



Whole School Overview 2025-26

Autumn Term

		<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	Mini Adventure	<u>HISTORY: Where in the world do I live? (Marvellous Me!)</u> <u>GEOGRAPHY: I wonder who that can be.</u>	<u>HISTORY: Why did London burn?</u> <u>GEOGRAPHY: Where in the world are we?</u>	<u>HISTORY: What does pre-history teach us? Stone age to Iron age</u> <u>GEOGRAPHY: Can there be life everywhere on Earth?</u>	<u>HISTORY: 'What did the Romans do for us?'</u> <u>GEOGRAPHY: Polar Explorers - Which pole is most successful?</u>	<u>GEOGRAPHY: How does my region in the UK differ to that of South America?</u> <u>HISTORY: What were the similarities and differences between Ancient Maya and England in the 10 Century?</u>	<u>HISTORY: How have key historical events shaped our world now?</u> <u>HISTORY: How did World War II change the landscape of Britain?</u>
	Writing	Core skills Letter formation Now we are 6- poetry Recounts Whole School Book focus - The Hotel of Feelings Weeks 9-12 Place Value of Punctuation and Grammar Character and setting descriptions.	Weeks 1-4 Place Value of Punctuation and Grammar To Inform: Non chronological report: Minibeasts/ Fire service then and now Whole School Book focus - The Hotel of Feelings To inform: Diary entries To Entertain: Poetry: Similes - Tiny little flame/ London's burning	Week 1 - 4 Place Value of Punctuation and Grammar Non- chronological reports: Prehistoric beasts Poetry Rhyme- On the Grassy Hill/ The Ning Nang Nong Instructions: How to catch a mammoth/ How to wash a woolly mammoth Haiku - Windy day/ sea view Persuasive letters	Week 1-4 Place Value of Punctuation and Grammar Historical Fiction Adventure Narrative- characterising speech: Escaping Pompeii Non-chronological report - Mount Vesuvius Biography - Ernest Shackleton Poetry - Limericks	Week 1-4 Place Value of Punctuation and Grammar Non-chronological report: Regions around South America Narrative: Fantasy (The Lion, the witch and the wardrobe) Recount: newspaper report Eyewitness accounts Setting descriptions: stories from other cultures	Week 1 - 12 Place Value of Punctuation and Grammar- done weekly Year 6 curriculum to cover an range of genres across each half term



	History		<u>Great Fire of London</u> - events beyond living memory that are significant nationally or globally significant historical events, people and places in their own locality (<u>Great Fire of Newport as a comparison</u>)	<u>Comparison of</u> - changes in Britain from the Stone Age to the Iron Age <u>Local aspect-</u> Wrekin Hill fort	<u>Ancient Romans-</u> the Roman Empire and its impact on Britain The Roman Empire by AD 42 and the power of its army The Romanisation' of Britain	<u>Ancient civilisation: Mayans vs Aztecs</u> a non-European society that provides contrasts with British history - Mayan civilization (compare to British civilisation from that time) Include overview of all Civilisations - recall from Year 3	<u>History - changes since 1066 and the impact and significance on life today</u> The first railways women's suffrage movement To consider ways in which the creation of the NHS improved the lives of people living in Britain. To understand the abolition of the slave trade and slavery in Britain. - Windrush
							<u>Society post 1066: WW2</u> a significant turning point in British history The bomb that nearly destroyed Newport'
	Geography	<u>Where in the world do I live?</u> Know where in the world they live and locate the school Know where the local park is and draw maps to find how to get there				<u>UK comparison with South America region</u> A study and comparison of regions within UK and South America including human geography/ physical geographical features such as terrain/ mountains/ volcanoes/ weather/ climate	<u>History - changes since 1066 and the impact and significance on life today</u> •The first railways •women's suffrage movement •To consider ways in which the creation of the NHS improved the lives of people living in Britain. •To understand the abolition of the slave trade and slavery in Britain. - Windrush
		<u>I wonder who that could be? Where did you come from?</u> Locate the hot and cold parts of the world.	<u>Where in the world are we?:</u> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	<u>Climate and biomes of the world</u> - Describe key aspects of biomes and climates use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Study the human impact on these biomes	Polar explorers- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, and time zones		



