

UKS2 Year 5	Science		History	Geography			Religious Education
Autumn 1	Properties & changes in materials - compare and group together everyday materials based on their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets - know that some materials will dissolve in liquid to form a solution, 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 - give reasons, based on evidence from comparative and fair tests, for the uses of everyday materials, including metals, wood and plastic - demonstrate that dissolving, mixing and changes of state are reversible changes - 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.			Greece - Modern-day Greece is a country in the European Union. Its capital city, Athens, is rich in sites of human and historical interest. - Greece, with its warm climate, varied landscape and location on the Mediterranean Sea, is a popular destination for tourists. - It has also become a place that people migrate to from countries such as Syria. There are many reasons that can push and pull people away from their homes to live somewhere else.			Philosophy – Is believing in God reasonable? - What makes for a reasonable argument - Arguments for the existence of God made by some Christians - Arguments from a humanist perspective against the existence of God - Arguments for the existence of God which have come from outside mainstream religious thought (Pascal’s wager)
Autumn 2			Ancient Greece - develop a chronologically and secure knowledge and understanding of a non-European society that provides contrasts with British history - locate the world’s countries using maps - continue to develop and understand how our knowledge of the past is constructed from a range of sources - construct informed responses that involve thoughtful selection and organisation of relevant historical information - use maps, atlases, globes and digital/computer mapping to locate countries - devise historically valid questions about change, cause, similarity and difference, and significance - use a range of sources to construct an understanding of the past				Philosophy – What can we learn about the world/knowledge/meaning of life from the great philosophers? - The ways different philosophers or religions understand abstract concepts, including varying views about the existence of the soul in classical Greek Philosophy, Hinduism and Christianity. - Some of the key teachings about morality in Christianity/Hinduism/Buddhism, their similarities and differences. - Two influential schools of moral philosophy; the deontological and utilitarian. - The work of philosophers: Plato & Kant
	Music	French	PSHE	Design & Technology	Art	Computing	Physical Education
Autumn 1	Unit 1 Living on a Prayer How Rock music developed from the Beatles onwards. Analysing performance.	La famille (Family) - To identify family members - To recognise & spell with letters of the alphabet - To list household items - To use basic prepositions sur & dans to describe position	NSPCC Pants - To learn the importance of treating others respectfully, and how the PANTS rules can help. What happens if families change? - To learn about family relationships - To learn about different family structures - To learn about change in families Dental Health - To learn about the importance of dental health routines	Food <i>Designing</i> - Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. - Explore a range of initial ideas and make design decisions to develop a final product linked to user and purpose. - Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas. <i>Making</i> - Write a step-by-step recipe, including a list of ingredients, equipment and utensils - Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. - Make, decorate and present the food product appropriately for the intended user and purpose. <i>Evaluating</i> - Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams. - Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. - Understand how key chefs have influenced eating habits to promote varied and healthy diets.	Klimt - know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. - learn about the work of a range of artists, architects and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. - To evaluate and analyse creative works using the language of art, craft and design	5.1 Computing Science: Coding We are game developers - Design, write and debug programs that accomplish specific goals; solve problems by decomposing them into smaller parts. - Use sequence in programs, work with variables and various forms of output. - Use logical reasoning to detect and correct errors in algorithms and programs.	Dodgeball - Use a variety of throwing techniques with some control under increasing pressure. - Catch and intercept a ball using one and two hands with some success in game situations. - Use a variety of techniques to change direction to lose an opponent. - Create and use space for self and others with some success. - Understand the need for tactics and can identify when to use them in different situations. Football - Use dribbling to change the direction of play with some control under pressure. - Dribble with feet with some control under increasing pressure. - Use a variety of throwing techniques with some control under increasing pressure. - Use a variety of kicking techniques with some control under increasing pressure - Receive a ball using different parts of the foot under pressure with increasing control. - Strike a ball using a wider range of skills. Apply these with some success under pressure. - Use a variety of techniques to change direction to lose an opponent. - Create and use space for self and others with some success. - Understand the need for tactics and can identify when to use them in different situations.
