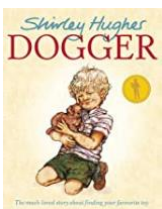
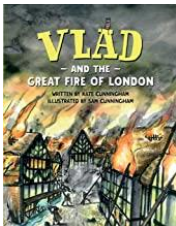

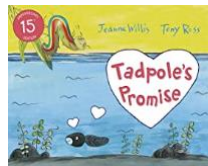
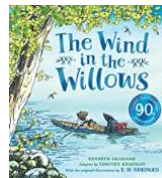
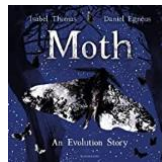


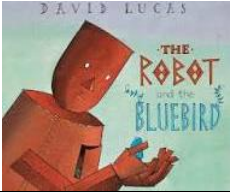
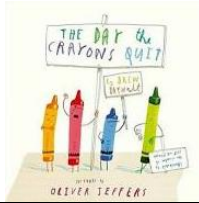
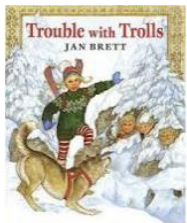
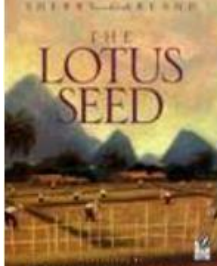


KS1	Autumn	Spring	Summer
Year A	<u>What shall we play? (History & Geography)</u> All about me – time line of self Toys – In living memory and beyond https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/washday-and-toys/	<u>Fire! Fire! (History & Geography)</u> Great fire of London – Beyond living history https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/great-fire/	<u>It's A Bug's Life (Science & Geography)</u> Plant and animal life cycles Seasonal Changes Recycling – Art and DT – Greta Thunberg
Link Texts	Lost in the Toy Museum Dogger Winnie the Pooh The Velveteen Rabbit The Story of Pinocchio - Katie Daynes    	Vlad and the Great Fire of London The Great Fire of London - Liz Gogerly Richard Scarry's a Day at the Fire Station (Pictureback Books)   	The Tadpoles' Promise. The Wind in the Willows The Bee Book Moth    
Core Books	Year 1	Year 1	Year 1

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	  <p>Year 2</p>  	  <p>Year 2</p>  	  <p>Year 2</p>  
<p>Reading Spine</p>	<p>Year 1</p>   <p>Year 2</p>  	<p>Year 1</p>   <p>Year 2</p>  	<p>Year 1</p>  <p>Year 2</p> 

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Writing Outcomes	Narrative retelling / changing one element of the story (use oral technique for learning a story T4W) Information text e.g. one aspect of Victorian life (toys) Instructions e.g. how to play a Victorian playground game Recount e.g. visit to Abbey House Museum Poems / clapping rhymes (to be learned and performed)	Instructions e.g. Pudding Lane Baker's recipes Recount e.g. Great Fire of London Narrative setting and character description Letter e.g. from or to Guy Fawkes Poems – learn perform and write e.g. acrostic and shape poems	Explanation e.g. the lifecycle of a butterfly or tadpole Narrative e.g. story of another creature based on Tadpole's Promise structure Persuasive letter / posters e.g. to encourage parents to recycle Poems e.g. seasonal / animal poems to read and learn and use a simple structure to write own Information text e.g. caterpillar or butterfly
Year 1 CLPE units	Adventures of Egg Box Dragon One day on our Blue Planet	Olga Da Polga Poems to perform	Moth
R.E. 'Understanding Christianity' + Diocesan Syllabus	Y1 - What do Christians believe God is like? Y1 - Why does Christmas matter to Christians? Y2 - Who made the world? Y2 - Why does Christmas matter to Christians?	Y1 - Who made the World? Y1 - Why does Easter matter to Christians? Y2 - What is the good news that Jesus brings? Y2 - Why does Easter matter to Christians?	Y1 - Who is Jewish and how do they live? Y1 - What makes some places special to believers? Y2 - Who am I? What does it mean to belong? Y2 - How should we care for the world, for others, and why should it matter?
Science	Autumn Term 1 – Materials Autumn Term 2 – Seasonal changes	Spring Term 1 - Plants Spring Term 2 - Plants	Year 1 Summer Term 1 – Seasonal Changes Summer Term 2 – Science Review/Science Week Year 2 Summer Term 1 – Living things and their habitat Summer Term 2 – Science review/Science Week
Computing	Y1 - Online Safety Grouping and sorting Y1 - Pictograms and Lego Builders Y2 – Coding Y2 – Online safety and Spreadsheets	Y1 - Maze Explorers and Animated Story Books Y1 – Coding and E-safety Y2 – Questioning	Y1 – Spreadsheets Y1 – Technology outside school Y2 – Making Music Y2 – Presenting ideas

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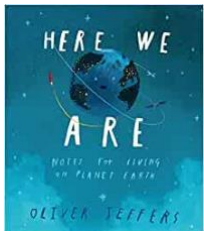


		Y2 – Effective searching, creating pictures and E- safety	
History	Victorian toys and changes in the home (Hi1/1.3)	The Great Fire of London Guy Fawkes (Hi1/1.2)	
Geography	Geography map & field work around local area Link Leeds to other areas of UK Look at area around school, Kirkstall and Armley Park Leeds – journey to school – physical features Map and field work in the local area and the UK/non-European Country study (Ge1/1.2 and 1.4)	Where is London? UK London/UK/makes up UK Cities of Europe – Human features?	Climates of the world linking from typical animal habitats (Equator, North & South poles) 7 Continents – Compare and contrast Seasonal weather patterns Climates of the world Seasonal weather patterns (Ge1/1.1 and 1.3)
P.H.S.E	Y1 - Physical health and wellbeing – Fun times Y1 – Keeping safe and managing risk – Feeling Safe Y2 – Physical health and wellbeing – What keeps us healthy? Y2 – Keeping safe and managing risk	Y1 – Identity, social and equality Me and Others Y1 – Drugs, alcohol and tobacco education – What do we put into and onto bodies? Y2 – Careers, financial capability and economic wellbeing – My money Y2 – Drugs, alcohol and tobacco education – Medicines and Me	Y1 – Mental Health and emotional wellbeing – Feelings Y1 - Sex and Relationship education – Boys, Girls, Families Y2 – Mental Health and emotional wellbeing – Friends Y2 – Sex and relationship education – Boys, Girls, Families

