



2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Journeys		The Norman Invasion		Habitats	
Value	Love	Respect	Faith	Honesty and integrity	Resilience	Teamwork
PSHE	<p>Introduction Lesson</p> <p>Family and Relationships</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> - Understanding ways to show respect for different families. (Family) - Understanding that families offer love, care, and support. (Family) - Understanding difficulties in friendships and discussing action that can be taken. (Friendships) - Learning how other people show their feelings and how to respond to them. (Respectful Relationships) - Exploring the conventions of manners in different situations. (Respectful 	<p>Family and Relationships</p> <p>See previous for skills and knowledge.</p> <p>Health and Wellbeing</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> - Exploring the effect that food and drink can have on my teeth. (Health and Prevention) - Exploring some of the benefits of exercise on body and mind. (Physical Health and Wellbeing) - Exploring some of the benefits of a healthy balanced diet. (Physical Health and Wellbeing) - Suggesting how to improve an unbalanced meal. (Physical Health and 	<p>Health and Wellbeing</p> <p>See previous for skills and knowledge.</p> <p>Safety and the Changing Body</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> - Discussing the concept of privacy. (Being Safe – Including Online) - Exploring ways to stay safe online. (Being Safe – Including Online) - Learning how to behave safely near the road and when crossing. (Being Safe – Including Online) - Exploring what people can do to feel better when they are ill. (Drugs, Alcohol and Tobacco) 	<p>Safety and the Changing Body</p> <p>See previous for skills and knowledge.</p> <p>Citizenship</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> - Explaining why rules are in place. - Identifying positives and negatives about the school environment. - Learning how to discuss issues of concern to me. - Recognising the importance of looking after the school environment. - Identifying the ways to help look after the school environment. 	<p>Citizenship</p> <p>See previous for skills and knowledge.</p> <p>Linked to 11. Sustainable Cities, 13. Climate Action.</p>	<p>Economic Wellbeing</p> <p>See previous for skills and knowledge.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> - Identifying whether something is a want or a need. - Recognising that people make choices about how to spend money. - Exploring the reasons why people choose certain jobs. <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> - To know some of the ways in which adults get money. - To know the difference between a 'want' and 'need'.