Autumn 2	Unit 2 Classroom Jazz 1 History of music - Jazz in its historical context.	Les vetements (Clothes) - Recognise and recall from memory many items of clothing - Revisit the use of the possessive adjective ‘my’ in French and describe clothes in terms of colour			Greek Pots - know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. - learn about the work of a range of artists, architects and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. - To evaluate and analyse creative works using the language of art, craft and design		Gymnastics - Show increasing control and balance when moving from one balance to another. - Use strength to improve the quality of an action and the range of actions available. - Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them. - Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner. Swimming <i>Intermediate</i> - Confidently combine skills to retrieve an object from greater depth. - Confidently co-ordinate a smooth and consistent breathing technique with a range of strokes. - Confidently demonstrate good technique in a wider range of strokes over increased distances. - Combine gliding and transitioning into an appropriate stroke with good control. - Confidently link a variety of floating actions together demonstrating good technique and control. - Select and apply the appropriate survival technique to the situation.

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Spring 1	Forces - explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object - identify the effects of air resistance, water resistance and friction, that act between moving surfaces - recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect		Early Islamic Civilisation - develop a chronologically and secure knowledge and understanding of a non-European society that provides contrasts with British history - locate the world’s countries using maps - continue to develop and understand how our knowledge of the past is constructed from a range of sources - construct informed responses that involve thoughtful selection and organisation of relevant historical information - use maps, atlases, globes and digital/computer mapping to locate countries - devise historically valid questions about change, cause , similarity and difference, and significance - use a range of sources to construct an understanding of the past				Human/SS - how has belief in Jesus/Allah impacted on music and art through history? - Explain divergent role of music in worship in the history of the Christian Church. - Explain how art has been used in Christianity to reflect key events and facilitate worship. - Explain key teachings from the Quran, the Hadith and important Muslim teachers (Al-Ghazali) in regard to the use of music and art. - Explain, using a range of reasons, responses to instances of Aniconism and Iconoclasm in Muslims and Christian history.
Spring 2	Earth & Space - describe the movement of the Earth, and other planets, relative to the Sun in the solar system - describe the movement of the Moon relative to the Earth - describe the Sun, Earth and Moon as approximately spherical bodies - use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky.			Rivers and Cities - The water cycle is the way in which water moves around the Earth. It never stops! - Rivers have many uses around the world, including cleaning, cooking, growing crops, transport and creating power. - A river has three main stages: upper course, middle course and lower course. - Flooding is caused by poor drainage around or close to a river.			Theology – what difference does the resurrection make to Christians? - Jesus: As God incarnate, also known as the Son of God. Christian belief that Jesus fulfilled prophecies about the Messiah. - Salvation: Gospel accounts of Jesus’ death and resurrection and the various interpretations of these accounts in terms of the meaning of salvation (e.g. forgiveness, sacrifice, redemption). - Textual theology: consideration of genre, author, content, reliability and audience in relation to the Gospels and resurrection of Jesus. - Festivals: the diverse ways in which people celebrate festivals such as Easter.
	Music	French	PSHE	Design & Technology	Art	Computing	Physical Education
Spring 1	Wider Ops (Brass)	La nourriture (Food) - To ask politely for food items - To describe how to make a sandwich - To express opinions about food - To talk about healthy & unhealthy food	Inclusion and belonging; Stereotypes and extremism - To learn about how negative stereotypes can influence behaviours and attitudes towards different groups of people - Learn about how attitudes and opinions can sometimes be influenced by being exposed to prejudiced or extremist views - how to resist and challenge these viewpoints Compassion towards others - how to make informed choices - that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity (see protected characteristics in the Equality Act 2010) - that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities	Structures <i>Designing</i> - Carry out research into user needs and existing products, using surveys, interviews, questionnaires and web-based resources. - Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost. - Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches. <i>Making</i> - Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used. - Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks. - Use finishing and decorative techniques suitable for the product they are designing and making. <i>Evaluating</i> - Investigate and evaluate a range of existing frame structures. - Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests. - Research key events and individuals relevant to frame structures.	Turner/Hambling - know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. - learn about the work of a range of artists, architects and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. - To evaluate and analyse creative works using the language of art, craft and design	5.2 Computing Science: Computational Thinking - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. - Understand computer networks including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration. - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Dance - Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing. - Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus. - Confidently perform choosing appropriate dynamics to represent an idea. - Use counts accurately when choreographing to perform in time with others and the music. Tag Rugby - Use a variety of throwing techniques with some control under increasing pressure. - Use a variety of kicking techniques with some control under increasing pressure - Catch and intercept a ball using one and two hands with some success in game situations. - Receive a ball using different parts of the foot under pressure with increasing control. - Use a variety of techniques to change direction to lose an opponent. - Create and use space for self and others with some success - Understand the need for tactics and can identify when to use them in different situations.
