**STUART ROAD PRIMARY SCHOOL CURRICULUM OVERVIEW 2015-16**

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| **Year 1** | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Key Question** | **How can we run a museum?** | **How can we run a museum?** | **How can we use media to share information?** | **How can we use media to share information?** | **How can we raise the profile of the school?** | **How can we raise the profile of the school?** |
| **History** | **Changes in Living memory** | **Changes in Living memory** | **Local historical events-Naval hertitage and dockyards** | **Local historical events-Naval hertitage and dockyards** | **Famour people in local history – Brunel/ Nancy Astor** | **Famour people in local history – Brunel/ Nancy Astor** |
| **Geography** | **Field Skills** | **Places around us**  **Weather** | **Places around us**  **Weather** | **Mapping Skills** | **Contrasting non-European country** | **Contrasting non-European country** |
| **Science** | **Everyday materials** | **Everyday materials** | **Light and seasonal changes** | **Light and seasonal changes** | **Plants/ Animals including humans** | **Plants/ Animals including humans** |
| **Art** | **Emily Connor- Links with Tom Daley**  Skills covered- Drawing, painting, colour mixing, control of tools and practising techniques | **Emily Connor- Links with Tom Daley**  Skills covered- Drawing, painting, colour mixing, control of tools and practising techniques | **Brian Pollard**  Skills covered- Drawing, painting, colour mixing, control of tools and practising techniques, 3D Form, clay, use of ICT, sculpture, line, form, texture | **Brian Pollard**  Skills covered- Drawing, painting, colour mixing, control of tools and practising techniques, 3D Form, clay, use of ICT, sculpture, line, form, texture | **Structure and Architecture- Brunel and Bridge**  **Chinese Art**  Skills covered- 3D Form, clay, use of ICT, sculpture, line, form, texture | **Structure and Architecture- Brunel and Bridge**  **Chinese Art**  Skills covered- 3D Form, clay, use of ICT, sculpture, line, form, texture |
| **Music** | ***Sing songs and speaking chants and rhymes***  ***(Christmas)***  **Charanga – Hey You!** | ***Sing songs and speaking chants and rhymes***  ***(Christmas)***  **Charanga – Hey You!** | ***Listen with concentration and understanding to high quality live and recorded music***  **Charanga – In the Groove**  **Rhythm in the way we walk and Banana Rap** | ***Listen with concentration and understanding to high quality live and recorded music***  **Charanga – In the Groove**  **Rhythm in the way we walk and Banana Rap** | ***Play tuned and untuned instruments musically.***  **Charanga – Round and Round**  **Reflect, Rewind and Replay** | ***Play tuned and untuned instruments musically.***  **Charanga – Round and Round**  **Reflect, Rewind and Replay** |
| **DT** | **Design and Make**  **Shoe box rooms** | **Design and make – shoe box rooms** | **Design and make** | **Design and make** | **Outdoors/growing/**  **cooking** | **Outdoors/growing**  **cooking** |
| **PE** | **Multi skills** | **Dance** | **Team Games** | **Apparatus** | **Athletics** | **Athletics** |
| **RE** | Myself  Enable children to both think about what is important to them and what is important in religion. It will introduce children to special people, objects, stories, places, music, celebration and seasons, both in their own lives and within the lives of Christians and Jews. | | Celebrations  Enable children to explore familiar celebrations within their lives and the lives of others. It will also introduce children to some of the key areas of learning in RE. This unit particularly focuses on celebrations such as birthdays, baptisms and weddings, extending to exploring the Christian celebration of Easter. | | Belonging  Children draw upon their own understanding of belonging, and then relate this to what Christians from different traditions understand about belonging. They look at what Jesus taught about children, and how the church welcomes children into its family. They think about how people show they belong and what is special about belonging. | |
| **Computing** | **Write an algorithm for an everyday activity** | **Give and follow instructions, including turning movements** | **Create an algorithm to guide your robot partner** | **Write a directional algorithm for Felix** | **Program a bee Bot with directional commands** |  |
