|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Term  | English | Maths  | Science | History | Geography | Art  | DT | Music Charanga | P.E | R.E  | French  | ICT | PSHE |
| Aut 1**Rotten Romans** | **Non- Fiction**Reports- Romans**Poetry**  Off by heart**Fiction**Novel as a themeThe Thieves of Ostia | Place ValueAddition and subtraction | States of matter | Roman Britain Settlements (UK focus)  | Artwork relating to India (links to R.E. topic) inc. sewing and paisley designs. | Build aqueduct- construction | Unit: Mamma Mia (Charanga). | Dance/ Gymnastics | Other faithsHinduism | Parts of the bodyAnimals | Handling Data | Health and Well being  |
| Aut 2**Living Planet** | **Non-Fiction**Newspapers – planet issue**Poetry**Kennings **Fiction**Issues and Dilemmas- The Great Paper Caper | Length and Perimeter Multiplication and division  | Living things and their habitats | Famous explorersArtic, Antarctic, Hemispheres, Climate zones | Create a variety of art work inspired by nature: clay leaves | Design and make bird feeders.  | Unit: Rock N Roll Music Genre Study | Tag rugby/ football | Gospel | Adjectives Christmas songs and stories | Multimedia | Relationships |
| Spring 1**Passport to Europe** | **Fiction**Stories from another culture**Non-Fiction**Information Booklets- places in Europe**Poetry**Odes and Limericks | Multiplication and division AreaFractions | Animals inc humans: Animals | European history (monarchs)Focus on Europe- locate world’s countries using a map. | Art work linked to European artists | Design a passport sliders/leavers/moving pictures | Unit: Glockenspiel Stage 2 (Charanga) | Handball/ basketball | Other faiths | Opinions on foodTelling the time | Programming | Health and Wellbeing  |
| Spring 2**Food, Glorious, Food** | **Fiction**Stories set in imaginary worlds- Roald Dahl**Non-Fiction**Instructions- recipes**Poetry**Nonsense poems – Roald Dahl | FractionsDecimals | Animals inc humans: humans  | History of chocolate North and South AmericaHuman geography- trade links and natural resources/food growth and economy | Artist focus Marc Chagal and Quentin Blake sketches | Cooking and nutrition | Unit: Beethoven: Composer Study | Netball/ Hockey | Salvation | Members of the familyRhymes/poems | Technology in our lives | Health and Well being |
| Sum 1**Amazing Anglo-Saxons** | **Fiction**Myths and legends- Anglo-Saxons**Non-Fiction**Persuasion**Poetry** Classic poetry | DecimalsMoney Time | Sound | British settlementSettlements and land use | Anglo Saxon inspired art work- printing | Make a musical instrument. | Unit: Lean On Me (Charanga) | Athletics/Outdoor adventurous  | Kingdom of God | Weather | E-safety | Health and Well being |
| Sum2Free Mountain Clipart - Cliparts.co | Mountain clipart, Clip art ...**Magnificent Mountains** | **Non-Fiction**Discussions and debates**Fiction** Play scripts | Statistics Geometry  | Electricity  | Three PeaksLocal history study (Three Peaks) | observational paintings of surroundings | Design /build circuit for a purpose. | Unit: Recorder (Instrumental Learning)Blown Away Recorder Book 2 (Charanga) | Tennis/ Cricket | Hobbies | Overview  | Living in the wider world |

**Science: States of Matter**

* compare and group materials together, according to whether they are solids, liquids or gases
* observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
* identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature
* explore a variety of everyday materials and develop simple descriptions of the states of matter (solids hold their shape; liquids form a pool not a pile; gases escape from an unsealed container)
* observe water as a solid, a liquid and a gas and should note the changes to water when it is heated or cooled
* work scientifically by: grouping and classifying a variety of different materials; exploring the effect of temperature on substances such as chocolate, butter, cream could research the temperature at which materials change state, for example, when iron melts or when oxygen condenses into a liquid.

**Maths**

Place Value

Addition and subtraction

**English (See APL learning journey)**

**Core Text: The Theives of Ostia**

***Supplement texts for use in whole curriculum: DK Find Out Website***

**Fiction**

Novels as a theme: Thieves of Ostia

**Non-fiction**

Reports: Romans

**Autumn 1**

**Geography**

* Roman settlements (focus on counties & cities of the UK)

**History**

The Roman Empire and its impact on Britain:

* Julius Caesar’s attempted invasion in 55-54 BC
* the Roman Empire by AD 42 and the power of its army
* successful invasion by Claudius and conquest, including Hadrian’s Wall
* British resistance, for example, Boudica
* ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity



**DT**

**Design**

* use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
* generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

**Make**

* select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
* select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

**Evaluate**

* investigate and analyse a range of existing products
* evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world

**Technical knowledge**

* apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]

**Music: Mamma Mia (Charanga)**

* Play and perform in solo and ensemble contexts, using their voices
* Listen with attention to detail and recall sounds with increasing aural memory
* Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
* Develop an understanding of the history of music.

