



2023/ 2024 Long Term Plan					
Please refer to end point documents for detailed planning guidance					
SLAVERY	COURAGEOUS ACTS	NATURAL DISASTERS	INNOVATIONS AND INVENTIONS	POWER	BRIDGES AND STRUCTURES
<p>Key Calendar Dates: Throughout the year links made with housing development taking place: Opportunities for site visits, focus on the history of the area- looking at land use change and how this has developed over time (there have been many different factories on the land historically). Historic maps are available for use. STEM: the technology used to ensure the houses are eco-friendly and energy efficient</p>					
<p><i>Core behaviour launch day: 4.9.23</i></p> <p><i>Topic Launch days: 5.9.23 6.9.23</i></p> <p><i>Black History Month- 2.10.23 October (link to teaching on Slavery – see individual year group focus)</i></p> <p><i>MFL Themed day 20.10.23</i></p>	<p><i>Core behaviour launch day: 6.11.23</i></p> <p><i>Topic Launch days: 7.11.23 8.11.23</i></p> <p><i>Diwali celebrations: 13.11.23</i></p> <p><i>Bonfire Night : 6.11.23</i></p> <p><i>Remembrance Day Celebrations WW1 themed day linked to courage : 10.11.23</i></p> <p><i>Anti- bullying week- see overview for each group: 13.11.23</i></p> <p><i>Children in Need 17.11.23</i></p> <p><i>DT Week Project: 27.11.23</i></p> <p><i>MFL Themed Day: 15.12.23</i></p>	<p><i>Core behaviour launch day: 4.1.24</i></p> <p><i>Topic Launch days: 5.1.24 8.1.24</i></p> <p><i>Chinese New Year celebrations : 5.2.24</i></p> <p><i>MFL Themed day: 8.2.24</i></p>	<p><i>Core behaviour launch day: 20.2.24</i></p> <p><i>Topic Launch days: 21.2.24 22.2.24</i></p> <p><i>World Book Day: 7.3.24</i></p> <p><i>Mother’s Day/ International Women’s Day: 8.3.24</i></p> <p><i>Comic Relief 15.3.24</i></p> <p><i>DT Week Project: 11.3.24</i></p> <p><i>MFL Themed day: 28.3.24</i></p>	<p><i>Core behaviour launch day: 15.4.24</i></p> <p><i>Topic Launch days: 16.4.24 17.4.24</i></p> <p><i>DT Week Project: 20.5.24</i></p> <p><i>MFL Themed day: 24.5.24</i></p>	<p><i>Core behaviour launch day: 4.6.24</i></p> <p><i>Topic Launch days: 5.6.24 6.6.24</i></p> <p><i>Windrush themed learning : 22.6.24</i></p> <p><i>Father’s Day: 14.6.24</i></p> <p><i>DT Week Project: 8.7.24</i></p> <p><i>MFL Themed day: 19.07.24</i></p>
<p>Year 1 Science: Animals including humans (Identify and name a variety of common animals including fish,</p>	<p>Year 1 Science: Animals, including Humans (Identify, name, draw and label the basic parts of the human body and say which</p>	<p>Year 1 Science: Seasonal change (Observe and describe weather associated with the seasons and how day length varies.)</p>	<p>Year 1 Science: Everyday Materials (Distinguish between an object and the material from which it is made.</p>	<p>Year 1 Science: Plants Computing: Media -Digital writing</p>	<p>Year 1 Science: Everyday Materials (Describe the simple physical properties of a variety of everyday materials.</p>



