



CREATIVE CURRICULUM
LONG TERM PLAN 2020 - 2021



	AUTUMN	SPRING	SUMMER
EYFS	<p>MONSTERS & ME</p> <p>En: Instructions – spider sandwich, gruffalo crumble, messy area, factual writing – monstrous beings <i>Book list:</i> Spider sandwiches, The bog baby, Monster mess, 12 terrible things, Creepy monsters sleepy monsters, The colour monster, The Gruffalo, Where the Wild Things Are, ten little monsters (maths link). Letter – Dear Santa...</p> <p>Ma: Place value to 5, sorting, comparing, time – follow White rose maths termly.</p> <p>Sc: Plants, including humans, seasonal changes, habitats of monsters, Monster melting, exploding, slime etc. Identifying and classifying.</p> <p>G: Locational Knowledge: School key terms, church, park, home, school – Where do I live? Draw local area map.</p> <p>H: What can you do now that you couldn't as a baby? Special memories, 'Little people, big dreams' book.</p> <p>DT: Cooking and nutrition/follow instructions, monstrous menu for monster ball, monster bake off, running stitch monster/monster puppets (upside down gloves).</p> <p>Art: Self-portraits (half monster), design own monster, spring collage, colour mixing, handprint monsters. Simple rubbings, natural patterns, cutting, gluing and manipulation.</p> <p>Mu: Singing, playing</p>	<p>BEAR'S BIG ADVENTURE</p> <p>En: Making Marks in T1a. Descriptions of bears. Writing letters to Paddington/different story bears. <i>Book list:</i> Hands off my honey!, Bear snores on, Biscuit bear, We're going on a bear hunt, Brown bear, brown bear what do you see?, The bear who stared, Paddington, any Eric Carle, One bear at a bedtime (maths link). See separate lists.</p> <p>Ma: Addition and subtraction to 5 and 10, place value to 10, shape and space - follow White rose maths termly.</p> <p>Sc: Observe, describe & compare species of bears. Experiments – gummy bears, hibernating bears, how does a bear stay warm? Bears healthy diet – marmalade sandwiches only?</p> <p>G: Location: school & home. Where in the world do different bears live? E.g Grizzly, polar, koala etc.</p> <p>H: Personal history. Old and new teddy bears. Memory box, Chinese New Year, Holi and Easter.</p> <p>DT: Use blocks and multilink to build models in the construction. Use cardboard boxes/junk modelling, sellotape etc to create their own bear caves. Make porridge for the 3 bears or bake biscuit bear. Use natural resources or the outside provision to build an obstacle course for the bears.</p> <p>Art: Collage different textures, brown, grizzly, artic bears. Pencil pressure (thick and thin), printing, playdough and clay.</p> <p>Mu: Teddy Bear, Teddy Bear. If you go down to the woods,</p>	<p>ALL CREATURES GREAT & SMALL</p> <p>En: Letter and story writing. Non-fiction fact leaflets. Labels, posters for environment. <i>Book list:</i> What the ladybird heard, Pig's egg, A squash and a squeeze, The ant and the grasshopper, Commotion in the ocean, Farmer Duck, Rumble in the jungle, Rainbow fish, Tadpoles promise, Super worm, The very greedy bee, Norman the slug, ten little lovebugs.</p> <p>Ma: Patterns, counting on and back, place value to 20, measures – White rose maths.</p> <p>Sc: Animals, similarities & differences. Mini beast hunt, whose poo is this, who lives here? Life cycles.</p> <p>G: Maps, globes, plans, locational/directional language. Habitats (jungle, rainforest, plains etc), compare weather. Sort & classify.</p> <p>H: Personal event timeline and memory box recap.</p> <p>DT: Animal sculptures, cooking using farm produce</p> <p>Art: Printing, junk model farms, sea creatures, Henri Rousseau animal painting, weaving and wax resist.</p> <p>Mu: All things bright & beautiful song, animal sounds, jungle noises, Old McDonald</p> <p>P.E: Movement – jungle dance, animal travel.</p> <p>Co: Complete simple programme e.g drawing tool on IWB or</p>

