

**Curriculum map – Year 3**

Terms	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Values/Drivers	Friendship		Perseverance		Hope and Aspiration	
Themes/Key question	<i>How can we live together?</i>		<i>How can we overcome problems?</i>		<i>How can we make a better world?</i>	
Key concepts	community cooperation society citizen belonging		resilience determination invention development		development change sustainability stewardship freedom	

**CORE CURRICULUM PROVISION***\*Equality and diversity, protected characteristics featured in our curriculum*

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Sentence Milestone (Sentence Ninja)	<b>Milestone 1</b> Simple sentences	<b>Milestone 2.1</b> compound sentences (and, but, so)		<b>Milestone 2.1</b> compound sentences (and, but, so)		<b>Milestone 2.2</b> complex sentences (when, if, because, since, that, as)
	Genres	<b>Writing to inform</b> Diary writing	<b>Writing to entertain</b> Narrative (4 weeks)	<b>Writing to discuss</b> Blog post (2 weeks)	<b>Writing to entertain</b> Setting (2 weeks)	<b>Writing to persuade</b> Letter	<b>Writing to entertain</b> Narrative (4 weeks)
			<b>Writing to inform</b> Instructions (3 weeks)	<b>Writing to entertain</b> Fairy tale (4 weeks)	<b>Writing to entertain</b> Poetry (3 weeks)		<b>Writing to inform</b> Recount (2 weeks)
Reading	Whole class texts	<b>The Owl who was Afraid of the Dark</b> <i>Jill Tomlinson</i>		<b>Fantastic Mr Fox – Roald Dahl</b> <b>Mr Majeika and the Ghost Train – Humphrey Carpenter</b>		<b>Diary of a Big Bad Wolf – Ben Miller</b>	
	Cold texts	<b>Black History Focus:</b> Rosa Park	<b>LGBT – Tolerance:</b> Tom Daley	<b>Never Giving Up –</b> Women who have achieved: Mary Earps	<b>Poets: Joseph Coelho</b> <b>Disability Awareness:</b> Rose Ayling-Ellis	<b>Significant</b> <b>Individuals: Greta</b> <b>Thunberg</b>	<b>Refugees (as part of</b> <b>Refugee week):</b> <b>Malala Yousafzai</b>
	Class reader	<b>The Firework Maker’s Daughter</b> <i>Philip Pullman</i>		<b>Amazing Grace</b> <i>Mary Hoffman</i>		<b>Accidental Trouble Magnet</b> <i>Zanib Mian</i>	
Maths	Concepts Linked to White Rose	<b>Place value</b> (4 weeks)	<b>Multiplication and</b> <b>division A</b> (5 weeks)	<b>Multiplication and</b> <b>division B</b> (3 weeks)	<b>Fractions A</b> (3 weeks)	<b>Mass and capacity</b> (2 weeks)	<b>Properties of shape</b> (2 weeks)
		<b>Addition and</b> <b>subtraction</b> (6 weeks)		<b>Length and</b> <b>perimeter</b> (3 weeks)	<b>Fractions B</b> (2 weeks)	<b>Money</b> (2 weeks)	<b>Statistics</b> (2 weeks)
						<b>Time</b> (4 weeks)	

<b>Science</b>	<b>Units</b> Linked to White Rose Science	<b>Skeletons</b>  <b>Nutrition and diet</b>	<b>Rocks</b>  <b>Fossils</b>	<b>Soils</b>	<b>Light</b>	<b>Plants</b>	<b>Forces</b>  <b>Magnets</b>
<b>Religious Education</b>	<i>T+W Agreed Syllabus Understanding Christianity Religion or belief - celebrating difference and teaching tolerance and respect</i>	<b>AS Unit 15</b> <b>Who are special leaders?</b> <i>(Traditions/Beliefs/ People of God)</i>	<b>AS Unit 13</b> <b>How do we celebrate Diwali and Christmas?</b> <i>(Traditions/Beliefs/ Incarnation)</i>	<b>AS Unit 16</b> <b>What are the special moments on the journey of life?</b> <i>(Traditions/Beliefs)</i>	<b>UC Unit 1b.5</b> <b>Why does Easter matter to Christians?</b> <i>(Salvation)</i>	<b>AS Unit 14</b> <b>How do we live in harmony and show we care?</b> <i>(Community)</i>	<b>UC Unit 2a.4</b> <b>What kind of world did Jesus want</b> <i>(gospel)</i>

