor skills - Manages some levels of risk. Transports equipment safely and appropriately. Shows good control when pushing, patting, rolling, throwing and kicking.	
PE	Dance – seasons Yoga	Target Games Gymnastics – Flight- bouncing, jumping and landing	Dance – Circus Locomotion	Object manipulation Gymnastics – Rocking and Rolling	Dance – Jungle Net and wall games	Athletics Striking and Fielding games
Communication and language	Developing listening and attention skills Speaking and social phrases Listening to stories to develop familiarity	Developing listening and attention skills Speaking and social phrases Organising my ideas to discuss stories Exploring and using new vocabulary Listens to and talks about various celebrations to develop new knowledge and vocabulary	Retelling stories using some repetition alongside their own words Using talk to explain how/why things may happen	Listen to, and talk about, selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Use new vocabulary in different contexts Retelling stories using some repetition alongside their own words Using talk to explain how/why things may happen	Use new vocabulary to explore the setting and describe the characters Ask questions to find out more and check they understand what has been said to them.	Articulate their ideas and thoughts in well-formed sentences. Use new vocabulary in different contexts Retelling stories using some repetition alongside their own words
Expressive arts and design -	Developing story lines in pretend play Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance, and performance art, expressing their feelings and responses.	Explore, use and refine variety of artistic effects to express their ideas and feelings Listen attentively, move to and talk about music, expressing their feelings and responses.	Singing in a group, or on their own, increasingly matching the pitch and following the melody Explore, use and refine variety of artistic effects to express their ideas and feelings	Explore, use and refine variety of artistic effects to express their ideas and feelings Return to and build on previous learning, refining ideas and	Create collaboratively sharing ideas, resources and skills Return to and build on previous learning, refining ideas and developing the ability to represent them

	Sing in a group or on their own, increasingly matching the pitch and following the melody.	Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.	Watch and talk about dance, and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.		developing the ability to represent them	
High quality texts	 	  	  	 	  	  
IT	Using the mouse to click and drag		Using the mouse to select and drag (simple painting program)		Using simple controls to operate ICT Hardware (Beebots)	


Year 1	Autumn term		Spring term	Summer term
Topic	Where am I from?		Australia	Creatures great and small
Science Seasonal changes	Chemistry -Everyday materials - floating and sinking		Biology -Plants	Biology - Animals including humans
Non-core subjects	History - <i>Monarchy today in the UK</i> Have children always lived like me? What is the past? Changes within living memory. Aspects of change within national life. Home, education, recreation, clothes and food.		History - <i>Captain James Cook</i> <i>Aboriginal societies</i>	History - <i>History of Chester Zoo / George Mottershead</i>
	Geography - Recognise the <i>UK and Droylsden</i> on a map <i>Name and locate continents and oceans</i> <i>Four countries that make up the UK and capital cities: England, Ireland, Wales, Scotland</i>		Geography - <i>Australia</i> , oceans, Great Barrier reef <i>Comparing Droylsden with a place in Australia</i> Use basic geographical vocab: key physical and human features <i>Great Sandy Desert</i>	Geography - Weather in the UK compare with other countries <i>Name and locate continents and oceans</i> <i>Four countries that make up the UK and capital cities: England, Ireland, Wales, Scotland</i>
	Art/ DT - <i>L.S Lowry - Greater Manchester - (paint and pastels)</i> DT - Make <i>toy cars</i> <i>teddy bears</i>		Art/ DT - Aboriginal art (printing) Bronwyn Bancroft	Art/ DT - <i>Food tech (healthy eating)</i> <i>bug hotels</i>
	Music - <i>National anthem</i>		Music - Traditional Australian music	Music -

	RE - What do Christians believe? What makes places sacred and how do we celebrate sacred/special times?		RE -		RE - What does it mean to belong to a faith community?	
	RSE - Rights and responsibilities		RSE - Secrets/surprises		RSE - Naming body parts.	
PE	Invasion Games Yoga Storyboard	Net and Wall games Social Distance I	Fundamental Movement Skills Gymnastics - Balancing and Spinning	Object Manipulation Target Games	Athletics Dance - Mini Beasts	Striking and Fielding games Gymnastics - Pathways - long and short
High quality texts	  		  		 	
Computing	Digital literacy - <u>Using a computer presentation</u> Computer science- understanding what an algorithm is (set of instructions)		<u>Digital literacy - Using a computer</u> Computer science - beebots linked to geography skills (direction) <u>IT - Bug hunters (Finding, saving, organizing)</u>		<u>IT - Potty painters</u> Computer Science - Scratch jnr <u>Computer science - Scratch Jr</u> Digital literacy - linked to art	
	Digital citizenship, online safety and Information Technology					

