

**Ellacombe Long Term Curriculum Map – Ellacombe**

		AUTUMN TERM (15 weeks)		SPRING TERM (11 weeks)		SUMMER TERM (13 weeks)	
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Tell me a story...		I wish I was...		Let's investigate...	
E Y F S	UW History	<b>Local</b> <b>Myself, My family</b> Was there a time before I was born?		<b>National</b> <b>understanding of change</b> How can change happen over time?		<b>Local and National</b> <b>Understanding how we can learn about the past</b> How can we learn more about the past?	
	UW Geography	<b>Environments and seasonal changes</b> How can places and environments be different?  What happens in Autumn/Winter?		<b>Respecting the natural environment and understanding similarities and differences between mine and other countries.</b>  How can we show respect to our environment?  What is life like in other countries?		<b>Maps, journeys and respecting the seaside.</b>  How can I tell you about a journey I have been on?  How can we show respect for the seaside?	
	UW Science	<b>Seasonal changes</b> I can recognise changes in the weather.	<b>Changing states of matter and freezing</b> I can experiment with melting and freezing.	<b>Materials and their properties</b> I can explore a range of different materials	<b>Plants and life cycles</b> I can explore the natural world around me and observe/interact with natural processes.	<b>Animals- Are animals like me?</b> I can talk about similarities and differences to animals.	<b>Life under the sea</b> I can talk about different animals in the sea.
	RE	<b>F4- Being special- Where do we belong?</b>	<b>Incarnation</b>	<b>Why is the word God important to Christians?</b>	<b>Easter- Why is Easter special to Christians?</b>	<b>F5 What places are special and why?</b>	<b>F6 What times/stories are special and why?</b>
	Art	<b>Natural materials</b>  <b>Temporary structures</b>  <b>National artists: Andy Goldsworthy</b>		<b>Painting</b>  <b>Using different painting tools</b>  <b>Local Artist: Yvonne Coomber</b>		<b>Junk modelling sculptures</b>  <b>Use a range of tools</b>  <b>International artist: Angela Pozzi</b> <b>Shell/beach feature with texture</b>	
	D&T	<b>Expressive Arts and Design</b>  <b>Make and modify a treasure hunt</b>		<b>Expressive Arts and Design</b>  <b>Make an object with a purpose from a story</b>		<b>Expressive Arts and Design</b>  <b>Design and make a pitta bread/pizza/fruit kebab (Trust charter)</b>	
	Music	<b>Introducing singing and listening</b>  <b>How does music tell stories?</b>  <b>Nursery rhymes</b>		<b>Introducing musicianship</b>  <b>How can we explore music with our hands?</b>  <b>Clapping</b>		<b>Introducing instruments</b>  <b>Why are sounds different?</b>	
	Computing	<b>Awesome Autumn</b>  <b>Role play with technology</b>  <b>Recording a journey with bee-bots</b>		<b>Springtime</b>  <b>Using typing apps</b>  <b>Giving instructions</b>		<b>Summer fun</b>  <b>Online safety</b>  <b>Expressive Arts</b>	
	RHE	<b>Relationships Education</b>  <b>Caring friendships</b>  <b>Mental wellbeing</b>		<b>Relationships Education</b>  <b>Caring friendships</b>  <b>Health education</b>  <b>Mental wellbeing</b>		<b>Relationships Education</b>  <b>Respectful friendships</b>  <b>Mental wellbeing</b>  <b>Family and people who care for me</b>	
	PE	<b>Participate in team games</b>  <b>Invasion games</b>  <b>Net and wall</b>		<b>Developing balance, agility and coordination</b>  <b>Dance/gymnastics</b>  <b>Master basic movements</b>  <b>running, jumping, throwing, catching</b>		<b>Master basic movements</b>  <b>running, jumping, throwing and catching</b>  <b>Athletics</b>	
Charter Activities	<b>Opportunities for physical development</b>  PE	<b>Visit a local church</b> Godly play  <b>Experience a Christian and non-Christian celebration</b> Baptism and Diwali  <b>Take part in a performance or celebration</b>	<b>Learn about different jobs people do</b>  Careers' Week			<b>Make a healthy snack</b>  DT  By the end of the year:  <b>Have the tools to talk about their feelings</b>	