**FOUNDATION/TOPIC**

<b>History</b>	CIRCA model	<b>Local History Project</b> <b>The history of school</b> What was life like living in Donnington in the past for children at home and in schools?  <b>Victorian school life</b> <i>Inequalities: Gender/class differences in schooling</i>	<b>CHANGES IN BRITAIN</b> <b>How did people live in prehistoric times?</b> <b>Stone Age to Iron Age</b>  Investigating farming and technology in Britain from Stone Age to Iron Age <i>Non-European perspectives – world civilisations during Bronze Age/Iron Age</i>	<b>How did the Victorians change leisure life in Britain?</b>  Travel developments and going to the seaside in Victorian times <i>Inequalities: gender/class difference in leisure activities.</i>
<b>Geography</b>	Local area The UK	<b>Where do people live in our local area?</b> Investigating the settlements (villages, towns and cities) in Shropshire	<b>What affects where people live in UK?</b> Investigating places / map skills Physical and human features of UK	<b>How can eliminate waste in our environment? (ECO WEEK)</b> Exploring what we can do to help eliminate waste. (Science link – Food waste)
<b>Art</b>		<b>CLAY/COLLAGE</b> LS Lowry – Urban landscapes	<b>PRINTING</b> Celtic Designs (History link)	<b>DRAWING/PAINTING</b> Alfred Wallis - Seascapes
<b>Music</b>	Charanga	<b>How does music bring us closer together?</b> Developing notation skills	<b>What does music tell us about the past?</b> Enjoying improvisation	<b>How does music make the world a better place?</b> Composing using imagination

DT	Design Technology linked to STEAM	<b>MECHANISMS/CONSTRUCTION</b> <b>How can we make Christmas special for someone else?</b> Santa's workshop - Making a pneumatic toy		<b>FABRICS</b> <b>How can we reuse materials?</b> Sewing using recycled fabric <i>(link to Geography)</i>		<b>FOOD TECHNOLOGY</b> <b>How can we cook our own healthy food?</b> Plan a seaside picnic - sandwiches <i>(History link- Victorian children)</i>	
PE	<i>Sport – equality, diversity and inclusion (athletes who inspire us)</i>	<b>Team games</b>  Team Building & Sportsmanship	<b>Dance skills</b>  Fundamental movements	<b>Gymnastics</b>  Travel, rotation & balance.	<b>Team Invasion games</b> <i>Endball</i>  Catching and throwing	<b>Striking &amp; fielding</b> <i>Chase around the Bases &amp; Scatterball</i>  Catching and throwing	<b>Athletics</b>  Running, throwing and jumping
MFL	<b>Spanish</b> <i>race, religion, belief, cultural understanding</i>	<b>Meet and Greet</b> Speaking and listening, Song and rhyme		<b>My Body</b> Speaking and listening, Writing, Song and rhyme		<b>Time to eat</b> Speaking and listening, Writing, Song and rhyme	
PSHCE	Jigsaw Units  No Outsiders  Lifeland	<b>Being me in my world</b>	<b>Relationships</b> <i>diverse topics such as families, friendships, pets and animals, and love and loss</i> <i>Being married or in a civil partnership</i> <i>Being pregnant or on maternity leave</i>	<b>Celebrating differences</b> <i>similarities and differences and teaches about diversity, such as disability, racism, gender, family composition, friendships, and conflict</i>	<b>Healthy me</b>	<b>Dreams and goals</b>	<b>Changing me</b> <i>Sex</i> <i>sexual orientation</i>
Computing	E-safety covered across all terms  How do we keep safe?	<b>SYSTEMS AND NETWORKS</b> <b>How does computers and networks work?</b> <i>How we share information and collaborate?</i> <i>Offline</i>		<b>CREATING MEDIA</b> <b>How can we be creative with computers?</b> Desktop / tablet publishing Tablets		<b>PROGRAMMING</b> <b>How can I solve problems?</b> Sequencing in Music Tablets / Laptops	