| **Enterprise project** | **Making objects to sell in our museum** | **Making objects to sell in our museum** |  |  |  |  |
| **Languages** | **Mandarin** | **Mandarin** | **Mandarin** | **Mandarin** | **Mandarin** | **Mandarin** |

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| **Year 2** | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Key Question** | **How can we run a museum?** | **How can we run a museum?** | **How can we use media to share information?** | **How can we use media to share information?** | **How can we raise the profile of the school?** | **How can we raise the profile of the school?** |
| **History** | **Christopher Columbus/Pocahontas** | **Christopher Columbus/Pocahontas** | **Neil Armstrong** | **Neil Armstrong** | **History of Stuart Road** | **History of Stuart Road** |
| **Geography** | **America- A different place in the world** | **America- A different place in the world** |  |  | **Local area field skills** | **Local area field skills** |
| **Science** | **Uses of everyday materials** | **Uses of everyday materials** | **Plants/ Animals including humans** | **Plants/ Animals including humans** | **Living things and their habitats** | **Living things and their habitats** |
| **Art** | **Michael Kaboti- Painter**  **Amanda Crowe- Sculptor**  Skills covered- Drawing, painting, colour mixing, control of tools and practising techniques, 3D Form, clay, use of ICT, sculpture, line, form, texture | **Michael Kaboti- Painter**  **Amanda Crowe- Sculptor**  Skills covered- Drawing, painting, colour mixing, control of tools and practising techniques, 3D Form, clay, use of ICT, sculpture, line, form, texture | **Giuseppe Archimboldo- Food in art**  Skills covered- Drawing, painting, colour mixing, control of tools and practising techniques, 3D Form, clay, use of ICT, sculpture, line, form, texture | **Giuseppe Archimboldo- Food in art**  Skills covered- Drawing, painting, colour mixing, control of tools and practising techniques, 3D Form, clay, use of ICT, sculpture, line, form, texture | **Robert Lenkiewicz- focus on how we portray people in our environment**  Skills covered- Drawing, painting, colour mixing, control of tools and practising techniques, 3D Form, clay, use of ICT, sculpture, line, form, texture | **Robert Lenkiewicz- focus on how we portray people in our environment**  Skills covered- Drawing, painting, colour mixing, control of tools and practising techniques, 3D Form, clay, use of ICT, sculpture, line, form, texture |
| **Music** | ***Sing songs and speaking chants and rhymes***  ***(Christmas)***  **Charanga – Hands, Feet, Heart** | ***Sing songs and speaking chants and rhymes***  ***(Christmas)***  **Charanga – Hands, Feet, Heart** | ***Play tuned and untuned instruments musically.***  **Charanga – Glockenspiel Stage 1 I wanna play in a band** | ***Play tuned and untuned instruments musically.***  **Charanga – Glockenspiel Stage 1 I wanna play in a band** | ***History of music – Edvard Grieg***  **Charanga – Zootime**  **Reflect, Rewind and Replay** | ***History of music – Edvard Grieg***  **Charanga – Zootime**  **Reflect, Rewind and Replay** |
| **DT** | **Artists, designers, architects and craftsmen** | **Artists, designers, architects and craftsmen** | **Design and Make** | **Cooking** | **Design and make** | **Cooking** |
| **PE** | **Multi skills** | **Dance** | **Team Games** | **Apparatus** | **Athletics** | **Athletics** |
| **RE** | Believing  Enable children to explore key beliefs and stories within Christianity and Judaism. It will introduce children to important ideas in religion and will enable them to explore the special place of story both in their own lives and within the lives of Christians and Jews. | | Leaders and Teachers  Enable children to explore leaders and teachers within Christianity and Judaism.  It will introduce children to the concept of leaders and teachers and will enable them to explore the meanings both in their own lives and within the lives of Christians and Jews. | | Symbols  Explore symbols important to believers within Christianity and Judaism, as well as symbols which are important to themselves. It will also introduce children to some of the key areas/strands of learning in RE. This unit particularly focuses on symbols used within a Christian church and a Jewish synagogue, as well as the use of bread as a symbol in different religions. | |
| **Computing** | **Write an algorithm to make a jam sandwich** | **Create an algorithm in Scratch using repetition** | **Use selection when programming Speedy** | **Write a storyboard for Speedy** | **Program and debug a game designed for Speedy** |  |
