

		Terms 1 and 2	Terms 3 and 4	Term 5 and 6
Nursery/Reception  Seasonal changes ongoing throughout year.	Year A	<p><b>Me and My Community</b> This project supports children with settling into the new rules and routines of school and encourages them to make new friends and feel confident in their class. It teaches children about being helpful, kind and thoughtful at home and at school. This project also teaches children how they are unique and special, the importance of friendship and how people in their family, school and local community are important and can help them. <b>Mini Project: Exploring Autumn</b></p> <p><b>Starry Night</b> This project explores the differences in the world at night compared to during the day. It teaches children about the importance of a good night's sleep, and helps them to discover what is happening in the world while they are sleeping, including finding out about nocturnal animals. <b>Mini Project: Winter wonderland</b></p>	<p><b>Once Upon a Time</b> This project supports children to develop a love of stories and reading. It encourages children to learn, retell and act out familiar and traditional tales including <i>Cinderella, Goldilocks, Little Red Riding Hood, The Three Little Pigs</i> and <i>The Three Billy Goats Gruff</i>. <b>Mini Project: Sparkle and Shine</b></p> <p><b>Do Cows Drink Milk?</b> Do cows drink milk? What are baby pigs called? Explore these questions and more in this project about life on the farm and the animals that live there.</p>	<p><b>Big Wide World and Are We There Yet?</b> This project teaches children about the global community to which they belong and explores how living things, communities and climates differ around the world. <b>Mini project: Splash!</b></p> <p><b>Sunshine and Sunflowers</b> This seasonal project provides opportunities for outdoor learning and teaches children how to care for the plants and animals in their local environment and how to stay safe in the sun. <b>Mini Project: Shadows and reflection</b></p>
	Year B	<p><b>Let's Explore</b> This project teaches children about the environments that they share with others, including their homes, school and places in the local community. <b>Mini Project: Build it up</b></p> <p><b>Marvellous Machines</b> This interest-led project teaches children about the technology that is part of their daily lives and how machines help us. The project gives children the opportunity to build and create marvellous machines. <b>Mini Project: Puppets and Pop ups</b></p>	<p><b>Long Ago</b> This project teaches children about how they have grown and changed since they were babies and how life in the past was different from today. <b>Mini Project: Stories and rhymes</b></p> <p><b>Dangerous Dinosaurs</b> This exciting project teaches children about the different animals that roamed Earth millions of years ago and how they are related to animals that live on Earth today. <b>Mini Project: Puddles and Rainbows</b> <b>Mini Project: Signs of Spring</b></p>	<p><b>Ready Steady Grow</b> This project teaches children about food and farming and explores themes, including where food comes from, what plants and animals need to grow and survive and what constitutes a healthy lifestyle.</p> <p><b>How Many Pebbles On the Beach?</b> How many pebbles on the beach? Which creatures live by the sea? Explore these questions and more in this project about the seashore.</p>
Year 1/2	Year A	<p><b>HISTORY- CHILDHOOD</b> This project teaches children about everyday life and families today, including comparisons</p>	<p><b>GEOGRAPHY- COASTLINE</b> This project teaches children about the physical and human features of coastal</p>	<p><b>HISTORY- STREET VIEW, INCORPORATING SCHOOL DAYS</b></p>