		Nativity				Learn to brush their teeth Be able to ride a balance bike To have travelled on a bus/coach or other form of transport See a live performance (Y6 leavers production)
Trips & Visits		Rowcroft visit – reindeer run (TC: Organise a fundraising event for a local charity/cause)		Torquay Library Visit		Sports Day at Warberry with mode of transport  Beach trip (TC: Have the opportunity to dip toes into sand and sea & visit and explore the local area)

Y 1	History	Toys Have toys always been the same?		Queen Elizabeth I (1533-1603) and King Charles III (2022) comparison How is our royal family different and similar to Queen Elizabeth I's?		Neil Armstrong 1969 Why do we remember the moon landings?	
	Geography	Studies of school and grounds Local field work I can recognise familiar places and draw my own simple maps with a key		Torquay local study: Human and physical features I can distinguish between recognisable human and physical geographical features in my local area.		The UK and weather patterns I can locate, identify and compare the four countries of the UK and their capital cities.	
	Science	Everyday materials I can distinguish between an object and the material from which it is made from	Everyday materials I can distinguish between an object and the material from which it is made from	Seasonal Changes – throughout the year I can describe how the weather changes in each season.	Plants I can name common plants	Animals including humans I can name common animals	Animals including humans I can describe the structure of an animal
	RE	<u>Christianity</u> Who do Christians say made the world?	<u>Christianity</u> Why does Christmas matter to Christians?	<u>Judaism</u> Who is Jewish and how do they live?		<u>Christianity</u> What does it mean to belong to a faith community?	<u>Christianity, Judaism, Non-Religious</u> How should we care for the world and for others, and why does it matter?
	Art	Drawing National Artist: Tim Knowles		Painting Local Artist: Liese Webley		Clay tiles Global Artist: Gaudi	
	D&T		<u>Mechanisms</u> Push and pull		<u>Structure</u> Design, make and evaluate models		<u>Food Technology</u> Preparing smoothies
	Music	<u>Introducing Beat</u>	<u>Adding rhythm and pitch</u>	<u>Introducing Tempo and Dynamics</u>	<u>Combining pulse, rhythm and pitch</u>	<u>Having fun with improvisation</u>	<u>Explore sound and create a story</u>

	How can we make friends when we sing together?	How does music tell stories about the past?	How does music make the world a better place?	How does music help us to understand our neighbours?	What songs can we sing to help us through the day?	How does music teach us about looking after our planet?
<i>Computing</i>	<b>Computing systems and networks – Technology around us</b>	<b>Creating media - Digital painting</b>	<b>Programming A – Moving a robot</b>	<b>Data and information – Grouping data</b>	<b>Creating media – Digital writing</b>	<b>Programming B – Introduction to animation</b>
<i>RHE</i>	<b>Respecting Ourselves and Others</b>  <b>Families and Friendships</b>	<b>Safe Relationships</b>	<b>Belonging to our community</b>	<b>Media Literacy and Digital Resilience</b>  <b>Money and Work</b>	<b>Physical Health and Mental Well Being</b>  <b>Keeping Healthy, Food and Exercise, Hygiene Routines and Sun Safety</b>  <b>Keeping Safe</b>	<b>Changing and Growing</b>
<i>PE</i>	<b>Invasion games</b>	<b>Gymnastics</b>	<b>Dance</b>	<b>Net and wall</b>	<b>Striking and fielding</b>	<b>Athletics</b>
<i>Charter Activities</i>	<b>Visit a church for a mock wedding/ Christening</b>  RE		<b>Learn how to stay healthy</b>  RHE <b>Dress up as their favourite character in a book</b>  <b>Experience a bedtime story with a hot chocolate</b>  World Book Day			<b>Learn how to prepare and cook a simple recipe</b>  DT
<i>Trips &amp; Visits</i>	<b>Visit a local museum or place of local history/ significance</b>  Sidmouth Toy Museum	<b>Theatre trip</b>  Pantomime		<b>Torbay Harbour field work</b>	<b>Paignton Zoo</b>	<b>Visit the seaside or countryside</b>  Beach trip