Year 2	Autumn term		Spring term		Summer term	
Topic	Africa		Explorers of the world		Kings and Queens The Great fire of London	
Science	Chemistry - Uses of everyday materials Biology - living things and their habitats		Biology - Animals including humans		Biology - Plants	
Non-core subjects	History - Significant historical people - Nelson Mandela, Wangari Maathai and Eliud Kipchoge		History - Lives of significant individuals in the past - Christopher Columbus, Ibn Battuta, Amy Johnson and Mae Jemison.		History - Is the monarchy still important today? Was the Great Fire great? The start of the fire service	
	Geography - Name and locate world continents and oceans Locate Africa Comparing similarities and differences human/ physical features between UK and 2 places in Africa, using basic geographical vocabulary. Comparing weather		Geography - Name and locate world continents and oceans Use world maps, atlases and globes to identify countries and oceans Simple compass directions, locational and directional language, routes		Geography - Four countries that make up the UK and capital cities: England, Ireland, Wales, Scotland.	
	Art/ DT - Watercolour and oil pastels in the style of Gakonga, printing and collage in the style of Esther Mahlangu		Art/ DT - designing and sewing berets. Drawing in the style of James Rizzi Food and nutrition - healthy lunchbox for an explorer		Art/ DT - Royal portraits Jan Griffier I - The Fire of London	

	Music – African drums		Music –		Music – National Anthem. Handel	
	RE – What do Muslims/Jews believe?		RE – How should we care for others and the world and why does this matter?		RE – How do we celebrate special/sacred times as a Muslim/Jew?	
	RSE – ways to keep myself and others safe		RSE – Living in the wider world: I know that I belong to different groups and that we are all unique.		RSE – I know the difference between secrets/nice surprises and how to judge what type of physical contact is acceptable.	
PE	Fundamental movement Yoga	Net and Wall games	Target Games Gymnastics – Pathways: straight, zigzag and curving	Tri Golf Invasion Games	Athletics Dance – Fire of London	Fundamental Movement Skills Striking and Field Games
High quality texts						
Computing	Digital literacy – E-safety Jessie and Friends Computer science – coding, Scratch Jr introduction and fundamentals		Digital Literacy – Using a computer and touch typing Information Technology – Word processing and presentations		Information Technology – Taking and using photographs Computer Science – Scratch Jr -Introduction and fundamentals part 2	
Digital citizenship, online safety and Information Technology						

Year 3	Autumn term	Spring term	Summer term
Topic	A Journey through Europe Where do our stories come from?	Stone Age to the Iron Age	Romans
Science	Biology - Animals including humans Physics - Forces and magnets	Chemistry - Rocks	Biology - Plants Physics - Light
Non-core subjects	Significant Scientists.	History - Leaders in the Stone Age Changes in Britain from the Stone Age to the Iron Age	History - Roman leaders through to Anglo Saxons The Roman Empire and its impact on Manchester

	Geography – 8 point compass work, 6 figure grid references Locate the world’s countries, focussing on Europe Name and locate countries and cities in the UK, geographical regions and their identifying human and physical characteristics Continents, oceans, hemisphere. Physical and human features of different European countries. Comparing. Comparing key physical and human features of different countries		Geography – <i>Name and locate countries and cities in the UK</i> , identifying human and physical characteristics – topographical features (hills, mountains, coast and rivers) and land use patterns.		Geography – <i>Name and locate countries and cities in the UK</i> , identifying human and physical characteristics – topographical features (hills, mountains, coast and rivers) and land use patterns. <i>Trade links – Roman roads</i>	
	Art/ DT- Pottery, printing, digital art, watercolours Marc Chagall, Henri Rousseau, Paul Klee		Art/ DT – Pottery, large scale art, making paints and brushes, colour mixing Cave paintings – charcoal. Pots and jewellery – clay DT – Shields – apply their understanding of how to strengthen, stiffen and reinforce more complex structures		Art- Mosaics, Cleo. Mussi, Gaudi DT – Roman Catapults	
	Music – Music around Europe – music appreciation		Music – Recorders Rhythm, pulse		Music – Brass Instruments	
	RE – Christianity (and Christmas) Judasim (Hannukah) Hinduism (Diwali)		RE – Christianity (Easter) Judaism (Passover) Hinduism (Holi)		RE – Islam (Eid)	
PE	Health related fitness Gymnastics	Handball Dodgeball	Invasion Games Gymnastics – Linking movements together	Handball OAA	Dance Tennis	Tri Golf Athletics
High quality texts						
Computing	Digital literacy skills from Year 1 - 3		Computer Science – Scratch Digital literacy		Digital literacy – branching, databases, excel – sorting with filters Computer Science – Kodu – 3D world building, building a Roman city (minecraft)	