<p>Seasonal changes ongoing throughout year.</p>	<p>with childhood in the 1950s, using artefacts and a range of different sources.</p> <p><b>GEOGRAPHY- ENCHANTED WOODLAND</b></p> <p>Draw and read a simple picture map, and creating maps of their own.</p> <p><b>SCIENCE- ENCHANTED WOODLAND</b></p> <p>Understanding habitats and food chains within them, observing changes over time, seasons and British trees. Everyday materials and human stages of life</p> <p><b>ART-</b> Drawing, colour mixing, malleable materials (clay) and 3d clay sculpture: working with natural materials (James Brunt) Portraits with Kehinde Wiley  <b>DT-</b> Food and nutrition – cooking skills including chopping technique</p> <p>Mechanisms – wheels and axles</p> <p><b>MUSIC-</b> Y1 Music Express Unit 1- Ourselves/Nativity Performance focus</p> <p><b>COMPUTING-</b> Internet Safety/ Coding/Creating Pictures</p> <p><b>PSHE-</b> Belonging to a community/ Families and Friendships/ Safe Relationships</p> <p><b>PE-</b>ABC's/ Gym/ Ball Skills/Dance</p> <p><b>RE-</b> What did Jesus teach? (Christianity) /Christmas (Christianity)</p> <p>No OUTSIDERS – Want to play trucks?  No OUTSIDERS- The Great Big Book of Families.</p> <p><b>Reading Across the Curriculum</b></p>	<p>regions across the United Kingdom, including a detailed exploration of the coastal town of Whitby, in Yorkshire.</p> <p><b>HISTORY-</b> Jobs in the past, Significant people- Grace Darling  <b>SCIENCE-</b> Working scientifically/ Humans PAWS, CLAWS and WHISKERS- Animals  <b>ART-</b> Mixed media landscapes, drawing skills, collaborative mixed media sculpture (including papier mache). Artist focus with Turner.  <b>Experimenting with oil and chalk pastels. Drawing – pattern and tone. Collages. Artist focusses – Jackie Morris and Beatriz Mihazes</b>  <b>DT-</b> Structures - Mini-Project Beachhut</p> <p><b>Structures – product packaging and textiles - sewing</b></p> <p><b>MUSIC—</b>Yr1 Unit 7- Our land, exploring sound/ Yr1 Unit 2: Number</p> <p><b>COMPUTING-</b>1.7Coding/Making Music/Effective Searching/Spreadsheets</p> <p><b>PSHE-</b> Respecting ourselves and others/ Physical health and mental wellbeing/ Growing and Changing</p> <p><b>PE-</b> Boccia/ Dance/ Ball Skills</p> <p><b>R.E-</b> Prayer at Home (Islam) / Easter (Christianity)</p> <p>No Outsiders- Elmer</p> <p>No OUTSIDERS- Hair, it's a family Affairs.  <b>Reading Across the Curriculum</b></p>	<p>This project develops children's knowledge of key landmarks, services and the community, how these have changed over the years and what they, as the younger generation, can do for their local area.</p> <p><b>GEOGRAPHY-</b> Maps, Local Environment  <b>SCIENCE-</b> Mini project Scented Garden Plants  <b>ART-</b> 3d sculpture – layering with cardboard, collaborative urban city scene and Hundertwasser inspired canvas collaborative.  Flowerhead project – printing, pressing flowers, drawing – Chihuly wire and tissue forms.  Artist focusses: Rizzi, Hundertwasser and Hadid.  <b>DT-</b> Food and nutrition - Chop, Slice and Mash. Structures and mechanisms using construction kits. Structures – Shade and shelter</p> <p><b>MUSIC—</b>Yr1 Unit 3 Animals</p> <p><b>COMPUTING-</b>1.4Lego Builders/ 2/.1Coding</p> <p><b>PSHE-</b>Keeping safe/ Media literacy and digital resilience/ Economic Wellbeing- Work</p> <p><b>PE-</b> Ball Skills/ Athletics/ Striking</p> <p><b>RE-</b> Community and Belonging (Islam)/Hajj (Islam)</p> <p>NO Outsiders- Can I join your club?  No OUTSIDERS – How to be a lion.</p> <p><b>Reading across the curriculum</b></p>
