# LONG TERM CURRICULUM PLAN A - YEAR 5/6

| YEAR A | Autumn - Discover | Spring - Explore | Summer - Create |
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| English | Non-Fiction: Letter Writing<br>**The Day the Crayons Quit**<br>Outcome: To write 1 or 2 letters showing different levels of formality.<br><br>Fiction: Overcoming a Monster<br>**Beowulf**<br>Outcome: To write their own overcoming a monster story.<br><br>Non-Fiction: Explanation<br>**Cracking Contraptions**<br>Outcome: To write devise and write about their own 'Cracking Contraption'.<br><br>Fiction<br>**Christmas Tales (Storyworld Cards)**<br>Outcome: To write a Christmas story for a younger year group. | Fiction: wordless picture book – Journey Tale/Tragedy Tale<br>**Flood**<br>Outcome: To write the story of Flood.<br><br>Non-Fiction: Chronological Text<br>**Survival at 40 degrees Above**<br>Outcome: To create a closely observed chronological report about a real or imagined environment.<br><br>Poetry: Metaphor focus<br>**The Sea by James Reeves**<br>Outcome: To write your own extended metaphor poem. | Fiction: Adventure Tale/Quest Tale<br>**Varjak Paw**<br>Outcome: To write a complete additional adventure for Varjak Paw in the style of the author.<br><br>Non-Fiction: Biography.<br>**Women in Science: 50 Fearless Pioneers who Changed the World**<br>Outcome: To write a biography about an inspiring person as part of a class book about inspiring people. |
| Re-Think Reading | **Author Study** on Emma Carroll<br>➢ Frost Hollow Hall<br>➢ Secrets of a Sun King<br>➢ Letters from the Lighthouse<br>➢ A Night at the Frost Fair<br><br>NF – Black and British by David Olusoga<br>F – Troofriend by Kirsty Applebaum<br>NF – News Reports<br>P – Good King Wenceslas by John Mason Neale<br>F – Beowulf by Kevin Crossley-Holland<br>F - FArTHER by Grahame Baker-Smith | **Author Study** on Gill Lewis<br>➢ Eagle Warrior<br>➢ Run Wild<br>➢ Song of the River<br><br>P - Mushrooms by Sylvia Plath<br>F – Future Hopes edited by Lauren James<br>NF – The Greatest Show on Earth by Mini Grey<br>F - Mr. William Shakespeare's Plays presented by Marcia Williams | **Author Study** on Ross Mackenzie<br>➢ The Nowhere Emporium<br>➢ The Elsewhere Emporium<br>➢ The Otherwhere Emporium<br><br>P - Work and Play in Collected Poems for Children by Ted Hughes<br>F - Varmints (part one) by Helen Ward and Marc Craste<br>F – Return to Wonderland a selection of stories inspired by Lewis Carroll's Alice<br>F – Guess by Philippa Pearce from The Shadow Cage<br>F – The Sky-Bots by Vashti Hardy from The Book of Hopes edited by Katherine Rundell |
| Class Reads | Anglo-Saxon Boy by Tony Bradman<br>The 1,000-year-old Boy by Ross Welford<br>Viking Boy by Tony Bradman | The Somerset Tsunami by Emma Carroll<br>Swimming Against the Storm by Jess Butterworth<br>Into the Volcano by Jess Butterworth<br>Escape from Pompeii by Christina Balit | Darwin's Dragons by Lindsay Galvin<br>The Vanishing Trick by Chris Mould & Jenni Spangler<br>What Mr Darwin Saw by Mick Manning & Brita Granstrom |
| Maths White Rose | Place value, Addition & Subtraction<br>Statistics, Multiplication & division, Area & perimeter & volume, Fractions, Position and direction | Multiplication & division, Fractions, Decimals & percentages, Algebra & ratio, Converting units<br>Perimeter, area & volume | Decimals, Properties of shapes, Position & direction, Converting units, Volume**,** Statistics |
| Science | Forces<br>Living Things and their Habitats (seed dispersal) | Earth and Space<br>Living Things and their Habitats (life cycles and reproduction) | Animals including Humans<br>Evolution and Inheritance |
| History | Britain's settlement by **Anglo-Saxons and Scots**<br>**The Viking** and Anglo-Saxon struggle for the Kingdom of England | | |

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| Geography | | **<u>Our Extreme Earth</u>**<br>(climate zones, rivers, mountains, volcanoes, earthquakes, the water cycle, the distribution of natural resources including energy, food, minerals and water) | **<u>Skills and Fieldwork</u>**<br>**<u>Bristol Harbourside</u>** |