<p>amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p> <p>Computing: Computing systems – Technology around us.</p> <p>Spanish: See Language Angels and intercultural planning</p> <p>History : Would Wangari Maathai have been significant if the transatlantic slave trade still existed?</p> <p>R.E: Leaders: What makes some people inspiring to others? Christian and Jewish leaders</p> <p>Geography: Location knowledge</p> <p>Music: Introducing beat</p>	<p>part of the body is associated with each sense)</p> <p>Computing: Coding - Moving a robot (Bee Bots)</p> <p>Spanish: See Language Angels and intercultural planning</p> <p>History: Refer to end point document</p> <p>R.E: Symbols In what ways are churches / synagogues important to believers.</p> <p>Music: Adding rhythm and pitch – How does music tell stories about the past?</p> <p>PSHE: Valuing difference</p> <p>Geography: Courageous geographers/ map field work. Key geographer: Sir Francis Beaufort Children look at who Sir Francis Beaufort was and his achievements</p> <p>Geography: Courageous geographers/ map field work.</p> <p>P.E: Dance</p>	<p>*Y1 Seasonal change (Observe changes across the four seasons.) To be revisited throughout the year</p> <p>Computing: Media – Digital Painting</p> <p>Spanish: See Language Angels and intercultural planning</p> <p>History: Refer to end point document</p> <p>R.E: Myself How do we show we care for others? Why does it matter?</p> <p>Music: Introducing tempo and dynamics</p> <p>PSHE: Keeping myself safe</p> <p>P.E: Sending and Receiving</p> <p>DT: To build a structure that can withstand a natural disaster.</p> <p>Art: see below</p> <p>Geography: Physical and Human Geography :I can explain how to care for the</p>	<p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Computing: Data Handling – Grouping data</p> <p>Spanish: See Language Angels and intercultural planning</p> <p>History: Who was James Hargreaves and how did his invention (the spinning jenny) impact Nottingham?</p> <p>R.E: Celebrations and festivals: Who celebrates what and why? Christians and Jewish people</p> <p>Music: Combine pulse, rhythm and pitch</p> <p>PSHE: Rights and responsibilities</p> <p>Geography: Physical and Human geography I can keep a weather chart and answer questions about the weather I can explain how the weather changes throughout the year and name the seasons</p>	<p>Use simple word processing app like Notes</p> <p>Spanish: See Language Angels and intercultural planning</p> <p>History: Refer to end point document</p> <p>R.E: What does it mean to belong? What is it like to belong to the Christian religion in Nottinghamshire today?</p> <p>Music: Having fun with improvisation</p> <p>PSHE: Being my best</p> <p>Geography: Place Knowledge</p> <p>P.E: Athletics</p> <p>DT: To create a toy for EYFS to use that does not need to be plugged in to get its power</p> <p>Art: see below</p>	<p>Compare and group together a variety of everyday materials based on their physical properties)</p> <p>Computing: Coding – Programming animations (Scratch JR app)</p> <p>Spanish: See Language Angels and intercultural planning</p> <p>History: How have the buildings in Lenton Boulevard changed over time?</p> <p>R.E: Celebrations and festivals: Who celebrates what and why? Christians and Jewish people</p> <p>Music: Explore sound and create a story</p> <p>PSHE: Growing and changing</p> <p>Geography: Map field work</p> <p>P.E: Striking and Fielding</p> <p>DT: Discussions about sources of food.</p> <p>Food sorting activity for fruit and vegetables.</p>
---	---	--	--	---	---