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	<p>Year B 2022-23</p>	<p><b>Term 1: Wriggle and Crawl</b>  <b>GEOGRAPHY</b>- mapping then UK and surrounding seas. Life on a large island in the UK. Seasons and climate in UK. Fieldwork in school grounds linked to mapping.</p> <p><b>SCIENCE – Animals Year 1 and 2, woodland habitat – using forest school.</b></p> <p>ART - Observational drawings of minibeasts using pencil and watercolour – looking a form and shading.</p> <p>Mix It Year 2 – colour mixing, primary and secondary colours</p> <p>Textile: Wet felting animal spiral shapes – individual pieces, exploring technique  Malleable materials – working with wire</p> <p><b>DT</b>-Food and nutrition – exploring honey and baking skills  <b>COMPUTING</b> – beebots position and direction – simple algorithms, barefoot algorithms</p> <p><b>Term 2: Bright Lights Big City</b>  <b>GEOGRAPHY</b> – capital cities in the UK. Compare and contrast different cities – maps</p> <p><b>HISTORY (2022-23 cyle)</b> – Events outside living memory – The building of the world’s first Underground Steam Railway – The London Underground in 1863 – Focus on connecting different places in London (virtual tour of London) and its effect on poor and rich. Significant person Charles Pearson – underground visionary</p> <p><b>HISTORY (2024-25 cycle)</b> – Events outside living memory – GFOL and Samuel Pepys –</p>	<p><b>Term 3: Island Detectives</b>  <b>GEOGRAPHY</b> – oceans and continents, contrasting non European locality (Dominica) life on contrasting island, climate in this part of the world and across the world (equator, north and south poles). Using maps and globes</p> <p><b>ART</b> - Malleable materials – working with clay to make a hermit crab home  Artist focus: Angela Pozzi’s Washed Ashore project work – create marine life from natural and man made things – art with a message about plastics in the ocean.</p> <p><b>DT</b> - Evaluate: How could an everyday product be improved?  <b>Food and nutrition:</b> Remarkable recipes project: Recapping food and plant food origins, following recipes</p> <p><b>SCIENCE – Seasonal changes</b></p> <p><b>Term 4: Movers and Shakers</b>  <b>HISTORY-Movers and Shakers</b>  This project teaches children about historically significant people who have had a major impact on the world. They will learn to use timelines, stories and historical sources to find out about the people featured and use historical models to explore their significance.  <b>Focus on Mary Seacole, Florence Nightingale Crimean war – outside of living memory), Rosa Parks Fridevswide (local figure)</b></p> <p><b>SCIENCE – Humans (Y2), Everyday Materials</b>  <b>ART</b> - Drawing with charcoal (own lesson)</p>	<p><b>Term 5: Space Quest</b>  <b>HISTORY</b> – Events within Living memory – the first moon landing and significant people involved in this (astronauts, Margaret)</p> <p><b>DT</b> - Textiles – sewing , creating a seagull finger puppet – continue on from Term 4</p> <p>Mechanisms – create a moon buggy out of junk modelling using axels and wheels</p> <p>ART - Experimenting – oil and chalk pastels to extend space hubble pictures  <b>Collaboration</b> – creating a big outer space image together on giant black card using mixed media Including collage</p> <p><b>SCIENCE – Working scientifically Years 1 and 2</b></p> <p><b>Term 6: A Dragon’s Place</b>  <b>GEOGRAPHY</b> - Maps and mapping, key physical and human features, key geographical language linked to this, compass points</p> <p><b>SCIENCE – Living Things and Their Habitats Year 2. Food chains. Seasonal changes. Recap animal groups and survival needs.</b></p> <p><b>DT</b> – Strong structures – making a pulley to haul logs up the side of the dam using construction kits</p> <p>Make a dragon themed moving picture with levers and sliders for children as part of making a picturebook about dragons</p>
