

Long Term Curriculum Map 2024-2025

Year 1 and 2	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Deep Dive Focus	Music	RE	Geography	Design Technology	Art	PE
Literacy (Wordsmith)	Fiction – Fantastic voyages Non Fiction – Top Jobs Poetry - Silly Stuff		Fiction – What would you do? Non Fiction – All about elephants Poetry – Sensational Senses		Fiction – Once upon a time Non-fiction – Does chocolate grow on trees? Poetry – Pattern and Rhyme	
Science (Plymouth Scheme)	Space -Material Worlds – Distinguishing between an object and the material it is made from. Identifying and naming everyday materials, describing their simple properties. Compare and group everyday materials on the basis of their properties.		Animals, Humans and staying Healthy -Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.		Plants – Looking after plants - Identify and name a variety of common wild and green plants, including deciduous and evergreen trees. Describe how plants need water, light and a suitable temperature to grow and stay healthy. Observe changes across four seasons and the weather associated with the seasons and how day length varies.	
Geography (CUSP)			Weather – Location of hot and cold climate in relation to the equator.		Comparison of UK and Non-European place	
History (CUSP)	Events beyond living memory Lives of significant individuals – Man on the Moon/Tim Peake		Lives of significant individual – Grace Darling Transport then and now		Changes within living memory	
Computing (Kapow)	Skills showcase - Rocket to the Moon Develop keyboard and mouse skills through designing, building and testing individual rockets by creating a digital list of materials, using drawing software and recording data. Beebots Developing early programming skills using the Beebots.	Data Handling - Learning how astronauts survive on ISS, identifying necessary items, designing sensor displays and exploring habitable planets.	Algorithms and debugging Developing an understanding of what algorithms are, how to program them and how they can be developed to be more efficient through a range of unplugged and plugged-in activities.	Online safety 2 Learning about online safety, including: what happens to information posted online; how to keep things private online; who we should ask before sharing online; describing different ways to ask for, give, or deny permission online	Digital Imagery/stop motion camera Using creativity and imagination, plan miniature adventure stories and capture using photography skills. Enhance photos using editing tools as well as searching for and adding other images to a project.	Programming 2 Making Code Exploring block coding using Scratch Jr to follow and create an algorithm.
Art & Design (Kapow)	Drawing making your mark - Exploring mark making and line; working and experimenting with different materials through observational and collaborative pieces.		Craft design – woven wonders - Learning fibre art skills such as plaiting, threading, knotting and weaving to create three-dimensional woven artworks inspired by artist Cecilia Vicuña.		Sculpture and 3D paper play Creating simple 3D shapes and structures using familiar materials, develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculptures.	
Design & Technology (Kapow)	Moving monsters - Explore levers, linkages and pivots through existing products and experimentation, use this research to construct and assemble a moving monster.	Food a balanced diet - help the children learn about the importance of a balanced diet	Windmills - structures unit including a new windmill design and different user for the product.	Making a moving storybook - Explore slider mechanisms and the movement they output to design, make and evaluate a moving storybook from a range of templates.	Food – Smoothies - learn food preparation skills and greater emphasis on taste testing and ingredient choices	
Music (Kapow)	Space theme – Developing knowledge and understanding of dynamics using instruments; learning to compose and play rhythms to represent planets.	Superheroes – Learning how to identify high and low notes and to compose a simple tune to represent a superhero.	Snail and Mouse – Use bodies and instruments to listen and respond to pieces of music with fast and slow speeds; learn and perform a rhyme and a song focussing on fast and slow.	Animals call and response – Using instruments to represent animals, copying rhythms and creating call and response rhythms.	Musical Me – Exploring the song ‘Once a Man Fell in a Well’, playing it using tuned percussion and reading simple symbols representing pitch.	My Favourite Things – Children explore keeping the pulse together through music and movement by exploring their favourite things.
PSHE (Jigsaw/Scarf)	Being Me – Understanding their own rights and responsibilities with their classroom and of their class members. Understanding they are special and should be proud of their achievements. Knowing how to make their class safe and a fair place.		Dreams and Goals – Know how to set simple and realistic goals. Identify obstacles that make achieving goals difficult and how to overcome them. Know how to celebrate achievements. Recognise their own strengths as a learner.		Relationships – Know that everyone’s family is different. Understand how to make friends and the characteristics of healthy, safe friends. Recognising personal qualities. Talk about the types of physical contact that is acceptable.	