	<p>Relationships)</p> <ul style="list-style-type: none"> - Explore how loss and change can affect us. (Change and Loss) <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> - To know that families can be made up of different people. (Family) - To know that families may be different to my family. (Family) - To know some problems which might happen in friendships. (Friendships) - To understand that some problems in friendships might be more serious and need addressing. (Friendships) - To understand some ways people, show their feelings. (Respectful Relationships) - To understand what good manners. (Respectful Relationships) - To understand some 	<p>Wellbeing)</p> <ul style="list-style-type: none"> - Learning breathing exercises to aid relaxation. (Physical Health and Wellbeing) - Exploring strategies to manage different emotions. (Mental Wellbeing) - Developing empathy. (Mental Wellbeing) - Identifying personal goals and how to work towards them. (Mental Wellbeing) - Exploring the need for perseverance and developing a growth mindset. (Mental Wellbeing) - Developing an understanding of self-respect. (Mental Wellbeing) <p><u>Knowledge</u></p> <ul style="list-style-type: none"> - To know that food and drinks with lots of sugar are bad for our teeth. (Health 	<ul style="list-style-type: none"> - Learning how to be safe around medicines. (Drugs, Alcohol and Tobacco) <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> - To know the PANTS rule. (Being Safe – Including Online) - To know that I should tell an adult if I see something which makes me uncomfortable online. (Being Safe – Including Online) - To understand the difference between secrets and surprises. (Being Safe – Including Online) - To know the rules for crossing the road safely. (Being Safe – Including Online) - To know that medicine can help us when we are ill. (Drugs, Alcohol and Tobacco) - To understand that we should only take medicines when a 	<ul style="list-style-type: none"> - Recognising the contribution people make to the local community. <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> - To know some of the different places where rules apply. - To know that some rules are made to be followed by everyone and are known as 'laws'. - To know some of the jobs people do to look after the environment in school and the local community. - To understand how democracy works in schools through the school council. - To understand that everyone had similarities and differences. 		<ul style="list-style-type: none"> - To know some of the features to look at when selecting a bank account. <p>Transition Lesson</p> <p>Linked to 8. Decent work & Economic Growth</p>
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	<p>stereotypes related to jobs. (Respectful Relationships)</p> <ul style="list-style-type: none"> - To know that there are ways we can remember people or events. (Change and Loss). 	<p>and Prevention)</p> <ul style="list-style-type: none"> - To understand the importance of exercise to stay healthy. (Physical Health and Wellbeing) - To understand the balance of foods we need to keep healthy. (Physical Health and Wellbeing) - To know that breathing techniques can be a useful strategy to relax. (Physical Health and Wellbeing) - To know that we can feel more than one emotion at a time. (Mental Wellbeing) - To know that a growth mindset means being positive about challenges and finding ways to overcome them. (Mental Wellbeing) 	<p>trusted adult says we can. (Drugs, Alcohol and Tobacco)</p> <ul style="list-style-type: none"> - To know the names of parts of my body including private parts. (The Changing Adolescent Body) <p>Linked to 5. Gender Equality.</p>			
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		Linked to 6. Clean Water & Sanitation. Linked to 3. Good Health & Well-being.				
RSE	Families and Relationships Families and people who care for me Caring Friendships Respectful relationships Being Safe		Safety and the changing body Online relationships Being Safe			
SMSC	<p>Start to develop their own principles. Make choices based on an understanding of right and wrong. – Class Rules (PSHE Strand 4 citizenship).</p> <p>Recognise that their actions have negative and positive consequences. – (PSHE Strand 1 family and relationships).</p> <p>Show respect by starting to explain other people's</p>	<p>Verbalise their own beliefs and distinguish between those that are religious and those that are not. RE</p> <p>Demonstrate awareness of the 'rules' for behaviour in a religious setting. RE – Church Visits</p> <p>Demonstrate a respect for other people's knowledge.</p>	<p>Reflect on experiences and learning by recounting events (i.e. without much support). English</p> <p>Start to reflect on artistic, musical, sporting and other cultural experiences, and accept that other people's views might be different. (PSHE Strand 4 citizenship).</p>	<p>Challenge other people's values and opinions, being polite when doing so (with support). RE – Easter</p>	<p>Willingly accept and follow advice but start to appreciate that some advice might not be so useful. (PSHE Strand 1 health and relationships).</p> <p>Demonstrate respect for people, living things, property and the environment. Habitats (PSHE Strand 4 Citizenship).</p>	<p>Demonstrate respect for others (eg by choosing to help each other).</p> <p>Demonstrate a willingness to tackle problems/ challenges until they are resolved/achieved.</p> <p>Cooperate with others in a range of shared activities. Teamwork</p>



	<p>needs, interests and feelings, as well as their own. - Expectation of behaviour/ Lunchtimes and playtimes (PSHE Strand 1 family and relationships).</p> <p>Recognise and explain how they and others are feeling. Zones of Regulation (PSHE Strand 1 family and relationships).</p> <p>Express enjoyment in a variety of ways, including an appreciation of the enjoyment of others.</p> <p>Start to initiate creative/imaginative experiences (with reduced support).</p>	<p>Develop understanding of different cultures (race, ethnicity, religion, belief and socio-economic background) eg the range within school. RE, History and PSHE strand 1 family and relationships and strand 4 citizenship.</p> <p>Independently recount facts about towns, cities and countries beyond their own.</p> <p>Demonstrate a knowledge of how their community is organised (eg family, school, town). Journeys (PSHE strand 4 citizenship).</p>	<p>Recount facts about Britain's parliamentary system, past and present Norman Invasion</p>			<p>All link to Strand 1 health and relationships PSHE.</p>
Texts	<p>The Secret of Black Rock</p> <p>Linked to 14. Life Below Water</p>	Christopher Columbus	Castles	Small Knight and George and the royal chocolate cake	Bog Baby	Various poems
English	Narrative: adventure story	Diary writing	Non chronological report	Fiction	Take a book unit Evidence gathering	Poetry