**Curriculum map – Year 4**

Terms	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Values/Drivers	Friendship		Perseverance		Hope and Aspiration	
Themes/Key question	<i>How can we live together?</i>		<i>How can we overcome problems?</i>		<i>How can we make a better world?</i>	
Key concepts	community cooperation society citizen belonging		resilience determination invention development		development change sustainability stewardship freedom	

**CORE CURRICULUM PROVISION***\*Equality and diversity, protected characteristics featured in our curriculum*

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Sentence Milestone (Sentence Ninja)	<b>Milestone 2.1</b> compound sentences (and, but, so)	<b>Milestone 2.2</b> complex sentences (when, if, as, since)		<b>Milestone 3.1</b> compound sentences (yet, or, for)		<b>Milestone 3.2</b> complex sentences (although)
	Genres	<b>Writing to inform</b> Diary writing	<b>Writing to entertain</b> Narrative (4 weeks)	<b>Writing to discuss</b> Blog post (2 weeks)	<b>Writing to entertain</b> Setting (2 weeks)	<b>Writing to persuade</b> Letter	<b>Writing to entertain</b> Narrative (4 weeks)
			<b>Writing to inform</b> Instructions (3 weeks)	<b>Writing to entertain</b> Fairy tale (4 weeks)	<b>Writing to entertain</b> Poetry (3 weeks)		<b>Writing to inform</b> Recount (2 weeks)
Reading	Whole class texts	<b>Charlie and the Chocolate Factory</b> <i>Roald Dahl</i>		<b>The Butterfly Lion - Michael Morpurgo</b> <b>The Land of Roar – Jenny Mclachlan</b>		<b>The Boy at the Back of the Class</b> <i>Onjali Q. Rauf</i>	
	Cold texts	<b>Black History Focus:</b> Mary Seacole	<b>LGBT – Tolerance:</b> Frida Kahlo	<b>Never Giving Up –</b> Women who have achieved: Dr Elizabeth Blackwell	<b>Poets: Benjamin</b> Zephaniah <b>Disability Awareness:</b> Tania Grey Thompson	<b>Significant</b> <b>Individuals: Marie</b> Curey	<b>Refugees (as part of</b> <b>Refugee week): Sir</b> Mo Farah
	Class reader	Breakfast Club Adventures <i>Marcus Rashford</i>		Call Me Lion <i>Camilla Chester</i>		The Miraculous Journey of Edward Tulane <i>Kate DiCamilo</i>	
Maths	Concepts Linked to White Rose	<b>Place value</b> (4 weeks)  <b>Addition and subtraction</b> (3 weeks)  <b>Area</b> (1 week)	<b>Multiplication and division A</b> (3 weeks)  <b>Multiplication and division B</b> (3 weeks)	<b>Length and perimeter</b> (2 weeks)  <b>Fractions</b> (4 weeks)	<b>Decimals A</b> (3 weeks)  <b>Statistics</b> (1 week)	<b>Decimals B</b> (2 weeks)  <b>Money</b> (2 weeks)  <b>Time</b> (3 weeks)	<b>Properties of shape</b> (2 weeks)  <b>Position and direction</b> (2 weeks)

<b>Science</b>	<b>Units</b> Linked to White Rose Science	<b>Group and classify living things</b>	<b>States of matter</b>	<b>Sound</b>	<b>Electricity</b>	<b>Living things and habitats</b> <i>Age - life stages of humans</i>	<b>The digestive system</b>  <b>Food chains</b>
<b>Religious Education</b>	<i>T+W Agreed Syllabus Understanding Christianity Religion or belief - celebrating difference and teaching tolerance and respect</i>	<b>AS Unit 17</b> <b>What can we learn from sacred places?</b> Church/Gurdwara (Worship/identity)	<b>UC Unit 2a.3</b> <b>What is the Trinity?</b> (Incarnation) -link to Advent/Christmas	<b>AS Unit 20</b> <b>How do Muslims keep the 5 pillars of Islam?</b> (Beliefs/Identity)	<b>AS Unit 19</b> <b>Why is Jesus inspiring?</b> Looking at Easter (Gospel)	<b>As Unit 18</b> <b>Does a beautiful world mean a wonderful God?</b> <i>Transcendence/belief/stewardship</i>	<b>UC Unit 2a.1</b> <b>What do Christians learn from the Creation story?</b> <i>Creation/Fall</i>

