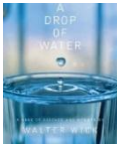
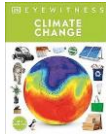
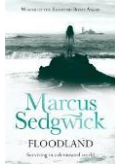
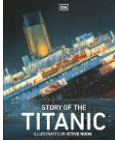
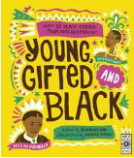
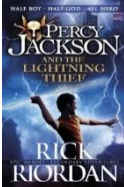
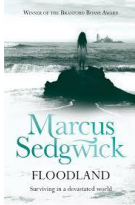
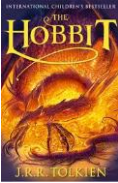


| Year 5  | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| Reading | <p><b><u>Fiction: Percy Jackson and the Lightning Thief</u></b></p> <p>Children explore mythology and adventure whilst developing inference and prediction skills. They discuss how the author builds suspense, develops characters and uses language to engage the reader.</p>  <p><b><u>Non-Fiction: A Drop of Water</u></b></p> <p>Children retrieve and interpret information from a range of non-fiction features including photographs, diagrams and captions. They develop the ability to explain scientific vocabulary and justify their understanding using evidence from the text.</p>                                  | <p><b><u>Fiction: Percy Jackson and the Lightning Thief</u></b></p> <p>Children continue to develop inference skills by exploring characters' motives, relationships and dilemmas. Pupils discuss themes and evaluate how language and structure contribute to meaning.</p>  <p><b><u>Non-Fiction: Being Human</u></b></p> <p>Pupils retrieve, summarise and synthesise information from a range of explanatory texts. They discuss how authors organise ideas and evaluate how information is presented to support the reader's understanding.</p>  | <p><b><u>Fiction: Outlaw</u></b></p> <p>Children explore themes of loyalty, justice and courage whilst drawing inferences about characters' feelings, thoughts and motives. They discuss how the author creates tension and compare viewpoints across the text.</p>  <p><b><u>Non-Fiction: Climate Change</u></b></p> <p>Children explore a range of non-fiction features including diagrams, captions, fact boxes and explanatory texts whilst developing retrieval, summarising and inference skills. Pupils evaluate how authors present information, distinguish between fact and opinion and use evidence from the text to explain their understanding.</p>  | <p><b><u>Fiction: Floodland</u></b></p> <p>Children explore themes of survival and resilience whilst making increasingly sophisticated inferences about characters and events. They discuss how the author creates atmosphere and develops tension throughout the narrative.</p>  <p><b><u>Non-Fiction: The Story of the Titanic</u></b></p> <p>Pupils retrieve, compare and evaluate information from historical accounts and non-fiction texts. They discuss how authors present facts and viewpoints and justify their understanding using evidence from the text.</p>  | <p><b><u>Fiction: The Hobbit</u></b></p> <p>Children explore themes of bravery, adventure and friendship whilst discussing character development and authorial intent. They evaluate how language is used to create atmosphere, setting and suspense.</p>  <p><b><u>Non-Fiction: The Cosmic Diary of a Future Space Explorer</u></b></p> <p>This scientific non-fiction text develops pupils' ability to retrieve and interpret complex information. Children explain technical vocabulary, make connections across the text and evaluate how information is presented to engage the reader.</p>  | <p><b><u>Fiction: Wonder</u></b></p> <p>Children explore themes of kindness, empathy and acceptance through multiple viewpoints. They draw inferences about characters' feelings and motivations and compare how different perspectives shape the reader's understanding.</p>  <p><b><u>Non-Fiction: The Buildings that Made London</u></b></p> <p>Pupils retrieve, summarise and evaluate information from historical non-fiction. They discuss how authors organise ideas, interpret visual and written information and explain their understanding using evidence from the text.</p>  |
|         | <p><b><u>Reading domains:</u></b><br/>Vocabulary, Retrieval, Inference, Prediction, Authorial Intent</p> <p><b><u>NC Links:</u></b><br/>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader; draw inferences and justify these with evidence; predict what might happen from details stated and implied; retrieve, record and present information from non-fiction; identify how language, structure and presentation contribute to meaning.</p>                                                                                                                                                                                                                                                                                     | <p><b><u>Reading domains:</u></b><br/>Inference, Vocabulary, Summarising, Compare</p> <p><b><u>NC Links:</u></b><br/>Summarise the main ideas drawn from more than one paragraph and identify key details that support the main ideas; draw inferences and justify these with evidence; retrieve, record and present information from non-fiction; explain and discuss understanding of what has been read.</p>                                                                                                                                                                                                                                                                                                            | <p><b><u>Reading domains:</u></b><br/>Inference, Retrieval, Vocabulary, Compare</p> <p><b><u>NC Links:</u></b><br/>Draw inferences about characters' feelings, thoughts and motives and justify with evidence; retrieve, record and present information from non-fiction; summarise main ideas; distinguish between statements of fact and opinion; discuss and evaluate how authors use language and presentation.</p>                                                                                                                                                                                                                                                                                                                                                                                                                 | <p><b><u>Reading domains:</u></b><br/>Inference, Prediction, Compare</p> <p><b><u>NC Links:</u></b><br/>Draw inferences and justify these with evidence; predict what might happen from details stated and implied; identify and discuss themes and conventions; distinguish between statements of fact and opinion; retrieve, record and present information from non-fiction.</p>                                                                                                                                                                                                                                                                                                                                                              | <p><b><u>Reading domains:</u></b><br/>Retrieval, Inference, Vocabulary, Authorial Intent</p> <p><b><u>NC Links:</u></b><br/>Retrieve, record and present information from non-fiction; use contextual evidence to understand vocabulary; draw inferences and justify with evidence; discuss and evaluate how authors use language, structure and presentation; explain and discuss understanding of texts.</p>                                                                                                                                                                                                                                                                                                                                                          | <p><b><u>Reading domains:</u></b><br/>Inference, Compare, Authorial Intent</p> <p><b><u>NC Links:</u></b><br/>Draw inferences about characters' feelings, thoughts and motives and justify these with evidence; identify and discuss themes and conventions; compare characters, settings and themes across texts; discuss and evaluate how authors use language, including figurative language; retrieve, record and present information from non-fiction.</p>                                                                                                                                                                                                                                                                                                |