<p>PSHE: Me and my Relationships</p> <p>P.E: Throwing and Catching</p> <p>DT: To understand that some of our toys/clothes are made from different countries around the world, and to be able to name some of them.</p>	<p>DT: Recognise a running stitch and can recreate. With support can create a simple plan. Can make a simple evaluation, expressing likes/dislikes.</p> <p>Art: see below</p>	<p>environment in my local area</p>	<p>P.E: Football</p> <p>DT: Design an innovative new meal to add to the school menu</p> <p>Art: see below</p>		<p>Explicitly discuss what makes a fruit a fruit and discuss misconceptions such as avocado, or tomatoes.</p> <p>Practise cutting/chopping using playdough/clay to begin with.</p> <p>Art: see below</p>
<p>Year 2 Science: Animals, including Humans (Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).)</p> <p>Computing Computing systems – IT around us</p> <p>Spanish: See Language Angels and intercultural planning</p> <p>History- What can we learn about slavery from the Victorian period?’</p> <p>Geography: Location knowledge</p>	<p>Year 2 Science: Living Things & Their Habitats (Explore and compare the differences between things that are living, dead, and things that have never been alive)</p> <p>Computing: Coding – Robot Algorithms (Bee Bots)</p> <p>Spanish: See Language Angels and intercultural planning</p> <p>History: Refer to end point document</p> <p>R.E: Symbols In what ways are churches / synagogues important to believers.</p>	<p>Year 2 Science: Living Things & Their Habitats (Identify and name a variety of plants and animals in their habitats, including microhabitats)</p> <p>Computing: Media – Digital Photography</p> <p>Spanish: See Language Angels and intercultural planning</p> <p>History: Linking to geography, children create a weather timeline. (CU)</p> <p>R.E: Myself How do we show we care for others? Why does it matter?</p>	<p>Year 2 Science: Animals, including Humans (Notice that animals, including humans, have offspring which grow into adults.)</p> <p>Computing: Data Handling – Pictograms</p> <p>Spanish: See Language Angels and intercultural planning</p> <p>History: How were women getting the right to vote a cultural innovation?</p>	<p>Year 2 Science: Plants</p> <p>Computing: Media – Digital Music</p> <p><i>Use Garage band</i></p> <p>Spanish: See Language Angels and intercultural planning</p> <p>History: Refer to end point document</p> <p>R.E: What does it mean to belong? What is it like to belong to the Christian religion in Nottinghamshire today?</p> <p>Music: Music that makes you dance</p>	<p>Year 2 Science: Uses of Materials</p> <p>Computing: Coding – Programing quizzes (Scratch JR app)</p> <p>Spanish: See Language Angels and intercultural planning</p> <p>History: Is Nottingham Castle a typical castle?</p> <p>R.E: Celebrations and festivals: Who celebrates what and why? Christians and Jewish people</p> <p>Music: Exploring improvisation</p>



<p>R.E: Leaders: What makes some people inspiring to others? Christian and Jewish leaders</p> <p>Music: Exploring simple patterns</p> <p>PSHE: Me and my Relationships</p> <p>P.E: Throwing and Catching</p> <p>DT: To understand that some products are made cheaply because workers are not paid enough.</p>	<p>Music: Focus on dynamics and Tempo- How does music teach us about the past?</p> <p>PSHE: Valuing difference</p> <p>Geography: Courageous geographers/ map field work. Key geographer: David Attenborough</p> <p>P.E: Gymnastics</p> <p>DT: Know what a template is. Recognise a cross stitch and a running stitch. Able to evaluate their product. Able to plan their own product</p> <p>Art: see below</p>	<p>Music: Exploring feelings through music</p> <p>PSHE: Keeping myself safe</p> <p>Geography: Physical and Human Geography: I understand the wider impact my actions have on the environment</p> <p>P.E: Sending and Receiving</p> <p>DT: To build a structure that can withstand a natural disaster.</p> <p>Art: see below</p>	<p>R.E: Celebrations and festivals: Who celebrates what and why? Christians and Jewish people</p> <p>Music: Inventing a musical story</p> <p>PSHE: Rights and responsibilities</p> <p>Geography: Physical and Human geography I understand the difference between weather and climate. I understand how the climate in the UK differs from the climate in another country.</p> <p>P.E: Football</p> <p>DT: Design an innovative new meal to add to the school menu</p> <p>Art: see below</p>	<p>PSHE: Being my best</p> <p>Geography: Physical and Human Geography</p> <p>P.E: Athletics</p> <p>DT: To create a toy for EYFS to use that does not need to be plugged in to get its power</p> <p>Art: see below</p>	<p>PSHE: Growing and changing</p> <p>Geography: Map field work</p> <p>P.E: Striking and Fielding</p> <p>DT: Structures</p> <p>Art: see below</p>
<p>Year 3 Science: Animal, including Humans (Identify that humans and some animals have skeletons and muscles for support, protection and movement)</p> <p>Computing: Computing Systems – Connecting computers</p>	<p>Year 3 Science: Animals, including Humans (Identify that animals, including humans, need the right type of nutrition and that they cannot make their own food: they get nutrition from what they eat)</p> <p>Computing: Coding – Sequencing sounds</p>	<p>Year 3 Science: Rocks</p> <p>Computing: Media – Stop-motion Animation</p> <p>Spanish: See Language Angels and intercultural planning</p>	<p>Year 3 Science: Light</p> <p>Computing: Data Handling – Branching databases</p> <p>Spanish: See Language Angels and intercultural planning</p>	<p>Year 3 Science: Plants</p> <p>Computing: Media – Publishing</p> <p><i>Use iPad word processor like Pages</i></p>	<p>Year 3 Science: Forces and Magnets</p> <p>Computing: Coding – Events and actions in programs. (Scratch online site)</p>