	<p>instruments, listen to recorded music P.E: movement – Balance, manipulation etc. Monsters Inc/monster mash.</p> <p>Co: Using tech - monstrous selfies, recognise common uses of information technology, use technology safely</p> <p>R.E: F4 Being special. F2 Incarnation (Christmas)</p> <p>PSHE: Relationships - What is the same and different about us? Who is special to us?</p> <p><i>EVENT – Monster ball/Monster mash dance!</i></p>	<p>P.E: Movement - bears/Outdoor area/Balance etc</p> <p>Co: Investigating calculators, telephones, cameras, ipads. Set homework – technology in the home?</p> <p>R.E: F6 Which stories are special and why? F3 Salvation (Easter)</p> <p>PSHE: Health and Wellbeing - What helps us stay healthy? Living in the Wider World - What can we do with money?</p> <p><i>EVENT – Teddy bears picnic Bake sale</i></p>	<p>interactive game</p> <p>R.E: F5 Which places are special and why? F1 Creation, How can we care for our wonderful world?</p> <p>PSHE: Health and Wellbeing - Who helps to keep us safe? Living in the Wider World - How can we look after each other and the world?</p> <p><i>EVENT – Ugly bug ball! Caterpillars/butterflies to hatch?</i></p> <p><i>TRIP – Yorkshire Wildlife park? Zoo lab?</i> (Farms, sea creatures, zoo safari, minibeasts)</p>
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Year	OUT OF THIS WORLD	BLOOMING BRILLIANT BRITAIN	THE GREATEST SHOW
1	<p><i>Star Gazing Day – pop up dome coming into school. Stargazing.co.uk Visit to media museum Alien dress up day Alien crash landing science day Astronaut training week</i></p> <p>En:</p> <ul style="list-style-type: none"> Space poetry – adjectives/noun/verb How to Catch a Star The Way Back Home <p>Ma:</p> <ul style="list-style-type: none"> Number: Number and place value, Addition and subtraction to 5 and 10 and 20, place value to 10 and 20. Counting in 2,5,10s. Shape and space, Measurement Geometry: Properties of shapes, Position and Direction. Telling the time. <p>Sc:</p> <ul style="list-style-type: none"> Materials and their properties Class materials book. Seasonal Changes. 	<p><i>Walk down to garden centre in Bradford Forest Schools 4 dressing up theme days (England, Scotland, Ireland, Wales)</i></p> <p>En:</p> <ul style="list-style-type: none"> The Queens Knickers (England) Sally and Limpet (Wales) Robert the Bruce and the spider. (Scotland) https://youtube.com/watch?v=FrJB-JE85ac Irish folk tale about fairies Fab finish days – England, Scotland, Wales and Ireland dress up and eat food from these places <p>Ma</p> <ul style="list-style-type: none"> Number and place value. Addition and subtraction Measurement Geometry – properties of shapes, position and direction <p>Sc</p> <ul style="list-style-type: none"> Plants Seasonal changes <p>Geography:</p> <ul style="list-style-type: none"> Locational Knowledge – 	<p><i>Circus day with troop coming into school Circus dressing up day with Year 1 and parent’s circus skills Visit to Great Yorkshire Show</i></p> <p>En:</p> <ul style="list-style-type: none"> Instructions – How to make a clown’s hat. Information text – all about animals Stories – Peter Spier’s Circus <p>Ma:</p> <ul style="list-style-type: none"> Number: Number and place value, Addition and subtraction. Multiplication and division. Fractions. Measurement. Geometry: Properties of shapes, Position and Direction <p>Sc:</p> <ul style="list-style-type: none"> Animals, including humans Seasonal changes <p>Geography:</p> <ul style="list-style-type: none"> Directional language, NESW.

