Long term plans: Year A

	Autumn Term – Invaders and Settlers	**Spring Term – To infinity and Beyond**	**Summer Term – Fighting Fit**
Key text(s)	Beowulf by Michael Morpurgo Tell me a Dragon by Jackie Morris	Time Travelling with a Hamster by Ross Welford The Viewer by Shaun Tan	Secrets of the Sun King by Emma Carroll How to Live Forever by Colin Thompson
English	**Instructions** – How to Invade **Stories** – Adventure, Legend (King Arthur) **Report** – Anglo-Saxon Gods **Newspaper report** – The Anglo-Saxons are coming! **Explanation** – How to build an Anglo-Saxon house **Poetry** – War poetry (Flanders Fields By John McCrae)	**Biography** – Neil Armstrong **Story** – Fantasy/Mystery/Sci-fi **Persuasive** – Visit space station/Space travel **Poetry** – Cinquains (Nights by William Blake, Stars by The Bronte Sisters)	**Explanation** – How did Edward Jenner make his discovery? **Story** – historical fiction, fantasy, **Recount** – Diary (Edward Jenner) **Instructions** – Instructions for a game **Poetry** – Kennings (Roger Stevens 'Where do I play? Who am I?)
Science	**Living things and their habitats (Y5)** Pupils should be taught to: • 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 **Living things and their habitats (Y6)** Pupils should be taught to: • 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 **Working Scientifically** . planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate	**Earth and space (Y5)** Pupils should be taught to: • 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 **Working Scientifically** • identifying scientific evidence that has been used to support or refute ideas or arguments	**Properties and changes of materials (Y5)** Pupils should be taught to: • compare and group together everyday materials on the basis of 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 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 that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda **Evolution and inheritance (Y6)** Pupils should be taught to: • 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 **Working Scientifically** • identifying scientific evidence that has been used to support or refute ideas or arguments
History	• Britain's settlement by Anglo-Saxons and Scots	• A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (American Space Race as well as British involvement in the Space Race in 1971 – recent British achievements in space exploration)	• A local history EDWARD JENNER
Geography	**Locational Knowledge** ▪ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities **Place knowledge** ▪ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America	**Geographical skills and fieldwork** • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	**Geographical skills and fieldwork** ▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
DT	Technical knowledge • Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] Focus: Design Making a catapult	**Design** • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **Make** • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • Select from and use a wider range of materials and components, including construction materials, textiles and	**Cooking and Nutrition** • Understand and apply the principles of a healthy and varied diet • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Focus: Evaluate/Make Making healthy snacks

		ingredients, according to their functional properties and aesthetic qualities **Evaluate** • Investigate and analyse a range of existing products • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • Understand how key events and individuals in design and technology have helped shape the world Making a space buggy.	
Key piece of music/composer	Samba music	John Williams 'Star Wars'	Beegees 'Disco'
Music	**Focus: Samba Music – performance using xylophones and percussion instruments.** • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Use and understand staff and other musical notations	**Focus: Singing – performing together.** • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Use and understand staff and other musical notations • Listen with attention to detail and recall sounds with increasing aural memory	**Focus: compose music to accompany performance poetry/ History of music through the ages.** • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Develop an understanding of the history of music
Key piece of art/artist	Anglo-Saxon Craft work (Jewellery, musical instruments, toys and games)	Peter Thorpe 'Rocket Paintings' Vincent Van Gough ' Starry Night'	Cezanne – Still life paintings
Art and Design	• about great artists, architects and designers in history. • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	• about great artists, architects and designers in history.	• about great artists, architects and designers in history. • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
PE	Handball • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • take part in outdoor and adventurous activity challenges both individually and within a team Netball	**Swimming** In particular, pupils should be taught to: • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations. • compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Athletics • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • take part in outdoor and adventurous activity

	• use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • take part in outdoor and adventurous activity challenges both individually and within a team Dance – Anglo-Saxon (Settlers theme) • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns	Gymnastics • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • compare their performances with previous ones and demonstrate improvement to achieve their personal best. Dance – Space Themed • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns Hockey • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • take part in outdoor and adventurous activity challenges both individually and within a team	challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best. Cricket • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best. Ultimate Frisbee • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Computing	▪ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. ▪ 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	▪ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. ▪ 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 and contact. ▪ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
RE	**C** What does it mean to be a Muslim in Britain today?	**C** Why is the Torah so important to Jewish people?	**C** How do Christians decide how to live? What would Jesus do?