<p>Spanish: See Language Angels and intercultural planning</p> <p>History- How did slavery shape Egyptian civilisation?</p> <p>Geography: Location knowledge</p> <p>R.E: Inspirational people from the past: What can we learn from inspiring people in sacred texts and in the history of religions? Recommended religions: Judaism, Christianity, Islam. Religious leaders: Moses, Jesus and Muhammad.</p> <p>Music: Developing notation skills PSHE: Me and my Relationships</p> <p>P.E : Tennis</p> <p>DT: To explore where some products are made around the world. To begin to understand that a product can be made cheaply but this can be harmful.</p>	<p>Use Scratch online (free)</p> <p>Spanish: See Language Angels and intercultural planning</p> <p>History: Refer to end point document</p> <p>R.E: Symbols and religious expression: How do people express their religious and spiritual ideas on pilgrimages? Recommended religions: Islam, Hinduism, Christianity</p> <p>Music: Enjoying improvisation- What stories does music tell us about the past?</p> <p>PSHE: Valuing difference</p> <p>Geography: Courageous geographers/ map field work. Key geographer: Ellen McArthur</p> <p>P.E: Dance</p> <p>DT: Thread a needle with some help. Independently stitch and sew on buttons.</p>	<p>History: Refer to end point document</p> <p>R.E: The journey of life and death: Why do some people think life is like a journey? Where do we go? What do different people think about life after death? Recommended religions: Christianity, Hinduism, Islam.</p> <p>Music: Composing using your imagination</p> <p>PSHE: Keeping myself safe</p> <p>Geography: Physical and Human Geography I understand natural and man- made disasters can explain the different layers of the earth</p> <p>P.E: Netball</p> <p>DT: To build a structure that can withstand a natural disaster.</p> <p>Art: see below</p>	<p>History: What was new in the 'new' stone age?'</p> <p>R.E: Inspirational people from the past: What can we learn from inspiring people in sacred texts and in the history of religions? Recommended religions: Judaism, Christianity, Islam. Religious leaders: Moses, Jesus and Muhammad.</p> <p>Music: Sharing musical experiences</p> <p>PSHE: Rights and responsibilities</p> <p>Geography: Physical and Human geography I understand what is meant by climate change I can use geographical language to explain how an area has changed overtime.</p> <p>P.E: Football</p> <p>DT: Design an innovative new meal to add to the school menu</p> <p>Art: see below</p>	<p>Spanish: See Language Angels and intercultural planning</p> <p>History: Refer to end point document</p> <p>R.E: Religion, family and community: Prayer How do religious families and communities practice their faith? Recommended religions: Islam and Christianity</p> <p>Music: Learning more about musical styles</p> <p>PSHE: Being my best</p> <p>Geography: Physical and human geography</p> <p>P.E: Athletics</p> <p>DT: To create a toy for EYFS to use that does not need to be plugged in to get its power</p> <p>Art: see below</p>	<p>Spanish: See Language Angels and intercultural planning</p> <p>History: How were the Ancient Egyptians able to build such amazing buildings?</p> <p>R.E: Religion family and community: worship, celebration, way of living: How do Hindu families practise their faith? What are the deeper meanings of some Hindu festivals? Religion: Hinduism</p> <p>Music: Recognising different sounds</p> <p>PSHE: Growing and changing</p> <p>Geography: Map field work</p> <p>P.E: Cricket</p> <p>DT: Structures</p> <p>Art: see below</p>
--	---	---	---	---	---