Spring 2		Chez moi (My house) - Name places in a home - Give simple descriptions using c’est [+ adjective] - List some activities using il and elle	Safe & sensible spending - How to manage money - Becoming a critical consumer - managing risks and emotions associated with money - Understanding the important role money plays in our life				Hockey - Use dribbling to change the direction of play with some control under pressure. - Dribble with feet with some control under increasing pressure. - Strike a ball using a wider range of skills, apply these with some success under pressure. - Use a variety of techniques to change direction to lose an opponent. - Create and use space for self and others with some success. - Understand the need for tactics and can identify when to use them in different situations. Netball - Use a variety of throwing techniques with some control under increasing pressure. - Catch and intercept a ball using one and two hands with some success in game situations. - Use a variety of techniques to change direction to lose an opponent. - Create and use space for self and others with some success. - Understand the need for tactics and can identify when to use them in different situations.

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Summer 1 Forest School	Living Things and their Habitats - describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird - describe the life process of reproduction in some plants and animals.		Changes in Britain - develop a chronologically and secure knowledge and understanding of a non-European society that provides contrasts with British history - locate the world's countries using maps - continue to develop and understand how our knowledge of the past is constructed from a range of sources - construct informed responses that involve thoughtful selection and organisation of relevant historical information - use maps, atlases, globes and digital/computer mapping to locate countries - devise historically valid questions about change, cause, similarity and difference, and significance - use a range of sources to construct an understanding of the past				Theology – how do Hindus make sense of the world? - Hindus believe in a God with many faces Brahma. - Hindus believe truth is eternal. - Hindus strive to achieve dharma – the right way of living (duties, rights, laws, behaviour and virtues) - Karma – how Hindus act for others and themselves. - Murti –an image, statue of the divine and seen as a deity. - Samsara – the cycle of birth, death and rebirth - Moksha – is when the soul passes through many lives. - Who Mahatma Gandhi was and why he influenced the concept of ahimsa – a total avoidance of harming any living thing by deeds, words and actions.
Summer 2 Forest School	Animals Including Humans (4 weeks) - describe the changes as humans develop to old age. Sustainability- global warming (2 weeks) - Understand what global warming is - Consider the impact of global warming on living things			Biomes - Climate is the average daily and seasonal weather patterns over a long period of time. - The Equator is an invisible line that runs around the centre of the Earth. The closer you live to the Equator, the hotter it is. - As the Earth is tilted on an axis, the Northern and Southern Hemispheres experience different types of weather at the same time of the year.			
	Music	French	PSHE	Design & Technology	Art	Computing	Physical Education
Summer 1	Unit 3 Make you fall in love To make up (compose) own rap or words to the existing rap, that link to any topic in school, graffiti art, literacy, breakdancing and 80s Hip Hop culture in general. Historical context of musical styles.	Le weekend (The weekend) - Say what they do using the 1st person - Say what they don't do using set phrases - Say what other people do using il/elle - Say what they like/dislike doing	Mental Health & Wellbeing - To learn about mental health; what it means and how we can take care of it - To learn about how feelings and emotions are affected and can be managed at changing, challenging or difficult times - To learn about the feelings and common anxieties pupils face when starting key stage 3/moving to secondary school and ways of managing these feelings Keeping safe at home - To learn how to assess and manage risk at home	Mechanical Systems <i>Designing</i> - Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources. - Develop a simple design specification to guide their thinking. - Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views. <i>Making</i> - Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team. - Select from and use a range of tools and equipment to make products that that are accurately assembled and well finished. - Work within the constraints of time, resources and cost. <i>Evaluating</i> - Compare the final product to the original design specification. - Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. - Consider the views of others to improve their work. - Investigate famous manufacturing and engineering companies relevant to the project.	Photography Rainforest Printing - know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. - learn about the work of a range of artists, architects and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. - To evaluate and analyse creative works using the language of art, craft and design	5.5 Information Technology: Media We are adventure gamers - Use search technologies effectively. - Use a variety of software (including Internet services) on a range of digital devices to design and create content that accomplish given goals, including presenting information. - Use technology safely, respectfully and responsibly.	Athletics - Run at the appropriate speed over longer distances or for longer periods of time. - Show control at take-off and landing in more complex jumping activities. - Perform a range of more complex jumps showing some technique. - Show accuracy and power when throwing for distance. - Demonstrate good balance and control when performing other fundamental skills - Demonstrate improved body posture and speed when changing direction. - Can co-ordinate a range of body parts at increased speed. Tennis - Strike a ball using a wider range of skills, apply these with some success under pressure. - Use a variety of techniques to change direction to lose an opponent. - Create and use space for self and others with some success. - Understand the need for tactics and can identify when to use them in different situations.
