

# Curriculum Overview

## EYFS

The first few weeks begins with RBA assessment, looking at pencil control etc. We also use 3-4 DM at the beginning of the year to ensure children are making progress. We also have Powerful Knowledge and skills for EYFS to ensure we are preparing children for year 1. We use these as a guide in summer 2.

| Term | Topic Title & Main text title  | Teacher led activities.  | English Challenge – for independent writing                                      | Phonics   | Marvellous Moment                             | Ideas   | Links to Development Matters  | **Communication & Language Planning   | Links To National Curriculum  |
|------|--|--|--|---|---|---|---|---|---|
| A1   | Houses and Homes<br><br>Let's Build a House<br><br>Three Little Pigs           | The 3 little pigs story path   | Pre writing handwriting sheets, letter formation activities                      | Throughout the year cvc and ccvc words and caption<br><br>Phase 2 | Walk around Hockwold to find different houses | Three Little Pigs<br>Different types of houses<br>Drawing our houses/Look at photos<br>Houses from around the world | Talk about members of their immediate family & community – UTW<br>Name and describe people who are familiar – UTW<br>Comments on images of familiar situations from the past – UTW<br>Recognise some environments that are different to the one in which they live – UTW                      | Word Aware/Vocab Builder/ are taught as a standalone<br><br>Communication & Language session. | PSHE*<br>Geography – Own locality, UK,<br>Geographical skills<br>Science – Everyday Materials<br>History – changes within living memory |
| A2   | Celebrations Around the World<br><br>Non-fiction book – based on a celebration | Creating a story path<br><br>Labelling   | Pre writing handwriting sheets, letter formation sheets.<br>CVC word activities. | Phase 2   | Diwali Day – Stay & Play<br><br>Theatre       | Hannukah – Jewish<br>Eid – Islam<br>Christmas<br>Firework day<br>Diwali – Hindu & Sikhs                             | Understand that some places are special to members of their community – UTW<br>Recognise that people have different beliefs and celebrate special ties in a different way – UTW<br>Recognise some similarities and differences between life in this country and life in other countries – UTW | A full copy of this plan is available on request.   | RE<br>PSHE*<br>Geography – Develop knowledge of the world   |
| Sp1  | Light and Dark<br><br>The Owl who was Afraid of the Dark                       | Creating a story path<br><br>Labelling<br><br>Invitation writing for Stay and Play | Letter formation sheets, CVC word sheets.  | Phase 3   | Visit from Plop<br><br>Space – stay & Play    | Helping Plop<br>Bird cake<br>Light and dark   | Understand the effect of changing seasons on the natural world around them – UTW  |   | Science – Seasonal Changes<br>(Space day includes science and History- lives of a famous person – Neil Armstrong)                       |

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|     |  |  |   |           |   |   |   |  | PSHE*  |
| Sp2 | Keeping Myself Safe & Healthy<br><br><i>Handa's Surprise</i>   | Instruction writing to make a fruit salad<br><br>Ordering/ sequencing instructions<br><br>Writing a menu | Write your own instructions for brushing your teeth<br><br>Story path of Handa's Surprise | Phase 3   | Making a fruit salad<br><br>Visiting a optician     | Road crossing<br>Easter<br>Staying safe<br>Healthy eating<br>Teeth afternoon  | Compare and contrast characters from stories including figures from the past – nurses from a long time ago – UTW<br>Know & talk about the different factors that support their overall health & wellbeing:<br>Healthy eating, toothbrushing, sensible amounts of screen time, good sleep, being a safe pedestrian- PSED |  | PSHE*<br>Citizenship<br>Cultural Capital<br>History – changes within living memory<br>Science – Forces |
| Su1 | <i>Watch Me Grow</i><br><br><i>The Tiny Seed</i><br><i>Jack and the Beanstalk</i><br><i>Little Red Hen</i> | Sentence writing   | Story path<br>Invitation<br><br>Sentence writing  | Phase 3   | Guess what I am?<br><br>Farm visit                  | Chicks, Frogs, Butterflies, Humans<br>Animals<br>Planting a bean<br><br>Make bread rolls                              | Explore the natural world around them – UTW<br>Describe what they see, hear, feel & hear whilst outside – UTW   |  | Science – Plants, Living Things & Their Habitats<br>PSHE*  |
| Su2 | Water, Water Everywhere<br><br><i>The Flying Bath – Julia Donaldson</i><br><br><i>Rainbow Fish</i>         | Sentence writing<br><br>Poetry – rhyming words   | Labelling<br>Writing instructions<br>Sentence writing                                     | Phase 3/4 | Frozen experiment<br><br>Stay and Play – Water fun! | Problem Solving<br>Creatures in the ocean<br>Uses of water<br>Floating and sinking<br>Staying safe<br>The water cycle | Draw information from a simple map – UTW  |  | Science – Everyday materials<br>PSHE*<br>Geography – develop knowledge of the oceans                   |