RE (Twinkl)	Belonging - discover how people belong to families and how the word ‘family’ can mean a multitude of different things. They will consider how people can also belong to communities, clubs and religions.	Light and dark – Understand the importance of light to many in Christianity, Hinduism and Judaism through learning about Advent, Christmas, Diwali and Hanukkah.	Religion and Rituals / Beginning and endings - How beginnings and endings are marked in special ways in different religions and their own lives. How Sikhs celebrate the end of one year and beginning of a new year. Explore the Christian story of Easter and make links with the idea of new life.	Leaders, teachers and followers - what leaders, teachers and followers are. Reflect on what makes a good leader and the significance of religious leaders such as Abraham, Moses and Jesus. As well as the names of leaders from different faiths.	Friendship - What it means to be a good friend. Qualities which make good friends. What happens when friends disagree and argue, with a focus on resolving conflict. Explore stories of friendship from different religions.	Places of Worship - what a place of worship is and the key features of a Jewish synagogue, Hindu mandir and Christian church. Discuss the importance of places of worship to religious believers and communities.
PE	Circuit training: change direction; perform jumps; understand how they feel after exercise; identify similarities between their own performance and that of others; combine skills, identify which skills are needed; identify highest and lowest scores; evaluate their performance.	Gymnastics: Explore and create pathways, use equipment to create a sequence, Link movements to create a sequence. Rolls, vault, ways of travelling.	Dance: Copy, repeat and explores basic movements, remember moves and steps, move to music Evaluation: Comment on their own and others performances, how to improve and use correct vocabulary.	Multi Skills Throwing and Catching: Basic ball handling skills. Control a ball. Progress from simple rolling to underarm throwing and two handed catching. Develop tracking and receiving skills. Gain experience of simple team games, following rules, and competing	Multi Skills Bat and Ball: develop children’s skills using a tennis racket and a cricket bat. How to hold correctly and develop striking skills from hitting a stationary ball to being thrown or rolled. Practise and apply skills both individually and as part of a team.	Athletics: Focus on a range of different athletics skills including running, jumping and throwing. They will develop their skills in changing speed and direction when running, jumping for height and distance and throwing underarm accurately.

Year 3 and 4	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Deep Dive Focus	Music	RE	Geography	Design Technology	Art	PE
Literacy (Literacy Shed Jane Consedine)	Fiction – 1. Firework-Makers Daughter. Nonfiction - Pebble in my pocket.	Fiction – 1. Arthur and the Golden Rope. 2.How to train your dragon Poetry - How the Grinch Stole Christmas	Fiction – The Egyptian Cinderella	Fiction – Marcy and the Riddle of the Sphinx	Fiction – 1. Charlie and the Chocolate Factory 2. The Choco Plot Non-fiction – Recipe books / Movie Reviews	Fiction – Non-fiction – Poetry -
Science Plymouth Scheme	Rocks and Fossils - Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rock and organic matter.	Animals including humans - Identify that humans and some other animals have skeletons and muscles for support, protection and movement. Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.	Living things and habitats Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group. Identify and name a variety of living things in the environment. Recognise that environments can change and this can sometimes pose dangers to living things.	Animals including humans (digestion/teeth functions) Describe the simple functions of the digestive system in humans. Identify different teeth names/functions and how to keep them healthy. Identify and compare teeth of carnivores, herbivores and omnivores. Construct and interpret a variety of food chains identifying producers, predators and prey by examining animal faeces (poo). Identify animal habitats in the locality and observe what they eat	Light - Recognise we need light in order to see things and that dark is the absence of light and that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect your eyes. Recognise that shadows are formed when light from a source is blocked by an opaque object.	