<b>Y 2</b>	<i>History</i>	<b>Titanic</b>  What is the significance of the sinking of the Titanic in 1912?	<b>Great Fire of London</b>  What happened to London during the fire of 1666?	<b>Comparison Rosa Parks (1955) and Emily Davison (1913)</b>  How did Emily Davison and Rosa Parks’ actions lead to change?	
	<i>Geography</i>	<b>Name and locate the world’s 7 continents and 5 oceans</b> <b>Hot and cold areas of the world (poles and equator)</b>  I can name and locate the seven continents I can identify the Equator	<b>Physical geography affecting land use</b>  I can use basic geographical vocabulary to refer to key human and physical features and compare the landscapes of Brixham and Wanaka (New Zealand)	<b>Comparing beaches: Oddicombe and North America</b>  I can use maps, photos and aerial images to name the geographical features at a beach location. Fieldwork and map skills	
	<i>Science</i>	<b>Uses of everyday materials</b>  I can sort objects into materials including unusual materials	<b>Living things and their habitats</b>  I can explore and compare living and dead and never been alive.	<b>Animals including humans</b>  I can notice that humans and animals have offspring	<b>Animals including humans</b>  I can notice that humans and animals have offspring
				<b>Plants</b>  I can observe, over time, what happens to a bulb.	<b>Plants</b>  I can grow plants in different conditions

<i>RE</i>	<b>Islam</b> Who is a Muslim and how do they live?		<b>Christianity</b> What do Christians believe God is like?	<b>Christianity</b> Why does Easter matter to Christians?	<b>Christianity</b> What is the good news Jesus brings?	<b>Christianity/Islam</b> What makes some places sacred to believers?	
<i>Art</i>	Drawing Local Artist: Valerie Davide		Painting  National Artist: Eric Carle		Sculpture  Global Artist: Lonnie Holley		
<i>D&amp;T</i>		<b>Textiles</b> Sewing and material use		<b>Mechanisms</b> Sliders and levers		<b>Structures</b> Design and planning Beach huts	
<i>Music</i>	<b>Exploring simple patterns</b> How does music help us to make friends?	<b>Focus on dynamics and tempo</b> How does the music teach us about the past?	<b>Exploring feeling through music</b> How does music make the world a better place?	<b>Composing music inspired by birdsong</b> How does music teach us about our neighbourhood?	<b>Exploring improvisation</b> How does music make us happy?	<b>Exploring improvisation</b> How does music teach us about looking after our planet?	
<i>Computing</i>	<b>Computing systems and networks – IT around us</b>	<b>Creating media – Digital photography</b>	<b>Programming A – Robot Algorithms</b>	<b>Data and information – pictograms</b>	<b>Creating media – making music</b>	<b>Programming B – An introduction to quizzes</b>	
<i>RHE</i>	<b>Respecting Ourselves and Others</b>  <b>Families and Friendships</b>	<b>Safe Relationships</b>	<b>Belonging to our community</b>	<b>Media Literacy and Digital Resilience Money and Work</b>	<b>Physical Health and Mental Well Being</b>  <b>Keeping Healthy, Food and Exercise, Hygiene Routines and Sun Safety</b>  <b>Keeping Safe</b>	<b>Changing and Growing</b>	
<i>PE</i>	<b>Invasion games</b>	<b>Gymnastics</b>	<b>Dance</b>	<b>Net and wall</b>	<b>Striking and fielding</b>	<b>Athletics</b>	
<b>Y 3</b>	<i>History</i>	<b>Stone age to Iron Age</b> When was a better time to live – the Stone Age or the Iron Age?	<b>Roman Empires impact on Britain</b> What was the impact of the Roman invasion on Britain?	<b>Ancient Greece (700-480 BC)</b> What did the Ancient Greeks contribute to modern life?			
<i>Geography</i>	<b>Developing map skills</b> I can identify how some key human and physical features are represented on maps and images.	<b>Comparison study- Exeter and Rome.</b> I can understand geographical similarities and differences through the study of human and physical geography.	<b>Volcanoes and Earthquakes</b> I can describe and explain the distribution of tectonic plates and the global impact of these.				
<i>Science</i>	<b>Rocks</b> I can name different rocks	<b>Light</b> I understand the importance of light to see objects.	<b>Forces and magnets</b> I can compare how toys can move along different materials.	<b>Plants</b> I can identify and describe the functions of different parts of flowering plants	<b>Animals including humans</b> I understand that animals, including humans, need the right types	<b>Animals including humans</b> I understand that animals, including humans, need the right types	