	Aware of importance of appearance of product. Model creating a plan in stages. Art: see below				
<p>Year 4 Science: Animals, including humans</p> <p>Computing: Computing Systems – The Internet</p> <p>History: Did the Romans bring slavery to Britain and what impact did it have on society?</p> <p>Geography: Location knowledge</p> <p>Spanish: See Language Angels and intercultural planning</p> <p>R.E : Inspirational people from the past: What can we learn from inspiring people in sacred texts and in the history of religions? Recommended religions: Judaism, Christianity, Islam. Religious leaders: Moses, Jesus and Muhammad.</p>	<p>Year 4 Science: Living Things & Their Habitats</p> <p>Computing: Coding – Commands</p> <p>Swift Playground: Learn to Code 1</p> <p>Spanish: See Language Angels and intercultural planning</p> <p>History: Refer to end point document</p> <p>R.E: Symbols and religious expression: How do people express their religious and spiritual ideas on pilgrimages? Recommended religions: Islam, Hinduism, Christianity</p> <p>Music: Combining elements to make music- How does music connect us with our past?</p> <p>PSHE: Valuing difference</p>	<p>Year 4 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)</p> <p>Computing: Media – Audio production</p> <p>Spanish: See Language Angels and intercultural planning</p> <p>History: Refer to end point document</p> <p>R.E: The journey of life and death: Why do some people think life is like a journey? Where do we go? What do different people think about life after death?</p>	<p>Year 4 Science: States of matter (Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature)</p> <p>Computing: Data Handling – Data Logging</p> <p>Spanish: See Language Angels and intercultural planning</p> <p>History: How are innovations and inventions from Ancient Greece still impacting us today?</p> <p>R.E: Inspirational people from the past: What can we learn from inspiring people in sacred texts and in the history of religions? Recommended religions: Judaism, Christianity, Islam. Religious leaders: Moses, Jesus and Muhammad.</p>	<p>Year 4 Science: Sound</p> <p>Computing: Media – Photo Editing</p> <p><i>Use free painting site like Paint.net or LunaPic</i></p> <p>Spanish: See Language Angels and intercultural planning</p> <p>History: Refer to end point document</p> <p>R.E: Religion, family and community: Prayer How do religious families and communities practice their faith? Recommended religions: Islam and Christianity</p> <p>Music: Connecting notes and feelings</p> <p>PSHE: Being my best</p> <p>Geography: Physical and human geography</p>	<p>Year 4 Science: Electricity</p> <p>Computing: Coding – Functions & For Loops</p> <p>Swift Playground: Learn to Code 1</p> <p>Spanish: See Language Angels and intercultural planning</p> <p>History: Were buildings in Roman Britain similar to those in Rome?</p> <p>R.E: Religion family and community: worship, celebration, way of living: How do Hindu families practise their faith? What are the deeper meanings of some Hindu festivals? Religion: Hinduism</p> <p>Music: Purpose, identity and expression in music</p> <p>PSHE: Growing and changing</p> <p>Geography: Map field work</p>



<p>Music: Interesting time signatures PSHE: Me and my Relationships P.E : Tennis DT: To begin to understand how a product is created and the impact this can have on lives and the environment.</p>	<p>Geography: Courageous geographers/ map field work. Key geographer: Captain James Cook P.E: Gymnastics DT: Learns what a sewing pattern is. Uses a pattern, and cuts accurately. Sews correctly and understands importance of knots. Creates a prototype. Supported to measure accurately. Art: see below</p>	<p>Recommended religions: Christianity, Hinduism, Islam. Music: Developing pulse and groove through improvisation PSHE: Keeping myself safe Geography: Physical and Human Geography I can explain how earthquakes are created. I understand why people may choose to settle in a certain area P.E: Netball DT: To build a structure that can withstand a natural disaster. Art: see below</p>	<p>Music: Creating simple melodies together PSHE: Rights and responsibilities Geography: Physical and Human geography I can explain the difference between renewable and non-renewable energy. I can give examples of the positives and negatives of renewable and non-renewable energy P.E: Football DT: Design an innovative new meal to add to the school menu Art: see below</p>	<p>P.E: Athletics DT: To create a toy for EYFS to use that does not need to be plugged in to get its power Art: see below</p>	<p>P.E: Cricket DT: Structures Art: see below</p>
<p>Year 5 Science: Animals, including humans Computing: Computer Systems – Systems and searching</p>	<p>Year 5 Science: Properties of Materials (Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. Understand that some materials will dissolve in liquid to form a solution,</p>	<p>Year 5 Science: Living Things & Their Habitats Computing: Media – Video Production Spanish: See Language Angels and intercultural planning</p>	<p>Year 5 Science: Earth and Space Computing: Data Handling – Flat-file databases Spanish: See Language Angels and intercultural planning</p>	<p>Year 5 Science: Forces Computing: Media – Vector drawing Use free vector image site like Vectr.com I can explore the advanced skills of using apps.</p>	<p>Year 5 Science: Changes of Materials (Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Demonstrate that dissolving, mixing and changes of state are reversible changes.</p>