|         | <p><b><u>Transition Text: Young Gifted and Black</u></b></p> <p>Children establish a writing baseline against previous year group standards.</p>  <p><b><u>Percy Jackson and the Lightning Thief Fiction Writing: Narrative Myth with additional scene</u></b></p> <p>Children extend an existing narrative by creating an additional scene that develops plot and characterisation. They build suspense, use dialogue effectively and organise ideas into cohesive paragraphs.</p> <p><b><u>Percy Jackson and the Lightning Thief Fiction Writing: Narrative Opening</u></b></p> <p>Children learn to craft engaging narrative openings by introducing characters, setting and atmosphere effectively. They</p> | <p><b><u>Percy Jackson and the Lightning Thief Fiction Writing: Narrative Myth with additional scene</u></b></p> <p>Children extend an existing narrative by creating an additional scene that develops plot and characterisation. They build suspense, use dialogue effectively and organise ideas into cohesive paragraphs.</p>                                                                                                                                                                                                                                                                                                                                                                                          | <p><b><u>Outlaw Fiction Writing: Narrative Legend</u></b></p> <p>Children develop a legend narrative by creating atmosphere, developing characters and organising events effectively. They use dialogue, description and varied sentence structures to engage the reader.</p> <p><b><u>Outlaw Non-Fiction Writing: Writing to recount</u></b></p> <p>Children learn to organise information about a significant</p>                                                                                                                                                                                                                                                                                                                                                                                                                     | <p><b><u>Floodland Fiction Writing: Perspective writing</u></b></p> <p>Children write from a particular viewpoint, developing character voice, thoughts and emotions through carefully chosen vocabulary and varied sentence structures.</p> <p><b><u>Floodland Non-Fiction Writing: Writing to instruct</u></b></p> <p>Children learn to instruct and advise the reader through clear explanations and sequenced</p>                                                                                                                                                                                                                                                                                                                            | <p><b><u>The Hobbit Fiction Writing: Narrative Adventure</u></b></p> <p>Children develop an adventure narrative by building tension, sequencing events effectively and using dialogue and description to create atmosphere and develop character.</p> <p><b><u>The Hobbit Non-Fiction Writing: Writing to inform</u></b></p> <p>Children learn to express a viewpoint clearly by organising</p>                                                                                                                                                                                                                                                                                                                                                                         | <p><b><u>Wonder Fiction Writing: Playscript and Perform</u></b></p> <p>Children adapt narrative into a play script, developing dialogue, stage directions and character voice whilst considering audience and performance.</p> <p><b><u>Wonder Non-Fiction Writing: Writing to discuss</u></b></p> <p>Children learn to present contrasting viewpoints fairly by organising arguments into clear paragraphs and supporting ideas</p>                                                                                                                                                                                                                                                                                                                           |

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|       | <p>select vocabulary carefully, vary sentence structures and use dialogue and description to capture the reader's interest.</p> <p><b><u>Percy Jackson and the Lightning Thief Non-Fiction Writing: Writing to recount</u></b><br/>Children write in role, recounting events from a character's perspective and developing thoughts, feelings and reactions in detail. They organise ideas chronologically, use expanded noun phrases and varied sentence structures to create atmosphere and use cohesive devices to link ideas across paragraphs.</p>  | <p><b><u>Percy Jackson and the Lightning Thief Non-Fiction Writing: Writing to persuade</u></b><br/>Children learn to write both formal and informal letters for different audiences and purposes. They develop the ability to organise ideas into clear paragraphs, justify opinions with reasons and evidence and adapt vocabulary, tone and grammatical structures according to the writer's purpose.</p>                                                                  | <p>individual into sections and paragraphs, selecting relevant facts and presenting them chronologically. They develop the use of formal language, subject-specific vocabulary and cohesive devices to inform the reader clearly and effectively.</p>  | <p>guidance. They organise information using headings and subheadings, select precise vocabulary and use cohesive devices to link ideas and guide the reader through the text effectively.</p>                               | <p>ideas into paragraphs and selecting vocabulary and rhetorical devices to influence an audience. They develop the use of persuasive language, varied sentence structures and oral rehearsal to strengthen the impact of their writing and performance.</p>                          | <p>with evidence and explanation. They develop the use of formal language, cohesive devices and modal verbs to express degrees of possibility whilst maintaining an objective and balanced tone.</p>                                                                                                                 |
|       | <p><b><u>NC Links:</u></b><br/><i>In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action; Select appropriate grammar and vocabulary, understanding how choices can change and enhance meaning; Use devices to build cohesion within a paragraph; Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun.</i></p>                                                                                                                                                                                                  | <p><b><u>NC Links:</u></b><br/><i>In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action; Use devices to build cohesion within and across paragraphs; Use commas to clarify meaning or avoid ambiguity; Assess the effectiveness of their own and others' writing and propose changes to vocabulary, grammar and punctuation. Identify the audience for and purpose of the writing; Use organisational and presentational devices to structure text and guide the reader; Distinguish between the language of speech and writing and choose the appropriate register.</i></p> | <p><b><u>NC Links:</u></b><br/><i>In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action; Use relative clauses; Use brackets, dashes or commas to indicate parenthesis; Use devices to build cohesion across paragraphs.</i></p>                                   | <p><b><u>NC Links:</u></b><br/><i>Identify audience and purpose; Use organisational and presentational devices to structure text and guide the reader; Use devices to build cohesion within and across paragraphs; Select vocabulary and grammatical structures that reflect what the writing requires.</i></p> | <p><b><u>NC Links:</u></b><br/><i>In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action; Use devices to build cohesion within and across paragraphs; Use commas to clarify meaning or avoid ambiguity; Perform their own compositions using appropriate intonation, volume and movement.</i></p> | <p><b><u>NC Links:</u></b><br/><i>Identify audience and purpose; Distinguish between the language of speech and writing and choose the appropriate register; Use organisational devices to structure text and guide the reader; Select appropriate grammar and vocabulary, understanding how choices can change and enhance meaning; Assess the effectiveness of their own and others' writing.</i></p> |