	<p>Geography:</p> <ul style="list-style-type: none"> • Comparing Environments: school grounds and alien planets. • Naming physical features and drawing maps. • Daily weather watch • Seasonal changes with trees <p>History:</p> <ul style="list-style-type: none"> • Who do we remember on Remembrance Day? • Why do we commemorate Bonfire night? • Big Book of Brilliant People <p>DT:</p> <ul style="list-style-type: none"> • Cooking and nutrition – monstrous menu for Alien tea, Alien bake off. • Linking to art – Design, make and evaluate alien space craft. • Linking to art – Sewing and evaluating alien underpants. • Make Lego constructions, following instructions. • Chopping and peeling fruit independently. <p>Art:</p> <ul style="list-style-type: none"> • Printmaking inspired by Yayoi Kusama. • Chalk galaxy pictures • Kandinsky painted circles • Junk model spaceships and alien crafts • Bleeding tissue alien/planet pictures <p>Mu:</p> <ul style="list-style-type: none"> • Singing, playing instruments, listen to recorded music. 	<p>England, Scotland, Ireland and Wales</p> <ul style="list-style-type: none"> • Human and Physical Geography • Daily weather watch • Seasonal changes with trees <p>History:</p> <ul style="list-style-type: none"> • What is St. Patricks Day? • What are the myths and legends of Britain • Hoe has your street changed? • What happened on Pudding Lane in 1666? • How and where did the fire start? • What impact did the fire have on everyday life? <p>DT:</p> <ul style="list-style-type: none"> • Make lego constructions using instructions • Design make and evaluate – British structures using junk materials (link with Art) • Cooking traditional dishes from different countries; welsh rarebit, Scottish shortbread, sandwiches and scones, Irish Stew. • Linking to art – sew and decorate some knickers for the Queen • Chopping and peeling fruit independently <p>Art:</p> <ul style="list-style-type: none"> • Red, white and blue interlocking shapes features • Paul Cezanne painted fruit using secondary colours • Styrofoam printing with abstract shapes to make knickers for the queen • Block printing to make tartan • Irish shamrock collage • Clay flowers <p>Mu:</p>	<ul style="list-style-type: none"> • Drawing maps and giving directions. • Daily Weather watch • Seasonal changes with tree <p>History:</p> <ul style="list-style-type: none"> • Why is VE Day so important? • Compare circus now and long ago. How are things different? • Big Book of Brilliant People <p>DT:</p> <ul style="list-style-type: none"> • Moving circus picture using moving sliders. • Make Lego constructions, following instructions. • Chopping and peeling fruit independently. • Linked to art – Sew and make a clown’s face pillow, cut and glue features. <p>Art:</p> <ul style="list-style-type: none"> • Explore line and different types of shading • Impasto painting of trees • Monoprint circus tent • Wax resist lion’s face • Sewing ringmaster’s hat • Clown’s face cushion • Weaving popcorn box • Clay animal pedestals <p>Mu:</p> <ul style="list-style-type: none"> • Singing , playing instruments, listen to recorded music. <p>P.E:</p> <ul style="list-style-type: none"> • Multi skills • Cricket <p>Co:</p> <ul style="list-style-type: none"> • Use technology purposefully, algorithms, use technology safely
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	<p>P.E:</p> <ul style="list-style-type: none"> • Dance • Athletics <p>Co:</p> <ul style="list-style-type: none"> • Use technology purposefully – alien selfies, recognize common uses of information technology, use technology safely <p>R.E:</p> <ul style="list-style-type: none"> • What do Christians believe God is Like? • Why does Christmas matter to Christians? <p>PSHE: <u>Relationships, ourselves and others.</u></p> <ul style="list-style-type: none"> • Similarities and differences. • Individuality and our bodies. <p><u>Relationships, ourselves and others.</u></p> <ul style="list-style-type: none"> • People who care for us. • Groups we belong to. • Families. 	<ul style="list-style-type: none"> • Singing, playing instruments, listen to recorded music – British artists <p>PE:</p> <ul style="list-style-type: none"> • Gymnastics • Hockey <p>Co:</p> <ul style="list-style-type: none"> • Use technology purposefully – algorithms. • Staying safe using Technology <p>R.E:</p> <ul style="list-style-type: none"> • What do Jews believe? • Why does Easter matter to Christians? <p>PHSE: <u>Being Healthy</u></p> <ul style="list-style-type: none"> • Hygiene, medicines, people who help us be healthy <p><u>Money</u></p> <ul style="list-style-type: none"> • Making choices between need and want. 	<p>R.E.</p> <ul style="list-style-type: none"> • Who am I? What does it mean to belong? • How should we care for the world and for others? <p>PSHE: <u>Keeping safe</u></p> <ul style="list-style-type: none"> • People who help us. • Ourselves and others. <p><u>The world around us.</u></p> <ul style="list-style-type: none"> • Caring for others. • Growing and changing.