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British Values (Picture News)	Democracy - What makes a good leader?	<table><tr><th>UN Article</th><th>British value</th></tr><tr><td> 24 HEALTH, WATER, FOOD, ENVIRONMENT</td><td>Individual liberty - There are many benefits of being outside and learning from the natural world around us. We can choose to take the opportunities that arise to get us outdoors and connect us with nature.</td></tr><tr><td> 17 ACCESS TO INFORMATION</td><td>Individual liberty - We all have the right to learn about the universe if we choose to. The James Webb Space Telescope may help us discover more than we ever have before!</td></tr><tr><td> 5 FAMILY GUIDANCE AS CHILDREN DEVELOP</td><td>Mutual Respect - We all have a unique appearance! It is important that we understand and respect that not everyone is the same.</td></tr><tr><td> 23 CHILDREN WITH DISABILITIES</td><td>Democracy - We all have a voice and can share our opinions. Sometimes raising awareness of an issue, such as British Sign Language having no legal status in the UK, can make an impact.</td></tr><tr><td> 14 FREEDOM OF THOUGHT AND RELIGION</td><td>Mutual Respect - There are many different events people choose to celebrate. Some events might celebrate our beliefs, things that are important to us or our achievements. Not everybody celebrates the same things, and we respect that.</td></tr><tr><td> 3 BEST INTERESTS OF THE CHILD</td><td>Rule of Law - The Highway Code is a set of rules and advice for people using roads to follow. They are in place to help keep everyone safe.</td></tr><tr><td> 18 RESPONSIBILITY OF PARENTS</td><td>Individual liberty - There are many different factors people consider when choosing where to live, such as jobs, schools, entertainment and homes available. Some people choose to live in cities or towns; others choose the countryside.</td></tr></table>	UN Article	British value	 24 HEALTH, WATER, FOOD, ENVIRONMENT	Individual liberty - There are many benefits of being outside and learning from the natural world around us. We can choose to take the opportunities that arise to get us outdoors and connect us with nature.	 17 ACCESS TO INFORMATION	Individual liberty - We all have the right to learn about the universe if we choose to. The James Webb Space Telescope may help us discover more than we ever have before!	 5 FAMILY GUIDANCE AS CHILDREN DEVELOP	Mutual Respect - We all have a unique appearance! It is important that we understand and respect that not everyone is the same.	 23 CHILDREN WITH DISABILITIES	Democracy - We all have a voice and can share our opinions. Sometimes raising awareness of an issue, such as British Sign Language having no legal status in the UK, can make an impact.	 14 FREEDOM OF THOUGHT AND RELIGION	Mutual Respect - There are many different events people choose to celebrate. Some events might celebrate our beliefs, things that are important to us or our achievements. Not everybody celebrates the same things, and we respect that.	 3 BEST INTERESTS OF THE CHILD	Rule of Law - The Highway Code is a set of rules and advice for people using roads to follow. They are in place to help keep everyone safe.	 18 RESPONSIBILITY OF PARENTS	Individual liberty - There are many different factors people consider when choosing where to live, such as jobs, schools, entertainment and homes available. Some people choose to live in cities or towns; others choose the countryside.	
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No Outsiders (Equality Act 2010)	Y1 – Ten Little Pirates (learning to play with both boys and girls) Y1 – Hair. It’s a Family Affair (proud to be me)	Y1 – Elmer (to like the way I am) Y1 – Errol’s Garden (to work together)	Y1 – Going to the Volcano (learning to join in) Y1 – Want to Play Trucks? (to find ways to play together)																
	Y2 – Super Duper You (the importance of self-respect) Y2 – The Great Big Book of Families (to understand what diversity is)	Y2 – Amazing (what makes a good friend) Y2 – How to be a Lion (to have self-confidence)	Y2 – What the Jackdaw Saw (to communicate in different ways) Y2 – All Are Welcome (to know I belong)																
Art and DT	Levers and sliders Observational drawings	Textiles and collage Food Technology	The Big Art Show – drawing and mark making through patterns Build structures to create a bug hotel																
Music	Y1 – Listen and Appraise Y1 – Hey You!	Y1 - Rhythm in the Way We Walk and Banana Rap	Y1 – Round and Round Y1 – Your Imagination																


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<p>Within our partnership with LMES (Leeds Music Education Service) we will be following the Charanga music scheme.</p>	<p>Y2 - Listen and Appraise Y2 - HO HO HO</p> <p>Artist knowledge – The Beatles, Nina Simone, Ethel Smyth and Elton John</p>	<p>Y1 – In the Groove</p> <p>Y2 - Hands, Feet, Heart Y2 - I Wanna Play in a Band</p> <p>Artist knowledge – Sigur Ros, Aretha Franklin, Mozart</p>	<p>Y2 - ZooTime Y2 - Friendship Song</p> <p>Artist knowledge – Joni Mitchell, Ladysmith Black Mambazo, Clara Schumann, Buena Vista Social Club</p>
<p>MFL</p>	<p>NA</p>		
<p>Enrichment activities and experiences</p>	<p><u>Here we are. (Oliver Jeffers)</u> Getting to know children and family – tree of life and the world around us.</p>  <p>Visit to Abbey House Museum – toys through the ages. Christmas drama workshop – ‘Twas the Night Before Christmas. Performing the Nativity</p>	<p>Visiting fire engine Building and cooking on fires (company brought in) Building Dens – Refugees</p>	<p>Visit to Tropical World Producing and displaying work for - The Big Art Show Growing and releasing Butterflies Watching frogspawn grow Building bug hotels</p>
<p>Pause and deepen</p>			<p>Save the bees! Why are bees important? https://www.stem.org.uk/system/files/elibrary-resources/legacy_files_migrated/30499-Save%20our%20bees_FULL.pdf</p>

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<p>Year B</p>	<p><u>Superheroes (History & PSHCE)</u> Significant historical figures Mary Seacole Dentists through the 19th century (comparisons) Dentist now – visitor Remembrance day – Visit cenotaph – hold service Subdar Manta Sing – WW2 veteran – visit Gurdwara – link with RE Who am I and where do I belong? Diocesan Unit Children of Courage Awards Children In Need (Nov) https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/mary-seacole/</p>	<p><u>Dungeons and Dragons (English & Geog)</u> Chinese New Year Dragons Around the World 7 continents Study of Non-European country linked with dragon/lizard population (eg. Compare China to UK) George & the Dragon Knights and Castles https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/seaside-and-castles/</p>	<p><u>Land Ahoy! (Geog & Hist)</u> Seaside Pirates Changes within living memory – seaside holidays Then and now – clothes and transport Fieldwork – Skills comparing features https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/seaside-and-castles/</p>
<p>Link Texts</p>	<p>Traction Man Superworm Supertato Eliot Midnight Superhero Super Daisy My Mum Is a Supermum</p>	<p>George and the Dragon The Egg The Boy Who Grew Dragons King Arthur and the Knights of the Round Table (Illustrated Classics) Rapunzel - Sarah Gibb</p>	<p>The Lighthouse Keeper's Lunch A First Book of the Sea - Nicola Davies & Emily Sutton Storm Whale The Mousehole Cat Treasure Island</p>