Expressive Arts – (NC: DT/Art & Design) is covered in Continuous Provision and the reflection sheet which provides enhancements.  
PSED is taught using The Jigsaw scheme and in Continuous Provision.  
Communication & Language are included in all activities and Continuous Provision.  
Music is taught by a Music specialist.  
Computing is included in Continuous Provision and computing lessons in summer 2 (Teach Computing).  
Physical Development is in the Continuous Provision and in 1 PE lesson which follows Get Set for PE.  
Literacy is planned by the class teacher and uses elements of The Literacy Tree.  
Mathematics is planned and taught using White Rose.

Nursery 26&27: People Who Help Us, Once Upon a Time, seasons and weather.

## Curriculum Overview for Year 1-6

- Each half term or term, the following is completed:
- Quick Quiz at the beginning of the subject and again at the end to measure progress
- Knowledge organiser written at the end of each lesson and revisited at the beginning.
- Science evaluation sheet
- DT evaluation sheet
- PE end of unit assessment

|               | Autumn 1   | Autumn 2                                      | Spring 1   | Spring 2  | Summer 1   | Summer 2  |
|---------------|--|---|--|---|--|---|
| Maple A Topic | All About Me   | Terrific Transport                            | Tales from the treasure chest!   | The Great Fire of London  | Fascinating Forests  | Where in the World?   |
| Science       | Animals including humans<br>Learn all about Linda Brown Buck – she discovered that mammals can smell over 10,000 smells  | Materials                                     | Seasonal changes   | Learn about Louis Pasteur – discovered that germs are living things | Plants   | Living Things & Their Habitats<br>Animals from around the world   |
| Computing     | Technology Around Us.  | Digital Painting.                             | A Moving Robot   | Grouping Data   | Digital Writing  | Programming Animations.   |
| Geography     | Address including postcode<br>Amenities/Map of the village. Features associated with a town/village.<br>4 countries & capital cities in the UK and use locational terminologies when locating them.<br>Advantages and disadvantages of village life. |   | Seas around the UK<br>Physical features in their own locality<br>Features of an Island and a place<br>7 continents<br>Compass points<br>5 Oceans | London as a capital city – important buildings                      | Hot & cold countries<br>Weather and weather symbols<br>Forests in the UK and in other countries<br>Climate detectives, meteorologists, extreme weather<br>Seasons and seasonal changes | Countries of the world and where to locate them using a globe<br>Equator  |
| History       | Significant historical events, people and places in their own locality.<br>Local history   | The first aeroplane flight<br>Wright brothers |  | Elizabeth I   |  | Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life – Prince William and Harry (mental health) |