| Maths | <p><b><u>Place Value within 1,000,000 (1 &amp; 2)</u></b><br/><b><u>Addition and Subtraction</u></b><br/>Pupils develop confidence with numbers to one million by reading, writing, comparing,</p>                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b><u>Multiplication and Division (1)</u></b><br/><b><u>Fractions (1)</u></b><br/><b><u>Fractions (2)</u></b><br/>Pupils explore multiples, factors, common factors, prime numbers, square numbers and</p>                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b><u>Multiplication and Division (2)</u></b><br/><b><u>Fractions (3)</u></b><br/><b><u>Decimals and Percentages (part)</u></b><br/>Pupils apply formal written methods for multiplication and</p>                                                                                                                                     | <p><b><u>Decimals and Percentages (continued)</u></b><br/><b><u>Measure – Perimeter and Area</u></b><br/><b><u>Statistics</u></b><br/>Pupils continue working with decimals by comparing, ordering</p>                                                                                                          | <p><b><u>Geometry – Properties of Shapes</u></b><br/><b><u>Geometry – Position and Direction</u></b><br/>Pupils measure, estimate and calculate angles using degrees,</p>                                                                                                                                                                                                | <p><b><u>Decimals</u></b><br/><b><u>Negative Numbers</u></b><br/><b><u>Measure – Converting Units</u></b><br/><b><u>Measure – Volume and Capacity</u></b></p>                                                                                                                                                                                                                                           |

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|                | ordering, partitioning and rounding numbers. They count forwards and backwards in powers of 10 and revisit Roman numerals to 1,000. They then apply place value understanding to add and subtract whole numbers with more than four digits using formal written methods, estimate and check calculations using inverse operations and rounding, and solve increasingly complex multi-step problems.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | cube numbers before multiplying and dividing by powers of 10. They then develop a secure understanding of fractions by identifying equivalent fractions, converting between mixed numbers and improper fractions, comparing and ordering fractions, and adding and subtracting fractions with related denominators while solving increasingly complex problems.                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | short division, multiplying up to four-digit numbers by one- and two-digit numbers and dividing up to four-digit numbers by one-digit numbers. They multiply fractions by whole numbers before introducing decimals to three decimal places, equivalent fractions and decimals, thousandths and the relationship between decimals and percentages.                                                                                                                                                                                                                                                                                                                                                                                   | and rounding decimal numbers and finding equivalences between fractions, decimals and percentages. They calculate the perimeter of composite rectilinear shapes and the area of rectangles before presenting and interpreting information using line graphs, tables and timetables to solve problems.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | identify angles around a point and on a straight line, investigate regular and irregular polygons, and identify parallel and perpendicular lines. They then read, plot and translate coordinates before reflecting shapes accurately in horizontal and vertical lines.                                                                                                                                                                                                                                                                                                                                                                       | Pupils solve problems involving decimal calculations to three decimal places, investigate decimal sequences and multiply and divide decimals by powers of 10. They learn to interpret negative numbers in context before converting between common units of measure, estimating capacity and volume, and calculating volume using cubic units.                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                | <p><b><u>NC Links:</u></b></p> <p><i>Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit; Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000; Interpret negative numbers in context and count forwards and backwards with positive and negative whole numbers, including through zero; Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000; Read Roman numerals to 1,000 (M) and recognise years written in Roman numerals; Add and subtract whole numbers with more than four digits, including using formal written methods; Add and subtract numbers mentally with increasingly large numbers; Use rounding to check answers and determine levels of accuracy; Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</i></p> | <p><b><u>NC Links:</u></b></p> <p><i>Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers; Know and use the vocabulary of prime numbers, prime factors and composite numbers; Establish whether a number up to 100 is prime; Recognise and use square numbers and cube numbers, and the notation for squared (<sup>2</sup>) and cubed (<sup>3</sup>); Multiply and divide whole numbers and decimals by 10, 100 and 1,000; Identify, name and write equivalent fractions; Recognise mixed numbers and improper fractions and convert from one form to the other; Compare and order fractions whose denominators are multiples of the same number; Add and subtract fractions with the same denominator and denominators that are multiples of the same number.</i></p> | <p><b><u>NC Links:</u></b></p> <p><i>Multiply numbers up to four digits by a one- or two-digit number using a formal written method, including long multiplication; Divide numbers up to four digits by a one-digit number using the formal written method of short division and interpret remainders appropriately; Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams; Read, write, order and compare numbers with up to three decimal places; Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents; Read and write decimal numbers as fractions; Recognise the per cent symbol (%) and understand percentages as parts per hundred.</i></p> | <p><b><u>NC Links:</u></b></p> <p><i>Read, write, order and compare numbers with up to three decimal places; Round decimals with two decimal places to the nearest whole number and to one decimal place; Recognise and write percentages as fractions with denominator 100 and as decimals; Solve problems involving percentage and decimal equivalents of common fractions; Measure and calculate the perimeter of composite rectilinear shapes; Calculate and compare the area of rectangles (including squares) using square centimetres and square metres and estimate the area of irregular shapes; Solve comparison, sum and difference problems using information presented in line graphs; Complete, read and interpret information in tables, including timetables.</i></p> | <p><b><u>NC Links:</u></b></p> <p><i>Know angles are measured in degrees; Estimate and compare acute, obtuse and reflex angles; Draw given angles and measure them in degrees (°); Identify angles at a point, on a straight line and other multiples of 90°; Use the properties of rectangles to deduce related facts and find missing lengths and angles; Distinguish between regular and irregular polygons; Identify 3D shapes from 2D representations; Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.</i></p> | <p><b><u>NC Links:</u></b></p> <p><i>Solve problems involving numbers with up to three decimal places; Read, write, order and compare numbers with up to three decimal places; Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents; Multiply and divide whole numbers and decimals by 10, 100 and 1,000; Interpret negative numbers in context and count forwards and backwards with positive and negative whole numbers; Convert between different units of metric measure; Understand and use approximate equivalences between metric and common imperial units; Estimate volume and capacity; Measure and calculate the volume of cuboids using standard units, including cubic centimetres (cm<sup>3</sup>) and cubic metres (m<sup>3</sup>), and estimate volume.</i></p> |
| <b>History</b> | <p><b><u>Ancient Greece: Politics, Parthenon and Persians</u></b></p> <p>Children investigate Ancient Greek civilisation through politics, religion, warfare and influential figures such as Alexander the Great. They explore the significance of Greek achievements, examine causes and consequences of key events and consider how Ancient Greece continues to influence the western world today.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p><b><u>Civilisations: From Farm to Fork</u></b></p> <p>Children investigate how Ancient Greek civilisation developed through agriculture, trade and food production. They explore how farming and trade helped Greece to grow as a civilisation, examine continuity and change in food production over time and consider the significance of trade in shaping societies and economies.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b><u>Settle Down</u></b></p> <p>Children investigate Viking settlement in Britain, exploring reasons for invasion and settlement and examining the impact Vikings had on Britain. They use historical evidence to compare societies and consider how historians interpret events from the past.</p>                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