| Art | **Surface & Colour**<br>**Fashion Design**<br><br>**Disciplines:** Fashion, Painting, Collage, Sketchbooks<br>**Medium:** Paper, Acrylic Paint, Tape<br>**Artists:** Alice Fox, Rahul Mishra, Pyer Moss, Tatyana Antoun, Hormazd Narielwalla<br>**Outcome:** To create an outfit for a Viking. | | **Working in 3D**<br>**Festival Feasts**<br><br>**Disciplines:** Sculpture, Painting, Drawing, Collage, Sketchbooks<br>**Medium:** Paper/Card, Drawing Materials, Modelling Materials (incl. Modroc)<br>**Artists:** Claes Oldenberg, Lucia Hierro, Nicole Dyer<br>**Outcome:** To make an item of food for a picnic out of Modroc. |
| D&T | | **Frame Structures:** Free Standing Structures<br>**Outcome:** To create a shelter to survive an Extreme Earth event. | **Textiles:** CAD in Textiles<br>**Outcome:** To create a shopping tote bag / mobile phone carrier / tablet case. |
| Computing Teach Computing | **<u>Programming B – Selection in Quizzes</u>**<br>In this unit, pupils develop their knowledge of selection by revisiting how conditions can be used in programs and then learning how the If… Then… Else structure can be used to select different outcomes depending on whether a condition is true or false. They represent this understanding in algorithms and then by constructing programs using the Scratch programming environment. They use their knowledge of writing programs and using selection to control outcomes to design a quiz in response to a given task and implement it as a program.<br><br>**<u>Computing Systems and Networks – Communication and Collaboration</u>**<br>In this unit, pupils consider how people can work together when they are not in the same location. They discuss ways of working and complete a collaborative online project. They are then introduced to another approach to online working: reusing and modifying work done by someone else using the programming tool Scratch. | **<u>Programming A – Variables in Games</u>**<br>This unit explores the concept of variables in programming through games in Scratch. First, learners find out what variables are and relate them to real-world examples of values that can be set and changed. Then they use variables to create a simulation of a scoreboard. In Lessons 2, 3, and 5, which follow the Use-Modify-Create model, learners' experiment with variables in an existing project, then modify them, before they create their own project. In Lesson 4, learners focus on design. Finally, in Lesson 6, learners apply their knowledge of variables and design to improve their games in Scratch. | **<u>Programming B – Sensing Movement</u>**<br>This unit offers pupils the opportunity to use all of the programming constructs from previous years in a different, but still familiar environment, while also utilising a physical device — the micro:bit. The unit begins with a simple program for pupils to build in and test within the new programming environment, before transferring it to their micro:bit. Pupils then take on three new projects in Lessons 2, 3, and 4, with each lesson adding more depth. |
| Wider Curriculum Computing | **<u>Creating Media – Introduction to Vector Graphics (Art, History, Geography)</u>**<br>In this unit, learners start to create vector drawings. They learn how to use different drawing tools to help them create images. Learners recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. Learners layer their objects and begin grouping and duplicating them to support the creation of more complex pieces of work.<br>**<u>Data and Information – Flat-file Databases (Maths, Science)</u>**<br>This unit looks at how a flat-file database can be used to organise data in records. Pupils use tools within a database to order and answer questions about data. They create graphs and charts from their data to help solve problems. They use a real-life database to answer a question, and present their work to others. | | |

