Year **Foundation Stage** Curriculum plan Topic					
Autumn term Topic		Spring term Topic		Summer Term Topic	
Mini Me	**Dinosaurs**	**Toy Time**	**Blooming Marvellous**	**To Infinity and Beyond**	**It's a Bugs Life**
Curriculum areas covered					
1st half term **UW** Talk about their families. Know where they are placed within their family. Investigate their environment. Talk about how they got to school and what they saw. Talk about their bodies and body parts. Develop an understanding of how they grow. **EAD** Joins construction pieces together to build and balance. Begin to be interested in and describe the texture of things. Engages in imaginative role play based on own first-hand experiences.	2nd half term **UW** Recognises and describes different types of dinosaurs Enjoys joining in with family customs and routines Talk about what is different when comparing Remembers and talks about significant events in their own experience. **EAD** Joins construction pieces together to build and balance. Begin to be interested in and describe the texture of things. Builds stories around toys. Uses available resources to create props to support role play.	1st half term **UW** Enjoys joining in with family customs and routines Notice and ask questions/ talk about what they have seen. Can make toys move using controls Can open a simple app on IPad **EAD** Manipulates materials to create an object by joining things together. Selects appropriate resources and adapts work where necessary. Uses a range of media Chooses particular colours to use for a purpose. Introduces a storyline or narrative into their play.	2nd half term **UW** Develops an understanding of growth, decay and changes over time Shows care and concern for living things Looks closely at similarities, differences, patterns and change. **EAD** Begins to build repertoire of songs and dances Constructs with a purpose in mind, using a variety of resources. Chooses particular colours to use for a purpose. Introduces a storyline or narrative into their play.	1st half term **UW** Understand the similarities and differences in relation to places, objects, materials and living things Select and use technology for particular purposes. **EAD** Children sing songs, make music and dance, and experiment with ways of changing them Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function	2nd half term **UW** They know about similarities and differences between themselves and other creatures, among Children select and use technology for particular purposes. **EAD** Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.
Enrichment – Visits		Enrichment - Visits		Enrichment – Visits	
Familiarise self with new school area. mother and baby visit Autumn Walk (school Grounds)	Dress up day Visit to local church Christmas sing-a-long Pantomime – whole school Christmas Party	Children bring toys from home Pancake Day Chinese Food Tasting Toy diary	Visit to garden centre or gardener to visit St Georges Day Easter visit to Garden centre	Space Cafe Science day	Transition N-R / R – Yr1 Butterfly Farm or Mini beast day Anthony James Bug dress up day
Year 1 Curriculum plan Topic					
Autumn term 1 Topic	Autumn term 2 Topic	Spring term Topic School days		Summer Term 1 Topic	Summer Term 2 Topic

Superheroes (Transition)	School days	(emphasis on Victorians during Term 2)	Get out of my swamp	Flight
Curriculum areas covered				
1st half term Writing: (Phonics and Handwriting on-going) To show an awareness of capital letters, finger spaces and full stops name the letters of the alphabet: naming the letters of the alphabet in order. Composing a sentence orally before writing it. spell: words containing each of the 40+ phonemes already taught common exception words the days of the week. Maths: Number and place value. Mental addition and subtraction and Problem solving. Mental multiplication and division. Geometry: properties of shapes. Statistics. Science: Using their senses to compare different textures, sounds and smells. Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Art: To use a range of materials creatively to design and make	2nd half term Writing: (Phonics and Handwriting on-going) To show an awareness of capital letters, finger spaces and full stops apply simple spelling rules and guidance, as listed in English Appendix 1. write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. Maths: Number and place value. Mental addition and subtraction and Problem solving. Mental multiplication and division. Geometry: properties of shapes. Position and direction Measurement Science: Recognize and name a variety of materials toys are made out of. How do toys move? Investigate pushes and pulls. History: Observe and handle evidence to ask questions about the past. To place events/toys in order on a time line. Geography: Use simple fieldwork and observational skills to study the	1st half term + 2nd half term Writing: (Phonics and Handwriting on-going) To consistently use capital letters, finger spaces and full stops. Sequencing sentences to form short narratives. re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher. write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. using letter names to distinguish between alternative spellings of the same sound. Maths: Number and place value. Mental addition and subtraction. Problem solving, reasoning and algebra. Mental multiplication and division. Geometry: properties of shapes. Statistics. Measurement. Number and place value. Mental multiplication and division. Fractions, ratio and proportion. Science: Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen. History: Observe and handle evidence to ask questions about the past. Ask questions such as: What was is like for people? What happened? How long ago? To place events in order on a time line. Label time lines with words or phrases such as: past, present, older, newer. Geography:	1st half term Writing: (Phonics and Handwriting on-going) To consistently use capital letters, finger spaces and full stops using letter names to distinguish between alternative spellings of the same sound. Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs. Using the prefix un– . Using –ing, –ed, –er and –est where no change is needed in the spelling of root words. Maths: Number and place value. Mental addition and subtraction. Problem solving, reasoning and algebra. Mental addition and subtraction. Measurement. Statistics. Number and place value. Mental multiplication and division. Fractions, ratio and proportion. Measurement. Science: Types of materials. Comparing and sorting	2nd half term Writing: (Phonics and Handwriting on-going) To consistently use capital letters, finger spaces and full stops Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs. Using the prefix un– . Using –ing, –ed, –er and –est where no change is needed in the spelling of root words. Maths: Number and place value. Mental multiplication and division. Problem solving, reasoning and algebra. Fractions, ratio and proportion. Measurement. Statistics. Geometry: properties of shapes. Geometry: position and direction. Mental addition and subtraction. Science: Children to make and test paper aero planes. Children to investigate and test how a hot air balloon works.

products. (Lichenstein) To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Design and Technology: Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. (Design superhero costume and masks) Music: Listen with concentration and understanding to a range of high-quality live and recorded music. Physical Education: Superhero dance unit (Dance notes) Computing: E-safety Superheroes - Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. RE: Who is a Christian and what do they believe?	geography of the school and the key human and physical features of the environment. Art: Draw lines of different sizes and thickness. Add white or black to colours to make tints or tones. Design and Technology: Design products that have a clear purpose and an intended user. And to suggest improvements to existing designs. Music: To take part in singing accurately and identify the beat of a tune. Physical Education: Use running, jumping, throwing and catching skills in combination. Computing: Create pictures of toys using a paint package. Take photos and type a caption. RE: Who is a Christian and what do they believe? How do we celebrate special and sacred times? (visited throughout the year where appropriate) PSHE: Anti- bullying SRE – Spring Fever	Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of the environment. Art: Respond to ideas and starting points. Draw lines of different sizes and thickness. Add white or black to colours to make tints or tones. Design and Technology: Design products that have a clear purpose and an intended user. Suggest improvements to existing designs. Music: To take part in singing accurately and identify the beat of a tune. Physical Education: Use running, jumping, throwing and catching skills in combination. Computing To communicate ideas, work and messages. RE: What does it mean to belong to a faith community? PSHE: Taking Care Project	materials. Growing plants. Naming parts of a plant Geography: Creating a visual map of a journey Comparison of settings History: Castles – comparison of buildings Art: Creating a castle picture in the style of Jan Pienkowski Creating a natural outdoor structure Design and Technology: Making Gingerbread men Music: Create a musical piece of music to represent the Gingerbread Men's journey Computing: Puppet Pals – Gingerbread men iMovie own stories Physical Education: Use running, jumping, throwing and catching skills in combination. RE: How should we care for others in the world and why does it matter?	History: Children to be able to recall information about the first ever flight and the jet era. Geography: Children to learn about the migration of birds and map out migration patterns. Children will be able to locate popular flight destinations on a map. Citizenship: Children to discuss the job roles at airports and the qualities needed to carry out these roles. Art: Children will recreate impressionist art to create a painting of a hot air balloon. Design Technology: Children to use papier-mâché techniques to create and decorate their own hot air balloons. Children to use junk modelling to create their own rocket ships. Music: Children to compose their own flight music. Computing Children to use 'I Can Animate' to explain the role of a pilot Physical Education: Use running, jumping, throwing and catching skills in combination.

				RE: How should we care for others in the world and why does it matter?