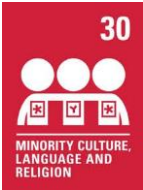
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|           | <p><b>Disciplinary Concepts:</b></p> <p> Similarity and Difference</p> <p> Interpretations</p> <p> Reasons and Results</p> <p> Significance</p> <p> Change and Continuity</p> <p><b>NC Links:</b><br/>A study of Greek life and achievements and their influence on the western world. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts and analyse trends. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> | <p><b>Disciplinary Concepts:</b></p> <p> Interpretations</p> <p> Reasons and Results</p> <p> Significance</p> <p> Change and Continuity</p> <p><b>NC Links:</b><br/>A study of Greek life and achievements and their influence on the western world. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts and analyse trends. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts and analyse trends.</p> | <p><b>Disciplinary Concepts:</b></p> <p> Similarity and Difference</p> <p> Interpretations</p> <p> Reasons and Results</p> <p><b>NC Links:</b><br/>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Geography |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b>Civilisations: From Farm to Fork</b><br/>Children investigate where food comes from and how climate, farming, trade and tourism influence food production. They explore imports and exports, identify geographical patterns and consider the environmental impact of farming and economic activity around the world.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p><b>Settle Down</b><br/>Children explore why people settle in particular places and how settlements develop over time. They investigate how physical geography influences land use and compare different settlements, identifying patterns in where and how people choose to live.</p>                                                                                                                                                                                                                                                                                                                                                          | <p><b>Forecasting the Future</b><br/>Children investigate weather, climate and environmental change across the world. They study climate zones, biomes and vegetation belts, identify patterns in climate data and consider how human activity affects the environment and how people can respond to environmental challenges.</p>                                                                                                                                                                                                                                                                                                                             | <p><b>Mars: Canyons and Craters</b><br/>Children investigate the geography of Mars and compare it with Earth. They explore canyons, craters and volcanoes, using maps and scientific evidence to compare landscapes and environments whilst identifying similarities, differences and patterns in planetary geography.</p>                                                                                                                                                                                                                                                                                                                  | <p><b>Touring Thailand</b><br/>Children undertake a study of Thailand's physical and human geography, exploring climate, landscapes, tourism, trade and settlement. They compare Thailand with other places they have studied and investigate how geography influences people's lives, economic activity and the relationship between people and the environment.</p>                                                                                                                                                                                                                                                                                               |
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                                                                                                                                                                                                                                                                                            | <p>including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of a European country.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>a European country and a region within North or South America. Describe and understand key aspects of physical geography. Describe and understand key aspects of human geography, including economic activity and trade links.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Science | <p><b><u>The Circle of Life</u></b></p> <p>Pupils investigate the life cycles of plants and animals, comparing reproduction in mammals, birds, insects and amphibians. They explore sexual and asexual reproduction in plants, observe plant growth over time, investigate gestation periods and explain how living things grow, develop and reproduce.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p><b><u>At the Heart of Everything</u></b></p> <p>Pupils investigate the human circulatory system by exploring the structure and function of the heart, blood vessels and blood. They investigate the effects of exercise, diet, drugs and lifestyle on the body, analyse pulse rate and explain how the circulatory and respiratory systems work together.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p><b><u>The Science of Separation</u></b></p> <p>Pupils investigate the properties of materials, comparing transparency, hardness and thermal conductivity before exploring reversible and irreversible changes. They investigate dissolving, separating mixtures and chemical changes, using evidence from practical enquiries to explain why particular materials are chosen for different purposes.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p><b><u>It's Electrifying!</u></b></p> <p>Pupils investigate electricity and electrical circuits, exploring how electrical energy is transferred, how components function within circuits, and how conductors and insulators influence the flow of electricity. They use observations and evidence from practical investigations to explain how circuit design affects the operation of electrical devices.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p><b><u>Out of this World</u></b></p> <p>Pupils investigate the structure of the Solar System, exploring the movement of the Earth, Moon and planets relative to the Sun. They explain how the Earth's rotation causes day and night, investigate patterns in celestial movement and use evidence to develop scientific explanations of the Solar System. Pupils also explore how scientific understanding of space has changed over time through the work of significant scientists.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b><u>Feel the Force</u></b></p> <p>Pupils investigate the effects of gravity, friction, air resistance and water resistance on moving objects through comparative and fair tests. They distinguish between mass and weight, explore how forces influence motion and investigate how simple mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. Pupils use evidence from practical enquiries to explain and predict how forces act in different contexts.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|         | <p><b><u>Scientific Concepts:</u></b><br/>Process, Growth</p> <p><b><u>Disciplinary Skills:</u></b></p> <div>  Identifying, grouping and classifying         </div> <div>  Research         </div> <div>  Observing over time         </div> <div>  Pattern Seeking         </div> <p><b><u>NC Links:</u></b><br/>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals. Describe the changes as humans develop to old age. (Working Scientifically: taking measurements using a range of scientific equipment with increasing accuracy and precision, taking repeat readings where appropriate; recording data and results using scientific diagrams, labels, classification keys, tables, scatter graphs, bar and line graphs; reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations; identifying</p> | <p><b><u>Scientific Concepts:</u></b><br/>Structure, Function and Growth</p> <p><b><u>Disciplinary Skills:</u></b></p> <div>  Identifying, grouping and classifying         </div> <div>  Research         </div> <div>  Comparative Testing         </div> <div>  Observing over time         </div> <p><b><u>NC Links:</u></b><br/>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the changes as humans develop to old age. (Working Scientifically: planning different types of scientific enquiries; recording data and results using scientific diagrams, labels, classification keys, tables, scatter graphs, bar and line graphs; reporting and presenting findings from enquiries; using test results to make predictions to set up further comparative and fair tests.)