Art		Great Fire London - Mixing and painting - The great fire of London - 2 weeks	Origins of art - Lascaux cave drawings - (4 lessons/ 2 weeks)	SCULPTURE: Roman art - designing and creating mosaics. - (4 weeks/ 8 lessons)	SCULPTURE: Working in 3 dimension: Mayan Death Masks	SURFACE AND COLOUR - graffiti How can art be for protest?
	Sculptures Clay penguins	John Ndambo- Early modern period - African Landscape - mixed medias	Henri Rousseau- mixed media drawing and painting		SURFACE AND COLOUR: Hokusai - recreation of the Big wave - Big art	
	Craft and design Collage - Kandinsky					
Music (Bold = external provider Telford and Wrekin)	<u>Sing up - Menu song</u> • Listen and move in time to the song. • Sing this cumulative song from memory, remembering the order of the verses. • Play classroom instruments to accompany the song. • Compose and devise a dramatic group performance using props and kitchen soundmakers.	Telford and Wrekin music - Glockenspiel	<u>Chilled Out Clap Rap</u> Create rhythm patterns using the durations crotchet, crotchet rest, pair of quavers. • Transfer rhythm patterns to tuned instruments to create rising and falling phrases using just three notes. • Rap accurately and rhythmically with dynamic contrasts. • Perform crotchet and quaver actions ('walk' and 'jogging') on the beat and adapt these actions when the speed of the music changes.	<u>This little light of mine</u> improvise with the voice on the notes of the pentatonic scale D-E-G-A-B (and B flat, if you have one). • Sing in a Gospel style with expression and dynamics. • Play a bass part and rhythms ostinato along with This little light of mine. • Sing Part 1 of partner song rhythmically. • Listen and move in time to songs in a Gospel song.	Telford and Wrekin music - Guitar	<u>Hey Mr Miller</u> Compose a syncopated melody using the notes of the C major scale. • Sing a syncopated melody accurately and in tune. • Sing and play a class arrangement of the song with a good sense of ensemble • Listen to historical recordings of big band swing and describe features of the music using music vocabulary.
	<u>Colonel Haiti's March Magical, Musical Aquarium</u> Compose music to march to using tuned and untuned percussion. • Respond to musical characteristics through movement. • Describe the features of a march using music vocabulary (e.g. that it has a steady beat, that soldiers 'march' to music, naming the instruments playing in the clips).	Telford and Wrekin music - Glockenspiel	<u>I've been to Harlem</u> Compose a pentatonic ostinato. • Play melodic and rhythmic accompaniments to a song. • Listen and identify where notes in the melody of the song go down and up	<u>The pink panther theme and composing with colour</u> Improvise and compose, creating atmospheric music for a scene with scene with a given set of instruments • Listen and appraise, recognising elements of the music that establishes the mood and character e.g. the rhythm. • Talk about the effect of particular instrument sounds (timbre).	Telford and Wrekin music - Guitar	<u>Touch the sky</u> Improvise extended melodies using the pentatonic scale. • Sing accurately in two parts, with dynamic contrast and expression. • Play the drone, bass note, or chord for a chorus of Sky boat song. • Identify some of the features of traditional Scottish music that have influenced the composers of the song Touch the sky.
Design & Technology	<u>DT- Structures</u> Making a standalone structure for a park.	<u>Food and Nutrition</u> Compare different breads from around the world/ make a flat bread	<u>Textiles</u> Make a Bronze age bag to carry the beaker/ Stone age garment fit for Ua		<u>Computer aided Structures:</u> recreate Mayan temple structures (4 lessons	



					<u>Nutrition</u> <u>Polar explorer recipe/ oatcakes</u>		<u>Textiles:</u> WW2- making stockings- Make do and mend
	Learning for Life - PSHE	<u>British values:</u> Democracy / rules of law CREATED AND LOVED BY GOD Me, my body, my health Emotional wellbeing	<u>British values:</u> Democracy / rules of law CREATED AND LOVED BY GOD Me, my body, my health Emotional wellbeing	<u>British values:</u> Democracy / rules of law CREATED AND LOVED BY GOD Me, my body, my health Emotional wellbeing	<u>British values:</u> Democracy / rules of law CREATED AND LOVED BY GOD Me, my body, my health Emotional wellbeing	<u>British values:</u> Democracy / rules of law CREATED AND LOVED BY GOD Me, my body, my health Emotional wellbeing	<u>British values:</u> Democracy / rules of law CREATED AND LOVED BY GOD Me, my body, my health Emotional wellbeing
		NOT APPLICABLE	NOT APPLICABLE	Cognates Phonics A new start	Cognates Phonics - recap and recall stage 1 1 Welcome to school super learners	Me and my friends at school	Cognates Phonics This is me!
	Languages			Calendar and celebrations	My town your town	Time in the city	Homes and houses
	Science	The Human Body	Everyday materials	Rocks and Soils - Mary Anning	Digestive system/ teeth	Reversible and irreversible changes	Electricity
		Seasonal changes					
		Materials	Living things and their habitats	Animals and humans- nutrition and diet	Living things and their habitats - Grouping and Classifying Living Things	Forces	Properties of Materials
	Computing NCCE	NCCE: Computing systems and networks - Technology around us	NCCE: Computing systems and networks - IT around us	NCCE Computing systems and networks - Connecting computers.	NCCE Computing systems and networks - The Internet	NCCE Computing systems and networks - Sharing information	NCCE Computing systems and networks - Communication
		Programming A - Moving a robot	Programming A - Robot algorithms	Programming A - Sequence in music	Programming A - Repetition in shapes	Programming A - Selection in physical computing - not done due to crumble boards	Programming A - Variables in games
	ECW	Self image and identity		Online relationships Online reputation	Managing information online	Privacy and sharing	Copyright and ownership