Enrichment – Visits Toy work shop? Autumn 2		Enrichment – Visits Holdenby house during Spring Term 2		Enrichment – Visits Airport during Summer Term 2
Year 2 Curriculum Plan				
Autumn term Topic Dungeons and Dragons –Autumn 1 This incorporates the initial Wonder Woman Theme Pole to Pole/Around the World – Autumn 2		Spring term Topic Indian Spice – Spring 1 The Fire of London – Spring 2		Summer Term Topic Pioneers – Summer 1 and 2 This incorporates Pioneers and the remaining Wonder Woman
Curriculum areas covered				
1st half term <u>Maths</u> Place Value Revising number bonds 2d shape Problem solving Mental addition and subtracting doubling <u>English</u> Fiction – Traditional tales - Jack and the Beanstalk The Knight and the Dragon George and his Dragon Machine <u>Science</u> Uses of Every day Materials Famous person - Dunlop <u>History</u> Why were castles built? People who lived in a castle	2nd half term <u>Maths</u> Number and place value Direction and movement Mental multiplication and division Addition and subtraction Measurement cm m temperature <u>English</u> Poems from Around the World eg John Agard Poles Apart – Jeanne Willis (book) Anna Hibiscus Non Fiction - Atlases <u>Science</u> Uses of Every day Materials	1st half term <u>Maths</u> Number and place value Multiplication division Addition and subtraction Money 2d and 3d shapes Time statistics <u>English</u> Non Fiction– Chronological Reports – Tigers Fiction Raunaway Chapatti Tiger Child Classical Poem – Jim <u>Science</u> Animals – including	2nd half term <u>Maths</u> Fractions Multiplication and division Time Statistics – pictograms, tally charts etc Money <u>English</u> Non Fiction – Reports about Great Fire of London Non Fiction - Diaries -Recipes Fiction –Toby and the Great Fire of London Linked to science – explanation	1st half term <u>Maths</u> Comparing numbers Problem Solving Measure-weight, capacity fractions <u>English</u> Man on the Moon Way back home Beegu Non Fiction – space Non chronological reports (SATS revision) <u>Science</u> Plants <u>History</u> Famous pioneers in history	2nd half term <u>Maths</u> Money Multiplication Division Time (5 minute intervals) Division problems Thermometers <u>English</u> Non-Fiction Famous women from history Author Study – eg Anne Fine <u>Science</u>

Famous person – Queen Elizabeth 1 <u>Geography</u> Location of Castles <u>Art</u> Self Portraits Castle Pictures <u>DT</u> Making Castle with working drawbridge <u>Computing</u> We are storytellers Creating a talking book (Y1 – switched on computing) <u>Music</u> The Long and Short of It Song Puff the Magic Dragon <u>PSHE</u> New Beginnings: Emotional Wellbeing <u>RE</u> Who is Jewish and what do they believe? <u>PE</u> Multi skills	continued Plant Bulbs for Spring <u>History</u> <u>Geography</u> The Continents Seas Location of hot and cold places in the world , in relation to the equator and North and South Poles Weather (comparisons) Geographical Language <u>Art</u> Collage (penguins) Christmas craft activities <u>Computing</u> We are celebrating (Y1 Switched on computing – creating a Christmas card electronically) <u>Music</u> Feel the Pulse Songs – Magic Travel Machine <u>PSHE</u> 'Say No to Bullying' and 'Getting on and falling out' Spring Fever-SRE <u>RE</u> How and why do we celebrate special and sacred times? <u>PE</u> Hockey	humans basic needs of animals and humans Healthy Eating and Hygiene (PSHE link) Living and Dead <u>Geography</u> Where is India? Geographical and Human Features of India Weather Small area in non European country <u>Art</u> Indian art- Patterns <u>Computing</u> Statistics <u>Music</u> Indian Songs <u>PSHE</u> Taking Care Project Keeping Healthy <u>RE</u> Who is a Muslim and what do they believe? <u>PE</u> Indian Dance	texts – life cycles <u>Science</u> Life Cycles (animals including humans have offspring) <u>Geography</u> London – past and present <u>History</u> Event – Great Fire of London Famous person – Samuel Pepys <u>DT</u> food technology making cakes <u>Computing</u> We are photographers – taking, selecting, editing photographs (Y2 Switched On Computing) <u>Music</u> London's Burning – rounds <u>PSHE</u> Managing change <u>RE</u> Who is a Muslim and what do they believe? (continued) Easter – Christianity – visit to Methodist church <u>PE</u> Dance	eg Neil Armstrong, Christopher Columbus compared to modern day pioneers. <u>Geography</u> Mapping journeys famous travellers have made. Weather comparison with Autumn 2 <u>DT</u> Space models <u>Art</u> Space Pictures <u>Computing</u> We are astronauts (from Rising Stars Y2 Switched On Computing) <u>Music</u> Sounds Interesting Space songs <u>PSHE</u> Drugs and Their Uses <u>RE</u> What can we learn from sacred books? <u>PE</u> Tennis	Living Things in their habitat <u>History</u> Famous people -Rosa Parks Florence Nightingale Mary Seacole Grace Darling <u>Geography</u> Map skills – directions finding places associated with the famous person on a map Geographical vocabulary <u>Art</u> Observational drawings linked to science Portraits – famous people <u>Computing</u> We are researchers (from Rising Stars Y2 Switched On Computing) <u>Music</u> What's the score? <u>PSHE</u> Personal Safety <u>RE</u> – What can we learn from sacred books? (continued) <u>PE</u> Athletics
Enrichment – Tamworth Castle (History) Autumn 1		Enrichment – Methodist Church Long Lawford (RE) Spring 2		Ryton Pools (Science) Summer 2	
Year 3		Curriculum plan		Topic	

Autumn term Topic Meet The Flintstones		**Spring term Topic** Tomb Raiders		**Summer Term Topic** Extreme Survival	
Curriculum areas covered					
1st half term	**2nd half term**	**1st half term**	**2nd half term**	**1st half term**	**2nd half term**
Stone Age Boy/Ug: Boy Genius of the Stone Age <u>English:</u> To write in a range of genres based on the story. <u>History:</u> To ask questions about the past. To sequence events in order. To understand the impact of inventions on everyday life. To understand how farming was used in the Stone Age. To know what life was like on Skara Brae. <u>Art:</u> To develop skills of observational drawings. <u>Science:</u> To understand how fossils are formed. To classify rocks and soils. To learn about Mary Anning.	Ug: Boy Genius of the Stone Age/Oi! Caveboy. <u>English:</u> To write in a range of genres based on the story. <u>History:</u>. To understand how farming was used in the Stone Age. To know what life was like on Skara Brae. To look at Stonehenge. To know about hillforts. <u>DT:</u> To make a shelter. To design and make a Stone Age vehicle. <u>Science:</u> To learn about magnets. To learn about forces. To understand how friction works and the different types.	The Pharaoh in the bath <u>English:</u> To write an Egyptian fact file. <u>History:</u> To order key events. To research the Ancient Egyptians. To understand how Egyptians used the river Nile. <u>Geography:</u> To locate Egypt in an atlas. <u>Science:</u> To recognise we need light to see things. To know dark in the absence of light. To notice light is reflected from surfaces. To recognise how shadows are formed. <u>Art:</u> To design and make an Egyptian tablet using hieroglyphs. To develop sketching skills when drawing. <u>Computing:</u>	The Pharaoh in the bath <u>English:</u> To write imaginative descriptions of Egyptian tombs. <u>History:</u> To know how mummification worked. To know how the social structure in Ancient Egypt affected people's lives. <u>Science:</u> To identify and describe the function of different parts of flowering plants. To explore the requirements of plants for life and growth. Investigate how water is transported. <u>DT:</u> To design and make an Egyptian tomb. <u>Music:</u> To compose a piece of music to reflect 'the journey to the afterlife'.	Mr Popper's Penguins <u>English:</u> To write in a range of genres based on the story. <u>Geography:</u> To identify hot and cold places. <u>Science:</u> To identify the right nutrition for humans. <u>Art:</u> To identify how artists use colour to represent hot and cold.	Mr Popper's Penguins <u>English:</u> To write a leaflet about surviving in extreme climates. <u>Geography:</u> To plot deserts on a map. <u>DT:</u> To design and make a high energy snack. <u>Science:</u> To know how muscles work. To label parts of a skeleton.