Summer 2	Unit 4 Fresh Prince of Bel Air The history of Motown and its importance in the development of Popular music. Civil rights.		Medway Sex Education - To learn about some physical changes experienced during puberty - Learn about the biological changes that happen to males and females during puberty - To learn about personal hygiene during puberty First Aid - To learn how to ensure the safety of themselves and others. - To find out how to assess a casualty's condition calmly and give first aid to a casualty who is bleeding - Learn to give first aid to a casualty who is in shock. - To know how to seek medical help if required for a casualty who is bleeding		Weaving - know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. - learn about the work of a range of artists, architects and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. - To evaluate and analyse creative works using the language of art, craft and design	5.4 Digital Literacy: Online safety We are web developers - Understand the World Wide Web; and the opportunities they offer for communication and collaboration. - Select, use and combine a variety of software (including Internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	OAA - Use clear communication when working in a group and taking on different roles. - Begin to lead others, providing clear instructions. - Plan and apply strategies with others to more complex challenges. - Orientate a map confidently using it to navigate around a course. - Explain why a particular strategy worked and alter methods to improve. Rounders - Use a variety of throwing techniques with some control under increasing pressure. - Catch and intercept a ball using one and two hands with some success in game situations. - Strike a ball using a wider range of skills, apply these with some success under pressure. - Create and use space for self and others with some success. - Understand the need for tactics and can identify when to use them in different situations.

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Autumn 1 Forest School	All Living Things - describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals - give reasons for classifying plants and animals based on specific characteristics.		World War I - Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. - They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance				Human/SS - How and why does religion bring peace and conflict? - Religion is a useful cover (to justify heinous crimes) and a powerful motivator (interpretations of texts) for conflict - Interpretations lead to beliefs about how to behave - It's important not to group all people of one religious background under one bracket and judge a whole group of people by the actions of a few ‘Holy’ wars are justified by religions - Lots of wars are started because of non-religious causes - Many people see war to be a last resort and seek peace
Autumn 2 Forest School with EYFS	Light/ sustainability- light pollution - recognise that light appears to travel in straight lines - use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye - explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes - use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. - Understand what light pollution is and how we can reduce it			The United Kingdom - The United Kingdom includes England, Scotland, Wales and Northern Ireland. - Each country in the UK has a capital city: London (England), Edinburgh (Scotland), Cardiff (Wales) and Belfast (Northern Ireland). - The UK has many physical features, including mountain ranges, rivers and coastlines. - There are a number of ways power is generated in the UK. Energy can be generated at gas-fired power stations, by nuclear power and by burning coal. There are also renewable power options that use the wind, sun or water to generate energy.			Theology – how and why do Buddhists explain suffering in the world? - The varying beliefs about God, the Buddha, the Four Noble Truths, the cycle of birth, death and rebirth and the Eightfold Pathway - The different views about the nature of knowledge, meaning and existence. - Buddhist perspectives on moral issues and consideration of the consequences of action in relation to Karma. - The use of Jakata Tales as a source of moral guidance
	Music	French	PSHE	Design & Technology	Art	Computing	Physical Education
Autumn 1	Unit 1 Happy! What makes us happy? Video/project with musical examples.	En ville (In town) - Name places in a town - Ask the way and give simple directions - Say where they’re going - Give the time and say where they’re going	NSPCC Speak Out, Stay Safe - To understand abuse in all its forms and recognise the signs of abuse - To understand that abuse is never their fault, and they have the right to be safe - To know how to get help, and the sources of help available to them, including Childline service. Consent - To learn about giving and asking for permission (consent) - To learn about personal boundaries - To learn about appropriate and inappropriate touch Families and people who care for me - To learn about family relationships - To learn about different family structure - To learn about change in families	Textiles (Christmas Tree Decoration) <i>Designing</i> - Generate innovative ideas by carrying out research including surveys, interviews and questionnaires. - Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes and, where appropriate, computer-aided design. - Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification. <i>Making</i> - Produce detailed