

| | Cycle A | | | Cycle B | | |
|---|---|---|---|---|--|---|
| | Autumn | Spring | Summer | Autumn | Spring | Summer |
| English | Alan Peat Sentences & Slow writing, Diaries, Narrative, Poetry, Explanation | Non-Chronological, Narrative, Recount, Persuasive, Newspaper | Letters, Narrative (Playscript), Explanation, Descriptive Narrative, Non-Chronological | Alan Peat Sentences & Slow Writing Diaries, Remembrance writing Writing based around WW1 | Narrative (Street Child), Letters, Recount, Instructions, Non-Chronological Persuasive, Newspaper | Non-Chronological, Diaries, Explanation, Descriptive Narrative, Poetry, Instructions Playscript |
| Maths (fluency, mathematical reasoning and problem solving) | Number Place Value Four Calculations Fractions, decimals, percentages | Fractions, decimals, percentages Measurement Algebra Ratio Proportion Geometry | Geometry Statistics Consolidation Recap and review | Number Place Value Four Calculations Fractions, decimals, percentages | Fractions, decimals, percentages Measurement Algebra Ratio Proportion Geometry | Geometry Statistics Consolidation Recap and review |
| Science | Light Animals including Humans Y4 | Evolution and Inheritance Living things and their habitats Y4 | Properties and changes of materials Living things and their habitats Y5 | Forces Electricity | Earth and Space Animals including Humans Y5 | Animals including Humans Y6 Living things and their habitats Y6 |
| Computing | E-Safety Unit 5.2 PM & e-Aware Data Unit 4.3 and 5.3 PM Spreadsheets | Multimedia and Word Processing Unit 5.8 PM Word Processing Coding Unit 5.1 PM Coding | Digital Media Animation Unit 4.6 PM Coding Unit 5.5 PM Game Creator | E-Safety Unit 6.2 PM & e-Aware Technology in our Lives Unit 6.6 PM Networks Multimedia Unit 5.6 PM 3D modelling | Data Unit 5.4 PM Databases and 6.3 PM Spreadsheets Coding Unit 6.5 PM Text Adventures | Coding Unit 6.1 PM Technology in our Lives Unit 6.4 PM Blogging |
| History | British Historical Theme beyond 1066 Crime and Punishment | Non-European Society Mayans | Britain's Settlements Anglo-Saxons and Scots | British Historical Theme Beyond 1066 Remembrance/WWII | British Historical Theme Beyond 1066 Victorians | Ancient Greece Ancient Greeks |
| Geography | Human and Physical Water | Human and Physical Mountains | Place Knowledge UK amd contrasting North and South America | Place Knowledge UK amd contrasting Ecosystems - Africa | Human and Physical Extreme Earth | Locational Knowledge Rainforests |
| Art and Design | Painting | Sculpture | Textiles | Digital Media | Drawing/Painting | Printing |

| | | | | | | |
|--|--|--|---|---|---|--|
| | Watercolours Artist - JMW Turner | Artist - Barbara Hepworth | Fabric Printing | | Perspectives Artist - Van Gogh | Artist - Charles Rennie Mackintosh |
| Design and Technology | Mechanisms Cams | Textiles Applique and Sewing | Structures Wooden Framework | Mechanisms and Electricity Gears | Structures Construction Kits Isambard Brunel Bridges | Cooking and Nutrition Key Individual, Seasonality (Summer) |
| Religious Education (Shropshire Agreed Syllabus) | U2.9 Why is the Torah so important to Jewish People? L2.3 What is the 'Trinity' and why is it important to Christians? Hanukkah Christmas | L2.5 Why do Christians call the day Jesus died 'Good Friday'? L2.7 What do Hindus believe God is like? Eid al-fitr Easter | L2.1 What do Christians learn from the creation story? U2.10 What matters most to Humanists and Christians? (C, M/J, NR) | U2.2 Creation and Science: conflicting or complementary? U2.8 What does it mean to be a Muslim in Britain today? Christmas | U2.7 Why do Hindus want to be good? U2.3 Why do Christians believe Jesus was the Messiah? Ramadan Easter | L2.6 For Christians, when Jesus left, what was the impact of Pentecost? U2.11 Why do some people believe in God and some people not? (C, NR) Divali |
| Physical Education | Swimming Netball Basketball Tag Rugby Hockey | Gymnastics Dance/Zumba Archery Badminton | Rounders Athletics | Swimming Netball Basketball Tag Rugby Hockey | Gymnastics Dance/Zumba Archery Badminton | Rounders Athletics |
| Music | Charanga Livin' On a Prayer (Y6) | Charanga Classroom Jazz 1 (Y5) Classroom Jazz 2 (Y6) | Charanga Stop! (Y5) | Charanga I'll Be There (6) | Charanga Reflect, Rewind and Replay (Y4 and Y5) | Charanga Dancin in the Street (Y5) |
| Languages (French) | Core Unit 2 Recap Lessons 4 and 5 Describing People | Core Unit 3 Recap Lessons 3 and 5 The Body | Sport Family | Eating Out Hobbies | A School Trip Jobs | In France On Holiday |
| PSHE RSHE | Keeping/Staying Healthy Sexualised Bullying Feelings and Emotions First Aid (Outside agency) | Being Responsible Fire Safety | Growing and Changing A World Without Judgement | Keeping/Staying Safe Sexualised Bullying Feelings and Emotions First Aid (Outside agency) | Computer Safety Fire Safety | Growing and Changing The Working World |

Computing (objectives to be taught across the curriculum)

□ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

□ 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
- 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 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; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.