<p>Core Books</p>	<p>Year 1</p>   <p>Year 2</p>  	<p>Year 1</p>   <p>Year 2</p>  	<p>Year 1</p>   <p>Year 2</p>  
<p>Reading Spine</p>	<p>ARCHAIC NON LINER TIME SEQUENCE</p> <p>Year 1</p>   <p>Year 2</p>  	<p>COMPLEXITY NARRATOR COMPLEXITY PLOT</p> <p>Year 1</p>   <p>Year 2</p>  	<p>RESISTANT TEXTS</p> <p>Year 1</p>  <p>Year 2</p> 
<p>Writing Outcomes</p>	<p>Instructions e.g. How to make a superhero? Recount e.g. a visit from a local hero Setting and character description Letter e.g. from a character in the story</p>	<p>Instructions e.g. how to catch a dragon Information text e.g. the Armley Armoured Dragon and / or a real lizard (modern day dragon!)</p>	<p>Recount e.g. postcard and / or visit to seaside Character description e.g. create their own pirate or pirate-crunching monster Information text e.g. on a sea creature</p>

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		Narrative e.g. modelled on structure of George and the Dragon by Chris Wormell, changing what creature the dragon is afraid of Recount e.g. visit to Skipton castle	Poetry e.g. learn and perform seaside / sea poems and write own based on a given structure Persuasive poster e.g. advertising a seaside resort and / or wanted poster for a pirate
Year 1 CLPE units	Orion and the Dark Bob Man on the Moon	Adventures of Egg Box Dragon The Lonely Beast	Claude in the city
R.E. 'Understanding Christianity' + Diocesan Syllabus	Y1 - What do Christians believe God is like? Y1 - Why does Christmas matter to Christians? Y2 - Who made the world? Y2 - Why does Christmas matter to Christians?	Y1 - Who made the World? Y1 - Why does Easter matter to Christians? Y2 - What is the good news that Jesus brings? Y2 - Why does Easter matter to Christians?	Y1 - Who is Jewish and how do they live? Y1 - What makes some places special to believers? Y2 - Who am I? What does it mean to belong? Y2 - How should we care for the world, for others, and why should it matter?
Science	Autumn Term 1 – Materials Autumn Term 2 – Seasonal changes	Spring Term 1 - Plants Spring Term 2 - Plants	Year 1 Summer Term 1 – Seasonal Changes Summer Term 2 – Science Review/Science Week /Science Week Year 2 Summer Term 1 – Living things and their habitat Summer Term 2 – Science review/Science Week
Computing	Y1 - Online Safety Grouping and sorting Y1 - Pictograms and Lego Builders Y2 – Coding Y2 – Online safety and Spreadsheets	Y1 - Maze Explorers and Animated Story Books Y1 – Coding and E-safety Y2 – Questioning Y2 – Effective searching, creating pictures and E- safety	Y1 – Spreadsheets Y1 – Technology outside school Y2 – Making Music Y2 – Presenting ideas
History	Events and the lives of significant individuals	Significance of important people and places	Continuity and change – holidays Similarities and differences between ways of life in different periods in time

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		Causes and consequence in events and actions Events and the lives of significant individuals	Changes within living memory
Geography	Geographical skills and fieldwork Local area survey, drawing features, data collection Compass points NSEW, maps, plans, aerial photos, UK Ge1/1.4	Map skills – using map to navigate, directional language Fieldwork (Ge1/1.4) The location of hot/cold parts of the world such as the poles/equator (Ge1/1.10)	Human and physical geography of the coast and a contrasting non-European locality Ge1/1.2 Seasonal weather patterns Ge1/1.3
P.H.S.E	Y1 - Physical health and wellbeing – Fun times Y1 – Keeping safe and managing risk – Feeling Safe Y2 – Physical health and wellbeing – What keeps us healthy? Y2 – Keeping safe and managing risk	Y1 – Identity, social and equality Me and Others Y1 – Drugs, alcohol and tobacco education – What do we put into and onto bodies? Y2 – Careers, financial capability and economic wellbeing – My money Y2 – Drugs, alcohol and tobacco education – Medicines and Me	Y1 – Mental Health and emotional wellbeing – Feelings Y1 - Sex and Relationship education – Boys, Girls, Families Y2 – Mental Health and emotional wellbeing – Friends Y2 – Sex and relationship education – Boys, Girls, Families
British Values (Picture News)	Democracy - Could you imagine living on another planet?	Rule of Law - How does facing disasters change us?	
No Outsiders (Equality Act 2010)	Y1 – Ten Little Pirates (learning to play with both boys and girls) Y1 – Hair. It's a Family Affair (proud to be me)	Y1 – Elmer (to like the way I am) Y1 – Errol's Garden (to work together)	Y1 – Going to the Volcano (learning to join in) Y1 – Want to Play Trucks? (to find ways to play together)
	Y2 – Super Duper You (the importance of self-respect)	Y2 – Amazing (what makes a good friend) Y2 – How to be a Lion (to have self-confidence)	Y2 – What the Jackdaw Saw (to communicate in different ways) Y2 – All Are Welcome (to know I belong)

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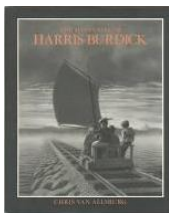
	Y2 – The Great Big Book of Families (to understand what diversity is)		
Art and DT	Art Textile and collage DT Evers and slides (Year 1) Wheels and Axels (Year 2)	Art Printing DT Structures	The Big Art Show – drawing and mark making through patterns Build structures to create a bug hotel
Music Within our partnership with LMES (Leeds Music Education Service) we will be following the Charanga music scheme.	Y1 – Listen and Appraise Y1 – Hey You! Y2 - Listen and Appraise Y2 - HO HO HO Artist knowledge – The Beatles, Nina Simone, Ethel Smyth and Elton John	Y1 - Rhythm in the Way We Walk and Banana Rap Y1 – In the Groove Y2 - Hands, Feet, Heart Y2 - I Wanna Play in a Band Artist knowledge – Sigur Ros, Aretha Franklin, Mozart	Y1 – Round and Round Y1 – Your Imagination Y2 - ZooTime Y2 - Friendship Song Artist knowledge – Joni Mitchell, Ladysmith Black Mambazo, Clara Schumann, Buena Vista Social Club
MFL	NA		
Enrichment activities and experiences	Visit from policeman Visit from dentist Visit Gurdwara Drama workshop / pantomime	Visit Skipton Castle Chinese visitor Learn some Manndarin Have a Chinese New Year party World Book Day	Visit to the Seaside The Big Art Show Picnic in the park
Pause and deepen			
LKS2	Autumn	Spring	Summer
Year A	<u>Awesome Earth (Geography)</u> Structure of the Earth Volcanoes - Pompeii Mountains	<u>Walk like an Egyptian</u> Ancient Egyptian civilisation The importance of the River Nile Life in desert regions	<u>Explorers (History)</u> Tudor era up until the era of flight (airplanes) Explorers to focus on Vasco de Gama, Christopher Columbus, Ferdinand Magellan Sir Walter Raleigh,