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|--------------------------|---|---|--|---|---|---|
| RE                       | What do Christians believe about God?   | What gifts might Christians in my town have given Jesus if he had been born here rather than Bethlehem. | Who is God to Jews?  | Why was Jesus welcomed like a King or celebrity by the crowds on Palm Sunday? | Is Shabbat Important to Jewish children?                                  | Does visiting the Synagogue help Jewish children feel closer to God.              |
| PSHE                     | Being Me in the World   | Celebrating Differences   | Dreams and Goals   | Healthy Me  | Relationships   | Changing Me   |
| PE                       | Team building<br>Fitness  | Ball skills<br>Invasion games   | Gymnastics<br>Sending & Receiving  | Dance<br>Target games   | Striking & Fielding<br>Net & wall   | Athletics<br>Track  |
| Art                      | Self Portraits<br>Andy Warhol   | Observational drawings  | Printing and repeating patterns  | Mondrian  | Monet<br>Colouring mixing   | Pottery   |
| DT                       | Food and nutrition  | Construction – making vehicles  |  | Using sheet materials to make a Tudor house                                   | Enterprise  |   |
| Music                    | Pitch and rhythm skills assessment; exploring body percussion and vocal sound timbres; graphic notation           | Ukuleles: heading to Christmas, basic chord patterns and playing strumming techniques                   | Singing: pitch-matching – sea shanties and composing class pirate song with percussion and sound effect accompniment | Chrome Music Lab: structure and tempo   | Glockenspiels and staff notation  | World Music: Samba Drumming and Steel Pans –pulse, ostinato and rhythmic notation |
| Marvellous Moment        | Theatre   | Polar Express   | Pirate party   | Visiting the local church   | Brandon Country Park  | Banham Zoo trip   |
| Maple B Topic<br>Sept 25 | Hockwold & Beyond.  | Victorian Ventures  | Toys, Toys, Toys!  | Earth & Space   | Castles & Dragons   | Land and Sea  |
| Science                  | Looking after our environment: Recycling  | Animals Including Humans: Notice that animals, including humans, have offspring which grow into adults. | Materials  | Space, although not a KS1 requirement   | Plants: Observe and describe how seeds and bulbs grow into mature plants. | Animals including Humans  |
| Computing                | IT All Around Us!   | Digital Photography   | A Robot Algorithm  | Pictograms  | Digital Music   | Programming Quizzes   |
| Geography                | A comparison of the UK and a different country outside of Europe. Geography skills. Looking after the environment |   | Toys from around the world   | Earth is a planet 2d, globe.  |   | Aerial photographs<br>Google earth<br>Why animals live in certain places.         |
| History                  | Significant historical events, people and   | Florence Nightingale, Queen Victoria  | Toys from the past.  | Neil Armstrong  | Medieval life   | Seaside in the past.  |

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|                   | places in their own locality.<br><br><u>Christopher Columbus</u> | Games, Edith Cavell, Victorian Christmas                |   |   | Fantasy stories<br>Dragons<br>Stained glass                                      |  |
| RE                | Is it possible to be kind to everyone all of the time?           | Why do Christians believe God gave Jesus to the world?  | Who is God to Muslims?                        | How Important is it to Christians that Jesus came back to life after his crucifixion? | How important the Qur'an to Muslim?  | What do Vegans believe?                                    |
| PSHE (5-6)        | Being me in my world.  | Celebrating Differences                                 | Dreams & Goals                                | Healthy Me!   | Relationships  | Changing Me!   |
| PE                | Team building<br>Fitness   | Ball skills<br>Invasion games                           | Gymnastics<br>Sending & Receiving             | Dance<br>Target games   | Striking & Fielding<br>Net & wall  | Athletics<br>Track   |
| Art               | Recycled collage   | Renoir  | Observational drawing                         | Using colour to express mood<br>Mackintosh  |  | Sculptures   |
| DT                | Reclaimed materials  | Food safety & hygiene<br>Food from plants & animals     | Sewing  | Construction  | Using textiles to make a flag  |  |
| Music             | Word rhythms and rhythmic notation                               | Singing from Victorian era: dynamics and visual symbols | Steel Pans: tempo changes when pulsing chords | Boomwhackers: pitch related to length   | Live and listening: mood response, listening for particular things eg. A trumpet | Improvisation and Composition using combination of timbres |
| Marvellous Moment | Working with a school in India<br>Theatre trip                   | Victorian Christmas                                     | Making a toy                                  | Planetarium   | Making a giant castle  | Sealife centre   |

|                      | Autumn 1   | Autumn 2  | Spring 1  | Spring 2  | Summer 1   | Summer 2  |
|----------------------|--|---|---|---|--|---|
| <b>Beech A Topic</b> | Shang Dynasty  |   | Through the Ages (Stone, Bronze, Iron)  |   | Ancient Egypt  |   |
| <b>Science</b>       | Electricity – Simple circuits, switches, conductors and insulators (4)   | Twinkl Reduce, Reuse, Recycle topic   | Animals, Including Humans – Digestive system and teeth (4)                              | Rocks – types of rocks and fossils (3)                              | Living things and their habitats – Grouping and classifying (4)          | States of Matter – Solids, liquids, gases and the water cycle (4) |
| <b>Computing</b>     | Yr 3 – Connecting Computers  | Yr 3 – Stop-frame Animation   | Yr 3 – Desktop Publishing   | Yr 4 – The Internet   | Yr 4 – Audio Production  | Yr 4 – Photo Editing  |
| <b>Geography</b>     |  | Shanghai  |   | Village Settlers  | Egypt – Landmarks, pyramids, Nile  |   |
| <b>History</b>       | Shang Dynasty  |   | Bronze, Stone, Iron   |   |  | Egyptians   |
| <b>RE</b>            | Does joining the Khalsa make someone a better Sikh?<br><br>7-9 Enquiry 1 | Do Sikhs think it is important to share?<br><br>7-9 Enquiry 2   | How do Jewish beliefs, teachings and stories impact on daily life?<br><br>7-9 Enquiry 2 | Is forgiveness always possible for Christians?<br><br>8-9, Spring 2 | Does joining the Khalsa make someone a better Sikh?<br><br>7-9 Enquiry 1 | Do Sikhs think it is important to share?<br><br>7-9 Enquiry 2     |
| <b>PSHE</b>          | <b>BM</b> (Being Me in My World)<br>'Who am I and how do I fit?'         | <b>CD</b> (Celebrating Difference)<br>Respect for similarity and difference. Anti-bullying and being unique | <b>DG</b> (Dreams and Goals)<br>Aspirations, how to achieve goals and understanding the | <b>HM</b> (Healthy Me)<br>Being and keeping safe and healthy        | <b>RL</b> (Relationships)<br>Building positive, healthy relationships    | <b>CM</b> (Changing Me)<br>Coping positively with change          |