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	<p>Year B</p> <p>Notes</p>	<p><b>In Year B:</b>  <i>Consider swapping Beachcomber for a Dragon's Place (as coast undertaken previous year and this has bigger focus on habitats and food chains, building on wiggle and crawl – keep Wiggle and crawl in Term 1 (but adjust to look UK as an island – capital cities and surrounding seas and weather and seasons and then compare to life t in Dominica in Term 3) and move Dragon's Place to term 6)</i></p> <p><i>Make Bright Lights big city into focus of Fire of London and how London has changed through time (focussing on capital ciities etc) (move to term 2)</i>  <i>Swap Moon zoom for space quest where there is more focus on significant event within living memory (moon landings) and significant people linked to this (have in term 5)</i></p> <p><i>Alter movers and shakers to a focus on the Crimean war and Florence Nightingale and Mary Seacole and place in Term 4</i></p> <p><i>Swap Land Ahoy to Island Detectives in Term 3, so include a non European contrasting locality in Dominica after Land Ahoy? Include oceans and continents in Island Detectives and seasons and climate in diff parts of the world</i></p>	<p><b>Year A (2023-24) cycle</b>  <b>Change order and detail to:</b>  <b>Term 1: Enchanted Wood (animals and trees and geog mapping)</b>  <b>Term 2: Street View (local area geog and history of it)</b>  <b>Term 3: Childhood (history within living memory, 1950s)</b>  <b>Term 4: Ghanian Adventure (contrasting locality) and animals that live there (to include African focus within contrasting localities)</b>  <b>Term 5: Coastline: geog and (Grace Darling, outside of living memory history). Coastal habitats and animals th</b>  <b>Term 6: Scented garden: (using our garden – plant focus – link to black botanist rev Thomas Birch Freeman and his assistance with West African plants for Kew gardens in 19<sup>th</sup> century (when he relocated to Ghana) but also Kew's links to slave trade involvement in obtaining plant specimens)</b></p>	
<p>Year 3/4</p>	<p>Year A</p>	<p><b>HISTORY-THROUGH THE AGES</b>  This project teaches children about British prehistory from the Stone Age to the Iron Age, including changes to people and lifestyle</p>	<p><b>GEOGRAPHY- Misty Mountain, Winding River</b>  This project teaches children about the characteristics and features of rivers and</p>	<p><b>HISTORY- Ancient Civilisations</b>  This project teaches children about the history of three of the world's first ancient civilisations: ancient Sumer, ancient Egypt and the Indus Valley civilisation. Children</p>

	<p>caused by ingenuity, invention and technological advancement.</p> <p><b>GEOGRAPHY</b>:- One Planet, Our World</p> <p><b>SCIENCE</b>- Changes of State/Rocks</p> <p><b>ART</b>- Malleable materials - Clay Work (Potion Pots) - Drawing – using sketchbooks Coiling with clay, pattern and texture Colour mixing <b>DT</b>- Potions – Comparing, designing and evaluating products</p> <p>Mechanisms – Tomb builders - levels, pulleys and wheels</p> <p><b>MUSIC</b>—Yr3 Unit 2 Building (Beat)</p> <p><b>COMPUTING</b>- Internet Safety/Coding/Touchtyping</p> <p><b>PSHE</b>- Belonging to a community/ Families and Friendships/ Safe Relationships</p> <p><b>PE</b>- Gym/ Netball/ Dance</p> <p><b>RE</b>-Beliefs and Practices (Judaism)/Christmas (Christianity)</p> <p>No OUTSIDERS</p> <p><b>Reading Across the Curriculum</b></p>	<p>mountain ranges around the world, including a detailed exploration of the ecosystems and processes that shape them and the land around them.