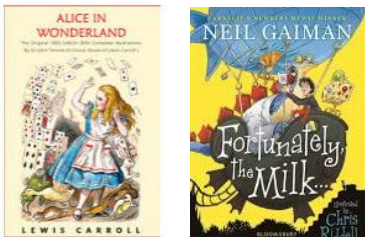

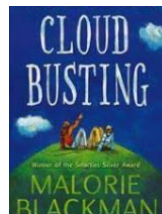
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	<p>Earthquakes – Tsunami</p> <p>Tsunami Aid -2004 – link to local community and</p> <p>Climate in Chaos</p>	<p>River Study</p> <p>https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/ancient-egypt/</p>	<p>Jon Cabot, Captain James Cook, Marco Polo, Hernan Cortes, Amelia Earheart, Charles Lindberg, Amy Johnson.</p> <p>https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/life-in-tudor-times-outstanding-lessons-keystage-2/</p> <p>Focus: Mary Rose: ethnically diverse crew</p> <p>https://www.theguardian.com/science/2021/may/05/mary-rose-ship-multi-ethnic-crew-tudor-england</p> <p>https://www.bbc.co.uk/news/uk-england-hampshire-56985084</p> <p>Henry VIII relationship to the church, creation of C of E, links to Christ Church as a C of E church</p>
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<p>Link Text</p>	<p>This Little Pebble Escape from Pompeii The Thieves of Ostia Dark Arena – Tom palmer</p> 	<p>The Story of Tutankhamun - Patricia Cleveland-Peck & Isabel Greenberg Egyptology: Search for the Tomb of Osiris So You Think You've Got It Bad: A Kid's Life in Ancient Egypt The Egyptian Cinderella Pharaoh's Fate Secrets of a Sun King</p>	<p>Diver's Daughter – Patrice Lawrence (Mary Rose link) The Secret Diary of Thomas Snoop, Tudor Boy Spy – Philip Ardaugh (Storytime) Explorers – Amazing tales of the World's greatest adventurers Tudors Picture Book - Usborne The Queen's Token - Terrible Tudors Tudor Tales: The Prince, the Cook and the Cunning King</p>
<p>Reading Spine</p>	<p>Year 3</p> 	<p>Year 3</p> 	<p>Year 3</p> 






















	<p>Year 4</p> 	<p>Year 4</p> 	<p>Year 4</p> 
Writing Outcomes	<p>Explanation e.g. How to grow a dragon? Report – Newspaper or non-fiction – local and community aid during COVID Descriptive writing e.g. Mount Etna – explosion, setting, etc. –When the giant stirred - inspiration Poetry – fear and loss Explanation – how does a tsunami happen? how a volcano works. Report – Tsunami aid 2004</p>	<p>Newspaper article e.g. discovery of Tutankhamun Information text e.g. aspect of life in Egypt Balanced argument e.g. should mummies be taken from their tombs? Narrative e.g. Egyptian portal story https://www.teachwire.net/teaching-resources/pie-corbett-portal-story-ks2-lesson-plan-resource-history-english-grammar</p>	<p>Biographical writing e.g. the life of Queen Elizabeth or other famous Tudors Information text e.g. an aspect of Tudor life Recount e.g. diary and / or letter of a Tudor explorer Persuasive Leaflet e.g. visit to museum Narrative e.g. alternative chapter from 'My friend Walter' M. Morpurgo</p>
R.E. 'Understanding Christianity' + Diocesan Syllabus	<p>Y3 – What do Christians learn for the creation story? Y3 – Why does Christmas matter to Christians? Y4 – What kind of world does Jesus want? Y4 – What is the Trinity?</p>	<p>Y3 – What does it mean to be a Hindu in Britain today? Y3 – What are the deeper meanings of festivals? Y4 – What does it mean to be a Sikh in Britain today? Y4 – Why do Christians call the day Jesus died Good Friday?</p>	<p>Y3 – What is the Trinity Y3 – How and why do believers show their commitments during the journey of life? Y4 – When Jesus left what was the impact of Pentecost? Y4 – How and why do believers show their commitments during the journey of life?</p>
Science	<p>Y3 - Forces and Magnets Y3 – Rocks and solid Y4 – Sound Y4 – States of matter</p>	<p>Y3 – Light (reflection and shadows) Y3 – Animals including humans Y4 – Electricity Y4 – Animals including humans</p>	<p>Y3 – Plants (life cycles) Y3 – Science review/Science week Y4 – Living things and their habitats Y4 – Science review/Science week</p>

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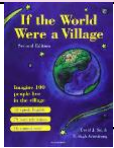


Computing	Y3 – Coding Y3 – Online safety Spreadsheet Y4 – Coding Y4 – Online safety	Y3 – Touch typing Y3 – Email - E Safety Y4 – Spread sheets Y4 – Writing for different audiences E safety	Y3 – Branching databases/Simulations Y3 – Graphing Y4 – Logo Animation Y4 – Effectives searching/Hardware investigations
History	Roman Empire and its impact on Britain	Achievement of Early Civilisation	Explorers and inventors, significance of developments
Geography	Volcanoes, Earthquakes, European Country – Italy The World map (Ge2/1.3, 1.1 and 1.4)	The River Nile Life in desert regions (non-European Country) River study (Ge2/1.2 and 1.3)	Human and physical geography of settlements and land use (Ge2/1.3)
P.H.S.E	Y3 - Physical health and wellbeing – What helps me choose Y3 – Keeping safe and managing risk – Bullying – see it, say it stop it Y4 – Physical health and wellbeing – What is important to me? Y4 – Keeping safe and managing risk – Playing safe	Y3 – Drugs, alcohol and tobacco education – Tobacco is a Drug Y3 – Identity, society and equality Celebrating Difference Y4 – Drugs, alcohol and tobacco education Tobacco is a drug Y4 – Identity, society and equality Stereotypes, Discrimination and prejudice (including homophobia)	Y3 – Mental Health and emotional wellbeing – Strengths and Challenges Y3 - Careers, financial capability and economic wellbeing Saving, spending and budgeting Physical health and wellbeing. What helps me choose? Y4 – Mental Health and emotional wellbeing – Strengths and Challenges Y4 – Sex and relationship education – Growing up and changing