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| Digital Literacy / Online Safety elim planning | **<u>Autumn Term A - 'I am Kind and Responsible' – Evaluating Content/Reporting and Supporting</u>**<br>➢ I use a search engine to find and evaluate different types of information.<br>➢ I contribute to shared rules and use them to support myself and others when we use technology.<br>➢ I support my friends to protect themselves and make good choices online, including reporting concerns to an adult.<br>➢ I talk about the way search results are selected and ranked and check the reliability of websites I visit.<br><br>**<u>Autumn Term B - 'I am Kind and Responsible' – Kindness</u>**<br>➢ I always communicate kindly and respectfully and can describe the impact where this does not happen.<br>➢ I contribute to shared rules and use them to support myself and others when we use technology.<br>➢ I explain why I need to protect myself and my friends and the best ways to do this, including reporting concerns to a trusted adult.<br>➢ I always communicate kindly and respectfully and work with others to help everyone enjoy their use of technology.<br><br>**ActiveBYTES KS2 Autumn Assembly 1**<br>**OR KS2 Autumn Assembly 3 (alternate to avoid repetition through KS2)**<br>**I am kind and responsible**<br><br>**Anti-Bullying Week.** | | **<u>Spring Term A - 'I am Safe and Secure' – Privacy</u>**<br>➢ I explain the risks of sharing too much about myself online.<br>➢ I check the information about me online and know that some of it can be uploaded by others.<br>➢ I consider terms and conditions and adjust privacy settings to maintain control of my personal information.<br><br>**<u>Spring Term B - 'I am Safe and Secure' – Relationships</u>**<br>➢ I compare my online and face-to-face relationships.<br>➢ I explain how to communicate safely and responsibly with people I only know online.<br><br>**ActiveBYTES KS2 Spring Assembly 1**<br>**OR KS2 Spring Assembly 3 (alternate to avoid repetition through KS2)**<br>**I am safe and secure**<br><br>**Safer Internet Day.** | | **<u>Summer Term A - 'I am Healthy' – Self Image</u>**<br>➢ I know the reasons why images are altered.<br>➢ I explain how images in the media affect how we feel about ourselves.<br>➢ I explain how my data is used to target adverts towards me.<br><br>**<u>Summer Term B - 'I am Healthy' – Lifestyle Choices</u>**<br>➢ I identify the intended audience for an advert.<br>I support my friends in evaluating their use of games and devices and make good choices for myself.<br><br>**ActiveBYTES KS2 Summer Assembly 1**<br>**OR KS2 Summer Assembly 3 (alternate to avoid repetition through KS2)**<br>**I am healthy – Self image** | |
| REAL PE<br>REAL Gym | **REAL PE unit 6- Personal**<br>**Coordination:** Sending and receiving<br><br>**Agility:** Ball chasing | **REAL PE unit 3- Social**<br>**Dynamic balance:** On a line<br><br>**Counter balance:** With a partner | **REAL Gym unit 1- Cognitive**<br><br>Hand apparatus and low apparatus | **REAL Gym unit 2- Creative**<br><br>Partner work and large apparatus<br>or<br>**Dance (unit 1)** | **REAL PE unit 4- Applying physical**<br>**Dynamic balance to agility**: Jumping and landing<br><br>**Static balance:** One leg | **REAL PE unit 5- Health and fitness**<br>**Static balance:** Stance<br><br>**Coordination:** Footwork |
| Sports Coach | **Swimming/Multi- skills** | **Swimming/Team/Invasion games** | **Swimming/Gym** | **Swimming/Net and wall games** | **Swimming/Athletics** | **Swimming/Striking and fielding** |
| Discovery RE | **Theme:** Prayer and Worship<br>**Key Question:** What are the best ways for a Hindu to show commitment to God?<br>**Religion:** Hinduism | **Theme:** Christmas<br>**Concept:** Incarnation<br>**Key Question:** Is the Christmas story true?<br>**Religion:** Christianity | **Theme:** Hindu Beliefs<br>**Key Question:** How can Brahman be everywhere and in everything?<br>**Religion:** Hinduism | **Theme:** Easter<br>**Concept:** Salvation<br>**Key Question:** How significant is it for Christians to believe God intended Jesus to die?<br>**Religion:** Christianity | **Theme:** Beliefs and moral values<br>**Key Question:** Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?<br>**Religion:** Hinduism | **Theme:** Beliefs and Practices<br>**Key Question:** What is the best way for a Christian to show commitment to God?<br>**Religion:** Christianity |
| PSHE<br>Jigsaw | Being me in my World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Music<br>Sing Up! | Sing Up Unit – Drunken Sailor (Year 5)<br>Hey Mr. Miller! (Year 6) | | Sing Up Unit - Three little birds (Year 5)<br>Samba | | Sing Up Unit – Race (Year 6)<br>Kick off time – Sing Up Project | |