| **Enterprise project** | **Making objects to sell in our museum** | **Making objects to sell in our museum** |  |  |  |  |
| **Languages** | **Mandarin** | **Mandarin** | **Mandarin** | **Mandarin** | **Mandarin** | **Mandarin** |

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| **YEAR 3** | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Key Question** | **How can we run a museum?** | **How can we run a museum?** | **How can we use media to share information?** | **How can we use media to share information?** | **How can we raise the profile of the school?** | **How can we raise the profile of the school?** |
| **History** | **Stone Age/Iron Age** | **Stone Age/Iron Age** | **Ancient Greece** | **Ancient Greece** | **Local Study-Tudors** | **Local Study- Tutors** |
| **Geography** |  |  | **Geography of UK and its changes** | **Geography of UK and its changes** | **Local area field skills** | **Local area field skills** |
| **Science** | **Forces and Magnets** | **Forces and Magnets** | **Rocks** | **Plants/Lights** | **Animals including humans** | **Animals including humans** |
| **Art** | **Study of Cave and Stone Paintings- focus on colour mixing and telling a story through art**  Skills covered- Drawing, painting, colour mixing, control of tools and practising techniques, 3D Form, 2 and 3 dimensions on different scales, clay, use of ICT, sculpture, line, form, texture, working collaboratively | **Study of Cave and Stone Paintings- focus on colour mixing and telling a story through art**  Skills covered- Drawing, painting, colour mixing, control of tools and practising techniques, 3D Form, 2 and 3 dimensions on different scales, clay, use of ICT, sculpture, line, form, texture, working collaboratively | **Pottery and Architecture of Ancient Greece-focus on architecture, form and clay work**  Skills covered- Drawing, painting, colour mixing, control of tools and practising techniques, 3D Form, 2 and 3 dimensions on different scales, clay, use of ICT, sculpture, line, form, texture, working collaboratively | **Pottery and Architecture of Ancient Greece-focus on architecture, form and clay work**  Skills covered- Drawing, painting, colour mixing, control of tools and practising techniques, 3D Form, 2 and 3 dimensions on different scales, clay, use of ICT, sculpture, line, form, texture, working collaboratively | **Artists of the Tudor Court-focus on portraits**  Skills covered- Drawing, painting, colour mixing, control of tools and practising techniques, 3D Form, 2 and 3 dimensions on different scales, clay, use of ICT, sculpture, line, form, texture, working collaboratively | **Artists of the Tudor Court-focus on portraits**  Skills covered- Drawing, painting, colour mixing, control of tools and practising techniques, 3D Form, 2 and 3 dimensions on different scales, clay, use of ICT, sculpture, line, form, texture, working collaboratively |
| **Music** | ***Music from different countries/traditions***  Charanga – Three Little Birds  Ho, ho, ho | ***Music from different countries/traditions***  Charanga – Three Little Birds  Ho, ho, ho | ***Play tuned and untuned instruments musically.***  ***History of music – Benjamin Britten***  Charanga - Glockenspiel Stage 2  Benjamin Britten – There was a Monkey | ***Play tuned and untuned instruments musically.***  ***History of music – Benjamin Britten***  Charanga - Glockenspiel Stage 2  Benjamin Britten – There was a Monkey | ***Play and Perform Improvise and Compose***  Charanga – Let your spirit fly  Reflect, Rewind and Replay | ***Play and Perform Improvise and Compose***  Charanga – Let your spirit fly  Reflect, Rewind and Replay |
| **DT** | **Design & Make** | **Design and Make** | **Growing/ Cooking** | **Growing/ Cooking** | **Local crafts and industries in the UK – design and make** | **Local crafts and industries in the UK – design and make** |
| **PE** | **Multi skills** | **Dance** | **Team Games** | **Apparatus** | **Athletics** | **Athletics** |