</p> | <p><b><u>Scientific Concepts:</u></b><br/>Structure, Similarity and Difference, Process</p> <p><b><u>Disciplinary Skills:</u></b></p> <div>  Identifying, grouping and classifying         </div> <div>  Comparative Testing<br/>Fair Testing         </div> <p><b><u>NC Links:</u></b><br/>Compare and group together everyday materials on the basis of their properties, including hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> | <p><b><u>Scientific Concepts:</u></b><br/>Energy, Structure, Function</p> <p><b><u>Disciplinary Skills:</u></b></p> <div>  Identifying, grouping and classifying         </div> <div>  Research         </div> <div>  Comparative Testing         </div> <p><b><u>NC Links:</u></b><br/>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit. Recognise that a switch opens and closes a circuit. Recognise some common conductors and insulators, and associate metals with being good conductors. (Working Scientifically: planning different types of scientific enquiries; recording data and results using scientific diagrams, labels, classification keys, tables, scatter graphs, bar and line graphs; reporting and presenting findings from enquiries.)</p> | <p><b><u>Scientific Concepts:</u></b><br/>Structure, Cause and Effect, Energy</p> <p><b><u>Disciplinary Skills:</u></b></p> <div>  Identifying, grouping and classifying         </div> <div>  Research         </div> <div>  Observing over time         </div> <div>  Pattern Seeking         </div> <p><b><u>NC Links:</u></b><br/>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky. (Working Scientifically: planning different types of scientific enquiries; taking measurements using a range of scientific equipment with increasing accuracy and precision; recording data and results using scientific diagrams, labels, classification keys,</p> | <p><b><u>Scientific Concepts:</u></b><br/>Energy, Cause and Effect</p> <p><b><u>Disciplinary Skills:</u></b></p> <div>  Research         </div> <div>  Comparative Testing<br/>Fair Testing         </div> <div>  Pattern Seeking         </div> <p><b><u>NC Links:</u></b><br/>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. (Working Scientifically: planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary; taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate; recording data and results of increasing</p> |

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|              | scientific evidence that has been used to support or refute ideas or arguments.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  | Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. (Working Scientifically: planning different types of scientific enquiries; taking measurements using a range of scientific equipment with increasing accuracy and precision; recording data and results using scientific diagrams, labels, classification keys, tables, scatter graphs, bar and line graphs; reporting and presenting findings from enquiries; using scientific evidence to support conclusions.) |  | tables, scatter graphs, bar and line graphs; reporting and presenting findings from enquiries; identifying scientific evidence that has been used to support or refute ideas or arguments.                                                                                                                                                                                                                                                                                                                                                         | complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs; using test results to make predictions to set up further comparative and fair tests; reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms; identifying scientific evidence that has been used to support or refute ideas or arguments.) |
| Art & Design | <p><b><u>Digital Art: Redesigning Reality</u></b><br/>Children explore the work of contemporary artist Sara Cwynar, investigating how photography, collage and digital manipulation can communicate ideas and challenge perceptions. They develop skills in photography, photo editing, layering and digital image manipulation before creating a photomontage exploring the theme of water and its impact on the environment.</p>                                                                                                                 |  | <p><b><u>Printing: Building Impressions</u></b><br/>Children explore the architecture of Dame Zaha Hadid, investigating how shape, line, perspective and pattern influence architectural design. They experiment with relief printing materials, create layered printing plates and produce a multi-layered architectural print inspired by Hadid's iconic buildings and artistic style.</p>                                                                                                                                                                                                                                           |  | <p><b><u>Painting: Composition of Composition</u></b><br/>Children explore the abstract artwork of Wassily Kandinsky, investigating how colour, line, shape and music can inspire artistic expression. They develop watercolour techniques including wet-on-dry, wet-on-wet and colour blending before creating an abstract painting inspired by Gustav Holst's The Planets and Kandinsky's Composition series.</p>                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|              | <p><b><u>NC Links:</u></b><br/>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. To learn about great artists, architects and designers in history.</p> |  | <p><b><u>NC Links:</u></b><br/>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. To learn about great artists, architects and designers in history.</p>                                                                                     |  | <p><b><u>NC Links:</u></b><br/>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. To learn about great artists, architects and designers in history.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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| Design & Technology |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b><u>Textiles: Brand, Design, Print</u></b><br>Children investigate how clothing brands use logos, colours, fonts and slogans to appeal to different target audiences. They create mood boards, design a brand identity and use digital tools and textile techniques to design, print and evaluate a branded T-shirt and advertising campaign.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b><u>Structures: Weather and Climate</u></b><br>Children investigate the purpose and design of anemometers, exploring how cup size, shape and arrangement affect rotation and performance. They conduct investigations, evaluate prototypes and apply their findings to design, make and evaluate an anemometer capable of measuring wind speed effectively.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b><u>Textiles: ‘Tote’-ally Awesome</u></b><br>Children investigate how tote bags are designed and constructed, exploring decorative and functional stitches, pleats and pockets. They develop sewing skills including backstitch, cross stitch, blanket stitch and pleating before designing, making and evaluating a beach tote bag with a pleated outer pocket and decorative details.                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b><u>NC Links:</u></b><br><i>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</i><br><i>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</i><br><i>Select from and use a wider range of tools and equipment to perform practical tasks accurately.</i><br><i>Select from and use a wider range of materials and components, including textiles, according to their functional properties and aesthetic qualities.</i><br><i>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</i> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b><u>NC Links:</u></b><br><i>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</i><br><i>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</i><br><i>Select from and use a wider range of tools and equipment to perform practical tasks accurately.</i><br><i>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</i><br><i>Investigate and analyse a range of existing products.</i><br><i>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</i> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b><u>NC Links:</u></b><br><i>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</i><br><i>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</i><br><i>Select from and use a wider range of tools and equipment to perform practical tasks accurately.</i><br><i>Select from and use a wider range of materials and components, including textiles, according to their functional properties and aesthetic qualities.</i><br><i>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</i> |