		To find information using the internet.			
Enrichment – Stone Age Day		Enrichment – Visits Museum Visit		Enrichment – Visits Ryton Pools – Den Building	
Year 4		Curriculum plan		Topic	
Autumn term Topic World's Kitchen		Spring term Topic Reign Over Us		Summer Term Topic Roman Rule	
Curriculum areas covered					
1st half term Geography: Locate, continents, oceans, countries. Use coordinates to find capital cities throughout the world. Research traditional cuisine from continents around the world. Fair trade. History: How Cadbury came about and has changed over time. DT: How food changed from bean to bar. Design and create food packaging.	2nd half term DT: Design and create food packaging. Tasting different fruits from around the world. Geography: Global food issues. Food aid charities. ICT: Create a TV advert for food aid/ another charity. Art: Sketch images of fruit.	1st half term History: Battle of Hastings. Census/ Magna Carta. House of Normandy. House of Anjou. House of Plantagenet. War of the roses. House of Tudor. Catholics and Protestants. Charles 1st. Puritans.	2nd half term History: Charles 2nd. England and Scotland's joining together. Boston tea party. Queen Victoria. House of Windsor. Elizabeth 2nd. Art: Create scenes from the Great fire of London. Music/ ICT: Create a royal tune.	1st half term History: Timeline of British history. Roman invasion. Roman life. Roman army/ soldiers. Gladiators. Geography: Invaders and settlers. Roman towns. Art: Roman mosaics.	2nd half term DT: Anthony James Roman armour/ villas/ weapons. ICT: Research and PowerPoint about Roman Gods. History: Roman Emperors. Roman Baths. Gladiators. End of Roman Empire. How the Romans effected life in Britain today. Music: Battle music.
Enrichment – Visits Cadbury World		Enrichment – Visits Could we go to a castle? Reign Over Us day		Enrichment – Visits Lunt Roman Fort	
Year 5		Curriculum plan		Topic	
Autumn 1 **7 Weeks**	**Autumn 2** **8 Weeks**	**Spring 1** **6 Weeks**	**Spring 2** **5 Weeks**	**Summer 1** **6 Weeks**	**Summer 2** **7 Weeks**
Britain at Play	**Invaders**	**Wild Waters**		**Mexico and the Mayans**	
Curriculum areas covered					

English Bear Grylls – Mud, Sweat and Tears	**English** Michael Morpurgo – Beowulf	**English** Dave Shelton - Boy and a bear in a boat (POR)	**English** William Grill - Shackleton's Journey (POR)	**English** The Book of Life (Film)	**English** Dan Jolley - The Hero Twins
Maths • Number and place value • Written addition and subtraction • Problem solving, reasoning and algebra • Mental addition and subtraction • Decimals, percentages and their equivalence to fractions • Mental multiplication and division Measurement	**Maths** • Mental multiplication and division • Fractions, ratio and proportion • Written multiplication and division • Problem solving, reasoning and algebra • Geometry: properties of shapes • Number and place value • Decimals, percentages and their equivalence to fractions • Mental addition and subtraction Written addition and subtraction	**Maths** • Number and place value • Decimals, percentages and their equivalence to fractions • Problem solving, reasoning and algebra • Mental addition and subtraction • Written addition and subtraction • Mental multiplication and division • Geometry: properties of shapes • Measurement Statistics	**Maths** • Written multiplication and division • Fractions, ratio and proportion • Geometry: properties of shapes • Problem solving, reasoning and algebra • Measurement • Written addition and subtraction	**Maths** • Mental addition and subtraction • Decimals, percentages and their equivalence to fractions • Problem solving, reasoning and algebra • Fractions, ratio and proportion • Written multiplication and division • Number and place value • Geometry: position and direction • Geometry: properties of shapes Written addition and subtraction	**Maths** • Mental multiplication and division • Problem solving, reasoning and algebra • Fractions, ratio and proportion • Written multiplication and division • Measurement • Decimals, percentages and their equivalence to fractions • Fractions, ratio and proportion • Number and place value • Statistics