**FOUNDATION/TOPIC**

<b>History</b>	CIRCA model	<b>How did the Romans and Britons live together?</b> What was impact of Romans on Britain? Diary entry of Boudicca <i>Globalisation/migration/Invasion/Ethnic conflict</i> <i>Gender: Women in History (Boudicca)</i>	<b>How did Britain change with the Anglo Saxons?</b> The Saxon kingdoms of England <i>Migration/Invasion/Minorities/Religious persecution of Celts</i>	<b>How did Britain change with the Vikings ?</b> News report on Alfred the Great and the Vikings Danelaw <i>Migration/Invasion/Minorities/Religious persecution of Christians</i>
<b>Geography</b>	Regions of Europe	<b>Where do people live in Europe?</b> Map skills and physical and human features	<b>How do people live in mountains?</b> What's it like in a mountain region of Europe? The Alps	<b>How can we reduce our carbon footprint across Europe? (ECO WEEK)</b> Exploring what we can learn from other area of Europe to reduce our carbon footprint.
<b>Art</b>		<b>COLLAGE</b> <b>Design and make a Roman mosaic</b> Developing a design/using printing and multimedia collage techniques ( <i>History link</i> )	<b>MIXED MEDIA</b> <b>Abstract art inspired by sound</b> Wassily Kandisky/abstract artists ( <i>Science link</i> )	<b>PAINTING</b> <b>Mountain landscapes</b> David Hockney ( <i>Geography link</i> )
<b>Music</b>	Charanga	<b>How does music bring us closer together?</b> Interesting time signatures	<b>What does music tell us about the past?</b> Combining elements	<b>How does music make the world a better place?</b> Developing pulse and groove

DT	Design Technology linked to STEAM	<b>MECHANISMS/CONSTRUCTION</b> <b>How can we make Christmas special for someone else?</b> <i>Santa's workshop - Making a mechanical toy - Pop-up books</i>		<b>FABRICS</b> <b>How can we reuse materials</b> sewing using recycled fabric <i>(Geography link)</i>		<b>FOOD TECHNOLOGY</b> <b>How can we cook our own healthy food?</b> Design and making soup <i>(Science link)</i>	
PE	<i>Sport – equality, diversity and inclusion (athletes who inspire us)</i>	<b>Team games</b> <i>Endball</i> Playing together	<b>Dance skills</b> Moving together to a beat of 8	<b>Gymnastics</b> Travelling, rotation and balance	<b>Invasion games</b> <i>Football</i> Ball control and passing	<b>Striking &amp; fielding</b> Applying tactics	<b>Athletics</b> Running, jumping, throwing
MFL	<b>Spanish</b> <i>race, religion, belief, cultural understanding</i>	<b>People around me</b> Speaking and listening, Song and rhyme		<b>All about school</b> Speaking and listening, Writing, Song and rhyme		<b>Tell me when</b> Speaking and listening, Writing, Song and rhyme	
PSHCE	Jigsaw Units No Outsiders Lifeland	<b>Being me in my world</b>	<b>Relationships</b> <i>diverse topics such as families, friendships, pets and animals, and love and loss</i>	<b>Celebrating difference</b> <i>similarities and differences and teaches about diversity, such as disability, racism, gender, family composition, friendships, and conflict.</i>	<b>Healthy me</b>	<b>Dreams and goals</b>	<b>Changing me</b> <i>sex sexual orientation</i>
Computing	E-safety covered across all terms How do we keep safe?	<b>CREATING MEDIA</b> <b>How can we be creative with computers?</b> Audio editing <b>Laptops</b>		<b>SYSTEMS AND NETWORKS</b> <b>How does computers and networks work?</b> <i>The Internet</i> <b>Offline</b>		<b>PROGRAMMING</b> <b>How can I solve problems?</b> Quiz <b>Laptops</b>	