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British Values (Picture News)	Democracy - Should all schools have a library?	<table><tr><th>UN Article</th><th>British value</th></tr><tr><td> 24 HEALTH, WATER, FOOD, ENVIRONMENT</td><td>Individual liberty - There are many benefits of being outside and learning from the natural world around us. We can choose to take the opportunities that arise to get us outdoors and connect us with nature.</td></tr><tr><td> 17 ACCESS TO INFORMATION</td><td>Individual liberty - We all have the right to learn about the universe if we choose to. The James Webb Space Telescope may help us discover more than we ever have before!</td></tr><tr><td> 5 FAMILY GUIDANCE AS CHILDREN DEVELOP</td><td>Mutual Respect - We all have a unique appearance! It is important that we understand and respect that not everyone is the same.</td></tr><tr><td> 23 CHILDREN WITH DISABILITIES</td><td>Democracy - We all have a voice and can share our opinions. Sometimes raising awareness of an issue, such as British Sign Language having no legal status in the UK, can make an impact.</td></tr><tr><td> 14 FREEDOM OF THOUGHT AND RELIGION</td><td>Mutual Respect - There are many different events people choose to celebrate. Some events might celebrate our beliefs, things that are important to us or our achievements. Not everybody celebrates the same things, and we respect that.</td></tr><tr><td> 3 BEST INTERESTS OF THE CHILD</td><td>Rule of Law - The Highway Code is a set of rules and advice for people using roads to follow. They are in place to help keep everyone safe.</td></tr><tr><td> 18 RESPONSIBILITY OF PARENTS</td><td>Individual liberty - There are many different factors people consider when choosing where to live, such as jobs, schools, entertainment and homes available. Some people choose to live in cities or towns; others choose the countryside.</td></tr></table>	UN Article	British value	 24 HEALTH, WATER, FOOD, ENVIRONMENT	Individual liberty - There are many benefits of being outside and learning from the natural world around us. We can choose to take the opportunities that arise to get us outdoors and connect us with nature.	 17 ACCESS TO INFORMATION	Individual liberty - We all have the right to learn about the universe if we choose to. The James Webb Space Telescope may help us discover more than we ever have before!	 5 FAMILY GUIDANCE AS CHILDREN DEVELOP	Mutual Respect - We all have a unique appearance! It is important that we understand and respect that not everyone is the same.	 23 CHILDREN WITH DISABILITIES	Democracy - We all have a voice and can share our opinions. Sometimes raising awareness of an issue, such as British Sign Language having no legal status in the UK, can make an impact.	 14 FREEDOM OF THOUGHT AND RELIGION	Mutual Respect - There are many different events people choose to celebrate. Some events might celebrate our beliefs, things that are important to us or our achievements. Not everybody celebrates the same things, and we respect that.	 3 BEST INTERESTS OF THE CHILD	Rule of Law - The Highway Code is a set of rules and advice for people using roads to follow. They are in place to help keep everyone safe.	 18 RESPONSIBILITY OF PARENTS	Individual liberty - There are many different factors people consider when choosing where to live, such as jobs, schools, entertainment and homes available. Some people choose to live in cities or towns; others choose the countryside.	
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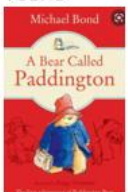

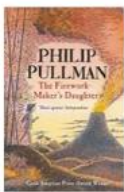
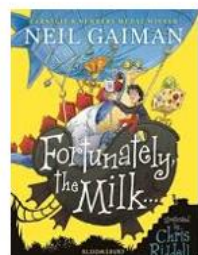

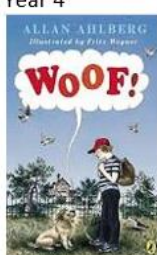
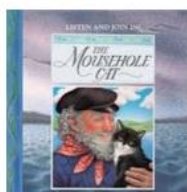

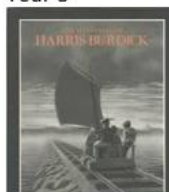
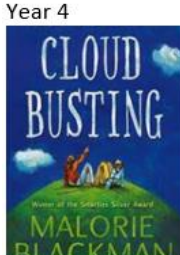
CCUA Primary Long Term Curriculum Plan

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MFL	Y3 – Core Unit 1 Y3 – Core Unit 2 Y4 – Playtime Y4 – My Home	Y3 – Core Unit 4 Y3 – Animals Y4 – My Town Y4 – Describing People	Y3 – Food Y3 – At School Y4 – The Body Y4 – Sport
Enrichment activities and experiences	 Two-week unit with Maths and countries around the world focus – celebration of home languages Theatre visit Carol singing	Visit Leeds museum to see the Leeds mummy World Book Day	Visit the Royal Armouries Musical performance of Djembe drums Y3
Pause and deepen			How have women's rights changed? Who was Emmaline Pankhurst? https://school-learningzone.co.uk/

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Year B	<u>We will Rock You</u> Stone Age Stonehenge Skara Brae Bronze Age Amesbury Archer Iron Age Hill forts https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/stone-age-to-iron-age/	<u>From the River to the Sea</u> Water Cycle Rivers - Settlements Oceans Flooding Droughts Pollution Environmental geography	<u>Traders & Raiders</u> Anglo Saxons & Vikings https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/anglo-saxon-britain/
Link Text	The Pebble in my Pocket: A History of Our Earth Stone Age Boy Ug: Boy Genius of the Stone Age Stig of the Dump Stone Girl Bone Girl	Where the Forest Meets the Sea The Hidden Forest River by Alessandro Sanna The Rhythm of the Rain Dam Journey to the River Sea A Drop in the Ocean: The Story of Water Flood	The Saga of Erik the Viking The Dragon's Hoard: Stories from the Viking Sagas The Time-Travelling Cat and the Viking Terror Vikings in 30 Seconds Beowulf Anglo-Saxon Boy – Tony Bradman

Reading Spine	ARCHAIC Year 3	NON LINIER	COMPLEXITY NATTATOR Year 3	COMPLEXITY PLOT	RESISTANT TEXTS Year 3
	 	 	 	 	 
Writing Outcomes	Information text e.g. on Stone Age life Narrative e.g. historical time-slip Persuasive leaflet e.g. leaflet on visiting Stonehenge or another prehistoric site Narrative e.g. descriptive setting and / or character description		Explanation e.g. the water cycle Recount e.g. postcard, letter and / or diary from a place studied Newspaper article e.g. flooding / tsunami / drought Persuasive writing e.g. ways to prevent climate change		Instructions e.g. how to trap Grendel (use Beowulf - Usborne by Rob Lloyd Jones) https://www.ks2history.com/beowulf Narrative e.g. create and write a description of a new knight to join King Arthur's Round Table Information text e.g. on an aspect of Viking life Recount e.g. diary entry as a Viking raider
R.E. 'Understanding Christianity' + Diocesan Syllabus	Y3 – What do Christians learn for the creation story? Y3 – Why does Christmas matter to Christians? Y4 – What kind of world does Jesus want? Y4 – What is the Trinity?		Y3 – What does it mean to be a Hindu in Britain today? Y3 – What are the deeper meanings of festivals? Y4 – What does it mean to be a Sikh in Britain today? Y4 – Why do Christians call the day Jesus died Good Friday?		Y3 – what is the Trinity Y3 – How and why do believers show their commitments during the journey of life? Y4 – When Jesus left what was the impact of Pentecost? Y4 – How and why do believers show their commitments during the journey of life?
Science	Y3 - Forces and Magnets		Y3 – Light (reflection and shadows)		Y3 – Plants (life cycles)