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<p>Year 2</p>	<p>ADVENTURES WITH KNIGHTS</p> <p>En: Fiction short narrative; Nonfiction explanation text; instructions</p> <p>Ma: Number and place value Addition Subtraction</p> <p>Sc: Plants – observe how seeds grow Sci: Materials – identify and compare the suitability of different materials for different contexts.</p> <p>G: Locational knowledge – locate different castles in the UK.</p> <p>H: Lives of significant people – study of famous monarchs.</p>	<p>ADVENTURES IN THE ARCTIC</p> <p>En: Fiction Narrative adventure story; Nonfiction Explanation text, non-chronological report, poetry</p> <p>Ma: Multiplication Division Fractions</p> <p>Sc: Animals including humans Sc: Living things and their habitats – freezing habitats</p> <p>G: Use simple compass directions G: Use maps, atlases and globes.</p> <p>H: Changes within living history</p> <p>DT: Understand the design process within contexts</p>	<p>ADVENTURES ON THE HIGH SEAS</p> <p>En: Fiction Narrative, Nonfiction newspaper report</p> <p>Ma: Fractions Geometry Measure Statistics</p> <p>Sc: Materials – floating and sinking Sc: Living things and their habitats – underwater habitats</p> <p>G: Locational knowledge – name and locate the world’s 7 continents and 5 oceans.</p> <p>H: Changes within living memory – Royal Navy/RNLI</p> <p>DT: Design purposeful, functional</p>

	<p>Comparison of lives and duties.</p> <p>DT: Explore and use moving mechanisms – make a moving dragon</p> <p>Art: Taught about the work of Paul Klee – explore his technique and use within own work.</p> <p>Mu: Understand how music is used in state ceremonies.</p> <p>P.E: Multi skills; Gymnastics</p> <p>Co: Understand and use algorithms - beebots Co: Use technology safely</p> <p>R.E: Beliefs – Can you tell what somebody believes by what they look like?</p> <p>PSHE: Relationships What makes a good friend? What is bullying?</p>	<p>Art: Use a range of materials creatively to make products</p> <p>Mu: Play tuned and untuned instruments musically</p> <p>P.E: Dance; Rugby</p> <p>Co: Recognise common uses of information technology beyond school.</p> <p>R.E: Practices – What is special to faith communities?</p> <p>PSHE: Living in the wider world What jobs do people do?</p>	<p>and appealing products.</p> <p>Art: Water colours - seascapes</p> <p>Mu: Listen to and understand a range of high-quality live and recorded music</p> <p>Mu: Use voices to create sound</p> <p>P.E: Multi skills; Tennis</p> <p>Co: Create and debug simple programs.</p> <p>R.E: Forms of expression – How does what believers do show what they believe?</p> <p>PSHE: Health and Wellbeing What helps us to stay safe? What helps us grow and stay healthy? How do we recognise our feelings?</p>
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Year	ON OUR DOORSTEP	GRAB YOUR PASSPORT	SPIN THE GLOBE
3	<p>En: Setting Description, Diary Entry</p> <p>Ma: Place Value, Addition Subtraction and Measurement</p> <p>Sc: Plants, Light and Rocks</p> <p>G: Geographical skills and fieldwork (maps and compasses), Locational Knowledge (United Kingdom).</p> <p>H: Local History (United Kingdom) , Stone Age,</p> <p>DT: Cooking and Nutrition and Textiles (Weaving)</p> <p>Art: Observational drawings (pencil and oil pastels)</p> <p>MFL: Numbers, Greetings,</p> <p>Mu: Listen, improvise, play and perform ('Let your spirit fly')</p> <p>P.E: Invasion Games Football; Gymnastics</p>	<p>En: Recount, Non-Chronological Report</p> <p>Ma: Multiplication, Division, Fractions and Shape</p> <p>Sc: Plants, Light, Forces and Magnets</p> <p>G: Locational Knowledge (Europe), Human and Physical Geography</p> <p>H: Roman Empire</p> <p>DT: Cooking and