**Curriculum map – Year 5**

Terms	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Values/Drivers	Friendship		Perseverance		Hope and Aspiration	
Themes/Key question	<i>How can we live together?</i>		<i>How can we overcome problems?</i>		<i>How can we make a better world?</i>	
Key concepts	community cooperation society citizen belonging		resilience determination invention development		development change sustainability stewardship freedom	

**CORE CURRICULUM PROVISION***\*Equality and diversity, protected characteristics featured in our curriculum*

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Sentence Milestone (Sentence Ninja)	<b>Milestone 2.1</b> compound sentences (and, but, so)	<b>Milestone 3.1</b> compound sentences (yet, or, for)		<b>Milestone 3.2</b> complex sentences (although, while, unless)		<b>Milestone 4</b> All simple, compound, complex sentences
	Genres	<b>Writing to inform</b> Diary writing	<b>Writing to entertain</b> Narrative (4 weeks)	<b>Writing to inform</b> Biography (3 weeks)	<b>Writing to persuade</b> Letter (3 weeks)	<b>Writing to discuss</b> Balanced argument	<b>Writing to entertain</b> Narrative (4 weeks)
			<b>Writing to inform</b> Non-chronological report (3 weeks)	<b>Writing to entertain</b> Poetry (3 weeks)	<b>Writing to discuss</b> Blog post (2 weeks)		<b>Writing to inform</b> Recount (2 weeks)
Reading	Whole class texts	<b>The Midnight Gang</b> <i>David Walliams</i>		<b>Wonder</b> <i>R.J. Palacio</i>		<b>High Rise Mystery</b> <i>Sharna Jackson</i>	
	Cold texts	<b>Black History Focus:</b> Ruby Bridges	<b>LGBT – Tolerance:</b> Tom Daley	<b>Never Giving Up –</b> Women who have achieved: Mae Jamison	<b>Poets: Robert Louis Stephenson</b> <b>Disability Awareness:</b> Rob Burrow and Kevin Sinfield	<b>Significant Individuals:</b> Olaudah Equiano	<b>Refugees (as part of Refugee week):</b> Nadia Nadim
	Class reader	Max and the Millions <i>Ross Montgomery</i>		Frankie's World <i>Aoife Dooley</i>		The Girl Who Stole an Elephant <i>Nizrana Farook</i>	
Maths	Concepts Linked to White Rose	<b>Place value</b> (3 weeks)  <b>Addition and subtraction</b> (2 weeks)  <b>Multiplication and division A</b> (3 weeks)	<b>Fractions A</b> (4 weeks)  <b>Multiplication and division B</b> (3 weeks)	<b>Fractions B</b> (2 weeks)  <b>Decimals and Percentages</b> (4 weeks)	<b>Perimeter and Area</b> (2 weeks)  <b>Properties of shape</b> (3 weeks)	<b>Statistics</b> (2 weeks)  <b>Position and direction</b> (2 weeks)  <b>Decimals</b> (4 weeks)	<b>Negative numbers</b> (1 week)  <b>Converting units of measure</b> (2 weeks)  <b>Volume</b> (1 week)

<b>Science</b>	<b>Units</b> Linked to White Rose Science	<b>Forces</b>	<b>Space</b>	<b>Properties of materials</b>	<b>Animals (humans) Lifecycles</b> <i>Age- changes as humans reach old age and talk about how the body changes and develop over different life stages</i>	<b>Reproduction</b> <i>Sex sexual orientation</i>	<b>Reversible and irreversible changes</b>
<b>Religious Education</b>	<i>T+W Agreed Syllabus Understanding Christianity Religion or belief - celebrating difference and teaching tolerance and respect</i>	<b>AS Unit 22</b> <b>How and why do we pray?</b> <b>Worship</b> Judaism/ Christianity / Islam	<b>UC 2b.1</b> <b>What does it mean if God is holy and loving?</b> <i>God</i>  Christianity	<b>As Unit 21</b> <b>What can we learn about temptation?</b> <b>Morality</b> (Lent)  Christianity / Islam/ Judaism	<b>UC 2b.5 What would Jesus do?</b> <b>Gospel</b>  Christianity	<b>AS Unit 24</b> <b>Can charities change the world?</b>  Christianity / Islam	<b>UC Unit 2b.3</b> <b>How can following God bring freedom and justice?</b> <i>People of God</i> Christianity