Spring Term

Spring		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Mini adventure	<u>HISTORY</u> - Where did the king and Queens live in the past? <u>HISTORY</u> : where did explorers go?	<u>HISTORY</u> : Who was the most significant famous nurse? <u>GEOGRAPHY</u> : What would the world be like without flowers?	<u>GEOGRAPHY</u> : What makes up Shropshire? <u>HISTORY</u> : How did the Shang Dynasty shape the world today?	<u>HISTORY</u> : Anglo Saxons vs Vikings -Who were the strongest leaders? <u>GEOGRAPHY</u> : Journey to the River sea.	<u>GEOGRAPHY</u> : How did the Industrial Revolution impact our towns? – local study <u>HISTORY</u> : How did the Industrial Revolution impact our region?	<u>GEOGRAPHY</u> : How does my region and the US compare? <u>HISTORY</u> : Does the punishment fit the crime?
	English	Non chronological reports Narrative	To persuade - how to write letters To Entertain: writing descriptions and settings To Entertain: Adventure stories	To entertain: Folktales To entertain: Fables Information leaflets Persuasive leaflets Dilemma Narrative Poetry Couplets	Setting and character description (Beowulf) Narrative: Legends story Reporting the news (oral) Beowulf beats the beast Explanation text -How are rivers formed? Narrative - Amazon adventure story Poetry: Metaphor/ figurative language	Narrative-characterising speech for effect- (Alice in Wonderland) Explanation: Does the size of sugar affect how quickly it dissolves in water? Persuasive: Should Newport keep building homes? Narrative: Historical fiction (Maggie's diary) Recount: The diary of Maggie Instructions: How to raid an Anglo-Saxon settlement/ How to survive Year 6	Year 6 curriculum to cover an range of genres across each half term
	History	Significant castles and settlements Know that Kings and Queens built castles for protection and importance Know some castles and ruins in the UK and why the monarchs lived there	The lives of significant individuals in the past who have contributed to national and international achievements- comparisons from now and then		Anglo-saxons and Vikings: Britain's settlement by Anglo-Saxons and Scots - Anglo- Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture	The Industrial revolution - a local study Post 1066 study - why was the Industrial revolution a turning point in British History? Trade and distribution changing over time in and around the Newport area and Ironbridge	<u>Crime and punishment</u> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066



	Geography	Locate places around the UK		Local geography – mapping, changes over time, what do we bring? Local study Comparisons between a region in Spain and Shropshire			Geography To understand the local, regional and international links the UK has Know that the UK is interconnected with other countries and continents How the USA and UK use different trade routes and agreements to sustain economic harmony
			Geography – climates and seasons Investigating weather and climate as a local study Use simple fieldwork and observational skills to study the geography of their local area and its grounds and the key human and physical features of its surrounding environment	Where is China in the world? What continent is China in?	Rivers of the world Geographical points and features of mountains and rivers – in Europe and Non-Europe countries	<i>The Industrial revolution – a local study</i> <i>Trade and distribution changing over time in and around the Newport area and Ironbridge</i>	
	Art	Painting portraits of Kings and Queens.					
			Georgia O Keefe - modern / Van Gogh traditional – painting flowers	<i>Bronze Jars – design and make</i>	ART: Painting Impressionist river art using oil paints- Monet		SURFACE AND COLOUR AND DRAWING: Art in the courtroom – portraits – Priscella Coleman
	Music	Telford and Wrekin music – Glockenspiel	<u>Grandma Rap</u> Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app. • Chant Grandma rap rhythmically, and perform to an accompaniment that children create. • Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick	<u>Just three notes</u> • Invent simple patterns using rhythms and notes C-D-E. • Compose music, structuring short ideas into a bigger piece. • Notate, read, follow, and create a 'score'. • Recognise and copy rhythms and pitches C-D-E. <u>Samba with Sergio</u> • Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer	<u>Fantasy football team</u> Identify, play from, and combine rhythm patterns to make a sequence using crotchets, quavers, and crotchet rests. • Perform a whole-class 'rondo' made up of playing and singing. • Sing a stepping melody accurately and with clear articulation and diction. • Move to music, marking the pulse with action durations:	Telford and Wrekin music – Guitar	<u>You to me are everything</u> Use music vocabulary and knowledge to discuss similarities and differences in pieces of music. • Learn some simple choreography to accompany a disco song. • Listen and appraise, recognising and identifying key musical features such as rhythm, tempo, timbre, structure, and instruments.