Nutrition, Electrical System (Circuits)</p> <p>Art: Sculpture (Clay), Drawing (oil pastels and paint)</p> <p>MFL: What is your name?, How old are you?, Colours</p> <p>Mu: Listen, improvise, play and perform ('Three Little Birds')</p> <p>P.E: Dance; Rugby</p> <p>Co: Design, write and debug programs, use sequence in programs</p>	<p>En: Narrative - Traditional Story Opening, Quest Story</p> <p>Ma: Fractions, Measurement and Statistics</p> <p>Sc: Plants and Animals, including humans,</p> <p>G: Locational Knowledge: (Worldwide) Human & Physical Knowledge</p> <p>H:</p> <p>DT: Construction (3D structures)</p> <p>Art: Drawing (painting), Sculpture (3D masks)</p> <p>MFL: Days of the week, Months of the year, Fruit & Veg</p> <p>Mu: Listen, improvise, play and perform ('Bringing us Together')</p> <p>P.E: Netball; Tennis/cricket</p> <p>Co: Using software to present data.</p>

	<p>Co: Using software to present data and use technology safely.</p> <p>R.E: Beliefs – What do different people believe about God? (Hinduism)</p> <p>PSHE: Relationships How can we be a good friend? What are families like?</p>	<p>and use technology safely.</p> <p>R.E: Practices – How do faith communities demonstrate what is sacred? (Christianity)</p> <p>PSHE: Living the wider world What makes a community?</p>	<p>R.E: Forms of expression – How do believers use symbolism to show their beliefs? (Sikhism)</p> <p>PSHE: Health and Wellbeing Why should we eat well and look after our teeth? Why should we keep active and sleep well? What keeps us safe?</p>
Year 4			
Year 4	<p>CHILDREN OF THE WORLD</p> <p>En: Information text Description within Norse Myth</p> <p>Ma: Place Value, Number – addition and subtraction</p> <p>Sc: Animals Including Humans Sound</p> <p>G: Locational Knowledge Position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. Movement of the Vikings from Scandinavia to Britain Human and Physical Knowledge: Types of settlement and land use of Vikings</p> <p>H: Anglo Saxons and Vikings</p> <p>DT: Recycled water bottle challenge</p> <p>Art: Geometric patterns and textiles 3D modelling (clay)</p> <p>MFL:</p> <p>Mu:</p> <p>P.E: Invasion Games Football; Gymnastics</p> <p>Co: Design, write and debug programs</p> <p>R.E: How do faith communities demonstrate what is sacred? Islam, Judaism, Buddhism</p>	<p>CHILDREN OF THE FUTURE</p> <p>En: Biography Explanation text</p> <p>Ma: Number – multiplication and division, Fractions including decimals</p> <p>Sc: States of Matter Electricity</p> <p>G: Locational Knowledge (Europe), Human and Physical Geography, Maps North America, concentrating on environmental regions, key physical and human characteristics Human and Physical Knowledge: Human and Physical features of North America Water Cycle</p> <p>H: Significant figure in American history</p> <p>DT: Levers – imagination machine Cooking – imaginative ingredients</p> <p>Art: Portraits and sketching – focus on American painter. 3D modelling (Modroc)</p> <p>MFL: My family</p> <p>Mu:</p> <p>P.E: Dance; Rugby</p> <p>Co: Green screening and editing</p> <p>R.E: What do different people believe about god? Islam, Judaism, Buddhism</p> <p>PSHE: Living in the wider world How can our choices make a difference</p>	<p>CHILDREN OF THE MOORS En: Tourist Guide, Descriptive setting</p> <p>Ma: Geometry and Statistics</p> <p>Sc: Living Things and Their Habitats</p> <p>G: Human and Physical Knowledge Geographical Skills and Fieldwork – Haworth and Ilkley Human and Physical Knowledge: Explore Germany and Haworth as contrasting localities</p> <p>H: WW2 and Evacuees (local history focus – Haworth/Ilkley)</p> <p>DT: Design, make and evaluate a Victorian photograph album</p> <p>Art: Landscape drawings using Watercolour and pastels - moorland (Hockney)</p> <p>MFL: Weather</p> <p>Mu:</p> <p>P.E: Striking and fielding; Netball</p> <p>Co: Data handling</p> <p>R.E: How do believers use symbolism to show their beliefs? Islam, Judaism, Buddhism</p> <p>PSHE: Relationships. How do we treat each other with respect?</p>