| **RE** | Worship, Pilgrimage and Sacred Places  The opportunity to study the key features of worship and what worship means to a believer in Christianity and Hinduism. Children will explore the concepts of pilgrimage and sacred places within the contexts of Christianity and Hinduism. | | Symbols and Religious Expression  Investigate some of the possible or intended meanings of a range of signs and symbols. Children can investigate a variety of religious symbols and their meaning for those who use them, within the contexts of Christianity and Hinduism. | | Teaching and Authority  Enable children to explore teachings and authority within Christianity and Hinduism. It will introduce children to the concept of the authority of sacred texts and will enable them to explore the meanings both in their own lives and within the lives of Christians and Hindus. | |
| **Computing** | **Understand that the computers in school are connected via a network.**  **Write an algorithm in a flow chart** | **Understand why computers are networked.**  **Understand and use repetition within algorithms** | **Understand the difference between the Internet and the World Wide Web.**  **Use a range of inputs and selection within an algorithm.** | **Plan a game in Scratch using inputs, repetition and selection.** | **Program a game using repetition, selection and inputs.** | **Debug your Scratch game.** |
| **Enterprise project** |  |  | **Christmas decorations** | **Christmas decorations** |  |  |
| **Languages** | **Mandarin** | **Mandarin** | **Mandarin** | **Mandarin** | **Mandarin** | **Mandarin** |

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| **YEAR 4** | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Key Question** | **How can we run a museum?** | **How can we run a museum?** | **How can we use media to share information?** | **How can we use media to share information?** | **How can we raise the profile of the school?** | **How can we raise the profile of the school?** |
| **History** | **Rome** | **Rome** | **Rome and Britain** | **Rome and Britain** | **Local study- Georgian** | **Local study - Georgian** |
| **Geography** | **Getting into Europe – contrasts to our country- Italy** | **Getting into Europe – contrasts to our country - Italy** | **Map Skills - Rome** | **Map skills - Rome** | **Water/Rivers/water cycle/issues with water** | **Water/Rivers/water cycle/issues with water** |
| **Science** | **Electricity**  **Sound** | **Electricity**  **Sound** | **Animals including humans** | **States of Matter** | **Living things and their habitats** | **Living things and their habitats** |
| **Art** | **Mosaic, Architecture and Still Life**  Skills covered- Drawing, painting, colour mixing, control of tools and practising techniques, 3D Form, 2 and 3 dimensions on different scales, clay, use of ICT, sculpture, line, form, texture, working collaboratively | **Mosaic, Architecture and Still Life**  Skills covered- Drawing, painting, colour mixing, control of tools and practising techniques, 3D Form, 2 and 3 dimensions on different scales, clay, use of ICT, sculpture, line, form, texture, working collaboratively | **French Impressionists**  Skills covered- Drawing, painting, colour mixing, control of tools and practising techniques, 3D Form, 2 and 3 dimensions on different scales, clay, use of ICT, sculpture, line, form, texture, working collaboratively | **French Impressionists**  Skills covered- Drawing, painting, colour mixing, control of tools and practising techniques, 3D Form, 2 and 3 dimensions on different scales, clay, use of ICT, sculpture, line, form, texture, working collaboratively | **Elene Akhvlediani-focus on landscapes and perpective**  **Gia Bugadze- sketching and form**  Skills covered- Drawing, painting, colour mixing, control of tools and practising techniques, 3D Form, 2 and 3 dimensions on different scales, clay, use of ICT, sculpture, line, form, texture, working collaboratively | **Elene Akhvlediani-focus on landscapes and perpective**  **Gia Bugadze- sketching and form**  Skills covered- Drawing, painting, colour mixing, control of tools and practising techniques, 3D Form, 2 and 3 dimensions on different scales, clay, use of ICT, sculpture, line, form, texture, working collaboratively |
| **Music** | ***Music from different countries/traditions***  **Charanga – Mamma Mia**  **Five Gold Rings** | ***Music from different countries/traditions***  **Charanga – Mamma Mia**  **Five Gold Rings** | ***Play tuned and untuned instruments musically.***  ***History of music – Benjamin Britten***  Charanga - Glockenspiel Stage 3  Benjamin Britten - Cuckoo | ***Play tuned and untuned instruments musically.***  ***History of music – Benjamin Britten***  Charanga - Glockenspiel Stage 3  Benjamin Britten - Cuckoo | ***Play and Perform Improvise and Compose***  Charanga – Lean on me  Reflect, Rewind and Replay | ***Play and Perform Improvise and Compose***  Charanga – Lean on me  Reflect, Rewind and Replay |