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|                   |  |   | emotions that go with this                                    |   |   |  |
| PE                | Team Building OAA<br>Cross Country   | Ball Skills – Netball<br>Ball Skills (Tag rugby)                              | Gymnastics<br>Gymnastics                                      | Dance<br>Dance  | Striking & Fielding (Tennis)<br>Striking & Fielding (Tennis)  | Athletics<br>Athletics   |
| Art               | Taotie   |   | Antoni Gaudi  |   | Statues & Statuettes  |  |
| DT                |  | Chinese Banquet   |   | Iron Age Round House  |   | Shaduf   |
| Music             | Pentatonic Chinese Music: composing using staff and rhythmic notation for the five notes | Steel Pans for Christmas: bass, chords and melody (structure)                 | Ocarinas: progressing with melodies and staff notation        | Singing rounds and Listening: identifying the 7 Elements of Music | Violins: holding the bow and violin, clean sound on individual strings, simple open string melodies |  |
| MFL (French)      | French greetings   | French adjectives; colour, size and shape                                     | Playground games; numbers and age                             | In a French Classroom   | Bon appetit   | Shopping for French food   |
| Marvellous Moment |  | Panto trip  | Science Museum trip   |   | Artist visit  |  |
| Beech B Topic     | Saxon Invasion   |   | Little Ouse v The Amazon                                      |   | Romans  |  |
| Science           | Sound – vibrations and how sound travels (4)   | Investigation/Scientist Biodiversity – birds on Twinkl                        | Animals inc humans – Nutrition, skeletons and muscles (3)     | Plants – Life cycles and requirements for growth (3)              | Light – sources, reflection and shadows (3)   | Forces and Magnets – Push/pull, magnets and magnetic materials (3) |
| Computing         | Yr 3 – A Sequencing Sounds   | Yr 3 – Branching Databases  | Yr 3 – B Events & Actions in Programs                         | Yr 4 – Data Logging   | Yr 4 – A Repetition in Shapes   | Yr 4 – B Repetition in Games                                       |
| Geography         |  | (Standalone opening – The UK – maps, rivers, mountains, coast etc) Settlement |   | Amazon comparison and rainforests and water cycle                 |   | Italy – Pompeii/ volcanoes and earthquakes                         |
| History           | Vikings and Anglo-Saxons   |   | Local history Our village & the river                         |   | Romans  |  |
| RE                | What is the best way for Muslims to lead a good life?<br><br>7-9 Enquiry 3               | Has Christmas lost its true meaning?  | Is it possible for everyone to be happy?<br><br>7-9 Enquiry 1 | Can the Budda's teachings make the world a better place?          | Does visiting the Ganges make a person a better Sanatani?   | Could Jesus heal people? Did He perform miracles or                |