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| | Harvest<br>European Day<br>Christmas Carol Service | | World Book Day | | May Day celebrations<br>Production<br>Summer Concert | |
| French | **Year 5**<br>Talking About Us, School Subjects<br>In the City, Shopping, Festive Jumpers | **Year 6**<br>Revisiting Me, Telling the Time, Daily Life of a Superhero<br>Homes and Houses, Elf on the Shelf | **Year 5**<br>Healthy Eating – Going to Market, Fruit Salad Recipe<br>Clothes, Colours, Fancy Dress | **Year 6**<br>Investigating Sports<br>At the Funfair, My Favourite Things, French Tradition | **Year 5**<br>Out of This World<br>Going to the Seaside and Language Puzzle | **Year 6**<br>Café Culture and Restaurants<br>Performance Time, Transition and Language Puzzle |
| Enrichment<br>Visit<br>Visitor | Wildwood Escot Anglo-Saxon Day<br>Wellington Community Farm | | | | Bristol Harbourside geography fieldwork<br>Year 6 – Residential to Red Rock, Exmouth<br>End of Year Production | |
| Enrichment weeks | Art Week | | Healthy Living (linked to Safer Internet Day)<br><br>'Bringing the Theatre to the children'<br>visiting Theatre Company (M & M Productions) | | Environment Week | |

# LONG TERM CURRICULUM PLAN B - YEAR 5/6

| YEAR B | Autumn | Spring | Summer |
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| English | Fiction: Voyage and Return Story<br>**Kensuke's Kingdom**<br>Outcome: To write a story that shows the links between animals/humans/earth.<br><br>Non-Fiction: Instructions<br>**Incredible Edibles – a science flavoured cook book**<br>Outcome: To create their own revolting recipe, disgusting decoration or hideous head-dress.<br><br>Poetry:<br>**Bethlehem**<br>Outcome: To write a poem building the picture of a place preparing for a special event over a day/evening, with a clear contrast between busyness and tranquillity. | Fiction: Suspense Tale<br>**A Word in Your Ear – 'Art' by Tony Ross**<br>Outcome: To write their own suspense story.<br><br>Non-Fiction: Information Text<br>**Alastair Humphrey's Great Adventurers**<br>Outcome: To write about an imagined (or real-life) expedition and the person that undertook it, presenting the information in more than one way. | Fiction: Fairy Tale/Different Perspectives<br>**Straw into Gold – Fairy tales re-spun**<br>Outcome: To write a retelling of a well-known fairy tale but alter this in some way.<br><br>Non-Fiction: Information text<br>**Our Planet**<br>Outcome: To write an information text about a natural environment in three parts with three distinct styles. |
| Re-Think Reading | **Author Study** on Michael Morpurgo<br>➢ The Giant's Necklace<br>➢ Friend or Foe<br>➢ Kensuke's Kingdom<br>➢ The Butterfly Lion<br><br>F - The Lion and the Unicorn by Shirley Hughes<br>F - Rose Blanche by Robert Innocenti (illustrator) with text by Ian McEwan (based on a story by Christophe Gallaz)<br>F - The story of Anne Frank by Brenda Ralph Lewis<br>NF – News Reports<br>F - The Snow Queen by Hans Christian Andersen<br>F – Someone Like the Snow Queen by Berlie Doherty<br>P – The Final Year by Matt Goodfellow and Joe Todd-Stanton | **Author Study** on Katherine Rundell<br>➢ The Explorer<br>➢ Rooftoppers<br>➢ Impossible Creatures<br><br>P - Bluebottle by Judith Nicholls<br>F – The Promise by Nicola Davies<br>NF - A Drove of Bullocks by Patrick George<br>F - The Stranger by Chris Van Allsburg<br>P - The Apple-Raid by Vernon Scannell | **Author Study** on Hannah Gold<br>➢ The Last Bear<br>➢ Finding Bear<br>➢ The Lost Whale<br><br>F - Way Home by Libby Hathorn and Gregory Rogers<br>F/P – Instructions by Neil Gaiman, illustrated by Charles Vess<br>F - The Viewer by Gary Crew and Shaun Tan<br>P - The House of Air by Phillip Gross<br>F - When Stars Are Scattered by Victoria Jamieson and Omar Mohamed |
| Class Reads | Kensuke's Kingdom by Michael Morpurgo<br>Friend or Foe by Michael Morpurgo<br>Letters from the Lighthouse by Emma Carroll<br>Adolphus Tips by Michael Morpurgo | Middleworld by J & P Voelkel<br>The Curse of the Maya by Jonny Pearce and Andy Loneragan<br>Rain Player by David Wisniewski<br>The Explorer by Katherine Rundell | Skellig by David Almond<br>Holes by Louis Sachar |