	<p>PSHE: Health and Wellbeing What strengths, skills and interests do we have? How can we manage our feelings? How will we grow and change? How can we manage risk in different places?</p>	<p>to others and the environment?</p>	
Year 5			
Year 5	<p>WE ARE WARRIORS</p> <p>En: Non-Fiction: Information Report Fiction: Trenches descriptive writing</p> <p>Ma: Number Addition and Subtraction</p> <p>Sc: Properties of Materials Forces</p> <p>G: Locational Knowledge (Europe) Human and physical geography of 2 areas of the UK which could be locations of significance to WW1</p> <p>H: Yorkshire during WW1 Warfare of WW1 in comparison to a previously studied time eg. Romans?</p> <p>DT: Warrior Protection, Shields - create something that fires a ball into the air – research different weapons from the past Choose appropriate materials – possible levers and gears etc</p> <p>Art: Painting, watercolour – mixing colours to show mood and feelings linked to WW1 Observational drawings.</p> <p>MFL: Me – parts of the body. What do I look like? What are you doing? Family tree.</p> <p>Mu: Battles - Listen, explore, sing, perform</p> <p>P.E: Swimming; Invasion Games Netball; Gymnastics</p> <p>Co: Computer Safety</p>	<p>AIN'T YORKSHIRE SWEET</p> <p>En: Diary of Joan (Bolling Hall)</p> <p>Ma: number, fractions, ratio and proportion, algebra, measure, geometry and statistics revision</p> <p>Sc: animals including humans and living things and their habitats (revisit in each topic)</p> <p>G: Yorkshire: locational knowledge, human and physical geography by using geographical skills and fieldwork</p> <p>H: Local History Study Yorkshire in the Tudor Times</p> <p>DT: what food was grown locally Create Tudor recipies</p> <p>Art: Great Artists, architects and designers from torkshire – try out their techniques in the style of David Hockney etc</p> <p>MFL: Location. Where I live, in a café, I'm thirsty, Breakfast, sandwiches, I like to eat....</p> <p>Mu: listen, improvise, play and perform: Happy</p> <p>P.E: Swimming, Orienteering, Dance</p> <p>Co: design, write and debug their own game for other children to play.</p> <p>R.E: Islam, Judaism and Buddhism: practices. Why are certain people, places and times sacred?</p> <p>PSHE: Living in the wider world How can the media influence people?</p>	<p>BEAUTIFUL PLANET</p> <p>En: Historical Narrative, How to Mummify a Body</p> <p>Ma: Measurement Geometry Statistics</p> <p>Sc: All living things and their Habitats Life Cycles Earth and Space</p> <p>G: Locational Knowledge Describe and understand types of settlement & land use, including trade links, through study of Egypt</p> <p>H: Achievements of the earliest civilisations: Egypt</p> <p>DT: textiles / solar systems</p> <p>Art: Sculpture, Printing, Hieroglyphics</p> <p>MFL: My House What's the matter? Meet the family I live in a In my house Classroom objects Count with me</p> <p>Mu: The Planets, Gustav Holt Listen, explore, sing, perform</p> <p>P.E: Swimming, Athletics and Cricket</p> <p>Co: Computer Safety Databases</p> <p>R.E: Forms of expression, why do people need to express their beliefs? Christianity / Sikhism / Hinduism</p>

	<p>Search technologies effectively</p> <p>R.E: Beliefs, why are there different beliefs about God? Christianity / Sikhism / Hinduism</p> <p>PSHE: Health and Wellbeing What makes up a person's identity? How can we help in an accident or emergency? How can drugs common to everyday life affect health?</p>		<p>PSHE: Relationships. How can friends communicate safely?</p>