**FOUNDATION/TOPIC**

<b>History</b>	CIRCA model	<b>CIVILIZATION</b> <b>What was life like in Ancient Egyptians?</b> Preparing Mummies for burial instructions (Link to Geography) <i>African history/civilisation/slavery of minorities</i>	<b>CIVILIZATION</b> <b>What were the achievements of Ancient Greece?</b> How did the Ancient Greeks influence western civilization? (Link to Geography) <i>Inequalities in society/class/Spartan treatment of women and children</i>	<b>CHANGE IN SOCIAL HISTORY</b> <b>How have crime and punishment changed over time?</b> Morality - Crime and punishments since Medieval/ Today (Link to RE) <i>Inequalities/injustice/persecution of minorities</i>
<b>Geography</b>	Regions of Europe – The Mediterranean	<b>What is life like in the Mediterranean region?</b> Investigating places in Europe Map skills Climate Zones and biomes	<b>What causes volcanoes and earthquakes?</b> Newspaper report	<b>How can we reduce pollution in the Mediterranean Sea? (ECOWEEK)</b> Exploring what we can do here to positively impact the Mediterranean Sea and the plastic pollution that's there.
<b>Art</b>		<b>SCULPTURE</b> <b>Design and make Egyptian pottery</b> Developing a design/techniques for using clay (link to History)	<b>DRAWING</b> <b>Space art in pastels</b> Peter Thorpe (link to Science)	<b>PAINTING</b> <b>Mediterranean scenes</b> Olive Grove by Van Gogh – Post-Impressionism style (link to Geography)



Music	Charanga	<b>How does music bring us closer together?</b> Music and technology		<b>What does music tell us about the past?</b> Emotions and musical styles		<b>How does music make the world a better place?</b> Exploring key and time signatures	
DT	Design Technology linked to STEAM	<b>MECHANISMS/CONSTRUCTION</b> <b>How can we make Christmas special for someone else?</b> <i>Santa's workshop</i> - Making a mechanical toy Cam toys		<b>FABRICS</b> <b>How can we reuse materials?</b> Sewing using recycled fabric <i>(link to Geography)</i>		<b>FOOD TECHNOLOGY</b> <b>How can we cook our own healthy food?</b> Design and Baking Bread <i>(link to Science)</i>	
PE	<i>Sport – equality, diversity and inclusion (athletes who inspire us)</i>	<b>Invasion games</b> <i>Football</i> Playing and passing	<b>Dance skills</b> Moving together	<b>Gymnastics</b> Travelling and balancing	<b>Invasion games</b> <i>Basketball</i> Offense and defence	<b>Striking &amp; fielding</b> Bowling and hitting	<b>Athletics</b> Running, jumping, throwing
MFL	<b>Spanish</b> <i>race, religion, belief, cultural understanding</i>	<b>My Town</b> Speaking and listening, Song and rhyme		<b>Let's Go</b> Speaking and listening, Writing, Song and rhyme		<b>Shopping</b> Speaking and listening, Writing, Song and rhyme	
PSHCE	Jigsaw Units  No Outsiders  Lifeland	<b>Being me in my world</b>	<b>Relationships</b> <i>diverse topics such as families, friendships, pets and animals, and love and loss</i>	<b>Celebrating difference</b> <i>similarities and differences and teaches about diversity, such as disability, racism, gender, family composition, friendships, and conflict.</i>	<b>Healthy me</b>	<b>Dreams and goals</b>	<b>Changing me</b>
Computing	E-safety covered across all terms  How do we keep safe?	<b>PROGRAMMING</b> <b>How can I solve problems?</b> Developing Games Desktop		<b>CREATING MEDIA</b> <b>How can we be creative with computers?</b> Vector drawing Desktop		<b>DATA AND INFORMATION</b> <b>How can computers help with data handling?</b> Databases <i>Laptops</i>	