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|                   |   | 7-8, Autumn 2  |   | 7-9 Enquiry 2   | 7-9 Enquiry 1  | was there some other explanation?                 |
|                   |   |  |   |   |  | 7-8, Spring 1                                     |
| PSHE (7-8)        | BM (Being Me in My World)<br>'Who am I and how do I fit?' | CD (Celebrating Difference)<br>Respect for similarity and difference. Anti-bullying and being unique | DG (Dreams and Goals)<br>Aspirations, how to achieve goals and understanding the emotions that go with this | HM (Healthy Me)<br>Being and keeping safe and healthy | RL (Relationships)<br>Building positive, healthy relationships             | CM (Changing Me)<br>Coping positively with change |
| PE                | Teambuilding<br>Cross Country                             | Ball Skills (Netball)<br>Ball Skills (Football)  | Gymnastics<br>Yoga  | Dance<br>Target Games                                 | Striking and Fielding (Cricket)<br>Striking & Fielding (Rounders)          | Athletics<br>Athletics (Track events)             |
| Art               | Taotie  |  | Antoni Gaudi  |   | Statues & Statuettes   |   |
| DT                | Papier Mache Helmet                                       |  |   | Upcycling Fabrics                                     |  | Design a Pizza & Packaging                        |
| Music             | The Science of Sound: pitch/length/size/vibrations        | Ukuleles for Christmas: additional chords, down strokes and up-strokes                               | Chrome Music Lab: dynamics, ternary form (structure)  | Samba drumming from Brazil: polyrhythms               | Violins: finger placement, playing in time and as an ensemble, performance |   |
| MFL (French)      | This is me  | School days  | Birthday Celebrations   | Colourful Creatures – animals, colour, size           | Fabulous French Food   | Going shopping                                    |
| Marvellous Moment |   | Panto trip   |   | Cambridge Buddhist centre                             | Artist visit   |   |

|             | Autumn 1   | Autumn 2  | Spring 1  | Spring 2                                  | Summer 1  | Summer 2  |
|-------------|--|---|---|---|---|---|
| Oak A Topic | Maafa  |   | Tiger's Roar  |   | Mexico & the Mayans   |   |
| Science     | Forces – Gravity, air/water resistance, friction (5) | Investigation/Scientist linked to our growing understanding of plants (Can I link to Africa and do medicinal plants or uses?) | Living things and their habitats – Life cycles and reproduction (5) | Light – How light travels and shadows (6) | Animals inc, humans – circulatory system, diet & exercise (6) | Properties and Changes of Materials – Solubility, reversible and irreversible (5) |
| Computing   | Yr 5 – Systems and Searching                         | Yr 5 – Video Production   | Yr 5 – Introduction to Vector Graphics                              | Yr 6 – Communication & Collaboration      | Yr 6 – Web Creation   | Yr 6 – 3D Modelling   |

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| Geography |  | Africa   |   | Land use and local maps  | Mexico – South America comparison & Paricutin  |  |
| History   | Maafa  |  | History of the Fens and the Fen Tigers  |  |  | Mayans   |
| RE        | Does belief in Akhirah (Life after death) help Muslims lead good lives?<br><br>9-12 Enquiry 3  | Is the Christmas story true?<br><br>9-10, Autumn 2   | What is the best way for a Sanatani to show commitment to God?<br>9-12 Enquiry 1                            | How can Brahman be everywhere and in everything?<br><br>9-12 Enquiry 2 | Do beliefs in Karma, Samsara and Moksha help Santanis lead good lives?<br>9-12 Enquiry 3 | What is the best way for a Christian to show commitment to God?<br><br>9-10 Summer 2 |
| PSHE      | BM (Being Me in My World)<br>'Who am I and how do I fit?'  | CD (Celebrating Difference)<br>Respect for similarity and difference. Anti-bullying and being unique | DG (Dreams and Goals)<br>Aspirations, how to achieve goals and understanding the emotions that go with this | HM (Healthy Me)<br>Being and keeping safe and healthy                  | RL (Relationships)<br>Building positive, healthy relationships                           | CM (Changing Me)<br>Coping positively with change                                    |
| PE        | Teambuilding<br>Teambuilding (Cross country)   | Ball Skills (Netball)<br>Ball Skills (Football)  | Gymnastics<br>Yoga & well being   | Dance<br>Target Games (Golf)   | Striking & Fielding (Rounders)<br><br>Striking & Fielding (Cricket)                      | Athletics<br>Athletics (Track Events)  |
| Art       | African Art & Clay sculpt and manipulate clay to recreate a Benin plaque. Introduce the children to Esther Mahlangu and her culture of Ndebele patterns before investigating the Adinkra symbols of the old Ashanti kingdom. |  | Andy Goldsworth – Nature Art  |  | Mexican Pottery & Frida Kahlo  |  |
| DT        |  | African Musical Instruments  |   | Moving Bridges   |  | Mayan Banquet  |
| Music     | Listening – World Music: appraising, comparing,  | African Music including African drumming (rhythm/tempo/structure/texture/polyphony)                  | The Environment<br>Rap: composing class rap   | Ukuleles: finger picking   | Ocarinas from South America: composing our own melodies with staff and                   | Chrome Music Lab: composing using the 7 Elements of Music (and                       |