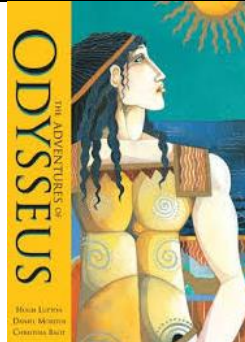
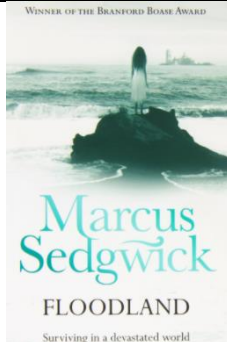
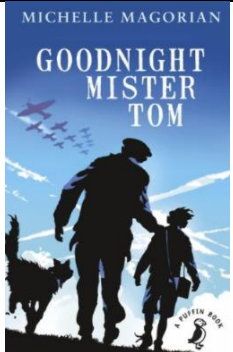
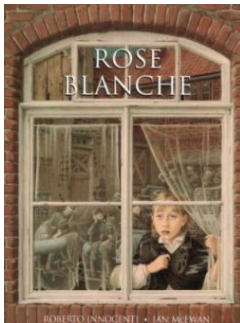
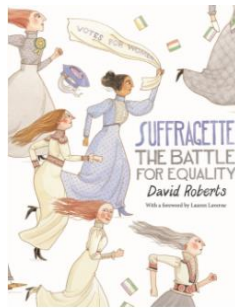



Year 4	Autumn term		Spring term		Summer term	
Topic	Ancient Egyptians		Central & South America - Brazil		Victorians	
Science	Biology - Animals including humans / living things and their habitats		Chemistry - States of matter Rutherford		Physics - Sound / electricity	
Non-core subjects	History - The achievements of the earliest civilizations - Ancient Egypt Pharaohs and Egyptian Rule Trade on the River Nile Tutankhamun Gods and Goddesses		History - A non - European society that provides contrasts with British history - Mayan civilization		History - How have the Victorians affected our lives today? The role of the monarchy in Victorian times Invention and industry Richard Arkwright - water/ steam power in industry Victorian Manchester	
	Geography - Locate Egypt - environmental regions, key physical and human characteristics, key topographical features and land patterns. Understand how some of these aspects have changed over time. How did the geography of Egypt contribute to its civilisation lasting for well over 2000 years?		Geography - Rain forest climates Rivers and the water cycle Locate South and Central America, Brazil - environmental regions, key physical and human characteristics, key topographical features and land patterns. Northern and Southern Hemisphere, Equator Similarities and differences between Manchester and Brazil Types of settlements - favelas		Geography - The UK - cities, capital, environmental regions, key physical and human characteristics, key topographical features and land patterns. Understand how some of these aspects have changed over time. Canals Development of transportation	
	Art/ DT - Death mask Hieroglyphics Canopic jars - clay		Art/ DT - Design and make a bridge to cross the Amazon River Making chocolate bars and wrappers		Art/ DT - Textiles Machinery and electrical components - old toys	
	Music -		Music - Pan pipes and rain makers		Music -	
	RE - B: Why is Jesus inspiring to some people?		RE - What does it mean to be a Hindu living in Britain today? Why do some people think that life is like a journey and what significant experiences, including festivals, mark this?		SRE - Puberty H&W: I know that I might face pressure to behave in unacceptable, unhealthy or risky ways. I know how my body/emotions may change towards puberty. R: I can judge what physical contact is acceptable/unacceptable and I know that discrimination, bullying, teasing etc have consequences. Living in the wider world: I know children have special rights as written by the UN.	
PE	Health related fitness Yoga	Football Dodgeball	Invasion Games OAA	Tri Golf Cricket	Athletics Gymnastics - Arching and bridges	Dance - Dance Around the World Tennis

High quality texts	 	 	 
Computing	Computer science - creating Scratch game e.g. Crossing the River Nile	Digital literacy - using other programs to design chocolate wrappers, advert on Brazil	Computer Science - creating Scratch games/ rapid router
	Digital citizenship, online safety and Information Technology		