**Curriculum map – Year 6**

Terms	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Core Values/Drivers</b>	<b>Friendship</b>		<b>Perseverance</b>		<b>Hope and Aspiration</b>	
<i>Themes/Key question</i>	<i>How can we live together?</i>		<i>How can we overcome problems?</i>		<i>How can we make a better world?</i>	
<b>Key concepts</b>	community cooperation society citizen belonging		resilience determination invention development		development change sustainability stewardship freedom	

**CORE CURRICULUM PROVISION***\*Equality and diversity, protected characteristics featured in our curriculum*

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Sentence Milestone (Sentence Ninja)	<b>Milestone 2.1</b> compound sentences (and, but, so, when, if, because, as, since)  <b>Milestone 3.1</b> compound sentences (yet, or, for)  <b>Milestone 3.2</b> complex sentences (although, while, unless)	<b>Milestone 4</b> All simple, compound, complex sentences		<b>Milestone 5</b> Relative and embedded clauses		<b>Milestone 5</b> Relative and embedded clauses
	Genres	<b>Writing to inform</b> Diary writing	<b>Writing to entertain</b> Narrative (4 weeks)	<b>Writing to inform</b> Biography (3 weeks)	<b>Writing to persuade</b> Letter (3 weeks)	<b>Writing to discuss</b> Balanced argument	<b>Writing to entertain</b> Narrative (4 weeks)
			<b>Writing to inform</b> Non-chronological report (3 weeks)	<b>Writing to entertain</b> Poetry (3 weeks)	<b>Writing to discuss</b> Blog post (2 weeks)		<b>Writing to inform</b> Recount (2 weeks)
Reading	Whole class texts	<b>Holes</b> <i>Louis Sachar</i>		<b>Goodnight Mister Tom</b> <i>Michelle Magorian</i>		<b>Can You See Me?</b> <i>Libby Scott and Rebecca Westcott</i>	
	Cold texts	<b>Black History Focus:</b> (Martin Luther King)	<b>LGBT – Tolerance</b> (Alan Turing)	<b>Never Giving Up –</b> Women who have achieved: Lilian Bader	<b>Poets: Michael Rosen</b> Disability Awareness: Sarah Storey	<b>Significant Individuals:</b> Sabrina Cohen-Hatton	<b>Refugees (as part of Refugee week):</b> Albert Einstein
	Class reader	<b>The Explorer</b> <i>Katherine Rundell</i>		<b>Windrush Child</b> <i>Benjamin Zephaniah</i>		<b>The Island at the End of Everything</b> <i>Kiran Millwood Hargrave</i>	

<b>Maths</b>	Concepts Linked to White Rose	<b>Place value</b> (2 weeks)  <b>Addition, subtraction, multiplication and division</b> (5 weeks)  <b>Fractions A</b> (2 weeks)	<b>Fractions B</b> (2 weeks)  <b>Decimals</b> (2 weeks)  <b>Converting units of measure</b> (1 week)	<b>Fractions, decimals and percentages</b> (3 weeks)  <b>Perimeter, area and volume</b> (2 weeks)  <b>Statistics</b> (2 weeks)	<b>Properties of shape</b> (3 weeks)  <b>Position and direction</b> (1 week)  <b>Algebra</b> (2 weeks)	<b>Ratio</b> (2 weeks)  <b>After SATs</b> <b>Consolidation of knowledge through projects</b>	<b>Consolidation of knowledge through projects</b>
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<b>Science</b>	<b>Units</b> Linked to White Rose Science	<b>Living things and their habitats</b>	<b>Electricity</b>	<b>Light</b>	<b>Circulatory system</b> Diet, drugs, lifestyle	<b>Variation</b> <b>Adaptation</b>	<b>Fossils</b>
<b>Religious Education</b>	<i>T+W Agreed Syllabus</i> <i>Understanding Christianity</i> <i>Religion or belief - celebrating difference and teaching tolerance and respect</i>	<b>Unit 28</b> <b>How can we make our community more respectful?</b>  Christianity / Islam	<b>UC Unit 2b.8</b> <b>What kind of king is Jesus?</b> <i>Kingdom of God</i> Christianity	<b>Unit 26</b> <b>What can we learn from reflecting on wisdom?</b> Judaism - Christianity / Islam	<b>UC Unit 2b.6</b> <b>What did Jesus do to save humans?</b> <i>Salvation</i> Link to Easter Christianity	<b>Unit 27</b> <b>How do we reflect spirituality through arts?</b> Judaism - Christianity / Islam	<b>Unit 25(transition unit)</b> <b>How do people follow religious guidance?</b>  Christianity / Buddhism