						and amount of nutrition.	and amount of nutrition.
<i>RE</i>	<b><u>Christianity</u></b> What do Christians learn from the creation story?	<b><u>Christianity</u></b> What is it like for someone to follow God?	<b><u>Islam</u></b> How do festivals and worship show what matters to Muslim?	<b><u>Judaism</u></b> How do festivals and family life show what matters to Jewish people?	<b><u>Christianity</u></b> What kind of world did Jesus want?	<b><u>Christianity, Judaism, Islam, Non-Religious</u></b> How and why do people try to make the world a better place?	
<i>Art</i>	Drawing (Cave Drawings) Global Artist: Lascaux		Painting and printing Local Artist: Becky Bettsworth		Printing National Artist: William Morris		
<i>D&amp;T</i>		<b><u>Electrical systems</u></b> <b><u>Circuits and Switches</u></b> Night Light/Head torch		<b><u>Textiles</u></b> <b><u>2D to 3D project</u></b> Pencil case		<b><u>Mechanical systems</u></b> Pneumatics Designing and evaluating Moving creature	
<i>Music</i>	<b><u>Developing notation skills</u></b> How does music bring us closer together?	<b><u>Composing using your imagination</u></b> What stories does music tell us about the past?	<b><u>Enjoying improvisation</u></b> How does world make the world a better place?	<b><u>Sharing musical experiences</u></b> How does music help us to get to know our community?	<b><u>Learning about musical styles</u></b> How does music make a difference to us every day?	<b><u>Instrumental study</u></b> How does music connect us with our planet?	
<i>Computing</i>	<b>Computing systems and networks – Connecting computers</b>	<b>Creating media – Animation</b>	<b>Programming A – Sequence in Music</b>	<b>Data and information – Branching databases</b>	<b>Creating media – Desktop publishing</b>	<b>Programming B – Events and actions</b>	
<i>RHE</i>	<b>Respecting Ourselves and Others</b>  <b>Families and Friendships</b>	<b>Safe Relationships</b>	<b>Belonging to our community</b>	<b>Media Literacy and Digital Resilience Money and Work</b>	<b>Physical Health and Mental Well Being</b>  <b>Keeping Healthy, Food and Exercise, Hygiene Routines and Sun Safety</b>  <b>Keeping Safe</b>	<b>Changing and Growing</b>	
<i>PE</i>	<b>Invasion games</b>	<b>Gymnastics</b>	<b>Dance</b>	<b>Net and wall</b>	<b>Striking and fielding</b>	<b>Athletics</b>	
<i>MFL Spanish</i>	<b>Phonetics 1&amp;2 – I'm learning Spanish</b>	<b>Seasons</b>	<b>My House</b>	<b>Clothes</b>	<b>Do You Have a Pet?</b>	<b>The Ice Creams</b>	
<i>Charter Activities</i>	<b>Learn to play a musical instrument</b>  Xylophone			<b>Meet with people who do these jobs and questions</b>  RHE career fair Spr 2			
<i>Trips &amp; Visits</i>			<b>Kents Cavern</b> History		<b>Visit a non-Christian place of worship</b> Year 3 mosque trip <b>Learn how to stay safe in the sea/on the</b>	<b>Make a difference in their local community i.e. Silver Stories, visit to residential home.</b>	