Science **Earth and Space** • describe the movement of the Earth and other planets relative to the sun in the solar system • describe the movement of the moon relative to the Earth • describe the sun, Earth and moon as approximately spherical bodies use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky	**Science** **Forces** • explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • identify the effects of air resistance, water resistance and friction, that act between moving surfaces • recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect	**Science** **Properties and Changes of Materials** • compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • demonstrate that dissolving, mixing and changes of state are reversible changes		**Science** **Animals including Humans** Describe the changes as humans develop to old age	**Science** **Living things and their habitats:** • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals

		explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda			
History • Find out about the history of key sporting events. • Create a time line of key sporting events. Find out about famous sporting heroes.	**History** • Look at reasons for invasion. Find historical facts about the end of the Roman Empire and historical events in the Anglo-Saxon period. Research life in Saxon times.	**History** • Investigate why settlers throughout history have chosen to live near rivers. Investigate historical significance of certain rivers.		**History** • Research the ancient civilization of the Mayans, including lifestyle and key beliefs. Offer opinions as to why the Mayans 'disappeared'.	
Geography • Explore Ordnance Survey Maps of the local areas – identify places for leisure activities. Look at land use – locate parks and other recreation areas.	**Geography** Use atlases, pictures and the internet to establish routes taken by the invaders and discuss the issues they faced.	**Geography** • Locate rivers around the world and in the UK. • Look at the physical features of rivers linked to the water cycle. Conduct fieldwork in the local environment.		**Geography** • Use map skills to locate cities and countries of the world and identify lines of latitude and longitude. Compare geographical features of Mexico and the UK	
Art/ DT • Create a plan/ design of a new leisure centre. • Choose materials to furnish. • Sketch people doing sporting activities. Make 3D models of people doing sporting activities.		**Art/ DT** Competition to design and build a bridge – selecting, joining and combining materials to make the strongest structure possible.		**Art/ DT** • Prepare and cook healthy Mexican food. • Design and make a Mayan inspired mask using mouldable materials. Design and make a Mayan inspired mask using mouldable materials	
PSHE/ Citizenship **Rules and Rights** **Understanding and practising democracy** • E-safety – online safety.	**PSHE/ Citizenship** **SPRING FEVER** **How My Body Works and Changes** **Puberty**	**PSHE/ Citizenship** **Similarities and Differences** **Valuing Difference** Consider issues of floods and other natural disasters caused by water – what is the impact of flooding on people and communities.	**PSHE/ Citizenship** **Taking Care Project** Consider issues of floods and other natural disasters caused by water – what is the impact of flooding on people and communities.	**PSHE/ Citizenship** **Maintaining Personal Hygiene** **Relationships**	**PSHE/ Citizenship** **Healthy Lifestyles** • How has the culture of the UK been enriched by invasion/immigration? How can different cultures live together harmoniously?

RE • **Why do some people believe God exists?** **What would Jesus do? Can we live by the values of Jesus in the twenty-first century?**	**RE** • **What do religions say to us when life gets hard?**	**RE** • **If god is everywhere why go to a place of worship?** • **Is it better to express your beliefs in arts and architecture or in charity and generosity?**	**RE** **What does it mean to be a Muslim in Britain today?**	**RE** **What matters most to Christians and Humanists?**	**RE** **What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)?**
Music	**Music**	**Music** Create a soundscape to describe the sounds of rivers.		**Music** Compose and perform music to accompany a Mayan ritual.	
Computing Safe blogging online		**Computing** Use spreadsheets to organise and present data linked to the bridge challenge.		**Computing** Interactive presentation	
Enrichment – Visits Alice in Wonderland, Royal Opera House		Enrichment – Visits Residential visit, Kingswood		Enrichment – Visits Meal out at La Casa Loco.	

