

Term Theme	Term 1 Ancient Egypt	Term 2 Ancient Egypt	Term 3 Rainforest	Term 4 Rainforest	Term 5 Ancient Greece	Term 6 Ancient Greece
Rich, Ready, Relevant whole school focus	EMPATHY	RESILIENCE	INDEPENDENCE	CURIOSITY	CREATIVITY	ACHIEVEMENT
English						
Maths	Place value Addition and subtraction Measures and data Shape	Place value Addition and subtraction Multiplication and Division	Decimals and Fractions Multiplication and Division Addition and Subtraction Shape	Decimals and Fractions Multiplication and Division Addition and Subtraction Position and direction	Addition and Subtraction Decimals and Fractions Multiplication and Subtraction Place value Measures and data	Addition and Subtraction Decimals and Fractions Multiplication and Subtraction Place value Measures and data
Science	<p>Biology: to describe the simple functions of the basic part of the digestive system in humans.</p> <p>To identify that animals, including humans, need the right types and amounts of food, they get nutrition from what they eat.</p> <p>To learn how to care for their teeth.</p>	<p>States of matter: compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate</p>	<p>Biology: Construct and interpret a variety of food chains, identify producers, predators and consumers.</p> <p>To recognise that living things can be grouped in a variety of ways.</p>	<p>Light: to recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces.</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>Recognise that shadows are formed when the light from a</p>	<p>Plants: Living things and their habitats.</p> <p>Recognise that living things can be grouped in a variety of ways and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Know that plants make their own</p>	<p>Forces: to compare how things move on different surfaces.</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>Observe how magnets attract or repel each other and attract some materials and not others.</p>

		of evaporation with temperature		light source is blocked by an opaque object. Find patterns in the way that the size of shadows change.	food and need sunlight.	
PSHE (PSHE Association)	Drug, alcohol and tobacco Tobacco is a drug	Keeping safe and managing risks. Bullying-see it, say it, stop it	Mental health and emotional wellbeing. Strengths and challenges	Identity, society and equality. Celebrating difference	Careers, financial capability and economic wellbeing Saving, spending and budgeting	Physical health and wellbeing. What helps me choose?
RE	Christianity To enable pupils to identify what makes up a person. To introduce pupils to aspects of life, which cannot be fully comprehended. What are gods like? To introduce the pupils to the 6 major world religions.	Christianity To identify the Font, Altar, Pulpit and Lectern To compare different denominational buildings. To explore the symbols relating to Christianity and the history connected to them	Hinduism To reflect on and consider religious and spiritual feelings, experiences and concepts. To identify what matters to them and others, including those with religious commitments, and communicate their responses	Islam To talk about the Quran and why it is important. To look at patterns on clothes. Learn why there are certain colours. What do they notice about the art of Islam? Who is Muhammad? Read the story of Muhammad	Buddhism Be able to explain what Buddhism is. Understand what Buddhists believe and centre their beliefs on. Be able to recognise Buddhist symbolism. Be able to talk about the significance of this symbolism. To understand how a Buddhist will lead their life/	Sikhism Begin to recognise some of the moral messages in the life of Guru Nanak. Become familiar with some of the outward signs of the Sikh faith - the 5 K's Reflect upon the example of Guru Nanak - his call, journey and teaching.
Life Skills	Food tasting of various foods to include taste of sweet, bitter, sour, spicy. To follow basic hygiene and health and safety rules. To understand others will not necessarily like what they do. Discuss smsc events and food related. Use lunch to	Basic dishes to be made shortbread, biscuits, flapjack, fruit jelly, angel delight, fairy cakes Discuss smsc events and food related. Use lunch to try new foods culturally along with display boards.	Sandwiches, board management colour coding, cross contamination Meat, fish, cheese, toasties, rolls, wraps to make own fillings-mixing foods	Fruit Health and safety of knives. Use, store, carry. Fruit kebabs, fruit jellies, fruit cocktail, smoothies, milkshakes. Cube, chop, dice, peel, grate	Salads Cross contamination, health, safety and hygiene. Coleslaw, potato salad, cous cous, pasta salad, rice salad.	Various baking skills oven safety- health and safety Cheese straws, rice krispie cakes, sausage rolls, cheese and onion rolls, sweet pastry roll, jam tarts, apple pies.