**Rotten Romans**

**PE: Dance & Gymnastics**

* Develop flexibility strength, technique, control and balance
* Perform dances using a range of movement patterns

**RE : Understanding Christianity Resources**

**Other Faiths**

Big Question: What does it mean to be a Hindu in Britain today?

**French: Parts of the body (animals)**

* Listen attentively to spoken language and show understanding by joining in and responding
* Engage in conversations
* Describe people, places and things

**PSHE**

**Health and Well-being**

**How can we manage our feelings?**

* Feelings and emotions
* Expression of feelings
* Behaviour

**Art**

Improve their mastery of art and design techniques, including sewing and textiles.

**Computing: Handling Data**

I can organise data in different ways.  I can collect data and  identify where it could be  inaccurate.  I can plan, create and  search a database to  answer questions.  I can choose the best way to present data to my  friends.

**Science: Living Things and their Habitats**

* recognise that living things can be grouped in a variety of ways
* explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
* recognise that environments can change and that this can sometimes pose dangers to living things
* Use the local environment throughout the year to raise and answer questions that help them to identify and study plants and animals in their habitat. They should identify how the habitat changes throughout the year. Pupils should explore possible ways of grouping a wide selection of living things that include animals, flowering plants and non-flowering plants. Pupils could begin to put vertebrate animals into groups, for example: fish, amphibians, reptiles, birds, and mammals; and invertebrates into snails and slugs, worms, spiders, and insects.
* Explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation.
* Use and make simple guides or keys to explore and identify local plants and animals; making a guide to local living things; raising and answering questions based on their observations of animals and what they have found out about other animals.

**Autumn 2**

**Maths**

Length and Perimeter

Multiplication and division

**English (See APL learning journey)**

**Core Text: The Great Paper Caper**

***Supplement texts for use in whole curriculum: Dinosaurs and all that Rubbish***

***The Promise***

**Non-Fiction**

Newspapers (planet issue)

**Fiction**

Issues and Dilemmas- The Great Paper Caper

**Geography**

* describe and understand key aspects of: physical geography, including: climate zones and human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water and how human and physical features change as the living planet changes

**History**

* Continue to develop secure knowledge of world history, establishing clear narratives
* Look at change, cause, similarities, differences and significance
* Understand how our knowledge of the past is constructed from a range of sources



**DT**

**Design**

* use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
* generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

**Make**

* select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
* select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

**Evaluate**

* investigate and analyse a range of existing products
* evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world

**Technical knowledge**

* apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]

**French: Adjectives and Christmas songs**

* Speak in sentences using familiar vocabulary
* Appreciate songs
* Explore the patterns of and sounds of language
* Read carefully and show understanding of words

**Music: Rock N Roll Music Genre Study**

* Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
* Develop an understanding of the history of music.

**Living Planet**

**PSHE**

**Relationships**

**How do we treat each other with respect?**

* Respect for self and others
* Courteous behaviour
* Safety
* Human rights

**PE: Tag Rugby & Football**

Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

**RE : Understanding Christianity Resources**

**Gospel**

Big Question: What kind of world did Jesus want?

**Art**

Improve their mastery of art and design techniques, including drawing, painting and sculpture with clay.

**Computing: Multimedia**

I can use photos, video and  sound to create an atmosphere  when presenting to different  audiences.  I am confident to explore new media to extend what I can  achieve.  I can change the appearance of  text to increase its  effectiveness.  I can create, modify and  present documents for a  particular purpose.  I can use a keyboard confidently  and make use of a spellchecker  to write and review my work.  I can use an appropriate tool to  share my work and collaborate online. I can give constructive feedback  to my friends to help them  improve their work and refine  my own work.

**Maths**

Multiplication and division Area

Fractions

**Spring 1**

**Science: Animals including humans: Animals**

* construct and interpret a variety of food chains, identifying producers, predators and prey
* work scientifically by: comparing the teeth of carnivores and herbivores and suggesting reasons for differences; finding out what damages teeth and how to look after them
* \*Explore the Working Scientifically section of curriculum\*

**English (See APL learning journey)**

**Core Text: Emil and the Detectives**

***Supplement texts for use in whole curriculum: Babushka***

**Fiction**

Stories from another culture

**Non-fiction**

Information booklets- places in Europe

**Music: Glockenspiel Stage 2 (Charanga)**

* Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression
* Improvise and compose music for a range of purposes using the inter-related dimensions of music
* Use and understand staff and other musical notations