| PE                  | <b><u>Yoga: Moving</u></b><br>Children are able to breathe in through their nose and out through their mouth whilst maintain control of their bodies. Children are able to remember each yoga pose and describe and perform them.<br><br><b><u>Competing Basketball</u></b><br>Children can combine skills within an activity and move between them with control and fluency.<br>Children can explain how skills are used within an activity and identify which activities require more than one skill. | <b><u>Competing Handball</u></b><br>Children can combine skills within an activity and move between them with control and fluency.<br>Children can explain how skills are used within an activity and identify which activities need more than one skill.<br>Children can assist their team to complete exercises and record scores correctly.<br><br><b><u>Moving Gymnastics</u></b><br>Children can create and perform a fluent sequence which combines 8 or more balances with travelling movements jumps or rolls.                                                                                                                                                                                                                                                                                                                | <b><u>Moving to Dance</u></b><br>Children can perform dances fluently and with control in front of others.<br>Children can choreograph a small group dance, and show different creative ideas each week.<br>Children can create and perform fluent dance routines (with 5-6 elements)<br><br><b><u>Complete Football Attack and Defend</u></b><br><br>Children can support the player with the ball and make sure there are 2 passing options.<br>Children understand they can pass backwards to draw the defence away from the goal if | <b><u>Invasion Games (fundamentally Hockey)</u></b><br>Children can combine skills within an activity and move between them with control and fluency.<br>Children can explain how skills are used within an activity and identify which activities require more than one skill.<br>Children can assist their peers to complete exercises and record scores correctly.<br><br><b><u>Compete Jag Tag</u></b><br>Children know they need to stand side on and step towards the target as they rotate their hips.                                                                                                                                                                                                                                                                                                                                   | <b><u>Competing Netball (Attacking and Defending)</u></b><br>Children can support the player with the ball and make sure there are two passing options.<br>Children can understand they can pass backwards drawing the defence away from goal if they don’t have the correct support.<br>Children understand that support should be close to each other to force the ball wide.<br><br><b><u>Competing Development Athletics</u></b><br>Children can show good reaction times and identify an effective sprint start.<br>Children show a developed running technique for sprinting | <b><u>Outdoor Adventurous Activities (Competing)</u></b><br>Children are able to use clues and a compass to navigate a route.<br>Children are able to follow a map into an unknown location.<br>Children are able to use clues and a compass to navigate a route.<br><br><b><u>Competing cricket</u></b><br>Children can field with increasing accuracy.<br>Children can hit, throw, bowl and catch with increasing accuracy.<br>Children can explain the rules to others.                                                                                                                                                                                                                                                                                                                                                            |

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|           | Children can assist their peers to complete exercises and record scores correctly.                                                                                                                                                                                                                                                                                                                                                                                                                                          | Children can use appropriate vocabulary to describe what they and others are doing.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | they don't have the correct support.<br>Children understand that support should be close to each other to force the ball wide.                                                                                                                                                                                                                                                                                                                                                                                                                                            | Children are able to vary the distance / height of their throw.<br>Children know when they are allowed to start the route.<br>Children can run different types of routes.                                                                                                                                                                                                                                                   | showing good coordination and control.<br>Children can demonstrate good control and coordination when performing jumping activities.                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|           | <b><u>NC Link:</u></b><br><i>Develop flexibility, strength, technique, control and balance. Compare their performance with previous ones and demonstrate improvements to achieve their personal best.<br/>Use running, jumping, throwing and catching in isolation and combination.<br/>Playing competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Compare their performance with previous ones and demonstrate improvement to achieve their personal best.</i> | <b><u>NC Link:</u></b><br><i>Use running, jumping, throwing and catching in isolation and combination.<br/>Playing competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Compare their performance with previous ones and demonstrate improvement to achieve their personal best.<br/>Develop flexibility, strength, technique, control and balance. Perform dance using a range of movement patterns. Compare their performance with previous ones and demonstrate improvements to achieve their personal best.</i> | <b><u>NC Link:</u></b><br><i>Develop flexibility, strength, technique, control and balance. Perform dance using a range of movement patterns. Compare their performance with previous ones and demonstrate improvements to achieve their personal best.<br/>Use running, jumping, throwing and catching in isolation and combination. Playing competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Compare their performance with previous ones and demonstrate improvement to achieve their personal best.</i> | <b><u>NC Link:</u></b><br><i>Use running, jumping, throwing and catching in isolation and combination. Playing competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Compare their performance with previous ones and demonstrate improvement to achieve their personal best.</i>                                                                                  | <b><u>NC Link:</u></b><br><i>Use running, jumping, throwing and catching in isolation and combination. Playing competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Compare their performance with previous ones and demonstrate improvement to achieve their personal best.<br/>Develop flexibility, strength, technique, control and balance.</i>                                                                                                                                                                                                      | <b><u>NC Link:</u></b><br><i>Take part in outdoor and adventurous activity challenges both individually and in a team. Playing competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Compare their performance with previous ones and demonstrate improvement to achieve their personal best.</i>                                                                                                                 |