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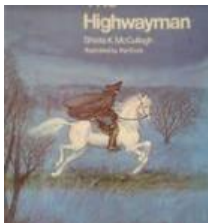


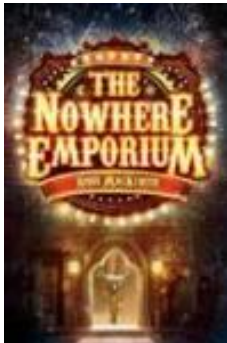



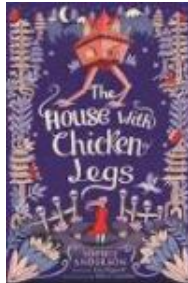


	Y3 – Rocks and solid Y4 – Sound Y4 – States of matter	Y3 – Animals including humans Y4 – Electricity Y4 – Animals including humans	Y3 – Science review/Science week Y4 – Living things and their habitats Y4 – Science review/Science week
Computing	Y3 – Coding Y3 – Online safety Spreadsheet Y4 – Coding Y4 – Online safety	Y3 – Touch typing Y3 – Email - E Safety Y4 – Spread sheets Y4 – Writing for different audiences E safety	Y3 – Branching databases/Simulations Y3 – Graphing Y4 – Logo Animation Y4 – Effectives searching/Hardware investigations
History	Changes in Britain from the Stone Age to the Iron Age		Britain's settlement by the Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
Geography	Locational knowledge, of UK including using maps, plans and aerial photos to locate places on maps. Human geography – trade links in pre Roman Britain/types of settlements in pre Roman Britain. (Ge2/1.1 and 1.3)	Physical geography including biomes, rivers, mountains, and the water cycle (Ge2/1.3)	Human and physical geography of settlements and land use (Ge2/1.3)
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British Values (Picture News)	Democracy - Does music have the power to change our behaviour?	Rule of Law - Should we be allowed to fly flags anywhere?	

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No Outsiders (Equality Act 2010)	Y3 – Beegu (to be welcoming) Y3 – The Hueys in the New Jumper (strategies to help someone who feels different)	Y3- This is Our House (to understand what discrimination means) Y3 – Planet Omar : Accidental Trouble Magnet (to consider living in Britain today)	Y3 – We’re All Wonders (to understand what a bystander is) Y3 – The Truth About Old People (to recognise a stereotype)
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Art and DT	Art: Sculptures in Human form DT: Structures	Art: Textile using a collage bases DT: Food Technology	Art: Printing DT: Computer Aided Design
Music Within our partnership with LMES (Leeds Music Education Service) we will be following the Charanga music scheme.	Y3 – Listen and Appraise Y3 – Let Your Spirit Fly Y4 – Listen and Appraise Y4- Mamma Mia Artist knowledge – The Beatles, Nina Simone, Ethel Smyth and Elton John	Y3 – Glockenspiel 1 Y3 – Glockenspiel 2 Y4 – Bringing us Together Y4 – Stop! Artist knowledge – Sigur Ros, Aretha Franklin, Mozart	Y3 – Three Little Birds Y3 – The Dragon Song Y4 – Lean on Me Y4 - Blackbird Artist knowledge – Joni Mitchell, Ladysmith Black Mambazo, Clara Schumann, Buena Vista Social Club
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Enrichment activities and experiences	Den Building Workshop Drama workshop Carol Singing	Visit to Malham to trace a river to its source Sikh visitor	Visit the Yorvik Centre Drama workshop with Viking / Anglo Saxonv
Pause and deepen			

UKS2	Autumn	Spring	Summer
Year A	<p><u>Empires (Specifically The British Empire in the Victorian Age)</u></p> <p>Was it worth it?</p> <p>Commonwealth Countries under British control.</p> <p>Focus on India – Penal Colony / railroads and trains/ post office and stamps.</p> <p>South Africa – Zulu war / trade</p> <p>Slavery and low wages brought the country together – mill children comparing children's lives</p> <p>Victorian Christmas</p> <p>Victorian holidays – beginning of day trips and holidays to the seaside.</p> <p><u>Local Geography Map and fieldwork</u></p> <p><u>Trip to Bradford industrial museum – linked to Mill children</u></p> <p>https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/victorian-britain-outstanding-lessons/</p>	<p><u>The House of Wisdom (Ancient Islamic Civilisations)</u></p> <p>https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/early-islam-baghdad-outstanding-lessons-keystage-2-golden-age/</p>	<p><u>Survivor</u></p> <p>Antarctica</p> <p>Ernest Shackleton</p> <p>Captain Scott</p> <p>Geographical skills</p>
Link Text	<p>A Christmas Carol – Charles Dickens</p> <p>Oliver Twist - Charles Dickens (original author), Karen Donnelly (illustrator), & Gill Tavner (adapter)</p> <p>Charles Dickens: England's Most Captivating Storyteller (Biography)</p>	<p>The History Detective Investigates: Early Islamic Civilization</p> <p>Sinbad the Sailor by Marcia Williams</p> <p>Daily Life in the Islamic Golden Age by Don Nardo</p>	<p>Survivors</p> <p>Shackleton's Journey</p> <p>You Wouldn't Want to be on Shackleton's Polar Expedition!</p> <p>Trapped by the Ice! Shackleton's Amazing Antarctic Adventure</p>







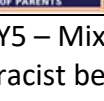






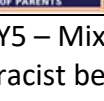






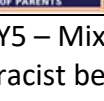
	<p>The Secret Garden – to compare children’s lives. The Railway Children – The Raven – Edgar Allen Poe – inc. Simpsons clip</p>	<p>1001 Inventions and Awesome Facts from Muslim Civilization: Official Children's Companion to the 1001 Inventions Exhibition Aladdin and the Enchanted Lamp by Philip Pullman</p>	<p>Who Was Ernest Shackleton?</p>
<p>Reading Spine</p>	<p>Year 5</p>   <p>Year 6</p>  	<p>Year 5</p>   <p>Year 6</p>  	<p>Year 5</p>  <p>Year 6</p> 
<p>Writing Outcomes</p>	<p>Biography – Sarah B Forbes Recount e.g. diary of a day in the life of a child at CCUA Information text e.g. Cogheart – Flying machines – invent your own</p>	<p>Information text – What influence has Ancient Islam had on our modern day ways of life Diary entry – life in Bagdad AD 900</p>	<p>Balanced argument e.g. global warming Diary / letter e.g. as a famous explorer Instructions e.g. how to build an igloo, catch a yeti, survive on a desert island Narrative e.g. adventure story / chapter story / quest</p>