</p> <p><b>HISTORY</b>- (School Project) History of the British Isles and the influence of Britain on the world-</p> <p><b>SCIENCE</b> - Water Cycle/ Living Things and their habitats</p> <p><b>ART</b>-Textiles – printing and embellishing fabrics. Wet felting. Artist focus: William Morris and textile artists Siobhan Healy and Mairead Burke. <b>DT</b>- Textiles – functional and fancy fabrics</p> <p>Structures – creating 3d landscape from paper and modroc.</p> <p>Product design – evaluate existing products – mountaineering equipment</p> <p><b>MUSIC</b>—Unit 1 Environment (Composition)</p> <p><b>COMPUTING</b>-Email/Simulations/ Spreadsheets</p> <p><b>PSHE</b>- Respecting ourselves and others/ Physical health and mental wellbeing/ Growing and Changing</p> <p><b>PE</b>- Dance/ Hockey/ Tag Rugby/ Swimming</p> <p><b>RE</b>-Passover (Judaism) / Easter (Christianity)</p> <p>No OUTSIDERS</p> <p><b>Reading Across the Curriculum</b></p>	<p>will learn about the rise, life, achievements and eventual end of each civilisation</p> <p><b>GEOGRAPHY</b>:- Climate, Weather <b>SCIENCE</b>- Animals - Food chains and ecosystems / Plants-Structure</p> <p><b>ART</b>- Malleable materials - Statues, statuettes and figurines - wire armatures for clay figures Drawing – sketchbooks to develop ideas Exploring islamic art through geometric patterns – printing. <b>DT</b>- Food and nutrition – cook well</p> <p><b>MUSIC</b>—Unit 11 Ancient</p> <p><b>COMPUTING</b>-Branching Databases/Graphing</p> <p><b>PSHE</b>- Keeping safe/ Media literacy and digital resilience/ Economic Wellbeing- Work</p> <p><b>PE</b>- OAA/ Dodgeball/ Athletics/ Rounders</p> <p><b>RE</b>-Rites of passages and good works (Judaism) / Prayer and Worship (Christianity)</p> <p>No OUTSIDERS</p> <p><b>Reading Across the Curriculum</b></p>
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	Year B	<p><b>HISTORY-Invasion</b> This project teaches children about life in Britain after the Roman withdrawal. Children will learn about Anglo-Saxon and Viking invasions up to the Norman conquest.</p> <p><b>GEOGRAPHY-:</b> Mini-Project Interconnected World</p> <p><b>SCIENCE-</b> Forces and Magnets/Light</p> <p><b>ART-</b> Textiles – weaving with paper and fabric Painting - colour mixing, watercolour work Artist focus: Chris Ofili – No Woman no Cry painting Anni Albers – weaving artist <b>DT-</b> Food and nutrition - Fresh Food/Good Food</p> <p><b>MUSIC—</b>Unit 3 Sounds</p> <p><b>COMPUTING-Online safety/Hardware investigators/Coding</b></p> <p><b>PSHE-</b> Belonging to a community/ Families and Friendships/ Safe Relationships</p> <p><b>PE-</b> Gym/ Basketball/ Dance</p> <p><b>RE-</b>Divali (Hinduism)/Christmas (Christianity)</p> <p>No OUTSIDERS</p> <p><b>Reading Across the Curriculum</b></p>	<p><b>GEOGRAPHY- Rocks, Relics and Rumbles</b> This project teaches children about the features and characteristics of Earth's layers, including a detailed exploration of volcanic, tectonic and seismic activity.</p> <p><b>HISTORY-</b> Significant people – Mary Anning, Pompei <b>SCIENCE-</b>Electricity/Sound</p> <p><b>ART-</b> Developing drawing – shading, cross hatching, tone – using pencils and charcoal. Ammonite/People and Places Printing – two tone relief Photographing art forms Drawing people in urban landscapes Artist focus: Lowry <b>DT-</b> Mechanisms - Making it move - pulleys and axles</p> <p><b>MUSIC—</b>Unit 6 Around the World</p> <p><b>COMPUTING-Effective search/Animation/Logo</b></p> <p><b>PSHE-</b> Respecting ourselves and others/ Physical health and mental wellbeing/ Growing and Changing</p> <p><b>PE-</b> Gym/ Tag Rugby/ Dance/ Football</p> <p><b>RE-</b>Jesus' Miracles (Christianity) / Easter (Christianity)</p> <p>No OUTSIDERS</p> <p><b>Reading Across the Curriculum</b></p>	<p><b>HISTORY- Emperors and Empires</b> This project teaches children about the history and structure of ancient Rome and the Roman Empire, including a detailed exploration of the Romanisation of Britain.