<p>Spanish: See Language Angels and intercultural planning</p> <p>History: Why did the Vikings invade Britain?</p> <p>Geography: Location knowledge</p> <p>R.E: Inspirational people from the past: What can we learn from inspiring people in sacred texts and in the history of religions? Recommended religions: Judaism, Christianity, Islam. Religious leaders: Moses, Jesus and Muhammad. Inspirational people from the past: What can we learn from inspiring people in sacred texts and in the history of religions? Recommended religions: Judaism, Christianity, Islam. Religious leaders: Moses, Jesus and Muhammad.</p> <p>Music : Getting started with music technology</p> <p>PSHE: Me and my Relationships</p> <p>P.E : Tennis</p>	<p>and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.)</p> <p>Computing: Coding – Variables</p> <p>Swift Playground: Learn to Code 2 Spirals Playground Answers Starting Point</p> <p>Spanish: See Language Angels and intercultural planning</p> <p>History: Refer to end point document</p> <p>R.E: Symbols and religious expression: How do people express their religious and spiritual ideas on pilgrimages? Recommended religions: Islam, Hinduism, Christianity</p> <p>Music: Emotional and musical styles- How does</p>	<p>History: Refer to end point document</p> <p>R.E: The journey of life and death: Why do some people think life is like a journey? Where do we go? What do different people think about life after death? Recommended religions: Christianity, Hinduism, Islam.</p> <p>Music: Exploring key and time signatures</p> <p>PSHE: Keeping myself safe</p> <p>Geography: Physical and Human Geography: I can explain how volcanoes and mountains are created. I can explain the positive and negative impact of living close to a volcano Location Knowledge: I can name and locate some of the world’s most famous volcanoes on a map.</p> <p>P.E: Netball</p> <p>DT: To build a structure that can withstand a natural disaster.</p> <p>Art: see below</p>	<p>History: Were the Anglo Saxons scientific technological pioneers?</p> <p>R.E: Inspirational people from the past: What can we learn from inspiring people in sacred texts and in the history of religions? Recommended religions: Judaism, Christianity, Islam. Religious leaders: Moses, Jesus and Muhammad.</p> <p>Music: Introducing cords</p> <p>PSHE: Rights and responsibilities</p> <p>Geography: Physical and Human geography I understand the impact of climate change and can give examples. I know how I can make changes to improve our environment.</p> <p>P.E: Football</p> <p>DT: Design an innovative new meal to add to the school menu</p> <p>Art: see below</p>	<p>Spanish: See Language Angels and intercultural planning</p> <p>History: Refer to end point document</p> <p>R.E: Religion, family and community: Prayer How do religious families and communities practice their faith? Recommended religions: Islam and Christianity</p> <p>Music: Meaning and expression</p> <p>PSHE: Being my best</p> <p>Geography: Physical and human geography</p> <p>P.E: Athletics</p> <p>DT: To create a toy for EYFS to use that does not need to be plugged in to get its power</p> <p>Art: see below</p>	<p>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda).</p> <p>Computing: Coding – Conditional Code & Types and Initialisation</p> <p>Swift Playground: Learn to Code 1 Learn to Code 2</p> <p>Spanish: See Language Angels and intercultural planning</p> <p>History: How did buildings and structures in Baghdad in c.900AD compare to buildings in Britain at the time?</p> <p>R.E: Religion family and community: worship, celebration, way of living: How do Hindu families practise their faith? What are the deeper meanings of some Hindu festivals? Religion: Hinduism</p>
--	---	---	---	---	---