| <b>RE</b> | <b><u>Christianity: What does it mean if Christians believe God is Holy and loving?</u></b><br>Pupils explore what Christians believe God is like by studying key Bible texts including Psalm 103, Isaiah 6 and 1 John 4. They investigate the meaning of words such as holy, loving, omnipotent, omniscient and eternal, considering how Christians believe they can know God personally through prayer, worship and the Bible.                                                                                            | <b><u>Judaism: Why is the Torah so important for Jewish people?</u></b><br>Pupils build on their previous learning about Judaism by exploring the importance of the Torah and Sefer Torah. They investigate how Jewish people interpret the Torah in different ways, compare Orthodox and Progressive Judaism, explore kosher laws and examine how Jewish traditions and festivals continue to adapt in modern Britain.                                                                                                                                                       | <b><u>Hinduism: Why do Hindus want to be good?</u></b><br>Pupils build on their previous learning about the Hindu worldview and way of life, particularly their understanding of Brahman and dharma. They explore the concepts of Brahman, atman, karma, samsara, moksha, dharma and ahimsa and investigate how these beliefs influence the choices Hindus make. Pupils study the story of <i>The Man in the Well</i> from the <i>Mahabharata</i> and examine how Hindu beliefs shape attitudes to duty, morality and living a good life.                                 | <b><u>Christianity: Creation and science: conflicting or complementary?</u></b><br>Pupils investigate Genesis 1 and explore different Christian interpretations of the creation story. They examine scientific explanations such as the Big Bang Theory, investigate religious and non-religious scientists, and consider whether science and religion are conflicting or complementary ways of understanding the universe. | <b><u>Christianity: How can following God bring freedom and justice?</u></b><br>Pupils explore the story of the Exodus, sequencing key events and considering different interpretations of Moses' story. They make connections between Bible texts and Christian beliefs about how God helps people during difficult times and how Christians should behave. Pupils investigate how some Christians put their beliefs into practice by bringing freedom and justice to others. They also study the Ten Commandments, considering why they were given to the People of God and what they mean for Christians today. | <b><u>Thematic: What matters most to Humanists and Christians?</u></b><br>Pupils explore actions, values, sources of authority and both religious and non-religious worldviews. They learn about Humanism as a non-religious worldview and compare Humanist and Christian ideas about being good and living well. Pupils investigate moral codes, values and the Golden Rule, considering why people follow different principles for living and what matters most to them. |
|           | <b><u>NATRE Outcomes:</u></b><br><i>Explain what Christians mean when they describe God as holy and loving; Use the terms omnipotent, omniscient, eternal, holy and loving accurately; Make links between Bible texts and Christian beliefs about God; Explain how Christians get to know God through prayer, worship and the Bible; Describe how churches and cathedrals reflect Christian beliefs about God.</i>                                                                                                          | <b><u>NATRE Outcomes:</u></b><br><i>Explain why the Torah is central to Jewish life and beliefs; Describe what a Sefer Torah is and why it is treated with respect; Explain differences between Orthodox, Progressive and Secular Judaism; Describe how the Torah influences everyday life, including kosher and kashrut; Explain how Jewish festivals and practices may be adapted in modern society.</i>                                                                                                                                                                    | <b><u>NATRE Outcomes:</u></b><br><i>Make sense of beliefs: Explain Hindu beliefs about Brahman, atman, karma, samsara, moksha and dharma. Understand the impact: Describe how these beliefs affect the way many Hindus live their lives and make moral choices, including following ahimsa. Make connections: Raise questions and express ideas about duty, actions, consequences and what it means to live a good life, making links between Hindu</i>                                                                                                                   | <b><u>NATRE Outcomes:</u></b><br><i>Explain the main ideas in Genesis 1; Describe different Christian interpretations of Creation; Explain why some people see science and religion as conflicting; Explain why others see them as complementary; Use examples such as Jennifer Wiseman and Georges Lemaître to discuss science and faith.</i>                                                                              | <b><u>NATRE Outcomes:</u></b><br><i>Make sense of beliefs: Identify and explain key events in the Exodus story and describe what Christians believe about God, freedom and justice. Understand the impact: Describe how Christians today may be inspired by Moses, the Exodus and the Ten Commandments to live their lives. Make connections: Raise questions about freedom, justice, obedience and trust, making links between Christian beliefs and their own ideas.</i>                                                                                                                                         | <b><u>NATRE Outcomes:</u></b><br><i>Make sense of beliefs: Explain beliefs and values held by Humanists and Christians and identify sources of authority that guide them. Understand the impact: Describe how Humanist and Christian beliefs influence the way people live and make decisions. Make connections: Compare similarities and differences between Humanist and Christian worldviews and express their own ideas about</i>                                      |

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|                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <i>beliefs and their own experiences.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <i>values, morality and what matters most.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>PSHE</b>          | <p><b><u>Being Me in my World</u></b><br/>Children explore their rights and responsibilities as members of their class, school and the wider world. They consider democracy, fairness and equality, reflect on the impact of their actions on others and develop an understanding of what it means to be an active and responsible global citizen.</p>                                                                                                                                                                           | <p><b><u>Celebrating Difference</u></b><br/>Children explore diversity, stereotypes, prejudice and discrimination, developing empathy and respect for others. They investigate the causes and effects of bullying, consider how differences can be celebrated and learn strategies to challenge unfairness and promote inclusion within their communities.</p>                                                                                                                                                                                                          | <p><b><u>Dreams and Goals</u></b><br/>Children reflect on their aspirations and identify steps to achieve personal goals. They develop resilience, learn how to overcome challenges and setbacks and consider how their actions can make a positive difference to others through teamwork, determination and social action.</p>                                                                                                                                                                                                                                                                                                                          | <p><b><u>Healthy Me</u></b><br/>Children explore physical, emotional and mental wellbeing, learning about healthy lifestyles, emotional regulation and strategies for managing pressure. They investigate the effects of substances, develop emergency aid awareness and consider how to make informed choices that support lifelong health and wellbeing.</p>                                                                                                                                                  | <p><b><u>Relationships</u></b><br/>Children explore healthy and respectful relationships, considering friendship, trust, online safety and how relationships change over time. They discuss issues such as peer pressure, power and control, develop strategies for managing conflict and learn where to seek support when needed.</p>                                                                                                                                                                                                                                                                                        | <p><b><u>Changing Me</u></b><br/>Children explore the physical and emotional changes associated with puberty and adolescence. They develop an understanding of reproduction, self-image and personal identity, whilst preparing for transition to secondary school and recognising that change can bring both challenges and exciting opportunities.</p>                                                                                                                                                                                                                           |