**Geography**

* locate the world’s countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities including trade links
* understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Skipton) and a region in a European country (Toro Toro- Spain) and a South American country not Brazil
* use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
* use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

**History**

* A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066 e.g. the change in power of monarchs

**DT**

**Design**

* use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
* generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

**Make**

* select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
* select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

**Evaluate**

* investigate and analyse a range of existing products
* evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world

**Technical knowledge**

* apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]

**PE: Handball & Basketball**

* Use running, jumping, throwing and catching in isolation and in combination
* Play competitive games modified where appropriate and apply basic principles suitable for attacking and defending

**Passport to Europe**



**French: Opinions on food & Telling the time**

* Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
* Speak in sentences using familiar vocabulary
* Describe people, places, things and actions in writing.

**PSHE**

**Health and Well-being**

**How can we manage risk in different places?**

* Keeping safe
* Out and about
* Recognising and managing risk

**Art**

Explore the work of great European artists and designers in history.

Improve their mastery of art and design techniques including drawing and painting and sculpture with clay.

**RE : Understanding Christianity Resources**

**Salvation**

Big Question: Why do Christians call the day Jesus died Good Friday?

**Computing: Programming** I can use logical thinking to  solve an openended  problem by breaking it up  into smaller parts. I can  use an efficient procedure  to simplify a program. I know that I need to keep  testing my program while I  am putting it together.  I can use a variety of tools  to create a program. I can  recognise an error in a  program and debug it. I  can recognise that an  algorithm will help me  sequence more complex  programs.  I recognise that using  algorithms will also help  solve problems in other  learning such as maths,  science and design  technology.

**Science: Animals including humans: Humans**

* describe the simple functions of the basic parts of the digestive system in humans
* identify the different types of teeth in humans and their simple functions
* introduce the main body parts associated with the digestive system, for example: mouth, tongue, teeth, oesophagus, stomach, and small and large intestine, and explore questions that help them to understand their special functions
* draw and discuss their ideas about the digestive system and compare them with models or images
* Find out what damages teeth and how to look after them

**Maths**

Fractions

Decimals

**Spring 2**

**English (See APL learning journey)**

**Core Text: Charlie and the Chocolate Factory**

***Supplement texts for use in whole curriculum:***

**Fiction**

Stories set in imaginary worlds

**Poetry**

Nonsense Poems- Roald Dahl

**Geography**

* understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America (where chocolate is grown/comes from/is made in a factory) Birmingham, Belgium, US
* human geography, including: types of settlement and land use, economic activity including trade links (food specifically)

**History**

* A local history study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066
* Comparing Birmingham/York, Belgium and a South American country where the Kakow bean was found

**French: Members of the family. Rhymes & poems**

* Develop accurate pronunciation
* Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
* Appreciate stories, songs, poems and rhymes
* Present ideas

**DT**

Cooking and nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now

and in later life.

Pupils should be taught to:

* understand and apply the principles of a healthy and varied diet
* prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
* understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

**Music: Beethoven: Composer Study**

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Develop an understanding of the history of music.



**Food Glorious Food**

**PSHE**

**Health and Well-being**

**What skills, strengths and interests do we have?**

* Self-esteem
* Self-worth
* Goal setting
* Personal qualities
* Managing set backs

**RE : Understanding Christianity Resources**

**Other Faiths**

Big Question: How and why do believers show their commitments during the journey of life?

**PE: Netball & Hockey**

Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

**Art**

* Use sketch books to record their observations and use them to review and revisit ideas.
* Learn about great artists such as the illustrator Quentin Blake.

**Computing: Technology in our lives**

I can tell you whether a  resource   I am using is on the  internet, the school  network or my own  device.  I can identify key words to  use when searching safely  on the World Wide Web.  I think about the reliability  of information I read on  the World Wide Web.  I can tell you how to check who owns photos, text  and clipart. I can create a  hyperlink to are source on  the World Wide Web.

**English (See APL learning journey)**

**Core Text: Beowolf**

***Supplement texts for use in whole curriculum:***

***DK Find Out Website***

**Fiction**

Anglo Saxon Myths and legends

**Non-fiction**

Persuasion

**Poetry**

Classic Poetry

**Summer 1**

**Science: Sound**

* identify how sounds are made, associating some of them with something vibrating
* recognise that vibrations from sounds travel through a medium to the ear
* find patterns between the pitch of a sound and features of the object that produced it
* find patterns between the volume of a sound and the strength of the vibrations that produced it
* recognise that sounds get fainter as the distance from the sound source increases
* explore and identify the way sound is made through vibration in a range of different musical instruments from around the world; and find out how the pitch and volume of sounds can be changed in a variety of ways
* make and play their own instruments by using what they have found out about pitch and volume
* investigate what provides the best insulation against sound
* find patterns in the sounds that are made by different objects such as saucepan lids of different sizes or elastic bands of different thicknesses