</p> <p><b>GEOGRAPHY- :</b> Maps</p> <p><b>SCIENCE-</b> Animals including humans Skeletons/Digestion</p> <p><b>ART-</b> Mosaic Masters/ Beautiful Botanicals Drawing and printing Malleable materials – twisted paper and papier mache collaborative piece painted with acrylics. <b>DT-</b> Structures - Greenhouse - strengthening</p> <p><b>MUSIC--</b> Unit 11 In the Past</p> <p><b>COMPUTING- Spreadsheets/Writing for different audiences</b></p> <p><b>PSHE-</b> Keeping safe/ Media literacy and digital resilience/ Economic Wellbeing- Money</p> <p><b>PE-</b> Cricket/ Athletics/ OAA/ Ultimate Frisbee</p> <p><b>RE-</b> Hindu Beliefs (Hinduism) /Pilgrimage (Hinduism)</p> <p>No OUTSIDERS</p> <p><b>Reading Across the Curriculum</b></p>
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Year 5/6	Year A	<p><b>HISTORY- Maafa</b></p> <p>This project teaches children about Africa past and present and the development of the slave trade. It also explores Britain's role in the transatlantic slave trade, the causes and consequences of the European colonisation of Africa and the worldwide communities that make up the African diaspora.</p> <p><b>GEOGRAPHY- Our changing World</b></p> <p><b>SCIENCE- Properties and changes of materials</b></p> <p><b>ART- Black artists - Trail blazers, Barrier breakers</b> Colour mixing Drawing – composition and form – use of sketchbooks 3d art – wire forms with modroc Artist focus – Augusta Savage and the Harp</p> <p><b>DT- Structures - Engineer – bridge building and strengthening</b></p> <p><b>MUSIC—Unit 4- Roots</b></p> <p><b>COMPUTING- Internet Safety/Coding/Databases</b></p> <p><b>PSHE- Belonging to a community/ Families and Friendships/ Safe Relationships</b></p> <p><b>PE- Gym/ Tag Rugby/ Dance/ OAA</b></p> <p><b>RE-Beliefs and Practices (Islam) /Christmas - How significant is it that Mary is the mother of Jesus? (Christianity)</b></p> <p>No OUTSIDERS</p> <p><b>Reading Across the Curriculum</b></p>	<p><b>HISTORY-Groundbreaking Greeks</b></p> <p>This project teaches children about developments and changes over six periods of ancient Greek history, focusing on the city state of Athens in the Classical age, and exploring the lasting legacy of ancient Greece</p> <p><b>GEOGRAPHY- Interpreting geographical sources</b></p> <p><b>SCIENCE- Forces/ Earth and Space</b></p> <p><b>ART- Mixed Media</b></p> <p><b>DT- Structures - Architecture through history. Architect focus:</b></p> <p><b>MUSIC—Unit 1 World Unite</b></p> <p><b>COMPUTING-Spreadsheets/Concept mapping</b></p> <p><b>PSHE- Respecting ourselves and others/ Physical health and mental wellbeing/ Growing and Changing</b></p> <p><b>PE- Gym/ Football/ Dance/ Tennis</b></p> <p><b>RE-Beliefs and Meaning – Is anything ever eternal? (multi-Faith) /Easter- Is Christianity still a strong Religion? (Christianity)</b></p> <p>No OUTSIDERS</p> <p><b>Reading Across the Curriculum</b></p>	<p><b>GEOGRAPHY- Sow, Grow and Farm</b></p> <p>This project teaches children about the features and characteristics of land use in agricultural regions across the world, including a detailed exploration of significant environmental areas.</p> <p><b>HISTORY-Dig for Victory</b></p> <p><b>SCIENCE- Living things and their habitats (plant life cycles and classification)</b></p> <p><b>ART- Drawing with pen, pencil and ink - Line, Light and Shadow</b> Outdoor art – land art with a focus on collaborative pieces. Natures Art Artist focus – Rembrandt and Picasso</p> <p><b>DT- Food and nutrition - Eat the Seasons</b></p> <p><b>MUSIC—Unit 3 Growth/ End of year production</b></p> <p><b>COMPUTING- Game creator/3D modelling</b></p> <p><b>PSHE-Keeping safe/ Media literacy and digital resilience/ Economic Wellbeing- Work</b></p> <p><b>PE- Swimming/ Rounders/ Flag Football/ Athletics</b></p> <p><b>RE-Beliefs and Moral Values (Islam)</b></p> <p>No OUTSIDERS</p> <p><b>Reading Across the Curriculum</b></p>