| **DT** | **Design & Make – pottery/catapults/shields** | **Design & Make – pottery/catapults/shields** | **Design & Make – Aqueducts**  **Cooking and nutrition- roman meals** | **Design & Make – mosaics**  **Cooking and nutrition – roman meals** | **Design & Make – batik / coastal collage** | **Design & Make - 3D model of a river/ beach mobile** |
| **PE** | **Multi skills** | **Dance** | **Team Games** | **Team Games** | **Gymnastics** | **Athletics** |
| **RE** | Inspirational People  Enable children to think about who inspires them and to consider Jesus and Muhammad as inspirational figures for Christians and Muslims in the world today. | | Religion and the Individual  Enable children to explore aspects of, Christianity and Islam and to discover what is expected of a person who follows a religion. Important questions around ‘faith’ will provide children with opportunities to relate this concept to their own lives and people in the local community. | | Religion, Family and Community  Enable children to explore Religion, Family and Community within Christianity and Islam. It will introduce children to the concept of worship and community and will enable them to explore the meanings both in their own lives and within the lives of Christians and Muslims. | |
| **Computing** | **Create a 3D world within Kodu.** | **Identify the concept of selection** | **Use selection with Kodu.** | **Use selection to create an end to a game.**  **Understand that servers on the internet are located across the planet** | **Use selection to adapt the Coin Quest game.**  **Understand how email is sent across the Internet.** | **Understand how the Internet enables us to collaborate.** |
| **Enterprise project** |  |  | **Making objects to sell in our museum** | **Making objects to sell in our museum** |  |  |
| **Languages** | **Mandarin** | **Mandarin** | **Mandarin** | **Mandarin** | **Mandarin** | **Mandarin** |

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| **YEAR 5** | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Key Question** | **How can we run a museum?** | **How can we run a museum?** | **How can we use media to share information?** | **How can we use media to share information?** | **How can we raise the profile of the school?** | **How can we raise the profile of the school?** |
| **History** | **Anglo Saxons** | **Anglo Saxons** | **Anglo Saxons/Vikings** | **Ancient Egypt** | **Ancient Egypt** | **Ancient Egypt** |
| **Geography** | **British Isles** | **British Isles** | **The world around us-contrasting further afield in Europe and America - Italy** | **The world around us-contrasting further afield in Europe and America - Italy** | **Grid references & fieldwork** | **Understanding biomes, vegetation belts, land use, economic activities and distribution of resources** |
| **Science** | **Living things and their habitats** | **Animals including humans** | **Earth and Space** | **Forces** | **All living things** | **Properties and changes of materials** |
| **Art** | **Bayeux Tapestry- Art using different materials. Textile Art**  **Illustrated Manuscripts- writing as art**  Skills covered- Drawing, painting, colour mixing, control of tools and practising techniques, 3D Form, 2 and 3 dimensions on different scales, clay, use of ICT, sculpture, line, form, texture, working collaboratively | **Bayeux Tapestry- Art using different materials. Textile Art**  **Illustrated Manuscripts- writing as art**  Skills covered- Drawing, painting, colour mixing, control of tools and practising techniques, 3D Form, 2 and 3 dimensions on different scales, clay, use of ICT, sculpture, line, form, texture, working collaboratively | **Leonardo Da Vinci**  Skills covered- Drawing, painting, colour mixing, control of tools and practising techniques, 3D Form, 2 and 3 dimensions on different scales, clay, use of ICT, sculpture, line, form, texture, working collaboratively | **Michelangelo**  Skills covered- Drawing, painting, colour mixing, control of tools and practising techniques, 3D Form, 2 and 3 dimensions on different scales, clay, use of ICT, sculpture, line, form, texture, working collaboratively | **Symbolism in art, sculpture, hieroglyphics continuing with the theme of writing as art**  Skills covered- Drawing, painting, colour mixing, control of tools and practising techniques, 3D Form, 2 and 3 dimensions on different scales, clay, use of ICT, sculpture, line, form, texture, working collaboratively | **Symbolism in art, sculpture, hieroglyphics continuing with the theme of writing as art**  Skills covered- Drawing, painting, colour mixing, control of tools and practising techniques, 3D Form, 2 and 3 dimensions on different scales, clay, use of ICT, sculpture, line, form, texture, working collaboratively |