<p>Science</p>	<p>Animals, Including Humans Notice that animals including humans have offspring which grow into adults. Find out about and describe the basic needs of animals for survival. Describe the importance for humans to have exercise, food and hygiene.</p> <p>Include on SC - Working Scientifically – Ask and answer simple questions about what might happen. Use everyday words precisely. Show curiosity. Identify similarities and differences.</p> <p>Diversity Linked to 3. Good Health & Well-being</p>		<p>Everyday Materials Identify and compare the suitability of everyday materials. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Include on SC – Working Scientifically – Show understanding of fair testing. Brief overview of planning. Use first hand observations. Make comments about the method. Explain findings verbally.</p> <p>Linked to 12. Responsible Consumption & Production</p>		<p>Living things and their habitats Explore and compare the differences between the living, dead and things that have never been alive. Identify that most living things live in habitats to which they are suited. Describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other. Identify and name a variety of plants and animals in their habitats including microhabitats. Describe how animals obtain their food from plants and other animals using the idea of a simple food chain, identify and name different sources of food.</p> <p>Include on SC – Working Scientifically – Ask and answer simple</p>	<p>Plants Observe and describe how seeds and bulbs grow into mature plants. Find and describe how plants need water, light and suitable temperature to grow.</p> <p>Include on SC – Working Scientifically – Show understanding of fair testing. Use first hand observations. Measure to the nearest cm. Make sophisticated recordings and explain their findings.</p> <p>Linked to 13. Climate Action</p>
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					<p>questions about what might happen. Use a selection of sources. Show curiosity. Answer questions about predictions.</p> <p>Linked to 15. Life On Land</p>	
History		<p>Journeys <i>NC: the lives of significant individuals in the past who have contributed to national and international achievements.</i></p> <p>Know who Christopher is and why he became famous. Columbus risked his life to explore somewhere no-one alive had ever seen. The voyage that had never been attempted before. Understand that opinion on Columbus today is divided because he treated the natives badly, - slavery</p>	<p>Norman Invasion <i>NC: events beyond living memory that are significant nationally or globally. Significant historical events, people, and places in their own locality.</i></p> <p>The Norman Invasion In 1066, there were 4 contenders to the throne (Harold Godwinson, Harald Hardrada and William, Duke of Normandy). This led to the events of Stamford Bridge and the Battle of Hastings. William Duke of Normandy won the Battle of Hastings because his army was stronger, well-trained, well equipped with</p>			<p>Titanic (move-up) <i>NC: events beyond living memory that are significant nationally or globally.</i></p> <p>The Titanic was a luxury British steamship that sank in the early hours of April 15, 1912 after striking an iceberg, leading to the deaths of more than 1,500 passengers and crew. It was considered unsinkable due to the fact that the Titanic had sixteen watertight compartments.</p> <p>Skill – Choose and use parts of stories to show that they understand key features of events.</p>



		<p>Skill – Show curiosity by voluntarily asking questions about what they have read or heard. Independently identify similarities and differences when subjects are provided for them – people, places, events and ways of life.</p> <p>Culture / Diversity</p>	<p>cavalry, heavily armoured and battle-hardened horsemen. William become known as William the Conqueror but he had only taken control of the South of England so he sent his armies to conquer the north. People kept rebelling so he built castles to keep his armies safe.</p> <p>Skill – Sequence events and explain their thinking. Start to note connections over time. To date events to the nearest century/era and occasionally to the year. Start to select and use a range of books, websites, photos, recordings, artefacts, and other sources to learn about the past. Understand how the past is constructed.</p> <p>Culture</p>			<p>Identify ways in which the past is represented e.g. film, illustrations, museums.</p> <p>Culture / Community / Diversity / Resilience</p>
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<p>Geography</p>	<p>Knowledge - NC: Name and locate the world's seven continents and five oceans. Locate hot and cold areas of the world in relation to the equator and the north and south poles. Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Skills – Use simple compass directions (North, South, East, and West). To devise a simple map. Use simple grid references to locate squares on a map. Use digital technologies to zoom in and out.</p> <p>Community / Environment Linked to 14. Life Below Water</p>	<p>Knowledge - NC: 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.</p>				<p>Knowledge - NC: use basic geographical vocabulary to refer to: Key physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key human features including city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Skills – Use and construct basic symbols in a key. Recognise and identify OS symbols. Use aerial photographs and plan perspectives to recognise landmarks. Use simple grid references.</p>
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Art	<p>How are journeys represented through art?</p> <p>Unit 1 - Printing and Colour: Landscapes with modes of transport. Compare Christopher Columbus modes of transport to current day (The Sabrina, Shrewsbury)</p> <p>Artist in History: Paul Klee (Schiffe im Dunkeln)</p> <p>Unit 2 – Sculpture: Journeys What would you take on a journey with you? – link to measure</p> <p>Artist in History: Miro – Surreal sculpture (surrealism)</p> <p>NC: To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>NC: Learn about the work of a range of artists, craft</p>		<p>What can we learn about the past through art?</p> <p>Drawing: Families – how would you represent your family?</p> <p>Drawing: Timelines</p> <p>Artists in History: The Bayeux Tapestry</p> <p>Unit 2 - Textiles and texture: linked to the invasion or own family</p>	<p>Look at Mondrian and link to measures</p>	<p>How can art help us to explore living things?</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination-</p> <p>Pointillism</p> <p>Artist in History: Seurat</p> <p>Local Artists: BT boxes around Shrewsbury</p>	



	makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.					
D&T		Mechanisms: Sliders and levers Link to CC boats.		Structures: Freestanding Building castles with moving parts.		Food and Nutrition Preparing fruit and vegetables.
Music	Charanga – Exploring Simple Patterns How Does Music Help Us to Make Friends?	Charanga – Focus on Dynamics & Tempo How Does Music Teach Us about the Past?	Charanga – Exploring Feelings Through Music How Does Music Make the World a Better Place?	Charanga – Inventing a Musical Story How Does Music Teach Us about Our Neighbourhood?	Charanga – Music That Makes You Dance How Does Music Make Us Happy?	Charanga – Exploring Improvisation How Does Music Teach us about Looking After Our Planet?
RE	Is it possible to be kind to everyone all the time? RQ4 How should I lead my life? RQ6 How should we relate to others and the natural world? Community / Environment	Why did God give Jesus to the world? RQ3 Who is my neighbour? RQ5 Where do I belong? RQ10 How is belief expressed through symbols and actions? RQ14 Why do people's beliefs and practices differ?	How important is it for Jewish people to do what God asks them to do? RQ9 What do people believe about God? RQ13 Where do people's beliefs come from? RQ8 Has science go all the answers? Culture / Diversity	Is it true that Jesus came back to life again? RQ2 How do people express their beliefs through actions, worship and celebration? RQ3 Who is my neighbour? RQ5 Where do I belong?	What do people believe about God? RQ10 How is belief expressed through symbols and action? RQ14 Why do people's beliefs and practices differ? RQ4 How should I lead my life?	What is the best way for a Jew to show commitment to God? RQ1 Who am I? RQ3 Who is my neighbour? RQ5 Where do I belong? RQ2 How do people express their beliefs through actions,



		Community / Culture / Diversity		RQ10 How is belief expressed through symbols and action?	RQ13 Where do people's beliefs come from? Culture	worship and celebration? RQ13 Where do people's beliefs come from?
Computing	NCCE – Computing Systems and Networks – IT around us Project Evolve – Managing Online Information	NCCE – Creating Media – Digital Photography Project Evolve – Health, Wellbeing and Lifestyle.	NCCE – Programming A (robot algorithms – beebots) Project Evolve – Privacy and Security	NCCE – Pictograms Project Evolve – Copyright and Ownership	NCCE – Creating media - making music Project Evolve – Self image and identity.	NCCE – Programming B – An introduction to quizzes Project Evolve – Online Relationships
PE	Fundamental Games Unit 1 Gymnastics – Points of Contact	Fundamental Games Unit 2 Dance – Great Fire of London Sensory Circuits	Games – Send and Return (Handball) Yoga	Games – Ball and Racket Skills (Tennis) Gymnastics – Ball, Tall, Wall.	Athletics Dance – Magical Friendships	Games – Hit, Catch, Run (Rounders) Principles of Movement/Fitness