lists of equipment and fabrics relevant to their tasks. - Formulate step-by-step plans and, if appropriate, allocate tasks within a team. - Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost. <i>Evaluating</i> - Investigate and analyse textile products linked to their final product. - Compare the final product to the original design specification. - Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. - Consider the views of others to improve their work	Georgia O’Keefe - know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. - learn about the work of a range of artists, architects and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. - To evaluate and analyse creative works using the language of art, craft and design	6.4 Digital Literacy: Online Safety We are connected - Understand the opportunities computer networks offer for communication and collaboration. - Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content.	Dodgeball - Use a variety of throwing techniques including fake passes to outwit an opponent. - Catch and intercept a ball using one and two hands with increasing success in game situations. - Receive a ball with consideration to the next move. - Confidently change direction to successfully outwit an opponent. - Effectively create and use space for self and others to outwit an opponent. - Work collaboratively to create tactics within their team and evaluate the effectiveness of these. Football - Use dribbling to change the direction of play with control under pressure. - Use a variety of dribbling techniques to maintain possession under pressure. - Use a variety of throwing techniques including fake passes to outwit an opponent. - Select and apply the appropriate kicking technique with control. - Receive a ball with consideration to the next move. - Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure - Confidently change direction to successfully outwit an opponent. - Effectively create and use space for self and others to outwit an opponent. - Work collaboratively to create tactics within their team and evaluate the effectiveness of these.
Autumn 2		L’ecole (School) - To name school subjects - To talk about likes & dislikes at school - To ask & say the time - To talk about timings of the school day				6.2 Computer Science: Computational thinking We are computational thinkers - Design, write and debug programs that accomplish specific goals. - Use sequence, selection and repetition in programs, work with variables and various forms of input and output. - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	Hockey - Use dribbling to change the direction of play with control under pressure. - Use a variety of dribbling techniques to maintain possession under pressure. - Receive a ball with consideration to the next move. - Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure - Confidently change direction to successfully outwit an opponent. - Effectively create and use space for self and others to outwit an opponent. - Work collaboratively to create tactics within their team and evaluate the effectiveness of these. Gymnastics - Combine and perform more complex balances with control, technique and fluency. - Demonstrate more complex actions with a good level of strength and technique - Confidently transition from one action to another showing appropriate control and extension for the complexity of the action. - Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills.

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Spring 1	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 - recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function - describe the ways in which nutrients and water are transported within animals, including humans.		Stone Age to Iron Age - To develop a chronologically and secure knowledge and understanding of British history - devise historically valid questions about change, cause, similarity and difference, and significance - understand how our knowledge of the prehistoric past is constructed from a range of sources and should evaluate the reliability of each of these sources. - establish clear narratives within and across the periods they study. - understand how some of our knowledge of the past is constructed from archaeological excavation. - construct informed responses that involve thoughtful selection and organisation of relevant historical information.				Philosophy – What does it mean to be human? Is being happy the greatest purpose in life? - Plato's views on virtue and happiness according to The Republic alongside Christs blessings as delivered in the Beatitudes and Humanists 10 Commitments. - Diogenes ‘Cynical’ beliefs regarding wealth, power and happiness. - Theological and Philosophical understandings of right and wrong. - Humanist use of empathy and reason when making moral decisions rather than thinking about sin and the afterlife.	
Spring 2							Food & Farming - Our food comes from many different places around the world - There can be many different steps along the journey from farm to fork - The food choices we make affect people and nature in many different places	Theology – Creation or Science? Conflicting or Complimentary? - Creation: Christian belief that humans are made in God’s image, by God. - Theistic Evolution: Awareness of the relationship between the Genesis narratives and scientific explanations. - Scientific Theory: The Big Bang Theory. - Textual theology: consideration of the genre of Genesis. - Logic: debates about whether some things can be proven.