| Maths<br>White Rose | Place value, Addition & Subtraction, Statistics<br>Multiplication & division, Area & Perimeter & Volume, Fractions, Geometry – position & direction | Multiplication & division, Fractions, Decimals & percentages**,**<br>Algebra & ratio, Perimeter & area & volume, Converting units | Decimals, Properties of shapes, Position & direction, Converting units, Volume |
| Science | Properties and changes in materials | Light<br>Electricity | Living Things and their Habitats<br>Animals Including Humans |
| History | **World War 2**<br>(a study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066 that is significant in their locality) | **the Maya**<br>(non-European society that provides contrasts with British history – Mayan civilization c. AD 900) | |

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| | **A Local History Study – Wellington**<br>**linked to the Fox Brother's Textile business**<br>(a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality) | | |
| Geography | | **The Amazon**<br>(a region in South America) | **<u>Skills and Fieldwork</u>**<br>**<u>A River Study – Nettlecombe Court</u>**<br><br>**Physical geography**<br>- Describe and understand key aspects of rivers and the water cycle.<br><br>**Geographical skills and fieldwork**<br>- Four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world<br>- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. |
| Art | **Drawing & Sketchbooks**<br>**Typography & Maps**<br><br>**Disciplines:** Design: Typography, Drawing, Collage, Sketchbooks<br>**Themes:** Identity, Environment, Habitat<br>**Medium:** Pencil, Pen, Paper<br>**Artists:** Louise Fili, Grayson Perry, Paula Scher, Chris Kenny<br>**Outcome:** To create a visual, three-dimensional map of their version of Kensuke's Kingdom. | | **Working in 3D**<br>**Set Design**<br><br>**Disciplines:** Set Design, Making, Drawing, Sketchbooks<br>**Medium:** Paper, Card, Construction Media, Mixed Media, Paint, Drawing Materials<br>**Artists:** Rae Smith, Fausto Melotti, Tiny Inventions, Rose Hurley, Gabby Savage-Dickson<br>**Outcome:** To create a model set of the year 6 production. |
| D&T | | **Mechanical System:** Levers and Linkages<br>**Outcome:** To create a moving book/information page about the Amazon. | **Seasonality:** Farm to Fork<br>**Outcome:** To prepare and cook a dish using local ingredients from farm to fork. |
| Computing Teach Computing | **<u>Computing Systems and Networks – Systems and Searching</u>**<br>In this unit, pupils are introduced to a range of search engines. They are given the opportunity to explain how to search, before they write and test instructions. Next, they learn that searches do not always return the results that someone is looking for, and refine their searches accordingly. Finally, learners are introduced to the two most common methods of searching: using a search engine and using the address bar. Then, learners gain an understanding of why search engines are necessary to help them find things on the World Wide Web. They conduct their own searches and break down, in detail, the steps needed to find things on the web. Learners then emulate web crawlers to create an index | **<u>Data and Information – Introduction to Spreadsheets</u>**<br>This unit introduces the learners to spreadsheets. They will be supported in organising data into columns and rows to create their own data set. Learners will be taught the importance of formatting data to support calculations, while also being introduced to formulas and will begin to understand how they can be used to produce calculated data. Learners will be taught how to apply formulas that include a range of cells, and apply formulas to multiple cells by duplicating them. Learners will use spreadsheets to plan an event and answer questions. Finally, learners will create charts, and evaluate their results in comparison to questions asked. | **<u>Creating Media – Webpage Creation</u>**<br>This unit introduces learners to the creation of websites for a chosen purpose. Learners identify what makes a good web page and use this information to design and evaluate their own website using Google Sites. Throughout the process learners pay specific attention to copyright and fair use of media, the aesthetics of the site, and navigation paths. |