	What does it mean if Christians believe God is Holy and loving?	What do Christians believe Jesus did to 'save' people?	How does faith help people when life gets hard?
PSHE	Me and my relationships (Y6) Valuing difference (Y6)	Keeping myself safe (Y6) Rights and Responsibilities (Y6)	Being my Best (Y6) Growth and Changing (Y6)
French	**All in a day** • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • speak in sentences, using familiar vocabulary, phrases and basic language structures • read carefully and show understanding of words, phrases and simple writing • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* • present ideas and information orally to a range of audiences* • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • listen attentively to spoken language and show understanding by joining in and responding	**Family and Friends** • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • appreciate stories, songs, poems and rhymes in the language • listen attentively to spoken language and show understanding by joining in and responding	**Let's go shopping** • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • describe people, places, things and actions orally* and in writing • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • listen attentively to spoken language and show understanding by joining in and responding
Cultural diversity/SMCS	**S** – respect for the world we live in, explore the beliefs of Muslim communities. **M** – understand our impact on the world we live in. **S** – respect for our community, understanding how other communities live throughout the world, elections for school council. **C** – Learning and understanding Muslim communities and what matters to them. School council elections – British parliament.	**S** – Explore the beliefs of the Jewish faith, Explore the Christian faith (Easter), Awe and wonder for the world we live in. **M** – Water safety (consequences). **S** – Explore the beliefs s of the Jewish faith within our community and the wider world, Conflict within the Easter story. **C** –Understanding Jewish and Christian communities and what matters to them.	**S** – Explore Pentecost within the Christian community, how to stay healthy. **M** – pollution and the consequence. **S** – Are we looking after the world we live in? How can we make our world a better place? **C** – understand and respect how other people live their lives.
Trips/visit to school	Anglo-Saxon workshop – outside provider	We the Curious	The Jenner Museum

Long term plans: Year B

	Autumn Term – World War 2 – The Home Front	**Spring Term – Rainforest Explorers**	**Summer Term – Traders and Raiders**
Key text(s)	Letters from the Lighthouse by Emma Carroll Rose Blanche by Ian McEwan	The Explorer by Katherine Rundell Firebird by Saviour Pirotta	Cogheart by Peter Bunzl Tuesday by David Wiesner
English	**Story** – Historical, mystery **Recount** – Letter from the front, letter to a soldier, diary of character from 'Letters from the Lighthouse.' **Discussion Text** – Should children have been evacuated? **Instructions** – recipes (Linked to DT) **Poetry** – List poem ('Bleezer's Ice Cream by Jack Prelutsky and 'Sick' by Shel Silverstein)	**Auto-Biographies** – Write as character from 'The Explorer' **Explanation** – Link to Science **Persuasive writing** – Save the rainforest, endangered animals **Stories** – fables, traditional tales, **Poetry** – Haikus (poems by Basho, Issa, Busont and Shili)	**Newspaper report** – The Vikings are coming! **Stories** – legend/ play writing **Reports** – Vikings and their impact on Britain **Poetry** – Narrative poetry (The Highway man By Alfred Noyes) **Explanation** – How to be a Warrior
Science	**Light (Y6)** Pupils should be taught to: • 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 **Electricity (Y6)** Pupils should be taught to: • 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	**Animals, including humans (Y5)** Pupils should be taught to: • describe the changes as humans develop to old age **Animals including humans (Y6)** Pupils should be taught to: • 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 **Working Scientifically** • using test results to make predictions to set up further comparative and fair tests • planning different types of scientific	**Forces (Y5)** Pupils should be taught to: • 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 **Working Scientifically** • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision,