| **Music** | ***Music from different countries/traditions***  Charanga – Don’t Stop  Five Gold Rings | ***Music from different countries/traditions***  **Charanga – Don’t Stop**  **Five Gold Rings** | ***Play tuned and untuned instruments musically.***  ***History of music – Benjamin Britten***  **Charanga – Classroom Jazz 1**  **Benjamin Britten – A tragic Story** | ***Play tuned and untuned instruments musically.***  ***History of music – Benjamin Britten***  **Charanga – Classroom Jazz 1**  **Benjamin Britten – A tragic Story** | ***Play and Perform Improvise and Compose***  Charanga – Stop!  Reflect, Rewind and Replay | ***Play and Perform Improvise and Compose***  Charanga – Stop!  Reflect, Rewind and Replay |
| **DT** | **Designing & Making – clay pots** | **Designing & making - brooches** | **Cooking and Nutrition - pizza and pasta** | **Cooking and Nutrition - pizza and pasta** | **The power of making and inventions** | **Designing and making** |
| **PE** | **Swimming** | **Invasion games** | **Dance** | **Gymnastics** | **Orienteering** | **Athletics** |
| **RE** | Faith and the Arts  Focuses on some of the ways in which Music, Art and Drama are used to express aspects of faith. The main focus is on Christianity and Buddhism. It will also help pupils understand how religious buildings can exemplify the beliefs and values of religious communities. | | Beliefs in Action in the World.  Enable children to explore Beliefs and Actions in the World within Christianity and Buddhism. It will introduce children to beliefs about the creation of the world and care for the environment and will enable them to explore the meanings both in their own lives and within the lives of Christians and Buddhists. | | It Matters to Me, It Matters to Others  This unit builds on the Myself unit at Key Stage 1; revisiting (at an older age group) some of the key features of religion (special people, places, stories, rules and values). The unit has a particular focus on key values in religion and develops children’s own ideas of what really matters to them in terms of values, relationships and emotions. | |
| **Computing** | **Simulate control using selection, repetition and variables** | **Simulate a system using repetition of costumes.** | **Understand how we view web pages on the Internet.**  **Use variables as a condition for selection** | **Use search technologies effectively.**  **Design a simulation of a physical system** | **Understand that web spiders index the web for search engines.**  **Program a simulation of a physical system** | **Appreciate how pages are ranked in a search engine** |
| **Enterprise project** |  |  |  |  | **Merchandise for summer performance** | **Merchandise for summer performance** |
| **Languages** | **Mandarin** | **Mandarin** | **Mandarin** | **Mandarin** | **Mandarin** | **Mandarin** |

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| **YEAR 6** | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Key Question** | **How can we run a museum?** | **How can we run a museum?** | **How can we use media to share information?** | **How can we use media to share information?** | **How can we raise the profile of the school?** | **How can we raise the profile of the school?** |
| **History** | **WWII- Virginia Hall – Female Spy** | **WWII- Virginia Hall – Female Spy** |  |  | **Mayan Culture** | **Mayan Culture** |
| **Geography** | **Connection to current affairs as well as geography** | **Connection to current affairs as well as geography** |  |  | **America Study – North or South America** | **America Study – North or South America** |
| **Science** | **Light** | **Electricity** | **Evolution and Inheritance** | **Living things and their habitats** | **Animals including humans** | **Animals including humans** |