	try new foods culturally along with display boards.		To work towards sandwich making independently. Discuss smsc events and food related. Use lunch to try new foods culturally along with display boards.	How do some fruits grow? Discuss smsc events and food related. Use lunch to try new foods culturally along with display boards.	How does rice grow and where from? Make their own plated salad of choice. Discuss smsc events and food related. Use lunch to try new foods culturally along with display boards.	To understand health and safety and hygiene importance. Look back at achievements year 5/6 sfwl completion. Discuss smsc events and food related. Use lunch to try new foods culturally along with display boards.
Topic/ Geography/History	History: A study of the achievements of an early civilisation (Ancient Egypt) Geography: Name and locate the world's seven continents and five oceans.	History: Know and understand significant aspects of the history of the wider world and the nature of ancient civilisations. Geography: describe and understand key aspects of physical geography including rivers and the water cycle.	Geography: To locate vegetation belts around the world. To identify the position and significance of latitude, longitude, Equator. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Geography: Locate the world's countries concentrating on their environmental regions, key physical characteristics.	History: Understand Ancient Greece, Greek life, their achievements and influence on the western world. A study of Greek life and achievements and their influence on the western world.	History: Understand trading in the Ancient Greek world. Work with maps and discover the goods that were traded by the Ancient Greeks. Learn how the economy worked. 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.
Art/DT	Art: to experience and create a range of work using various materials related to the Ancient Egypt.	Art: to improve their mastery of art techniques, including drawing, painting and sculpture with a range of materials.	DT: To select from and use a wider range of tools and equipment to perform practical tasks.	DT: Design purposeful, functional, appealing products for themselves and other users based on design criteria	DT: Generate, develop and communicate their ideas through talking and drawing.	DT: Generate, develop and model their ideas. Select from and use a wide range of

					Select from and use a wide range of materials, according to their characteristics. Evaluate their products against design criteria.	materials, including textiles. Explore an existing product.
PE	Athletics: to take part in and design challenges and competitions that call for precision, speed, power or stamina. Use running, jumping and throwing skills both individually and in combination. Pace themselves in these challenges and competitions	Net games: to play and make up small-sided and modified competitive net, striking/fielding and invasion games. Use skills and tactics and apply basic principles suitable for attacking and defending. Work with others to organise and keep the games going.	Striking Games to play and make up small-sided and modified competitive net, striking/fielding and invasion games. Use skills and tactics and apply basic principles suitable for attacking and defending. Work with others to organise and keep the games going.	Gymnastics: to create and perform fluent sequences on the floor and using apparatus. Include variations in level, speed and direction in their sequences.	Dance Pupils to create and perform dances using a range of movement patterns, including those from different times, places and cultures. Respond to a range of stimuli and accompaniment.	Invasion game to play and make up small-sided and modified competitive net, striking/fielding and invasion games. Use skills and tactics and apply basic principles suitable for attacking and defending. Work with others to organise and keep the games going.
Fundamental British Values	Democracy	The rule of law	Individual liberty	Mutual respect and tolerance	Tolerance of others with different faiths and beliefs	Study of persons who promoted fundamental British values
Spiritual, Moral, Social & Cultural	Investigate moral issues; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the fundamental values of British democracy	Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views and have an appreciation of British Values.	Appreciate cultural influences; appreciate the role of Britain's parliamentary system.	Enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.	Explore beliefs and experience; respect faiths, feelings and values.	Participate in culture opportunities; understand, accept, respect and celebrate diversity.