Geography (CUSP)	Active Planet: Volcanoes, Storms, Physical Features		Longitude and latitude		Rivers – River Nile Water Cycle	
History (CUSP)	Vikings	Anglo Saxons	Ancient Egyptians		History of the cinema	
Computing (Teach computing/Kapow/D.A. R.E.S)	Computer systems and Networks: The internet Recognising that the internet is a network of networks including the WWW, and why we should evaluate online content.	Physical programming:Microbit LED animations Decomposing a project into steps and creating algorithms based on a design using codes and a variety of outputs.	Further Programming with scratch Sequencing sounds Creating sequences in a block-based programming language to make music.	Video Trailer Developing filming and editing video skills through the storyboarding and creation of book trailers.	Creating Media Photo editing: Manipulating digital images, and reflecting on the impact of the changes and whether the required purpose is fulfilled.	Creating Media: Stop-frame animation Capturing and editing digital still images to produce a stop frame animation that tells a story
Art & Design (Kapow)	Craft and design – Using the flora and fauna of rainforests as a starting point, develop drawings through experimentation and textile-based techniques to design a repeating pattern suitable for fabric.		Craft and Design - Ancient Egyptian Scrolls Developing design and craft skills taking inspiration from Ancient Egyptian art and pattern and paper making.		Art and Design Skills: Creating puppets/drawing from observations. Design, drawing, craft, painting and art appreciation – creating puppets, drawing from observation, learning the difference between a tint and a shade and creating a version of a cartoon drawn by a famous illustrator	
Design & Technology (Kapow)	Mechanical Systems - Pneumatics Explore pneumatic systems, then apply this understanding to design and make a pneumatic toy including thumbnail sketches and exploded diagrams.		Textiles - Egyptian Collars Learn and apply two new sewing techniques – cross-stitch and appliqué. Utilise these new skills to design and make a cushion or Egyptian collar.		Food - Adapting a recipe Adapting an existing biscuit recipe while considering the cost of ingredients and other expenses against a set budget, this unit includes new lessons with teacher and pupil videos to develop the children’s food preparation skills and adapt a recipe to suit a target audience.	
Music (Kapow)	Creating compositions in response to animation (Mountains) Learning to tell stories through music. Listening to music and considering the narrative it could represent. Paying close attention to the dynamics, pitch and tempo and how they change. Creating original compositions to match an animation, building up layers of texture.	Developing singing technique (Vikings) Develop their singing technique. Learning to keep in time and work on musical notation and rhythm, the unit finishes with a group performance of a song with actions.	Changes in pitch, tempo and dynamics (Rivers) Learning to listen to changes in pitch, tempo and dynamics and relate it to something tangible and familiar. Pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.	Haiku, music and performance (Hanami festival) This Japanese inspired topic looks at the springtime festival of Hanami, which celebrates the fleeting beauty of spring flowers. Children use descriptive vocabulary to create a Haiku, put it to music and finally add percussion sound effects to bring all elements together before a final, group performance.	Jazz Learning about ragtime style music, traditional jazz and scat singing. Children create a jazz motif using a swung rhythm.	Rock and Roll Learning about the origin and features of rock and roll music, pupils learn how to play the Hand Jive and Rock Around the Clock, looking specifically at a walking bass line, before performing a piece as a class.
PSHE (Jigsaw/Scarf)	Being Me – Know why rules are needed and how these relate to choices and consequences. Understanding what a challenge is and setting personal goals. Looking at different roles in the school community.		Dreams and Goals – Know they are responsible for their own learning and evaluate their own learning progress and how to be better next time. Know what dreams and ambitions are important and do not always come true.		Relationships – Know that different family members carry out different roles. Know strategies for keeping themselves safe. Memories can help support us when we lose someone. Understand we are all connected to the global community.	