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	Year B	<p><b>HISTORY- Dynamic Dynasties</b></p> <p>This project teaches children about the history of ancient China, focusing primarily on the Shang Dynasty, and explores the lasting legacy of the first five Chinese dynasties, some of which can still be seen in the world today.</p> <p><b>GEOGRAPHY- Investigating our world</b></p> <p><b>SCIENCE- Light and Electricity</b></p> <p><b>ART- Tints, Tones and Shades - colour mixing</b> 3d work – casting methods using a variety of materials Using sketchbooks to develop and refine ideas</p> <p><b>DT- Mechanisms - Moving Mechanisms – pulleys axles and pneumatic systems</b></p> <p><b>MUSIC—Unit 1 Our Community (Performance)</b></p> <p><b>COMPUTING-Internet Safety/Spreadsheets/Coding</b></p> <p><b>PSHE- Belonging to a community/ Families and Friendships/ Safe Relationships</b></p> <p><b>PE- Gym/ Football/ Dance/ Volleyball</b></p> <p><b>RE-Belief into Action (Sikhism) /Christmas - IS the Christmas Story true? (Christianity)</b></p> <p>No OUTSIDERS</p> <p><b>Reading Across the Curriculum</b></p>	<p><b>GEOGRAPHY- Frozen Kingdoms</b></p> <p>This project teaches children about the characteristics and features of polar regions, including the North and South Poles, and includes a detailed exploration of the environmental factors that shape and influence them.</p> <p><b>HISTORY- Polar exploration; Significant people – Robert Falcon Scott; Ernest Shackleton; Significant events – Titanic</b></p> <p><b>SCIENCE- Living things and their habitats (Animal life cycles) Evolution and Inheritance</b></p> <p><b>ART-Drawing and painting landscapes - Inuit/Environmental artists</b> Artist focus: Inuit artist Asheback</p> <p><b>DT- Food and nutrition - Food for Life</b></p> <p><b>MUSIC —Unit 3 Life Cycles (structure)</b></p> <p><b>COMPUTING-Quizzing/Text adventures</b></p> <p><b>PSHE- Respecting ourselves and others/ Physical health and mental wellbeing/ Growing and Changing</b></p> <p><b>PE- Gym/ Netball/ Dance/ Cricket</b></p> <p><b>RE-Beliefs and Moral Values (Sikhism) /Easter - Did God intend Jesus to be crucified? (Christianity)</b></p> <p>No OUTSIDERS</p> <p><b>Reading Across the Curriculum</b></p>	<p><b>HISTORY- Britain at War</b></p> <p>This project teaches children about the causes, events and consequences of the First and Second World Wars, the influence of new inventions on warfare, how life in Great Britain was affected and the legacy of the wars in the post-war period.</p> <p><b>GEOGRAPHY-Place and interconnections; Maps</b></p> <p><b>SCIENCE- Animals including Humans (Human reproduction/ageing and The Circulatory System)</b></p> <p><b>ART- Drawing and photography - Distortion and Abstraction</b> War art – paintings of Olive Mudie and Norah Neison Gray – compare and painting</p> <p><b>DT- Textiles - Make Do and Mend - upcycling</b></p> <p><b>MUSIC —Unit 4 Keeping Healthy / End of Year Production</b></p> <p><b>COMPUTING-Blogging/Networks</b></p> <p><b>PSHE-Keeping safe/ Media literacy and digital resilience/ Economic Wellbeing- Money</b></p> <p><b>PE- Athletics/ Tennis/ OAA/ Ultimate Frisbee</b></p> <p><b>RE- Prayer and Worship (Sikhism) / Beliefs and Practices (Christianity)</b></p> <p>No OUTSIDERS</p> <p><b>Reading Across the Curriculum</b></p>
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