| **Art** | **Digital Art- The introduction of Photos as first hand observation.**  **Robert Capa- Photographer. Documenting events through digital media**  Skills covered- Drawing, painting, colour mixing, control of tools and practising techniques, 3D Form, 2 and 3 dimensions on different scales, clay, use of ICT, sculpture, line, form, texture, working collaboratively | **Digital Art- The introduction of Photos as first hand observation.**  **Robert Capa- Photographer. Documenting events through digital media**  Skills covered- Drawing, painting, colour mixing, control of tools and practising techniques, 3D Form, 2 and 3 dimensions on different scales, clay, use of ICT, sculpture, line, form, texture, working collaboratively | **Sarah Beth Goncarova- oil painting and sculpture using natural materials**  **Banksy- focus on style of art, techniques and form**  Skills covered- Drawing, painting, colour mixing, control of tools and practising techniques, 3D Form, 2 and 3 dimensions on different scales, clay, use of ICT, sculpture, line, form, texture, working collaboratively | **Sarah Beth Goncarova- oil painting and sculpture using natural materials**  **Banksy- focus on style of art, techniques and form**  Skills covered- Drawing, painting, colour mixing, control of tools and practising techniques, 3D Form, 2 and 3 dimensions on different scales, clay, use of ICT, sculpture, line, form, texture, working collaboratively | **Benedicto- Mayan Abstract Artist**  Skills covered- Drawing, painting, colour mixing, control of tools and practising techniques, 3D Form, 2 and 3 dimensions on different scales, clay, use of ICT, sculpture, line, form, texture, working collaboratively | **Benedicto- Mayan Abstract Artist**  Skills covered- Drawing, painting, colour mixing, control of tools and practising techniques, 3D Form, 2 and 3 dimensions on different scales, clay, use of ICT, sculpture, line, form, texture, working collaboratively |
| **Music** | ***Play tuned and untuned instruments musically.***  ***History of music – Benjamin Britten***  Charanga – Livin’ on a prayer  Benjamin Britten – A New Year Carol | ***Play tuned and untuned instruments musically.***  ***History of music – Benjamin Britten***  Charanga – Livin’ on a prayer  Benjamin Britten – A New Year Carol | ***Music from different countries/traditions***  Charanga – Classroom Jazz 2 Fresh Prince of Bel Air | ***Music from different countries/traditions***  **Charanga – Classroom Jazz 2 Fresh Prince of Bel Air** | ***Play and Perform Improvise and Compose***  Charanga – Make you feel my love  Reflect, Rewind and Replay | ***Play and Perform Improvise and Compose***  Charanga – Make you feel my love  Reflect, Rewind and Replay |
| **DT** | **Design and make**  **Anderson Shelters/ rationing menus** | **Design and make**  **Anderson Shelters/ rationing menus** | **Materials/Textiles design and make**  **Skyscrapers** | **Materials/Textiles design and make - skyscrapers** | **Cooking – tortillas/chocolate** | **Cooking – tortillas/ chocolate** |
| **PE** | **Games** | **Dance** | **Gym** | **Striking & Fielding** | **Athletics** | **Outdoor ed** |
| **RE** | Beliefs and Questions  Enable children to explore the religion of Judaism while asking and responding to key questions about their own and others’ beliefs. This unit particularly focuses on key Jewish beliefs, Passover, Shabbat, the synagogue and how the Jewish faith has developed during and since the Holocaust. | | Beliefs in Action in the World (2)  Pupils gain a knowledge and understanding about Christian and Jewish teachings on behaviour and action. They develop their own understanding that Christians and Jews base their behaviour on key religious teachings. Through exploring this pupils develop their understanding that beliefs affect action and behaviour. They also explore key beliefs in Humanism and through learning about values and commitments, pupils will have the opportunity to reflect on their own experiences and feelings. | | The Journey of Life and Death  Enables to children to reflect on emotions and feelings linked to celebration and loss and investigate key beliefs and concepts in Christianity and Islam connected to birth, growing up, marriage and death. | |
| **Computing** | **Use variables and inputs within Scratch.** | **Use repetition and variables to create a scoring system** | **Design a numeracy game using variables, selection and repetition** | **To peer access our numeracy games.**  **Understand what HTML is and recognise HTML tags** | **Know a range of HTML tags and remix a web page** | **Create a webpage using HTML.** |
| **Enterprise project** |  |  |  |  | **Merchandise for summer performance** | **Merchandise for summer performance** |
| **Languages** | **Mandarin** | **Mandarin** | **Mandarin** | **Mandarin** | **Mandarin** | **Mandarin** |