	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. **Working Scientifically** • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations	enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs	taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments
History	• A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 WW2	• A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. MAYANS	• The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
Geography	**Recap** **Locational Knowledge** ▪ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities **Geographical skills and fieldwork** ▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	**Locational Knowledge** ▪ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) **Human and physical geography** ▪ describe and understand key aspects of: ▪ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	**Locational knowledge** ▪ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time **Human and physical Geography** ▪ 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 **Geography skills and field work**

			▪ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
DT	**Cooking and Nutrition** • Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. **Technical knowledge** • Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] Focus: Vegetarian recipe/Make a lighthouse (series circuit)	**Technical knowledge** • Apply their understanding of computing to program, monitor and control their products. STEM	**Technical knowledge** • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Focus: making and evaluating Viking Longship
Key piece of music/composer	Dame Vera Lynn 'White Cliffs of Dover' and 'We'll meet again'	Pan Pipe music George Frideric Handel 'Water Music'	Johann Sebastian Bach 'The Well-Tempered Clavier'
Music	**Learning war time songs** • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	**Use tuned and un-tuned instruments – rainforest sounds.** • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	**Compare Bach to other composers** • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
Key piece of art/artist	Propaganda Art LS Lowry 'Blitzed Site'	Henri Rousseau 'Surprised!'	Frida Kahlo – portrait paintings
Art and Design	• about great artists, architects and designers in history.	• about great artists, architects and designers in history. • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	• about great artists, architects and designers in history.
PE	Hockey • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for	**Swimming** In particular, pupils should be taught to: • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-	Dance – Vikings Theme (invaders) • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns

	attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best. Handball • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best. Dance – WW2 (Traditional War time dancing) • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns	based situations. • perform dances using a range of movement patterns • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Tag Rugby • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best. Football • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Athletics • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best. Ultimate Frisbee • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Computing	▪ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. ▪ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	▪ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. ▪ 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. ▪ 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

RE	**D** For Christians what kind of king is Jesus? Why do Christians believe Jesus was the Messiah?	**D** Creation and Science – Conflicting or complementary? Why do Hindus want to be good? (continue into next term)	**D** Why do some people believe in God and some people not? OR What matters most to Humanists and Christians?
PSHE	Me and my relationships (Y5) Valuing difference (Y5)	Keeping myself safe (Y5) Rights and Responsibilities (Y5)	Being my Best (Y5) Growth and Changing (Y5)
French	**This is France** • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • speak in sentences, using familiar vocabulary, phrases and basic language structures • read carefully and show understanding of words, phrases and simple writing • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* • present ideas and information orally to a range of audiences* • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • listen attentively to spoken language and show understanding by joining in and responding	**Let's visit a French town** • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • appreciate stories, songs, poems and rhymes in the language • listen attentively to spoken language and show understanding by joining in and responding	**All about ourselves** • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • describe people, places, things and actions orally* and in writing • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • listen attentively to spoken language and show understanding by joining in and responding
Cultural diversity/SMCS	**S** – Explore the believes of the Christian faith, Staying safe around electricity, **M** – What makes a good leader? **S** – Elections for school council, conflict during WW2. **C** - School council elections – British parliament, respect diversity within faiths.	**S** – Explore Christian and Hindu faiths, explore their own beliefs. **M** – consequences of deforestation, water safety. **S** – deforestation (right or wrong?), **C** –respect diversity within faiths, cultural differences.	**S** – Explore Humanist and Christian faiths. **M** – What would Jesus do? **S** – understanding conflict. **C** – respect differences between communities and countries.
Trips/visit to school	STEAM Swindon	The Wild Place Bristol	A Viking workshop – Outside provider