		Telford and Wrekin music – Glockenspiel	<u>Play percussion</u> Hold beaters and instruments correctly, achieving a good tone from the instruments. Play the triangle, tambourine and clave rhythms over a steady beat; Sing and play a C major scales. Play part 1 and 2. Participate in an ensemble	<u>Fly with the stars</u> Play the chords of Fly with the stars on tuned percussion as part of a whole-class performance. • Sing solo or in a pair in call-and-response style. • Respond to and recognise crotchets and quavers and make up rhythms using these durations to create accompaniment ideas for the song.	<u>The doot doot song</u> 'Doodle' with voices over the chords in the song. • Sing swung rhythms lightly and accurately. • Learn a part on tuned percussion and play as part of a whole-class performance. • Sing Part 2 of a partner song rhythmically. Adopt a rhythmic accompaniment while singing. • Listen and identify similarities and differences between acoustic guitar styles.	Telford and Wrekin music – Guitar	<u>Aint gunna let no body</u> • Improvise over the chords C minor and Sing accurately in three parts. • Play cho tuned percussion, ukulele, keyboard, or c Develop knowledge and understanding of origins, history, and social context of a s used in the civil rights movement in the
	Design & Technology		Textiles – make a pinny that is useful for a nurse (Spring 1)	Textiles – What makes up Shropshire	Mechanisms- design and make a catapult that will launch successfully (Spring 2)		Mechanisms/ Electrical: Pullies and gears a prototype of an electrically- powered c (Spring 1)
						Textiles: Make a pillow for a workhouse child with left over fabric... (Summer 2)	
	PSHE	CREATED AND LOVED BY GOD Emotional wellbeing Life cycles	CREATED AND LOVED BY GOD Emotional wellbeing Life cycles	CREATED AND LOVED BY GOD Emotional wellbeing Life cycles	CREATED AND LOVED BY GOD Emotional wellbeing Life cycles	CREATED AND LOVED BY GOD Emotional wellbeing Life cycles	CREATED AND LOVED BY GOD Emotional wellbeing Life cycles
		CREATED TO LOVE OTHERS Personal relationships Life online	CREATED TO LOVE OTHERS Personal relationships Life online	CREATED TO LOVE OTHERS Personal relationships Life online	CREATED TO LOVE OTHERS Personal relationships Life online	CREATED TO LOVE OTHERS Personal relationships Life online	CREATED TO LOVE OTHERS Personal relationships Life online
	PE			Animals I like and don't like	Family tree and faces	Healthy eating and going to the market.	Investigating sports
				Fruits, vegetables and the hungry giant	Faces and body parts	Clothes	Funfairs and favourites
	Science	Plants L	Animals needs and survival (humans)	Magnets and forces	Electricity	Properties of materials	Light



		Caring for our planet /Growing and changing / seasonal changes	Plants- bulbs and seeds	Plants and soils	States of matter	Animals including humans - Reproduction Plastic pollution Global warming	Animals and Humans- grouping and classifying
Computing NCCE		Creating media - Digital painting	Creating media - Digital photography	Creating media - Animation	Creating media - Audio editing	Creating media - Vector drawing	Creating media - 3D Modelling
		Data and information - grouping data					
			Data and information - pictograms	Data and information - Branching databases	Data and information - Data logging	Data and information - Flat-file databases	Data and information - Spreadsheets
EC W		Online reputation Online bullying	Online bullying 2:5 Managing online information	Online bullying 3:5 Online relationships	Online reputation Online relationships	Online reputation Online relationships	6:4 Online reputation Online bullying