<p>DT: To understand the processes involved in our products. To understand the impact a product can have on people and the environment.</p>	<p>music connect us with our past?</p> <p>PSHE: Valuing difference</p> <p>Geography: Courageous geographers/ map field work. Key geographer: William Smith</p> <p>P.E: Dance</p> <p>DT: Uses a pattern, and cuts accurately. Sews correctly. Learns what a seam is. Familiar with term prototype. Looks at clothing and understands why you need a gap between the edge and seam. Uses a range of ways to create a design. Explore different textiles clothing to support design process.</p> <p>Art: see below</p>				<p>Music: Identifying important musical elements</p> <p>PSHE: Growing and changing</p> <p>Geography: Map field work</p> <p>P.E: Cricket</p> <p>DT: Structures</p> <p>Art: see below</p>
<p>Year 6 Science Animals, including Humans (Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function)</p>	<p>Year 6 Science: Animals, including Humans (identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood)</p>	<p>Year 6 Science: Living Things & Their Habitats</p> <p>Computing: Media – Web Page Creation</p>	<p>Year 6 Science: Electricity</p> <p>Computing: Data Handling – Introduction to Spreadsheets</p>	<p>Year 6 Science: Light</p> <p>Computing: Media – 3D Modelling</p> <p><i>Use free CAD site like TinkerCad (teacher setup required)</i></p>	<p>Year 6 Science: Evolution & Inheritance</p> <p>Computing: Coding – Logical Operators & While Loops</p> <p>Swift Playground: Learn to code 1</p>



<p>Computing: Computer systems – Communication and Collaboration</p> <p>Spanish: See Language Angels and intercultural planning</p> <p>History; What role did Victorian Britain play in the transatlantic slave trade?</p> <p>Geography: Location knowledge</p> <p>R.E: Inspirational people from the past: What can we learn from inspiring people in sacred texts and in the history of religions? Recommended religions: Judaism, Christianity, Islam. Religious leaders: Moses, Jesus and Muhammad. Music: Developing melodic phrases PSHE: Me and my Relationships</p> <p>P.E : Tennis</p> <p>DT: To understand the concept of modern day slavery and how this impacts on the lives of people.</p>	<p>Computing: Coding – Functions with Parameters Swift Playground: Learn to Code 2</p> <p>Spanish: See Language Angels and intercultural planning</p> <p>History: Refer to end point document</p> <p>R.E: Symbols and religious expression: How do people express their religious and spiritual ideas on pilgrimages? Recommended religions: Islam, Hinduism, Christianity</p> <p>Music: Gaining confidence through performance Understanding structure and form- How does music connect us with our past?</p> <p>PSHE: Valuing difference</p> <p>Geography: Courageous geographers/ map field work. Key geographers: Eratosthenes and Al Idrisi</p> <p>P.E: Gymnastics</p>	<p>Spanish: See Language Angels and intercultural planning</p> <p>History: Refer to end point document</p> <p>R.E: The journey of life and death: Why do some people think life is like a journey? Where do we go? What do different people think about life after death? Recommended religions: Christianity, Hinduism, Islam.</p> <p>Music: Gaining confidence through performance</p> <p>PSHE: Keeping myself safe</p> <p>Geography: Physical and Human Geography I can explain what the word sustainable means and give examples I can explain the impact that settlements have on the environment both positively and negatively. I can explain the effects of deforestation I understand what is meant by climate change and have an informed discussion about this</p>	<p>Spanish: See Language Angels and intercultural planning</p> <p>History: What role did Nottingham play in the Industrial Revolution?</p> <p>R.E: Inspirational people from the past: What can we learn from inspiring people in sacred texts and in the history of religions? Recommended religions: Judaism, Christianity, Islam. Religious leaders: Moses, Jesus and Muhammad.</p> <p>Music: Exploring notation further</p> <p>PSHE: Rights and responsibilities</p> <p>Geography: Physical and Human geography</p> <p>I understand what is meant by climate change and have an informed discussion about this. I can explain the world sustainable and give examples. Make links with housing development- visit site and explore the sustainable way the houses have been built</p>	<p>Spanish: See Language Angels and intercultural planning</p> <p>History: Refer to end point document</p> <p>R.E: Religion, family and community: Prayer How do religious families and communities practice their faith? Recommended religions: Islam and Christianity</p> <p>Music: Using Chords and structure</p> <p>PSHE: Being my best</p> <p>Geography: Physical and human geography</p> <p>P.E: Athletics</p> <p>DT: To create a toy for EYFS to use that does not need to be plugged in to get its power</p> <p>Art: see below</p>	<p>Learn to Code 1</p> <p>Spanish: See Language Angels and intercultural planning</p> <p>History: How did the Willoughby family use Wollaton Hall to communicate their wealth' (Look at buildings around the world as part of this to see how this has been done in other place)</p> <p>R.E: Religion family and community: worship, celebration, way of living: How do Hindu families practise their faith? What are the deeper meanings of some Hindu festivals? Religion: Hinduism</p> <p>Music: Respecting each other through composition</p> <p>PSHE: Growing and changing</p> <p>Geography: Map field work</p> <p>P.E: Cricket</p> <p>DT: Structures</p>
--	---	---	---	---	---