RE (Twinkl)	Judaism Find out where Judaism originated, about special places linked to Judaism and about key festivals in Jewish life. Learn about symbols in Judaism, the Jewish holy book and the main beliefs held by Jews. Pilgrimages - A pilgrimage is for both secular and religious people. Focusing on the six main world religions identify the role of pilgrimage,	The Nativity Story - How the Nativity story began; the journey undertaken, where Jesus was born and why; the visitors who came after the birth and how baby Jesus' life was at risk.	Christianity - Where Christianity originated, special places linked to Christianity, key festivals in Christian life and symbols in Christianity, the Christian holy book and the main beliefs held by Christians. The Bible - Looking at the Bible in Christianity, its origins, its role as a sacred religious text and how it is used by Christians around the world. Children will consider the authorship of the Bible, discussing the Christian belief that it is the Word of God whilst finding out about different writers of books in the Bible. They will discuss the different text types used in the Bible and explore a story in greater depth.		Islam Teaching key aspects of the Muslim faith. Where Islam originated, special places linked to Islam and key festivals in Muslim life. Including symbols in Islam, the Muslim holy book and the main beliefs held by Muslims.	Food and fasting - Explore the role food plays within religions. They will discuss how food is used in everyday life, before looking at examples of its use within specific religions. Children will learn about food rules within Judaism, how abstaining from food can be a religious act with reference to the

			<p>Good Friday - The Easter story and will focus on the question 'What is good about Good Friday?' Focus on the good within the Easter story by looking at the words of Jesus and the actions of people.</p> <p>Incarnation Introducing the concept of incarnation. Learn about what the Holy Trinity is, how it has been used for evangelism and teaching and symbols associated with it.</p>		Christian festival of Lent, and will consider how and why religious believers fast through looking at the Muslim festival of Ramadan.	
<p>PE (Twinkl)</p>	<p>Circuit training: follow instructions and act on advice to complete a set of exercises, identify the way they feel after exercise, identify the core muscles and participate in simplified exercises which use these muscles, with discussion, set their own targets for improvement.</p> <p>Gymnastics - Shape and Balance: hold a balance on three and four-points of their body, say what is good about their own and others' performances, work with a partner, listening to and sharing ideas, show some control when forming shapes, choose some linking actions and movements to create a gymnastics partner routine, use their technique, strength, flexibility and control to hold four-point balances on their own and with a partner, including counterbalances.</p> <p>Dance - Extreme Earth: respond to stimuli, change their movements according to different stimuli, combine and link a small number of movement phrases and patterns, work cooperatively with a partner and in a small groups, begin to understand the importance of warming up, begin to identify strengths and areas in which they could improve. Circuits/gymnastics/dance</p>		<p>Athletics: recognise and name some athletic events and techniques, practise existing basic running, throwing and jumping skills, show some control and coordination when running and performing a jump or throw, combine and apply new skills and techniques with some success when participating in running, jumping and throwing activities and games, recognise how a skill or technique has been performed, but not necessarily how to improve performance.</p>	<p>Orienteering: follow the directions given to them, with support, with support, can give directions using appropriate terminology, understand the concept of a map and use a key and symbols on a simple map, with support if necessary, orientate a map, with support if necessary, know the meaning of some common map symbols, understand what orienteering involves and know some of the basic orienteering symbols.</p>	<p>Rounders: hold and swing a rounders bat correctly in order to connect with a bowled ball, bowl a rounders ball using the correct technique in order to reach the batter, catch a ball accurately when it is thrown directly to them, accurately throw a ball overarm and underarm in the right direction.</p>	<p>Basketball: use elements of the correct technique to pass the ball over a range of distances/dribble and shoot, sometimes combine dribbling and passing at a walking pace, know the rules for pivoting and sometimes perform this skill, using the correct footwork, use at least one technique while dribbling to protect the ball from a defender to keep possession, adopt elements of the defensive stance when marking, understand and sometimes use attacking and defending skills and tactics to contribute towards the success.</p>