Summer Term

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<u>HISTORY: Who were the Victorians?</u>	<u>HISTORY: How has technology changed in the last 60 years?</u>	<u>GEOGRAPHY: Flying food airways - How important is trade?</u>	<u>HISTORY: Oliver Twist - could you be a Victorian street child?</u>	<u>GEOGRAPHY: What can be seen all over the world from space?</u>	<u>GEOGRAPHY: What is the economic activity of the UK and how sustainable is it?</u>
	<u>GEOGRAPHY: How would you survive on a desert island?</u>	<u>GEOGRAPHY: What makes our town unique?</u>	<u>HISTORY: What was the lasting legacy of the Ancient Egyptians</u>	<u>GEOGRAPHY: Who pays the price?</u>	<u>HISTORY: What were the greatest achievements of the Greeks?</u>	<u>GEOGRAPHY: How has life evolved?</u>
English		Explanations Adverts Leaflets	Performance poetry- chocolate cake Procedural instructions Adventure narrative Recount - Tutankhamun Playscripts (Egyptian Cinderella)	Playscript linked to Oliver Twist Biography of Dr Barnardo Persuasive leaflet about visiting Black Country Living Museum Narrative: Creation story linked to Varmints Persuasive letter about deforestation Performance poetry	Recount: biography and autobiography of the Space explorers Non-chronological report: Planets of the Solar system (The skies above my eyes) Narrative: Science fiction Persuasive: Allow women to take part in Ancient Athens games (Corinthian girl) Narrative: myths and legends (Who let the gods out)	(In Year 6 we challenge the writer to use cross genre techniques - ensuring the purpose fits the audience) Recount: Charles Darwin's diary Persuasive: Protect the puffins Non-chronological reports: The Galapagos flying lizards



	History	Queen Victoria How toys have changed - then and now	Changes to technology - starting from modern day and tracking back through history Comparisons of entertainment and transport over the years		History Impact and significance of a period of history Women and children in history. Dr Barnardo	History of the space race Significant events and how they have shaped the world today	
		Changes of the seaside within living memory and beyond		Ancient civilisations Egyptians: the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt Finding ancient civilisations and identifying key features from the maps: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Key physical features		Overview: Comparisons of Greeks/Romans. Ancient Greece - a study of Greek life and achievements and their influence on the western world the legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day	
	Geography			Local geography - mapping, changes over time, what do we bring? Local study Comparisons between a region in Spain and Shropshire			To understand the local, regional and international links the UK has Know that the UK is interconnected with other countries and continents How the USA and UK use different trade routes and agreements to sustain economic harmony
		Geography - mapwork / comparison Newport	Geography: Locate Newport on a map. Physical and human features of Newport UK countries, oceans	Europe and the wider world Have an understanding	The impact on the Environment: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	Historical geography - climates/ locational/ features - physical and human	Geography Galápagos Islands and comparing to different biomes and islands around the world A study of physical geography, including climate zones and biomes.
	Art			SURFACE AND COLOUR: Megan Coyle - Cat art		SURFACE AND COLOUR: Collage - Peter Thorpe inspired space art (6 lessons)	Grand Canyon inspired art work.
			Contemporary - Drawing streets and colours and towns - Paul Klee	SCULPTURE: Canopic jars- design and make	SURFACE AND COLOUR: Artist study: Piet Mondrian (4 LESSONS)		SCULPTURE: Human forms using clay and other media