						<b>beach/ around water &amp; meet a visitor from a charity who can explain the purpose behind their work</b>  RNLI visitor	Reading and craft at local resident's home
<b>Y 4</b>	<b>History</b>	<b>TQ involvement in WWII</b>  What was the impact of WWII on the people of Torbay?		<b>Anglo Saxons</b>  What changes did the Anglo-Saxons make to Britain between 449AD and 793AD?		<b>Ancient Egypt</b>  How did the religion of the Ancient Egyptians shape their legacy?	
	<b>Geography</b>	<b>Describe and understand key aspects of Mountains in the UK.</b>  I can locate mountains within and across counties of the UK and the wider world		<b>Global patterns</b>  I can explain global climate and biome patterns. I can locate the world's hemispheres, countries using maps to focus on Europe, (including location of Russia) .		<b>Water cycles and rivers.</b>  I know and can explain the key parts of the water cycle and its importance in water moving around the earth.	
	<b>Science</b>	<b>Sound</b>  I can identify how sounds are made.	<b>Electricity</b>  I can construct a simple series electrical circuit, identifying and naming its basic parts.	<b>States of Matter</b>  I can identify solid, liquid and a gas.	<b>Living things and their habitats</b>  I understand that living things can be grouped in a variety of ways	<b>Animals including humans</b>  I can explain the basic parts of the digestive system in humans using research I have carried out.	<b>Working scientifically (Science week planning)</b>  I can work scientifically to explore my carbon footprint.
	<b>RE</b>	<b>Hinduism</b>  What do Hindus believe God is like?	<b>Hinduism</b>  What does it mean to be Hindu in Britain today?	<b>Christianity</b>  What is the 'Trinity' and why is it important for Christians?	<b>Christianity</b>  Why do Christians call the day Jesus died Good Friday?	<b>Christianity</b>  For Christians, when Jesus left, what was the impact of Pentecost?	<b>Christianity, Hinduism, Non-Religious</b>  How and why do people mark the significant events of life?
	<b>Art</b>	<b>Drawing</b>  National Artist: Henry Moore		<b>Painting and printing</b>  Local Artist: Brian Pollard		<b>Printing</b>  Global Artist: Mika Ninagawa	
	<b>D&amp;T</b>		<b>Mechanical systems</b> Levers and sliders Pop-up book		<b>Food Technology</b> Creating a product on a budget breakfast bar		<b>Electrical systems</b> Control Crumble Card Buggy
	<b>Music</b>	<b>Interesting time signatures</b>  How does music bring us together?	<b>Combining elements to make music</b>  Instrumental study recorders	<b>Developing pulse and groove through improvisation</b>  How does music improve our world?	<b>Creating simple melodies together</b>  Instrumental study - glockenspiels	<b>Connecting notes and feelings</b>  How does music shape our way of life?	<b>Purpose, identity and expression in music</b>  How does music connect us with our planet?
	<b>Computing</b>	<b>Computing systems and networks – The internet</b>	<b>Creating media – Audio editing</b>	<b>Programming A – Repetition in shapes</b>	<b>Data and information – Data logging</b>	<b>Creating media – Photo editing</b>	<b>Programming B – Repetition in games</b>

	<i>RHE</i>	<b>Respecting Ourselves and Others</b>  <b>Families and Friendships</b>	<b>Safe Relationships</b>	<b>Belonging to our community</b>	<b>Media Literacy and Digital Resilience</b>  <b>Money and Work</b>	<b>Physical Health and Mental Well Being</b>  <b>Keeping Healthy, Food and Exercise, Hygiene Routines and Sun Safety</b>  <b>Keeping Safe</b>	<b>Changing and Growing</b>
	<i>PE</i>	<b>Swimming</b>	<b>Gymnastics and Invasion Games</b>	<b>Dance and Net &amp; Wall</b>	<b>Invasion Games and Outdoor Adventure</b>	<b>Striking and fielding and Net and wall</b>	<b>Athletics and Alternative Sports</b>
	<i>MFL (Spanish)</i>	<b>Phonics 1 and 2 Presenting Myself</b>	<b>The Weather</b>	<b>My House</b>	<b>Clothes</b>	<b>Do You Have a Pet?</b>	<b>Vegetables</b>