	<p>Persuasive letter e.g. to stop the introduction of daily homework in year 5/6</p> <p>Narrative e.g. an alternative ending or chapter to a Link Text</p> <p>Explanation e.g. Monster hunting for beginners</p> <p>Recount – diary entry in the life of a child working in the mill.</p> <p>Persuasive letter e.g. to stop child labour in mills</p> <p>Information text - Victorian Christmas/ holidays</p> <p>Explanation e.g. how does a train work?</p> <p>Poetry – Longer Narrative Poem</p>	<p>Recount –trip to Roundhay Park mini Alhambra Gardens</p> <p>Narrative – Chapter story based on a quest / adventure</p> <p>Setting description – The House of wisdom</p> <p>Journalistic – a key event in Islamic history</p> <p>Instructions – recipes from Ancient Islamic Civilisations</p> <p>Poetry - Haiku</p>	<p>Recount e.g. Shackleton’s journey</p> <p>Poetry - Sonnets</p>
<p>R.E.</p> <p>‘Understanding Christianity’</p> <p>+ Diocesan Syllabus</p>	<p>Y5 - What does it mean if God is holy and loving?</p> <p>Y5 – Was Jesus the Messiah?</p> <p>Y6 – Creation and science, confliction or complimentary?</p> <p>Y6 – What kind of king is Jesus?</p>	<p>Y5 – What does it mean for Muslims to follow God?</p> <p>Y5 – What did Jesus do to save human beings?</p> <p>Y6 – How can following God bring freedom and justice?</p> <p>Y6 – What difference does the resurrection make for Christmas?</p>	<p>Y5 – What would Jesus do?</p> <p>Y5 – Why is pilgrimage important to some religious believers?</p> <p>Y6 – Why do some people believe in God and some people not?</p> <p>Y6 – How do religions help people live through good times and bad times?</p>
<p>Science</p>	<p>Y5 –Animals including humans</p> <p>Y6 – Evolution and inheritance</p> <p>Y6 – Animals including humans</p>	<p>Y5 –Living things and their habitats including life processes</p> <p>Y5 – Earth and space</p> <p>Y6 - Light</p> <p>Y6 - Electricity</p>	<p>Y5 - Forces</p> <p>Y5 – Properties and changes of materials</p> <p>Y6 – Living things and their habitats</p> <p>Y6 – Assessments (Using TAPs)</p>
<p>Computing</p>	<p>Y5 – Coding</p> <p>Y5 – Online safety</p> <p>Y6 – Coding</p> <p>Y6 – Online safety Spread sheet</p>	<p>Y5 – Spreadsheets</p> <p>Y5 – Databases – E-safety</p> <p>Y6 – Blogging</p> <p>Y6 – Test adventures – E-safety</p>	<p>Y5 – Game creator Modelling</p> <p>Y5 – Concept maps</p> <p>Y6 – Networks</p> <p>Y6 - Quizzing</p>

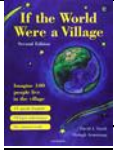
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History	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	A non-European society that provides contrasts with British history	
Geography	Use maps, atlases, globes and digital mapping to locate countries. Use fieldwork to observe, measure, record		Human and physical geography – physical geography including climate zones, human geography including the distribution of natural resources including energy, food, mineral etc
P.H.S.E	Y5 –Physical health and wellbeing – In the media Y5 – Keeping safe and managing risk – When things go wrong Y6 – Identity, society and equality - Human rights Y6 – Keeping safe and managing risk – Keeping safe out and about FGM	Y5 – Careers, financial capability and economic wellbeing – borrowing and earning money Y5 – Drug, alcohol and tobacco education – Different influences Y6 – Sex and relationship education – Healthy relationships/How a baby is made lessons 1 to 3 Y6 – Drug, alcohol and tobacco education – Weighing up risk	Y5 – Mental Health and emotional wellbeing - Dealing with feelings Y5 – Sex and relationship education – Growing up and changing Y6 – Mental Health and emotional wellbeing – Healthy minds Y6 - Sex and relationship education – Healthy relationships/How a baby is made

British Values (Picture News)	Democracy - What makes a good Olympic sport?	<table><tr><th>UN Article</th><th>British value</th></tr><tr><td> 24 HEALTH, WATER, FOOD, ENVIRONMENT</td><td>Individual liberty - There are many benefits of being outside and learning from the natural world around us. We can choose to take the opportunities that arise to get us outdoors and connect us with nature.</td></tr><tr><td> 17 ACCESS TO INFORMATION</td><td>Individual liberty - We all have the right to learn about the universe if we choose to. The James Webb Space Telescope may help us discover more than we ever have before!</td></tr><tr><td> 5 FAMILY GUIDANCE AS CHILDREN DEVELOP</td><td>Mutual Respect - We all have a unique appearance! It is important that we understand and respect that not everyone is the same.</td></tr><tr><td> 23 CHILDREN WITH DISABILITIES</td><td>Democracy - We all have a voice and can share our opinions. Sometimes raising awareness of an issue, such as British Sign Language having no legal status in the UK, can make an impact.</td></tr><tr><td> 14 FREEDOM OF THOUGHT AND RELIGION</td><td>Mutual Respect - There are many different events people choose to celebrate. Some events might celebrate our beliefs, things that are important to us or our achievements. Not everybody celebrates the same things, and we respect that.</td></tr><tr><td> 3 BEST INTERESTS OF THE CHILD</td><td>Rule of Law - The Highway Code is a set of rules and advice for people using roads to follow. They are in place to help keep everyone safe.</td></tr><tr><td> 18 RESPONSIBILITY OF PARENTS</td><td>Individual liberty - There are many different factors people consider when choosing where to live, such as jobs, schools, entertainment and homes available. Some people choose to live in cities or towns; others choose the countryside.</td></tr></table>	UN Article	British value	 24 HEALTH, WATER, FOOD, ENVIRONMENT	Individual liberty - There are many benefits of being outside and learning from the natural world around us. We can choose to take the opportunities that arise to get us outdoors and connect us with nature.	 17 ACCESS TO INFORMATION	Individual liberty - We all have the right to learn about the universe if we choose to. The James Webb Space Telescope may help us discover more than we ever have before!	 5 FAMILY GUIDANCE AS CHILDREN DEVELOP	Mutual Respect - We all have a unique appearance! It is important that we understand and respect that not everyone is the same.	 23 CHILDREN WITH DISABILITIES	Democracy - We all have a voice and can share our opinions. Sometimes raising awareness of an issue, such as British Sign Language having no legal status in the UK, can make an impact.	 14 FREEDOM OF THOUGHT AND RELIGION	Mutual Respect - There are many different events people choose to celebrate. Some events might celebrate our beliefs, things that are important to us or our achievements. Not everybody celebrates the same things, and we respect that.	 3 BEST INTERESTS OF THE CHILD	Rule of Law - The Highway Code is a set of rules and advice for people using roads to follow. They are in place to help keep everyone safe.	 18 RESPONSIBILITY OF PARENTS	Individual liberty - There are many different factors people consider when choosing where to live, such as jobs, schools, entertainment and homes available. Some people choose to live in cities or towns; others choose the countryside.	
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Art and DT	Art: Perspective drawing and sketching DT: Structures	Art: Printing and Etching DT: Food technology Islamic Art	Art: The Big Art Show - Drawing and mark making to create a mural DT: Cams, pulleys and gears Create an artic vehicle expedition Food Technology																