	Music	French	PSHE	Design & Technology	Art	Computing	Physical Education	
Spring 1	Wider Ops (Brass)		Ma journee (My day) - Talk about their daily routine - Say what time they do things - Say what they have for breakfast - Use et to join sentences together	Challenging Gender Stereotypes – Let Toys be Toys - To learn about mental health; what it means and how we can take care of it - To learn about how feelings and emotions are affected and can be managed at changing, challenging or difficult times - To learn about the feelings and common anxieties pupils face when starting key stage 3/moving to secondary school and ways of managing these feelings	Food Designing - Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. - Explore a range of initial ideas and make design decisions to develop a final product linked to user and purpose. - Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas. Making - Write a step-by-step recipe, including a list of ingredients, equipment and utensils - Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. - Make, decorate and present the food product appropriately for the intended user and purpose. Evaluating - Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams. - Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. - Understand how key chefs have influenced eating habits to promote varied and healthy diets.	Hockney/Monet - know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. - learn about the work of a range of artists, architects and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. - To evaluate and analyse creative works using the language of art, craft and design	6.3 Information Technology: Media We are publishers - Understand computer networks including the Internet and the opportunities they offer for communication and collaboration. - Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. - Select, use and combine a variety of software (including Internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. - Use technology safely, respectfully and responsibly	Dance - Perform dances confidently and fluently with accuracy and good timing. - Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme. - Improvise and combine dynamics demonstrating an awareness of the impact on performance - Use counts when choreographing and performing to improve the quality of work. Tag Rugby - Use a variety of throwing techniques including fake passes to outwit an opponent. - Select and apply the appropriate kicking technique with control. - Catch and intercept a ball using one and two hands with increasing success in game situations. - Receive a ball with consideration to the next move. - Confidently change direction to successfully outwit an opponent. - Effectively create and use space for self and others to outwit an opponent. - Work collaboratively to create tactics within their team and evaluate the effectiveness of these.
Spring 2			Mes passe-temps (My hobbies) - Be able to express likes and dislikes using visual prompts, and understand that “tu” is often used to form a question. - Read the unit’s story aloud and recognise some French words and phrases in the written text when prompted. - Be able to talk about what they do and like doing, giving simple opinions with help. - Recognise the difference between “le”/“la” and “un”/“une” in the context of the unit. - Understand that some nouns have irregular plurals in French	Digital Wellbeing - Learn what is meant by our own Digital wellbeing, and how certain activities can have both a positive and negative impact on it - How screen use could make people feel both physically and mentally, and that these feelings will differ for each person. - How certain activities may help enhance a person’s Digital Wellbeing and others may not have a positive effect - Learn how we can use our knowledge and tools to make personal choices to create healthy digital habits Making most of money - Feel confident and in control of their financial situation - Understand why we should all be critical consumers and think carefully about how we use our money - Understand why making informed decisions will help make the most of the money they have			Tennis - Receive a ball with consideration to the next move. - Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure - Confidently change direction to successfully outwit an opponent. - Effectively create and use space for self and others to outwit an opponent. - Work collaboratively to create tactics within their team and evaluate the effectiveness of these. Basketball - Use dribbling to change the direction of play with control under pressure. - Use a variety of dribbling techniques to maintain possession under pressure. - Use a variety of throwing techniques including fake passes to outwit an opponent. - Catch and intercept a ball using one and two hands with increasing success in game situations. - Receive a ball with consideration to the next move. - Confidently change direction to successfully outwit an opponent. - Effectively create and use space for self and others to outwit an opponent. - Work collaboratively to create tactics within their team and evaluate the effectiveness of these.	