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| | of their own classroom. Finally, they consider why some searches return more results than others.<br><br>**<u>Creating Media – Video Production</u>**<br>This unit gives learners the opportunity to learn how to create short videos in groups. As they progress through this unit, they will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video. Active learning is encouraged through guided questions and by working in small groups to investigate the use of devices and software. Learners are guided with step-by-step support to take their idea from conception to completion. At the teacher's discretion, the use of green screen can be incorporated into this unit. At the conclusion of the unit, learners have the opportunity to reflect on and assess their progress in creating a video. | | |
| Wider Curriculum Computing | **<u>Creating Media – 3D Modelling (Art, DT, Geography)</u>**<br>Learners will develop their knowledge and understanding of using a computer to produce 3D models. Learners will initially familiarise themselves with working in a 3D space, moving, resizing, and duplicating objects. They will then create hollow objects using placeholders and combine multiple objects to create a model of a desk tidy. Finally, learners will examine the benefits of grouping and ungrouping 3D objects, then go on to plan, develop, and evaluate their own 3D model of a building.<br>**<u>Programming A – Selection in Physical Computing (DT)</u>**<br>In this unit, learners will use physical computing to explore the concept of selection in programming through the use of the Crumble programming environment. Learners will be introduced to a microcontroller (Crumble controller) and learn how to connect and program components (including output devices- LEDs and motors) through the application of their existing programming knowledge. Learners are introduced to conditions as a means of controlling the flow of actions and make use of their knowledge of repetition and conditions when introduced to the concept of selection (through the if, then structure). | | |
| Digital Literacy / Online Safety elim planning | **<u>Autumn Term A - 'I am Kind and Responsible' – Evaluating Content/Reporting and Supporting</u>**<br>➢ I use a search engine to find and evaluate different types of information.<br>➢ I contribute to shared rules and use them to support myself and others when we use technology.<br>➢ I support my friends to protect themselves and make good choices online, including reporting concerns to an adult.<br>➢ I talk about the way search results are selected and ranked and check the reliability of websites I visit.<br><br>**<u>Autumn Term B - 'I am Kind and Responsible' – Kindness</u>**<br>➢ I always communicate kindly and respectfully and can describe the impact where this does not happen.<br>➢ I contribute to shared rules and use them to support myself and others when we use technology.<br>➢ I explain why I need to protect myself and my friends and the best ways to do this, including reporting concerns to a trusted adult.<br>➢ I always communicate kindly and respectfully and work with others to help everyone enjoy their use of technology. | **<u>Spring Term A - 'I am Safe and Secure' – Privacy</u>**<br>➢ I explain the risks of sharing too much about myself online.<br>➢ I check the information about me online and know that some of it can be uploaded by others.<br>➢ I consider terms and conditions and adjust privacy settings to maintain control of my personal information.<br><br>**<u>Spring Term B - 'I am Safe and Secure' – Relationships</u>**<br>➢ I compare my online and face-to-face relationships.<br>➢ I explain how to communicate safely and responsibly with people I only know online.<br><br>**ActiveBYTES <u>KS2 Spring Assembly 2</u>**<br>**OR <u>KS2 Spring Assembly 4</u> (alternate to avoid repetition through KS2)**<br>**I am safe and secure**<br><br>**Safer Internet Day.