**Year 5 Curriculum Overview**

<b>Y 5</b>	<i>History</i>	<b>Tudors</b>  What was the impact of Henry VIII's divorce from Catherine of Aragon?		<b>Vikings</b>  How successful was the Viking invasion?		<b>Benin</b>  How did the Kingdom of Benin change Europe's perception of Africa?		
	<i>Geography</i>	<b>Comparison study: The UK and Scandinavia</b>  Using an atlas, I can name, locate and generalize the three countries of Scandanavia and compare to the UK.		<b>Hemispheres and time zones</b>  I can name and locate the Tropics of Cancer and Capricorn. I can locate places using longitude, latitude and 6-figure grid references		<b>A study of South America: biomes and vegetation belts</b>  I can explain how deforestation impacts life in South America and beyond?		
	<i>Science</i>	<b>Properties of Materials</b>  I can compare and group materials.	<b>Forces and magnets</b>  I can explain that unsupported objects fall towards that Earth because of gravity acting between the earth and the falling object.	<b>Earth and Space</b>  I can describe the movement of the Earth.	<b>Living things and their habitats</b>  I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.	<b>Animals including humans</b>  I can describe the changes as a human develops to old age.	<b>Working scientifically</b>	
	<i>RE</i>	<b><u>Christianity</u></b>  What does it mean if Christians believe God is holy and loving?	<b><u>Christianity</u></b>  Why do Christians believe Jesus was the Messiah?	<b><u>Islam</u></b>  What does it mean to be Muslim in Britain today?	<b><u>Judaism</u></b>  Why is the Torah so important to Jewish people?	<b><u>Christianity</u></b>  Christians and how to live: 'What would Jesus do?'	<b><u>Christianity/Humanism</u></b>  What matters most to Humanists and Christians?	
	<i>Art</i>	Drawing  Local Artist: Amelia Webster		Painting  Global Artist: Frida Kahlo		Typography  National Artist: Paul Thurlby		
	<i>D&amp;T</i>			<b><u>Structures</u></b> Mechanisms Cams Pop-up toys		<b><u>Food Technology</u></b> Bread and diet	<b><u>Structures</u></b> Shell structures Kites	
<i>Music</i>	<b><u>Getting started with music tech</u></b>	<b><u>Emotions and musical styles</u></b>	<b><u>Exploring key and time signatures</u></b>	<b><u>Introducing chords</u></b>	<b><u>Words, meaning and expression</u></b>	<b><u>Identifying important</u></b>		

	How does music bring us together?	How does music connect us with our planet?	How does music improve our world?	How does music teach us about our community?	How does music shape our way of life?	<b>musical elements</b> How does music connect us with our environment?
<i>Computing</i>	<b>Computing systems and networks – Sharing information</b>	<b>Creating media – Video editing</b>	<b>Programming A – Selection in physical computing</b>	<b>Data and information – Flat-file databases</b>	<b>Creating media – Vector drawing</b>	<b>Programming B – Selection in quizzes</b>
<i>RHE</i>	<b>Respecting Ourselves and Others</b>  <b>Families and Friendships</b>	<b>Safe Relationships</b>	<b>Belonging to our community</b>	<b>Media Literacy and Digital Resilience Money and Work</b>	<b>Physical Health and Mental Well Being</b>  <b>Keeping Healthy, Food and Exercise, Hygiene Routines and Sun Safety</b>  <b>Keeping Safe</b>	<b>Changing and Growing</b>
<i>PE</i>	<b>Invasion games</b>	<b>Gymnastics</b>	<b>Dance</b> <b>Swimming</b>	<b>Net and wall</b>	<b>Striking and fielding</b>	<b>Athletics</b>
<i>MFL (Spanish)</i>	<b>Presenting Myself</b>	<b>The Weather</b>	<b>My House</b>	<b>Clothes</b>	<b>Do You Have a Pet?</b>	<b>Vegetables</b>
<b>Y 6</b>	<i>History</i>	<b>Victorians</b> How did the industrial revolution impact society?	<b>Social History (Women’s rights)</b> How did women get the vote in Britain?	<b>WWII</b> What was the global impact of WWII?		
<i>Geography</i>	<b>North America settlement and migration</b> I can explain how and why people choose to migrate and settle in different areas	<b>Natural resources, trade and sustainable living</b> Using my knowledge of natural resources and fair trade, I can explain how to make more sustainable choices	<b>Map reading</b> I can analyse and give views on the effectiveness of different geographical representations of a location.			
<i>Science</i>	<b>Electricity</b> I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.	<b>Light</b> I can recognise that light appears to travel in straight lines.	<b>Evolution and inheritance</b> I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago	<b>Living Things and their Habitats</b> I can describe how things are classified.	<b>Animals including humans</b> I can identify and name the main parts of the human circulatory system.	
<i>RE</i>	<b>Christianity</b> Creation and Science: conflicting or complementary?	<b>Christianity/Non-Religious</b> Why do some people believe God	<b>Hinduism</b> Why do Hindus want to be good?	<b>Christianity</b> What do Christians believe Jesus did to save people?	<b>Christianity</b> What kind of king is Jesus?	<b>Worldviews</b> How does faith help people when life gets hard?