Year 6	Curriculum plan	Topic
Autumn term Greece Lightning-The Ancient Greeks	Spring term Disasters-Natural disasters (volcanoes, earthquakes, tsunamis etc)	Summer Term Yes Minister
Curriculum areas covered		
Science: Look at the factors that have caused Greek temples to erode. Conduct an experiment to find out the impact of erosion on different types of rocks. History:	Science: Study of forces inside a volcano and plate tectonics. Changing State: Solids, liquids and gases all within a volcano. History:	Science: Investigate and explore the properties of different materials through work on creating the guy. History: To trace the origins of the parliamentary system.

Place Ancient Greece civilization on a timeline. Study Greek architecture and discuss main features. Study Ancient Greek pottery and establish what they tell us about life in the past. Research aspects of daily life using primary resources and compare and contrast findings. Research religious beliefs – Greek Gods Use sources of information to make deductions about life in Ancient Greece. Research the Ancient Olympics and establish what they tell us about the past. <u>Geography:</u> Identify geographical features of Greece, name seas, and locate mountains. <u>Art:</u> Draw/ sketch Ancient Greek pots using observational drawing skills. Use research to influence the design and decoration of a modern pot based on those found in Ancient Greece. Construct and decorate a clay pot using coils or a thumb pot. <u>Physical Education:</u> Explore dance to enact a fight between the Greeks and the Trojans. <u>Computing:</u> Make a video diary of daily life in Athens or Sparta. <u>SMSC:</u> Develop their capacity for critical and independent thought. Listen and respond appropriately to the views of others. Children will work collaboratively. To make an active contribution to discussions.	Placing significant volcanic eruptions and earthquakes on a timeline. Looking at factual evidence of a past society – Pompeii devastated by the eruption of Vesuvius in 79AD. Looking at archaeologists and how they discover lost cities and how tourists visit to find out more. <u>Geography:</u> Map Skills – Locating Volcanoes around the earth and naming the countries and continents where they can be found. Looking at the physical features of the Earth: Tectonic Plates geographical patterns etc. Study of people and place – why do people live near volcanoes and earthquakes. Focussed study of 2011 Earthquake in Japan. Effects of Volcanoes and Earthquakes on settlements. <u>Art:</u> Take One Picture' Photos of people fixed by ash – Modroc models of bodies in poses of everyday life. <u>Design and Technology:</u> 'Moldable Materials' – design and make a volcano. <u>Music:</u> Creating own volcano music. <u>Computing:</u> Using Spreadsheets to organise and present data. Converting information. <u>SMSC:</u> What is 'blind faith'? Discuss the concept of 'Charity' as an important factor in many religions. What relief charities have religious/spiritual links? What are the pros/cons of this? Why do terrible natural disasters happen to good people? How does this make us feel? How do we express these emotions? Children will work collaboratively. They will learn to think and empathise with others when thinking about the impact of natural disasters on communities.	To evaluate primary and secondary sources to find out about Guy Fawkes and the gunpowder plot. Understand the political and voting systems of the United Kingdom. <u>Geography:</u> Map Skills – Locating different forms of government across the world. To look at the location of constituencies within the UK. To look at the political party map from the last general election. <u>Art:</u> Poster campaign for a political party. Houses of parliament artwork based on piece by Claude Monet. <u>Design and Technology:</u> Design and make a 'guy' of a famous figure within popular culture'. <u>Music:</u> Create a new song based around the song 'If I ruled the world'. <u>Computing:</u> Using Spreadsheets to organise and present data. Converting information <u>SMSC:</u> Compare laws and rules within the legal system to laws and rules within religions. How much should religious law be respected and obeyed e.g. Shariah law? To look at the role of government to set moral rules and laws within our society, how they are enforced and what it would be like if they were not enforced. Children will work collaboratively. To look at rules and laws within our society, how they are enforced and what it would be like if they were not enforced. How do we adapt to change in our lives placed on us by new government? What is life like under different political systems?

Understand the culture of Ancient civilizations and how they have influenced life today.	How do we adapt to change in our lives – reflect on experiences of victims of natural disasters? What lessons or strategies can we learn from this to support us in changes within our lives? – Link to transition.	
Enrichment – Visits Anthony James – Ancient Greek Autumn 2	Enrichment – Visits	Enrichment – Visits London during Summer Term 2