	<p>DT: Uses running, blanket, cross-stitches independently. Uses pins and tacks to join. Becoming familiar with a sewing machine. Understands what it is used for. Uses a range of ways to create a design. Explore different textiles clothing to support design process. Introduced to market research Uses and understands term aesthetics</p> <p>Art: see below</p>	<p>P.E: Netball</p> <p>DT: To build a structure that can withstand a natural disaster.</p> <p>Art: see below</p>	<p>Geographical skills and fieldwork I can compare geographical data and draw conclusions from this.</p> <p>P.E: Football</p> <p>DT: Design an innovative new meal to add to the school menu</p> <p>Art: see below</p>		<p>Art: see below</p>
--	---	---	---	--	------------------------------

A1 / A2

ART Art (1 Afternoon per week)	Multi Media - Colour, Tone, Texture and Shape				
	Week 1 – 2	Week 3 – 4	Week 5 – 6	Week 7 – 8	Week 9 – 13
	Pencil and Charcoal Techniques	Pastels, Chalk and Wax Techniques	Paint Techniques Y1 - Mix paint Y2 - Mix paint Y3 - Oil Y4 - Water Colours Y5 - Acrylic Y6 - Oil	Paint Techniques Y1 - Mix paint Y2 - Water Colours Y3 - Acrylic Y4 - Oil Y5 - Water Colours Y6 - Acrylic	<p><i>Multi Media Project - Pupils explore different techniques and methods.</i></p> <p><i>Pencil, Charcoal, Pastels, Chalk, Wax, Water Colours, Oil Paint, Acrylic Paint</i></p> <p>Year 1 - Piet Mondrian Year 2 - Njideka Crosby Year 3 - Georgia O'Keeffe Year 4 - Anna Dubrowska Year 5 - Henri Rousseau Year 6 - Pablo Picasso</p>



SP1/ SP2	Clay and Raw Material Modelling Week 1 – 5 Year 1 - Ron Nagle Year 2 - Maria Montoya Martinez Year 3 - Akio Takamori Year 4 - Peter Voulkos Year 5 - Betty Woodman Year 6 - Ruth Cummings	Drawing Techniques		
		Week 1 - 3 Figure Drawing	Week 4 - 5 3D Drawing	
SU 1/ SU 2				



3D Sculptures Week 1 – 12					
Year 1 - Barbara Hepworth Year 2 - Douglas Coupland Year 3 - Lorenzo Quinn Year 4 - Mike Tonkin Year 5 - Anish Kapoor Year 6 - Wolfgang Buttress					
Core Behaviours					
Resilience Altruism	Courage Self-awareness	Respect Inclusion	Tolerance Empathy	Motivation Creativity	Personal responsibility Trust
British Values					
Rule of law Tolerance Democracy Individual Liberty Mutual Respect	Rule of law Tolerance Democracy Individual Liberty Mutual Respect	Rule of law Tolerance Democracy Individual Liberty Mutual Respect	Rule of law Tolerance Democracy Individual Liberty Mutual Respect	Rule of law Tolerance Democracy Individual Liberty Mutual Respect	Rule of law Tolerance Democracy Individual Liberty Mutual Respect
Protected Characteristics					
See individual subject overviews for links with foundation subjects					
Safeguarding Curriculum					
Safeguarding is taught through all of our subjects as well as through our PSHE and computing lessons (online safety) lessons. DARE Y6 GREAT Project Y5 NSPCC Speak Out. Stay Safe Programme – All Year groups					