		and some people not?					
<i>Art</i>	Drawing  Local Artist: Simon Drew			Painting National artist: Lubaina Humid		Sculpture  Global Artist: Giacometti	
<i>D&amp;T</i>		<b>Food Technology</b> Fairtrade Cookies			<b>3D Printing</b> Understanding of principles.		<b>Textiles</b> Combining fabrics and shapes Upcycling materials for wearable items
<i>Music</i>	<b>Developing melodic phrases</b>  How does music bring us together?	<b>Understanding structure and form</b>  How does music connect us with our past?		<b>Gaining confidence through performance - Instrumental study</b>  How does music improve our world?	<b>Exploring notation further</b>  How does music teach us about our community?	<b>Instrumental study</b>  Ukelele part 2	<b>Respecting each other through composition</b>  How does music connect us with the environment?
<i>Computing</i>	<b>Computing systems and networks - Communication</b>	<b>Creating media – web page creation</b>		<b>Programming A – Variables in games</b>	<b>Data and information – Introducing Spreadsheets</b>	<b>Creating media – 3D modelling</b>	<b>Programming B - Sensing</b>
<i>RHE</i>	<b>Respecting Ourselves and Others</b>  <b>Families and Friendships</b>	<b>Safe Relationships</b>		<b>Belonging to our community</b>	<b>Media Literacy and Digital Resilience Money and Work</b>	<b>Physical Health and Mental Well Being</b>  <b>Keeping Healthy, Food and Exercise, Hygiene Routines and Sun Safety</b>  <b>Keeping Safe</b>	<b>Changing and Growing</b>
<i>PE</i>	<b>Invasion games</b>	<b>Gymnastics</b>		<b>Dance</b>	<b>Net and wall</b>	<b>Striking and Fielding</b>	<b>Athletics</b>
<i>MFL (Spanish)</i>	<b>Me In The World</b>	<b>The Weekend</b>		<b>At School</b>	<b>Habitats</b>	<b>Second World War</b>	<b>Healthy Lifestyle</b>
<i>Charter Activities</i>	<b>Attend a residential trip to include adventurous activities</b>  <b>Make a friend from across the school trust</b>  Beam House Residential			<b>Write a formal letter to support / argue a cause that they feel passionately about</b>  Greta Thunberg English		<b>Take public transport</b> London trip <b>Visit and eat in a restaurant</b> London trip <b>Visit and explore a city</b> London trip	<b>Develop their own fitness workouts to understand the impact on health and grow resilience</b>  Year 6 fitness PE

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sikh visitor Anansi day	Planetarium Life Education bus Nativity/ Carol service		Careers Week Author visit World Book Day Easter service South Devon Cricket	Science Fair Athlete visit	Colour Run End of term picnic Festival

Please note: all subjects have their own Progression of Knowledge and Skills document which exemplifies the links to the national Curriculum. *(for example, "Agatha Christie, History: significant historical events, people and places in their own locality)*