<p>French (Kapow)</p>	<p>Weather - Learning phrases to describe the weather and vocabulary for the compass points; counting from 1-100 in multiples of ten; combining this knowledge to make statements about what the temperature is in different parts of France and to deliver a weather forecast. The unit culminates in a French science lesson, where the children explore the water cycle and recognise scientific cognates.</p>	<p>This is me! Learning how to exchange greetings and share personal information such as names and feelings.</p>	<p>School Days Learning how to use definite and indefinite articles and school-related vocabulary to build descriptive spoken and written sentences; comparing similarities and differences between a school day in England and France, listening and reading to analyse key information.</p>	<p>Year 4 French Food Learning how to eat out in France; ordering and paying the bill at a restaurant; asking and answering questions and making requests; exploring articles using food-related vocabulary.</p>	<p>Colourful Creatures Learning the vocabulary for adjectives of size and colour; using noun gender agreement and considering how it impacts the article and adjectives; creating their own animal portraits, producing a short description.</p>	<p>French and the Eurovision song contest - Inspiring pupils when writing original songs in French, using vocabulary from years 3 and 4, including rhyming sounds. Learning additional music vocabulary and expanding their knowledge of the French names of European countries. Exploring new sentence constructions to talk about playing an instrument and expressing likes and dislikes about different styles of music.</p>

Year 5 and 6	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Deep Dive Focus	Music	RE	Geography	Design Technology	Art	PE
Literacy	Fiction – 1. Brightstorm 2. Macbeth Non-fiction – Day of the Dead Poetry - Witches Spells		Fiction – 1. Letters from the Lighthouse 2. Rose Blanche Non-fiction – Ann Frank’s Diary Poetry - Windrush Child - John Agard		Fiction – Holes Non-fiction – Moth - Isabel Thomas Poetry - The Highway Man	
Science (Plymouth Scheme)	Living things and their habitats - Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences including microorganisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.	Properties and changes of Materials Compare and group everyday materials based on their properties, including hardness, solubility, transparency, conductivity 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 solid, liquid and gas to decide how mixtures might be separated including through filtering, sieving and evaporation. Give reasons based on evidence from comparative tests for the particular 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 this kind of change is not usually reversible including changes associated with burning and the action of acid on bicarbonate of soda.	British Scientists British Science Week Identify the main causes of air pollution, where air quality is likely to be different. Suggest reasons for pollutant levels rising and falling, explain how air pollution can be reduced. Recall facts and present findings about air pollution		Light and Dark 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.	Evolution and Adaptations 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 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.
Geography	Exploring Mexico - Comparison with UK		Local Study		Rivers and the Water Cycle	
History	Mayans	Tudors	World War II Rebuilding Britain		Evolution Charles Darwin	
Computing (Kapow)	Search engines Understanding how search engines work and developing searching skills to find relevant and accurate information online.	Big data (1) Understanding about the use of big data including barcodes, QR codes, infrared, and RFID technologies. Children will create and scan their own QR codes, manipulate real-time data in spreadsheets, and present their findings. They also analyse transport data to understand its usefulness to commuters.	Bletchley Park Code Breaking Children learn about code breaking and password hacking.They will also develop their digital literacy skills by creating presentations about historical figures.	Programming Music Applying programming skills to create sounds and melodies leading to a battle of the bands performance.	Stop motion animation Storyboarding ideas, taking photographs and editing to create a video animation.	Big data (2) Understanding data usage through the use of mobile data vs wi-fi, the Internet of Things, and big data. Identifying high/low data activities and preparing presentations on using Big Data/IoT to improve school efficiency while respecting privacy.
Art & Design (Kapow)	Still Life: Creating a variety of still life pieces influenced by different artists, using a range of mediums and showcasing work in the form of a memory box. Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media.		Architecture Focusing on architecture, guiding pupils through observational drawing, printmaking, and building design. It encourages children to explore architectural elements, analyse Hundertwasser’s work, and create meaningful monuments, enhancing their understanding of composition, design, and art appreciation. Use this unit hub to inform your medium-term plan and to navigate to related resources.		Sculpture and 3D: Interactive Installation Learning about the features of installation art and how it can communicate a message; exploring the work of Cai Guo-Qiang and discovering how our life experiences can inspire our art; investigating how scale, location and interactive elements affect the way visitors experience installation art. Craft and design: Photo opportunity. Developing photography skills and techniques to design a range of creative photographic outcomes.	
Design & Technology (Kapow)	Digital World - Navigating the World - Design and program a navigation tool to produce a multifunctional device for trekkers using CAD 3D modelling software. Pitch and explain the product to a guest panel.		Textiles - Waistcoats Using a combination of textiles skills such as attaching fastenings, appliqué and decorative stitches, children design, assemble and decorate a waistcoat for a chosen purpose.		Structures - Bridges Test and analyse various types of bridge to determine their strength and stability. Explore material properties and sources, before marking, sawing and assembling a wooden truss bridge.	