Music	<u>Come dance with me</u> Create musical phrases from new word rhythms that children invent. • Sing either part of a call-and-response song. • Play the response sections on tuned percussion using the correct beater hold. • Echo sing a line independently with teacher leading, then move on to pair singing in echo format. • Copy call-and-response patterns with voices and instruments	Play percussion: Hold beaters and instruments correctly, achieving a good tone from the instruments. Play the triangle, tambourine and clave rhythms over a steady beat; mSing and play a C major scales. Play part 1 and 2. Participate in an ensemble		<u>Play percussion – Ripples</u> Explore creating timbre effecton tuned percussion instruments. Create sound pictures in response to images. Learn a range of tuned percussion techniques: stepping, glissando, shimmer, rolling, bouncing Learn to play 2 or 3 parts fluently with ripples Take part in an ensemble.	<u>Three little birds</u> Sing the verse in unison and the chorus in harmony. • Know what a triad is and how to play one. • Play the chords D and G major, following a score of the chorus. • Organise and rehearse for a performance. • Play the melodic riff (or melody of the chorus) by ear. • Listen and appraise, demonstrating knowledge and understanding of the origins, history, and social context of Reggae music.	<u>Race</u> Create an accompaniment. • Create an extended melody with four distinct phrases. • Experiment with harmony. • Structure ideas into a full soundtrack <u>Exploring identity through song</u> Identify ways songwriters convey meaning: through lyrics, the music, and the performance. • Understand different ways that rhymes work in songs. • Identify different elements of a song's structure. •
	<u>As I was walking down the street</u> Compose new words for the greeting section of the song. • Sing a song that includes a time change from march to a jig. • Play untuned percussion instruments and use movement to show the beat changing. • Perform a song and dance simultaneously. • Listen to a jig and move in time to the music.	<u>The Rockpool rock Telford and Wreking-</u> Call and response patterns with voices and instruments Perform and evaluate		<u>Play percussion – Ripples</u> Explore creating timbre effecton tuned percussion instruments. Create sound pictures in response to images. Learn a range of tuned percussion techniques: stepping, glissando, shimmer, rolling, bouncing Learn to play 2 or parts fluently with ripples Take part in an ensemble.	<u>Kisne Banaaya</u> Compose a simple accompaniment using tuned instruments. • Create and perform their own class arrangement. • Sing and play the melody of Kisne banaaya. • Sing in a 4-part accompanied with a pitched ostinato.	<u>Nobody knows:</u> In groups, compose a short song on the theme of leavers. • Create an arrangement of a song considering the texture and structure. • Perform expressively as part of a group and make a recording of their songs.



	D & T	DT- Mechanisms - Sliders and levers	Mechanisms - wheels and axles Transport (Summer 1)	Food and nutrition - Smoothies Structures - using IT to design smoothie packaging.	Electrical: Simple circuits - create a torch		
		Food and nutrition-Design and make ice-cream sundaes		Mechanisms - make a shaduf that can transport water to a different place - 6 lessons	Shell Structures- Recyclable lunchbox/packaging	Food and nutrition - healthy Greek menu - hot and cold	Framed structures - Bird hides for adapted creatures/ Picture frames for photography pieces
	Learning for Life - PSHE	CREATED TO LOVE OTHERS Keeping safe	CREATED TO LOVE OTHERS Keeping safe	CREATED TO LOVE OTHERS Keeping safe	CREATED TO LOVE OTHERS Keeping safe	CREATED TO LOVE OTHERS Keeping safe	CREATED TO LOVE OTHERS Keeping safe
		CREATED TO LIVE IN COMMUNITY Living in the wider world Window to the world.	CREATED TO LIVE IN COMMUNITY Living in the wider world Window to the world.	CREATED TO LIVE IN COMMUNITY Living in the wider world Window to the world.	CREATED TO LIVE IN COMMUNITY Living in the wider world Window to the world.	CREATED TO LIVE IN COMMUNITY Living in the wider world Window to the world.	CREATED TO LIVE IN COMMUNITY Living in the wider world Window to the world.
	Languages			Festivals and using numbers	Feeling unwell Jungle animals	Out of this world	Café culture
				Going on a picnic Aliens in Spain Language Puzzle	The weather Ice creams Language Puzzle	Going to the seaside Language Puzzle	Spanish presentations Transition project with BBS
	Science	Animals	Growing up	Plants and soils Light and shadows	Sound and Noise pollution	Properties of materials	Diet, drugs and lifestyles
		Animals continued / seasonal changes.	Plants - light and dark	Light and shadows - investigation and enquiry	Living things and their habitats Water cycle	Animals including humans - Reproduction Plastic pollution Global warming	Variations, adaptations and fossils.
	Computing	Creating media - Digital writing	Creating media - Digital Music	Creating media - Desktop publishing	Creating media - Photo editing	Creating media - Video editing	Creating media - Web page creation
		Programming B - Introduction to animation	Programming B - An introduction to quizzes	Programming B - Events and actions	Programming B - Repetition in games	Programming B - Selection in quizzes	Programming B - Sensing
	ECW	Managing online information	Privacy and security Copywrite	3:2 Privacy and security Copywrite	4:7 Managing online information	Managing online information	Managing online information Privacy
		Self image and identity Online relationships	and ownership	and ownership	Privacy and security Copywrite and ownership	Privacy and security Copywrite and ownership	and security Copywrite and ownership