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MFL	Y5 – Playtime Y5 – My Home Y6 – Playtime Y6 - Me Home	Y5 – My town Y5 – Describing People Y6 – My Town Y6 - Describing People	Y5 – The Body Y5 – Sport Y6 – The Body Y6 - Sport
Enrichment activities and experiences	 Two-week unit focusing on Maths and celebrating home language Visit to Bradford Industrial Museum Drama workshop – A Christmas Carol	Visit to Grand Mosque Visit to Alhambra Gardens in Roundhay Park	Train ride Residential Activity day – West Leeds Activity Centre
Pause and deepen			

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Year B	<u>War Games (Hist)</u> World War II study Effect on daily life for children Remembrance 11.11 https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/life-in-britain-1930-1945/	<u>Gods & Monsters (Hist & Geog)</u> Ancient Civilisation Greece <u>Modern Greece</u> Physical Geography Climate Human Geog – population etc Economics - tourism, fishing, etc https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/ancient-greece-outstanding-lessons-keystage-2/	<u>To Infinity & Beyond (Science)</u> Earth, Sun & Moon Seasons Space Race Moon Landings – 20.7.69
Link Text	Goodnight Mr Tom Friend or Foe Private Peaceful Carrie's War Armistice Runner Where the Poppies Now Grow Poems from the First World War - Various poets, selected by Gabby Morgan Archie's War War Game Letters from the Lighthouse	Who let the Gods out? Percy Jackson and the Lightning thief Dracula The Night of the Gargoyles The Watertower The Hound of the Baskervilles The War of the Worlds Dragonology On The Origin of Species - Sabina Radeva	The First Men in the Moon Cosmic Fortunately, the milk... The Jamie Drake Equation The Skies Above My Eyes Dr Maggie's Grand Tour of the Solar System Where Once We Stood
Reading Spine	Year 5	Year 5	

	   	Year 5	
	Year 6  	Year 6  	Year 6 

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Writing Outcomes	Persuasive e.g. evacuate your children Recount e.g. diary entry and / or letter as an evacuee Narrative e.g. setting or character description from Goodnight Mr Tom Journalistic Writing e.g. declaration of war	Instructions e.g. how to trap a 'creature' or how to make a hero Diary e.g. as a Greek hero or god Information text e.g. on a Greek god or goddess Narrative e.g. myth	Explanation e.g. seasons Information text e.g. a creature from Pandora https://www.youtube.com/watch?v=GBGDmin_38E Persuasive leaflet e.g. holiday on Pandora Balanced arguments e.g. the existence of UFOs
R.E. 'Understanding Christianity' + Diocesan Syllabus	Y5 - What does it mean if God is holy and loving? Y5 – Was Jesus the Messiah? Y6 – Creation and science, confliction or complimentary? Y6 – What kind of king is Jesus?	Y5 – What does it mean for Muslims to follow God? Y5 – What did Jesus do to save human beings? Y6 – How can following God bring freedom and justice? Y6 – What difference does the resurrection make for Christmas?	Y5 – What would Jesus do? Y5 – Why is pilgrimage important to some religious believers? Y6 – Why do some people believe in God and some people not? Y6 – How do religions help people live through good times and bad times?
Science	Y5 –Animals including humans Y6 – Evolution and inheritance Y6 – Animals including humans Y6 – Living things and their habitats	Y5 –Living things and their habitats including life processes Y6 - Light Y6 - Electricity	Y5 - Forces Y5 – Properties and changes of materials Y6 – Assessments (Using TAPs) Y5 and 6 Earth and Space – 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 other apparent movement of the sun across the sky.
Computing	Y5 – Coding Y5 – Online safety Y6 – Coding Y6 – Online safety Spread sheet	Y5 – Spreadsheets Y5 – Databases – E-safety Y6 – Blogging Y6 – Test adventures – E-safety	Y5 – Game creator Modelling Y5 – Concept maps Y6 – Networks Y6 - Quizzing
History	WW1, WW2 Extended chronological study. (Hi2/2.2)	Ancient Greece (Hi2/2.4)	

		The achievements of the earliest civilisations (Hi2/2.3)	
Geography	Locational knowledge, land use over time, changes to UK and Europe, and world after WW1 Place Knowledge (Ge2/1.2)	Geographical skills and fieldwork using maps, compass, globes, digital mapping, data collection, grid references. Changes to land use over time, settlements, economic activity. (Ge2/1.4 and 1.3) Human and Physical geography – settlement, land use and economic activity including trade routes – linked to early civilisations. (Ge2/1.3)	
P.H.S.E	Y5 –Physical health and wellbeing – In the media Y5 – Keeping safe and managing risk – When things go wrong Y6 – Identity, society and equality - Human rights Y6 – Keeping safe and managing risk – Keeping safe out and about FGM	Y5 – Careers, financial capability and economic wellbeing – borrowing and earning money Y5 – Drug, alcohol and tobacco education – Different influences Y6 – Sex and relationship education – Healthy relationships/How a baby is made lessons 1 to 3 Y6 – Drug, alcohol and tobacco education – Weighing up risk	Y5 – Mental Health and emotional wellbeing - Dealing with feelings Y5 – Sex and relationship education – Growing up and changing Y6 – Mental Health and emotional wellbeing – Healthy minds Y6 – Sex and relationship education – Healthy relationships/How a baby is made
British Values (Picture News)	Democracy - What would encourage you to use public transport?	Rule of Law - What is the main purpose of zoos?	
No Outsiders (Equality Act 2010)	Y5 – And Tango Makes Three (to accept people who are different to me) Y5 – How to Heal a Broken Wing (to recognise when someone needs help)	Y5 – Mixed (to consider responses to racist behaviour) Y5 – Rose Blanche (to justify my actions)	Y5 – The Little Island (to be able to confidently debate) Y5 – Kenny Lives with Erica and Martina (to consider consequences)
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	Y6 – King of the Sky (to consider reasons to emigrate)	Y6 – Leaf (to overcome fears about difference)	
Art and DT	Art: Textiles and Collage DT: Complex electrical Circuits	Art: Sculptures DT: 3D textiles	Art: Printing DT: Computer Aided Design
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Enrichment activities and experiences	Visit to Eden camp Carol singing	Visit to Whitby Abbey World Book Day	Planetarium in school
Pause and deepen	Guernica 