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Year 6			
Year 6	I'M A SURVIVOR	CITY SECRETS	UNITED WE STAND (CHILDHOOD/YOUTH)
	<p>En:</p> <p>Ma:</p> <p>Sc: Animals, including humans (the heart/circulatory system); Electricity</p> <p>G: Earthquakes and Volcanoes; Focus on Greece/Mediterranean & Antarctica for locational knowledge, human and physical geography, and geographical skills and fieldwork</p> <p>H: Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p>DT: Construction project (garden item)</p> <p>Art: Greek vases (drawing; painting); the Heart (drawing; painting)</p> <p>MFL: Time; Christmas in Spain</p> <p>Mu: Listen, improvise, play and perform – <i>Charanga</i></p> <p>P.E: Frisbee, Gymnastics</p> <p>Co: E-safety – a balanced lifestyle; Media – combine forms of media and create a green screen; Information Literacy – reliability and validity</p>	<p>En:</p> <p>Ma:</p> <p>Sc: Living things and their habitats (classification); Evolution and Inheritance</p> <p>G: Study of Scottish Highlands (UK) and Yucatan Peninsula (North America), incl. locational knowledge, human and physical geography, and geographical skills and fieldwork</p> <p>H: Ancient Maya (a non-European society that provides contrast with British History).</p> <p>DT: Food preparation and cooking project (3 course meal)</p> <p>Art: Cityscapes and landscapes (drawing; textiles/collage); Plants and fossils (drawing; painting; print-making); Ancient Maya (sculpture/3D form)</p> <p>MFL: Spain; Easter in Spain – cultural traditions</p> <p>Mu: Listen, explore, sing, perform – <i>National Anthems</i></p> <p>P.E: Dance; Athletics</p> <p>Co: E-safety – appropriateness of information; Computer Science – write, design and debug a game; Data handling – sort information</p>	<p>En:</p> <p>Ma:</p> <p>Sc: Light; Revision of Y6 topics.</p> <p>G: Locational knowledge, human and physical geography, and geographical skills and fieldwork related to British History/Childhood topic.</p> <p>H: A study of Childhood in British History beyond 1066 (particular focus on Victorians).</p> <p>DT: Sewing/textiles project (quilt)</p> <p>Art: Portraiture (drawing; painting); Quilting (textiles/collage)</p> <p>MFL: Let's go shopping topic; Dos de Mayo celebrations in Spain.</p> <p>Mu: Listen, improvise, play and perform – <i>End of year performance</i></p> <p>P.E: Tennis; Orienteering</p> <p>Co: E-safety – digital footprints; Media – create interactive products and manipulate sound files; Information Literacy – search engines and rankings</p> <p>R.E: What does it mean for Muslims to follow God?; How can following God bring freedom and</p>

	<p>of information</p> <p>R.E: Pilgrimage – Why is pilgrimage important to some religious believers?; Kingdom of God – What kind of king is Jesus?</p> <p>PSHE: Health and Wellbeing – How can we keep healthy as we grow?</p>	<p>efficiently (branching database)</p> <p>R.E: God – What does it mean if God is holy and loving?; Salvation – What difference does the Resurrection make to Christians?; How does religion help people live through good times and bad times?</p> <p>PSHE: Living in the wider world – How can the media influence people?</p>	<p>justice?</p> <p>PSHE: Relationships – What will change as we become more independent? How do friendships change as we grow?</p>
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Subject Colour Code

- English
- Maths
- Science
- Geography
- History
- Design & Technology
- Art
- Modern Foreign Languages
- Music
- Physical Education
- Computing
- Religious Education
- PSHE