UKS2 Year 6	Science		History	Geography			Religious Education
Summer 1	Evolution & Inheritance - recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago - recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents - identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.			Brazil - South America's biggest country is Brazil. Here you'll find the Amazon Rainforest, home to a huge number of animals, plants and insects. - Brazil is the world's seventh largest economy. It is rich in natural resources such as Iron ore. They are also one of the largest exporters of coffee, beef, sugar and orange juice. - In the summer of 2016 Brazil hosted the Olympic Games.			Human/SS - How do beliefs shape identity for Muslims? - The ways in which the Qur'an and Hadith form a source of authority - Key distinctions between the two main Muslim traditions (Sunni and Shia) - Muslim perspectives on moral issues including the idea of 'intention' - The role of the Masjid (mosque) - The significance and impact of Five Pillars of Islam. - The importance of Ramadan, the two Eid festivals and Jummah Prayers
Summer 2	Electricity/ sustainability- energy - associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit - compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches - use recognised symbols when representing a simple circuit in a diagram. - Consider what renewable energy is and how we can use it.		Battle of Britain - To develop a chronologically and secure knowledge and understanding of British history - devise historically valid questions about change, cause, similarity and difference, and significance - understand how our knowledge of the prehistoric past is constructed from a range of sources and should evaluate the reliability of each of these sources. - establish clear narratives within and across the periods they study. - understand how some of our knowledge of the past is constructed from archaeological excavation. - construct informed responses that involve thoughtful selection and organisation of relevant historical information.				
	Music	French	PSHE	Design & Technology	Art	Computing	Physical Education
Summer 1	Unit5 Music & Me Celebrating the role of women in the music industry.	La France! (France) - listen and respond to topic vocabulary - answer questions orally using the topic vocabulary - write an answer to a sentence using the topic vocabulary - create sentences independently, using a model sentence - write numbers in words which are multiples of ten - describe position up to 4 compass points	Healthy Sleep To learn the importance of good sleep	Mechanical Systems <i>Designing</i> - Use research to develop a design specification for a functional product that responds automatically to changes in the environment. - Generate and develop innovative ideas and share and clarify these through discussion. - Communicate ideas through annotated sketches, pictorial representations of electrical circuits or circuit diagrams. <i>Making</i> - Formulate a step-by-step plan to guide making, listing tools, equipment, materials and components. - Competently select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional product. - Create and modify a computer control program to enable an electrical product to work automatically in response to changes in the environment. <i>Evaluating</i> - Continually evaluate and modify the working features of the product to match the initial design specification. - Test the system to demonstrate its effectiveness for the intended user and purpose.	Pop Art - know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. - learn about the work of a range of artists, architects and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. - To evaluate and analyse creative works using the language of art, craft and design	6.1 Computer Science: Coding We are toy makers - Design, write and debug programs that accomplish specific goals; solve problems by decomposing them into smaller parts. - Use sequence in programs, work with variables and various forms of output. - Use logical reasoning to detect and correct errors in algorithms and programs.	Athletics - Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time - Link running, jumping and hopping actions with greater control and co-ordination. - Perform jumps for height and distance using good technique - Show accuracy and good technique when throwing for distance. - Show fluency and control when travelling, landing, stopping and changing direction. - Change direction with a fluent action and can transition smoothly between varying speeds. - Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.
Summer 2			Mental Health & Wellbeing - To learn about mental health; what it means and how we can take care of it - To learn about how feelings and emotions are affected and can be managed at changing, challenging or difficult times - To learn about the feelings and common anxieties pupils face when starting key stage 3/moving to secondary school and ways of managing these feelings				Yoga - Combine and perform more complex balances with control, technique and fluency. - Demonstrate more complex actions with a good level of strength and technique - Confidently transition from one action to another showing appropriate control and extension for the complexity of the action. - Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills.
			Sun Safety To learn how to manage risk in relation to sun exposure, including skin damage (including skin cancer) and heat stroke				Rounders - Use a variety of throwing techniques including fake passes to outwit an opponent. - Catch and intercept a ball using one and two hands with increasing success in game situations. - Receive a ball with consideration to the next move. - Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure - Effectively create and use space for self and others to outwit an opponent. - Work collaboratively to create tactics within their team and evaluate the effectiveness of these.
			FGM - To learn about FGM - Learn how to seek help form themselves or others and report FGM concerns				Cricket - Catch and intercept a ball using one and two hands with increasing success in game situations. - Receive a ball with consideration to the next move. - Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure - Effectively create and use space for self and others to outwit an opponent. - Work collaboratively to create tactics within their team and evaluate the effectiveness of these.
			Medway Sex Education - Learn more about the changes that happen at puberty (recap year 4 & 5) - Learn about managing change – new roles and responsibilities as we grow up - Learn about what constitutes a positive, healthy relationship - Learn that relationships can change over time				
			First Aid - Identify a casualty who is choking - Assess and give first aid to a casualty who is choking - Seek medical help if required				