**Maths**

Decimals

Money

Time

**Geography**

* Human geography, including types of settlement and land use

**History: Britain’s settlement by Anglo-Saxons and Scots**

* Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
* Scots invasions from Ireland to north Britain (now Scotland)
* Anglo-Saxon invasions, settlements and kingdoms: place names and village life
* Anglo-Saxon art and culture
* Christian conversion – Canterbury, Iona and Lindisfarne
* Anglo-Saxon laws and justice

**Music: Lean On Me (Charanga)**

* Play and perform in solo and ensemble contexts, using their voices
* Listen with attention to detail and recall sounds with increasing aural memory
* Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Develop an understanding of the history of music.

**PE: Athletics & OAA**

* develop flexibility, strength, technique, control and balance
* take part in outdoor and adventurous activity challenges both individually and within a team
* compare their performances with previous ones and demonstrate improvement to achieve their personal best

**DT**

**Design**

* use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
* generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

**Make**

* select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
* select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

**Evaluate**

* investigate and analyse a range of existing products
* evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world

**Technical knowledge**

* apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]



**Amazing Anglo Saxons**

**French: Weather**

* Develop accurate pronunciation and intonation
* Listen attentively to spoken language
* Speak in sentences using familiar vocabulary
* Describe people, places, things and actions

**PSHE**

**Health and Well Being**

**How can we help in an accident or emergency?**

* Basic first aid
* Accidents
* Dealing with emergencies

**RE : Understanding Christianity Resources**

**Kingdom of God**

Big Question: When Jesus left what was the impact of the Pentecost?

**Art**

Improve mastery of art and design techniques, including drawing, painting and with a range of materials: printing

**Computing: E-Safety**

I can choose a secure  password when I am using  a website. I can talk about  the ways I can protect  myself and my friends  from harm online. I can  use the safety features of  websites as well as  reporting concerns to an  adult.  I know that anything I post  online can be seen by  others.  I choose websites and  games that are  appropriate for my age. I  can help my friends make  good choices about the  time they spend online.  I can talk about why I need  to ask a trusted adult  before downloading files  and games from the  internet. I comment  positively and respectfully  online.

**English (See APL learning journey)**

**Core Text: The Story Machine**

***Supplement texts for use in whole curriculum: Short Film: The Shirt Machine***

**Fiction**

Discussions and debates

**Non-fiction**

Play Scripts

**Science: Electricity**

* identify common appliances that run on electricity
* construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
* identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
* recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
* recognise some common conductors and insulators, and associate metals with being good conductors
* construct simple series circuits, trying different components, for example, bulbs, buzzers and motors, and including switches, and use their circuits to create simple devices
* draw the circuit as a pictorial representation, not necessarily using conventional circuit symbols at this stage; these will be introduced in year 6
* work scientifically by: observing patterns, for example, that bulbs get brighter if more cells are added, that metals tend to be conductors of electricity, and that some materials can and some cannot be used to connect across a gap in a circuit

Note: pupils might use the terms current and voltage, but these should not be introduced or defined formally at this stage. Pupils should be taught about precautions for working safely with electricity.

**Summer 2**

**Maths**

Statistics

Geometry

**Geography**

* use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies – Three Peaks
* Name and locate geographical regions and their identifying human and physical characteristics, key topographical features and land use patterns; and understand how some of these aspects have changed over time

**History**

* a study over time tracing how several aspects of national history are reflected in the locality
* a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality

**Geography**

**Magnificent Mountains**

**DT**

**Design**

* use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
* generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

**Make**

* select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
* select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

**Evaluate**

* investigate and analyse a range of existing products
* evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world

**Technical knowledge**

* apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]



**Music: Recorder (Instrumental Learning) Blown Away Recorder Book 2 (Charanga)**

* Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression
* Improvise and compose music for a range of purposes using the inter-related dimensions of music

**PE: Tennis & Cricket**

* Use running, jumping, throwing and catching in isolation and in combination
* Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

**French: Hobbies**

* Broaden their vocabulary
* Present ideas and information
* Listen attentively to spoken language
* Engage in conversations
* Understand basic grammar

**PSHE**

**Living and the Wider World**

**How can our choices make a difference to others and the environment?**

* Caring for others
* Caring for the environment
* Caring for people and animals
* Shared responsibilities
* Making choices and decisions

**RE : Understanding Christianity Resources**

**Kingdom of God**

Big Question: When Jesus left what was the impact of the Pentecost?

**Art**

Create sketch books to record their observations of the local area/ surroundings and use them to review and revisit ideas

**Computing: Consolidation/Overview**