|                   |                                  |                       |                                   |                  |                                     |                           |
|-------------------|----------------------------------|-----------------------|-----------------------------------|------------------|-------------------------------------|---------------------------|
|                   | development of music vocab       |                       |                                   |                  | rhythmic notation                   | silence for tension)      |
| MFL (French)      | Portraits – describing in French | Meet my French family | Clothes getting dressed in French | French weather   | Exploring the French speaking world | Planning a French holiday |
| Marvellous Moment |                                  | Panto                 |                                   | Wicken Fen Trip? | Yr 6 Crucial Crew                   | Residential               |

| Oak B Topic | War and Peace  |   | Extreme Exploration  |  | Ground Breaking Greeks  |  |
|-------------|--|---|--|--|---|--|
| Science     | Electricity – More complex circuits & symbols (6)  | Famous scientist project – children to work on research, reports and presentation                           | Evolution & Inheritance – Variation, fossils, adaptation (6)   | Living Things and their habitats – Classification and adaptation (6)                         | Earth & Space – Solar system, night & day (5)                                     | Animals inc. humans – Human development and changes (5)  |
| Computing   | Yr 5 – A Selection in Physical Computing   | Yr 5 – Flat-file Databases  | Yr 5 – B Selection in Quizzes  | Yr 6 – Introduction to Spreadsheets  | Yr 6 – A Variables in Games   | Yr 6 – B Sensing Movement                                |
| Geography   | Allies v Axis  |   |  | Biomes, climate zones, vegetation belts.   |   | Europe & Greece  |
| History     |  | World War II  | Scott v Amundsen<br>James Cook<br>Amelia Earhart   |  | Ancient Greeks  |  |
| RE          | What is the best way for a Buddhist to show commitment to their beliefs?<br>9-12 Enquiry 3 | How are Buddhist teachings interpreted by believers?<br>9-12 Enquiry 3                                      | What is the best way for a Sikh to show commitment to God?<br>9-12 Enquiry 3                                       | How do the events of Easter and Pentecost impact on Christians today?<br>9-12 Spring 2 (Alt) | How are sacred teachings and stories interpreted by Jews today?<br>9-12 Enquiry 3 | Is anything ever eternal?<br><br>10-11, Spring 1         |
| PSHE        | <b>BM</b> (Being Me in My World)<br>'Who am I and how do I fit?'                           | <b>CD</b> (Celebrating Difference)<br>Respect for similarity and difference. Anti-bullying and being unique | <b>DG</b> (Dreams and Goals)<br>Aspirations, how to achieve goals and understanding the emotions that go with this | <b>HM</b> (Healthy Me)<br>Being and keeping safe and healthy                                 | <b>RL</b> (Relationships)<br>Building positive, healthy relationships             | <b>CM</b> (Changing Me)<br>Coping positively with change |

|                      |  |   |  |   |  |  |
|----------------------|--|---|--|---|--|--|
| PE                   | Team Building (OAA)<br>Cross Country   | Ball Skills (Tag rugby)<br>Ball Skills (Football) | Gymnastics<br>Yoga & Well being  | Dance<br>Striking and Fielding<br>(Rounders)                                | Striking & Fielding<br>(Tennis)<br>Striking & Fielding<br>(Cricket)  | Athletics<br>Athletics (Track<br>Events) |
| Art                  |  | Cityscapes – positive<br>and negative             | Aboriginal Art – dots<br>and printing  |   | Masks  |  |
| DT                   | Design a flashlight  |   |  | Sewing - Biome patch  |  | Greek Feast                              |
| Music                | My Perfect Playlist:<br>including musical<br>vocabulary used to<br>justify choices | Ukuleles for Christmas:<br>the Island strum       | STOMP: listening and<br>performing using junk<br>and found sounds,<br>linking the 7 Elements<br>of Music | Twelve bar blues:<br>over a variety of<br>instruments with<br>improvisation | Steel Pans: Zorba<br>the Greek with<br>syncopated<br>rhythms and<br>keeping own part<br>within the<br>ensemble | Part singing:<br>harmonies, solos        |
| MFL<br>(French)      | French transport   | On the farm                                       | Music in France  | All about France  | At the zoo   | Hobbies                                  |
| Marvellous<br>Moment |  | Panto   |  |   | Yr 6 crucial crew  | Residential                              |