## FOUNDATION/TOPIC

<b>History</b>	CIRCA model	<b>CIVILIZATION</b> <b>What was life like for the Ancient Maya?</b> <i>Non-European History/ethnicity/persecution by European invaders</i>	<b>Significant event – The Battle of Britain</b> <b>What was significant about the Battle of Britain in British history?</b> Wartime diary entry <i>Role of Commonwealth pilots/ethnicity</i>	<b>Local History Study</b> <b>The history of Telford</b> <i>Migration/multiculturalisation</i>
<b>Geography</b>	Regions of the world North America South America	<b>Who are the different people of the Americas?</b> Physical and human features – Rainforest / Andes	<b>Why are rivers and the water cycle important?</b> The Amazon River	<b>How can we use less space to save the rainforests? (ECOWEEK)</b> <i>Deforestation / Sustainability /Environmental change in the Americas</i>
<b>Art</b>		<b>TEXTILES</b> Developing a design/weaving and sewing techniques <i>(link to History – Ancient Maya)</i>	<b>DRAWING/PAINTING</b> Self-Portraits Frida Kahlo	<b>PAINTING</b> The Amazon rainforest Henry Rousseau <i>(link to Geography)</i>

Music	Charanga	How does music bring us closer together? Developing melodic phrases		What does music tell us about the past? Understanding structure and form		How does music make the world a better place? Confidence through performance	
DT	Design Technology linked to STEAM	<b>MECHANISMS/CONSTRUCTION</b> How can we make Christmas special for someone else? Santa's workshop - Making an electric toy (link to Science - electronics)		<b>FABRICS</b> How can I make something better? Sewing using recycled fabric (link to Geography)		<b>FOOD TECHNOLOGY</b> How can we cook our own healthy food? Designing pizzas	
PE	<i>Sport – equality, diversity and inclusion (athletes who inspire us)</i>	<b>Invasion games</b> Tag Rugby Playing and passing together/ tactics	<b>Dance skills</b> Moving together Interpreting music	<b>Gymnastics</b> Travelling and vaulting	<b>Invasion games</b> Hockey Offence and defence	<b>Swimming</b> 5-point technique	<b>Striking and fielding games</b> Rounders
MFL	<b>Spanish</b> <i>race, religion, belief, cultural understanding</i>	<b>The Wider World</b> Speaking and listening, Song and rhyme		<b>My Routine</b> Speaking and listening, Writing, Song and rhyme		<b>Free Time</b> Speaking and listening, Writing, Song and rhyme	
PSHCE	Jigsaw Units  No Outsiders  Lifeland	<b>Being me in my world</b>	<b>Relationships</b> <i>diverse topics such as families, friendships, pets and animals, and love and loss</i>	<b>Celebrating difference</b> <i>similarities and differences and teaches about diversity, such as disability, racism, gender, family composition, friendships, and conflict.</i>	<b>Healthy me</b>	<b>Dreams and goals</b>	<b>Changing me</b> <i>sex sexual orientation</i>
Computing	E-safety covered across all terms  How do we keep safe?	<b>CREATING MEDIA</b> How can we be creative with computers? 3D modelling <i>iPads</i>		<b>DATA AND INFORMATION</b> How can we be creative with computers? Spreadsheets <i>iPads</i>		<b>PROGRAMMING</b> How can I solve problems? Sensing <i>iPads</i>	