Music (Kapow)	Fingals Cave - Mendelssohn Appraising the work of Mendelssohn and further developing improvisation and composition skills.	Film Music Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.	Songs of WWII Developing greater accuracy in pitch and control; identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts.	Composition to represent Holi Exploring the associations between music, sounds and colour; composing and performing their own musical composition to represent Holi, the Hindu festival of colour that celebrates the beginning of spring and the triumph over good and evil.	Looping and Remixing: In this engaging topic, children learn about how dance music is created, focusing particularly on the use of loops.	Music from South and West Africa Children learn ‘Shosholoza’, a traditional South African song, play the accompanying chords using tuned percussion and learn to play the djembe. They will also learn a traditional West African drum and add some dance moves ready to perform the song in its entirety

PSHE (Jigsaw/Scarf)	Being Me – Understand how democracy works. Understanding rights and responsibilities associated with being a citizen in the wider community.		Dreams and Goals – Know about a range of jobs they might like to do when they are older. People from different cultures may have different dreams and goals. Know about a variety of problems that the world is facing. Know they will need money to help them to achieve some of their dreams.		Relationships – Know there are rights and responsibilities in an online community or network and when playing online. Know that a personality is made up of different characteristics. Can say how to report unsafe online/social activities. Can recognise people with mental health problems and know where to get help.	
RE (Twinkl)	Hurt and Healing Children explore concepts of hurt and healing and how people cope when faced with difficult situations. They will think about what is meant by hurt. They will then look in depth at a series of Bible stories featuring themes of hurt and healing. Children will then look at the Buddha's teaching on suffering. The next lesson helps children learn more about Humanism and how Humanists make sense of suffering. Children will compare and contrast the different views they have learnt about.	The True Meaning of Christmas Children will work creatively to enhance their learning experience. They will start by questioning the meaning of Christmas to them and then learn about the Christian meaning of Christmas. The children will question if the true meaning of Christmas is still present today and question if the meaning has changed for some.	Justice and Freedom Children will read a range of stories, from different world religions, examining the concepts of justice and freedom. They will learn how key figures in history, such as Martin Luther King, were informed and influenced by their own religious beliefs. They will examine the impact of different religious and non-religious ideas about the formation of the Non-Violent Protest and Human Rights Movements. They will examine which, if either, is more important.	Crucifixion Teaching about key aspects of the Easter story and focus on the question 'was Jesus' death part of God's plan'? Starting with an overview of the Easter story, then moving on to focus on 'free will' and 'determinism' and reflecting on these concepts in their own life. The children will look for Biblical evidence to support their thoughts on Jesus' life and death. Finally, the children will look at the choices they make in their life and how these could be influenced by external factors.	Jesus the Healer Exploring the healing miracles performed by Jesus. Thinking about what a miracle is and exploring why Jesus performed them. Then look in depth at a series of healing miracles including the Calming of the Storm, Jesus Heals the Paralysed Man and the Man at Bethesda.	Humanism An overview of humanism. It examines the difference between religious and non-religious worldviews. It then focuses specifically on the origins of humanism and the influential thinkers who were at the forefront of the humanist worldview. Exploring the importance of symbols and their meanings, as well as how humanists are likely to respond to ethical issues.
PE (Twinkl)	Invasion Games: Hockey Dribbling successfully at speed - Dribbling past opponents - Completing action with either a pass or shot - Attacking as an individual - Attacking as a team Gymnastics: develop flexibility, strength, technique, control and balance		Dance: World War 2 Dance - Exploring movement responses to music, including changes in rhythm, level, direction and speed Net/wall Activities		Athletics: develop flexibility, strength, technique, control and Balance use running, jumping, throwing and catching in isolation and in combination OAA: take part in outdoor and adventurous activity challenges both individually and within a team	
French (Kapow)	Portraits – describing in French. Describing people's physical appearance and their personality. Creating simple sentences that the adjectives agree with the gender.	Meet my French family – Introducing family and relations. Possessive adjective, my and how to express likes and dislikes.	Clothes – Getting dressed in France. Describing an item of clothing including the colour.	Weather – Learn phrases to describe the weather and compass points. Count from 1-100. Deliver a weather forecast.	Exploring the French speaking world – Discover French speaking countries. Give and follow instructions.	Planning a French Holiday – Use present and future tense. Explore countries they may visit. Plan a holiday.