Year 5	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Topic	Anglo-Saxons & Vikings	World War I		India		Space North America
Science	Biology - Living things and their habitats Chemistry - Properties and changes of materials		Biology - Animals including humans		Physics - Forces & Earth and Space Jodrell Bank	
Non-core subjects	History - Anglo-Saxons & Vikings	History - World War I	History - Queen Victoria - The British Empire		History - International Space Station History of Space - USA vs USSR Space Race Brian Cox	
	Geography -	Geography - Latitude and longitude, northern and southern hemisphere, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones Locating countries using maps, atlases, globes and digital mapping Use the eight points of a compass, four and six figure grid references, symbols and key Physical and human features in the local area - similarities and differences Location countries involved in the war	Geography - India Locate India , weather, monsoon Environmental regions, key physical and human characteristics, key topographical features and land patterns. Understand how some of these aspects have changed over time. Similarities and differences Use the eight points of a compass, four and six figure grid references, symbols and key Trade from India - British Empire		Geography - North America USA and Russia	
	Art/ DT - Viking broaches Textiles - coin purses	Art/ DT - Making model trenches	Art/ DT - Print making - Indian Patterns Cooking Indian food Ustad Ahmad Lahouri		Art/ DT - Rockets that fly	
	Music -	Music -	Music - Bollywood music		Music - Mars Holst	
	RE - Why do people think God exists		RE - If God is everywhere, why go to a place of worship?		RE - What does it mean to be a Muslim in Britain?	

PE	Health related fitness Swimming	Handball Swimming	Volleyball Swimming	OAA Swimming	Athletics Cricket	Ultimate Frisbee Rounders
High quality texts	 	 	 		 	
Computing	information technology - plan an event	Computer Science - spreadsheets	Computer Science - Coding using Lightbot and Tynker	Computer Science - Scratch	Information Technology- Animation, Internet Research and Web Design	Computer Science - Kodu
	Digital citizenship, online safety and Information Technology					

Year 6	Autumn term 1	Autumn term 2	Spring term	Summer term 1	Summer term 2
Topic	Ancient Greece	Ancient Greece	World War II	Code Breakers	Blood, guts and gore Evolution and inheritance
Science	Biology Living things and their habitats		Physics and Chemistry - Light and Electricity	Biology - Evolution and inheritance Mary Anning	Biology- animals including humans (respiration)
Non-core subjects	History - Ancient Greece - a study of Greek life and achievements and their influence on the western world Athens and Sparta - conflict and competition		History - World history. WW2 Complex dynamics of government and war A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066 Invasion	History - Alan Turing, Bletchley Park and the Enigma machine Emmeline Pankhurst Social change and societal hierarchies	History - Charles Darwin, Alfred Wallace
	Geography - Location of Greece Human and physical characteristics of Greece <u>Geographical similarities and differences comparing Greece and UK</u> Describe and understand aspects of physical geography: mountains, volcanoes and earthquakes	Geography - what did we do?	Geography - Locate world countries using maps to focus on Europe, key physical and human characteristics, countries and major cities Europe, Japan, USA Trade- Atlantic trade routes	Geography - Layout of Bletchley Park Geography - Map work (Manchester locality)	Geography Darwin's voyage including micro-climates and environments.

	Human geography: types of settlement and land use, <i>trade links the importance of the sea</i>					
	Art/ DT - Greek jars draw, design and make in clay. Art/DT Food and nutrition - Greek Food meal		Art/ DT - Anderson shelters Re-creating Henry Moore shelter pictures.		Art/ DT - Feathers and birds	Art/ DT - the respiratory system
	Music -		Music - War time songs		Music -	Music -
	RSE-Living in the wider world- Critically examining the wider world and what is presented to me including social media.				RSE Relationships- I can recognise when they are unhealthy and know who to talk to about this.	RSE health and wellbeing changes in puberty, looking after my body. Transition.
	RE - How does the Greek myth about the origin of evil compare with the Christian story of the Fall?		RE - Judaism		RE -	RE - Humanism
PE	Health Related Fitness Yoga	Gymnastics - Counter balance and counter tension Handball	Volleyball OAA	Dodgeball Cricket	Athletics Tennis	Ultimate Frisbee Rounders
High quality texts			   			
Computing	Digital literacy - E-safety Information technology-sketch-up		Digital literacy -e-safety Information technology - making videos Computer Science- designing apps		Coding - <i>Alan Turing</i> Computer Science- using scratch to create Morse code keyer	Digital literacy - biography of ... using a range of different programs etc
	Digital citizenship, online safety and Information Technology					

Power and hierarchy - monarchy, king, queen, lord, leader, power, ancestor, coronation, royal, ruler/ law, empire, rebellion

Local history - Significant Manchester Events or people

War and conflict- alliance, army, border, conquest, country, peace, invasion, rebellion, Government, political party, Prime Minister -

Trade and journeys: Ancient Egyptian – River Nile, Roman Roads, Ancient Greece- the importance of the sea, WWII – Atlantic trade routes

Invasion

Invention and industry