** | **<u>Summer Term A - 'I am Healthy' – Self Image</u>**<br>➢ I know the reasons why images are altered.<br>➢ I explain how images in the media affect how we feel about ourselves.<br>➢ I explain how my data is used to target adverts towards me.<br><br>**<u>Summer Term B - 'I am Healthy' – Lifestyle Choices</u>**<br>➢ I identify the intended audience for an advert.<br>I support my friends in evaluating their use of games and devices and make good choices for myself.<br><br>**ActiveBYTES <u>KS2 Summer Assembly 2</u>**<br>**OR <u>KS2 Summer Assembly 4</u> (alternate to avoid repetition through KS2)**<br>**I am healthy – Self image** |

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| | **ActiveBYTES KS2 Autumn Assembly 2**<br>**OR KS2 Autumn Assembly 4 (alternate to avoid repetition through KS2)**<br>**I am kind and responsible**<br><br>**Anti-Bullying Week.** | | | | | |
| REAL PE<br>REAL Gym | **REAL PE unit 6- Personal**<br>**Coordination:** Sending and receiving<br><br>**Agility:** Ball chasing | **REAL PE unit 3- Social**<br>**Dynamic balance:** On a line<br><br>**Counter balance:** With a partner | **REAL PE unit 1- Cognitive**<br>**Coordination:** Ball skills<br><br>**Agility:** Reaction/ response | **REAL PE Unit 2- Creative**<br>**Static balance:** Seated<br><br>**Static balance:** Floorwork | **REAL Gym unit 1- Applying physical**<br><br>Hand apparatus and low apparatus | **REAL Gym unit 2- Health and fitness**<br><br>Partner work and large apparatus<br>or<br>**Dance (unit 1)** |
| Sports Coach | **Swimming/Outdoor Ed** | **Swimming/Invasion games** | **Swimming/Gym/ Dance** | **Swimming/Net and wall games** | **Swimming/Athletics** | **Swimming/Striking and fielding** |
| Discovery RE | **Theme:** Beliefs and Practices<br>**Key Question:** What is the best way for a Muslim to show commitment to God?<br>**Religion:** Islam | **Theme:** Christmas<br>**Concept:** Incarnation<br><br>**Key Question:** How significant is it that Mary was Jesus' mother?<br>**Religion:** Christianity | **Theme:** Beliefs and Meaning<br>**Concept:** Salvation<br>**Key Question:** Is anything ever eternal?<br>**Religion:** Christianity | **Theme:** Easter<br>**Concept:** Gospel<br>**Key Question:** Is Christianity still a strong religion 2000 years after Jesus was on earth?<br>**Religion:** Christianity | **Theme:** Beliefs and moral values<br>**Key Question:** Does belief in Akhirah (life after death) help Muslims lead good lives?<br>**Religion:** Islam | **Theme:** Beliefs and Practices<br>**Key Question:** What is the best way for a Muslim to show commitment to God?<br>**Religion:** Islam |
| PSHE<br>Jigsaw | Being me in my World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Music<br>Sing Up! | Sing Up Unit – Keep the home fires burning (Year 5)<br>Harvest<br>European Day<br>Christmas Carol Service | | Sing Up Unit – Touch the sky (Year 6)<br>Samba<br>World Book Day | | Sing Up Unit – Exploring identity through song (Year 6)<br>Samba<br>May Day celebration<br>Production<br>Summer Concert | |
| French | **Year 5**<br>Talking About Us, School Subjects<br>In the City, Shopping, Festive Jumpers | **Year 6**<br>Revisiting Me, Telling the Time, Daily Life of a Superhero<br>Homes and Houses, Elf on the Shelf | **Year 5**<br>Healthy Eating – Going to Market, Fruit Salad Recipe<br>Clothes, Colours, Fancy Dress | **Year 6**<br>Investigating Sports<br>At the Funfair, My Favourite Things, French Tradition | **Year 5**<br>Out of This World<br>Going to the Seaside and Language Puzzle | **Year 6**<br>Café Culture and Restaurants<br>Performance Time, Transition and Language Puzzle |
| Enrichment<br>Visit<br>Visitor | Nothe Fort<br>Local History Talk about the Fox Brothers<br>Wellington Community Farm | | Maya feast day<br>Planetarium – Mayans | | River Study at Nettlecombe Court for geography fieldwork<br>Year 6 – Residential to Red Rock, Exmouth<br>End of Year Production | |
| Enrichment weeks | Art Week | | STEM Week (to include National Science Day)<br><br>'Bringing the Theatre to the children'<br>visiting Theatre Company (M & M Productions)<br>linked to writing moderation piece | | | |

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