|                      | <p><b><u>Linked UNCRC Article:</u></b><br/><b>Article 15 – Setting up or joining groups</b><br/><i>Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.</i></p>  <p><b><u>British Values:</u></b><br/><i>Mutual Respect<br/>Tolerance of those of different faiths and beliefs</i></p>                                           | <p><b><u>Linked UNCRC Article:</u></b><br/><b>Article 30 – Minority culture, language and religion</b><br/><i>Every child has the right to learn and use the language, customs and religion of their family, whether or not the majority of people in the country where they live shares these.</i></p>  <p><b><u>British Values:</u></b><br/><i>Democracy<br/>Rule of Law<br/>Individual Liberty<br/>Mutual Respect<br/>Tolerance of those of different faiths and beliefs</i></p> | <p><b><u>Linked UNCRC Article:</u></b><br/><b>Article 22 – Refugee children</b><br/><i>If a child is seeking refuge or has a refugee status, governments must provide them with appropriate protection and assistance to help them enjoy all the rights in the Convention. Governments must help refugee children who are separated from their parents to be reunited with them.</i></p>  <p><b><u>British Values:</u></b><br/><i>Democracy<br/>Rule of Law<br/>Individual Liberty<br/>Mutual Respect<br/>Tolerance of those of different faiths and beliefs</i></p> | <p><b><u>Linked UNCRC Article:</u></b><br/><b>Article 33 – Protection from harmful drugs</b><br/><i>Governments must protect children from the illegal use of drugs and from being involved in the production or distribution of drugs.</i></p>  <p><b><u>British Values:</u></b><br/><i>Democracy<br/>Rule of Law<br/>Individual Liberty<br/>Mutual Respect<br/>Tolerance of those of different faiths and beliefs</i></p> | <p><b><u>Linked UNCRC Article:</u></b><br/><b>Article 17 – Access to information</b><br/><i>Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.</i></p>  <p><b><u>British Values:</u></b><br/><i>Democracy<br/>Rule of Law<br/>Individual Liberty<br/>Mutual Respect<br/>Tolerance of those of different faiths and beliefs</i></p> | <p><b><u>Linked UNCRC Article:</u></b><br/><b>Article 9 – Keeping families together</b><br/><i>Children must not be separated from their parents against their will unless it is in their best interests. Children whose parents have separated have the right to stay in contact with both parents, unless this could cause them harm.</i></p>  <p><b><u>British Values:</u></b><br/><i>Individual Liberty<br/>Mutual Respect<br/>Tolerance of those of different faiths and beliefs</i></p> |
| <b>My Happy Mind</b> | <p><b><u>Meet Your Brain</u></b><br/>Pupils deepen their understanding of how the brain functions by exploring neuroplasticity, neurons, neural pathways and how habits are formed. They learn more about the roles of Team H-A-P, recognise how the Amygdala responds to real and perceived danger, and understand how Happy Breathing helps regulate emotions by calming the brain. Pupils also explore how hormones such as dopamine and cortisol affect wellbeing and learn practical ways to keep their brains healthy.</p> | <p><b><u>Celebrate</u></b><br/>Pupils develop a greater awareness of their individual character strengths and how these influence their confidence, decision-making and relationships. They reflect on how using their strengths intentionally can help them overcome challenges, achieve personal goals and recognise the unique qualities and contributions of others.</p>                                                                                                                                                                                            | <p><b><u>Appreciate</u></b><br/>Pupils explore how gratitude and appreciation positively influence both mental and physical wellbeing. They reflect more deeply on the people, experiences and opportunities they value, recognising how practising appreciation regularly helps build resilience, optimism and stronger relationships with those around them.</p>                                                                                                                                                                                                                                                                                       | <p><b><u>Relate</u></b><br/>Pupils strengthen their understanding of healthy relationships by developing empathy, active listening and respectful communication. They learn how to recognise different perspectives, resolve disagreements positively and build trust through kindness, honesty and cooperation, while understanding the importance of positive relationships for their overall wellbeing.</p>                                                                                                  | <p><b><u>Engage</u></b><br/>Pupils develop resilience, perseverance and motivation by understanding how purposeful habits, consistent effort and a growth mindset contribute to long-term success. They learn to embrace challenges, reflect on setbacks as opportunities for learning and make thoughtful decisions that support both their personal goals and the wellbeing of others.</p>                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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| Computing | <p><b><u>Computing Systems and Networks – Systems and Searching</u></b></p> <p>Children explore how computer systems work together and the role they play in everyday life. They investigate how search engines crawl, index and rank information, developing skills to search effectively and critically evaluate online content.</p>                                                                                                                                                                                                                                                                              | <p><b><u>Creating Media – Video Production</u></b></p> <p>Children plan, film, edit and evaluate digital videos for a specific audience and purpose. They develop an understanding of filming techniques, storyboarding, editing and the impact of choices made when creating and sharing media.</p> | <p><b><u>Programming A – Selection in Physical Computing</u></b></p> <p>Children use microcontrollers and physical computing devices to create programs that respond to inputs. They apply selection, repetition and conditional statements to design, test and debug interactive systems.</p> | <p><b><u>Data and Information – Flat-File Databases</u></b></p> <p>Children learn how information is stored, organised and searched within databases. They use sorting, grouping and filtering tools to answer questions, analyse data and present findings using charts and visual representations.</p> | <p><b><u>Creating Media – Introduction to Vector Graphics</u></b></p> <p>Children investigate how vector graphics are created using shapes, layers and digital drawing tools. They develop design skills by creating and refining digital artwork for a specific purpose.</p> | <p><b><u>Programming B – Selection in Quizzes</u></b></p> <p>Children develop programs that use selection and conditional statements to create interactive quizzes. They design algorithms, test outcomes and evaluate how user input affects the flow and functionality of programs.</p> |
|           | <p><b><u>NC Links:</u></b><br/> <i>Understand computer networks, including the internet, and the opportunities they offer for communication and collaboration; use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</i></p>                                                                                                                                                                                                                                                                                                        | <p><b><u>NC Links:</u></b><br/> <i>Select, use and combine a variety of software to design and create content that accomplishes given goals; use technology purposefully to create, organise, store and retrieve digital content.</i></p>                                                            | <p><b><u>NC Links:</u></b><br/> <i>Design, write and debug programs that accomplish specific goals, including controlling physical systems; use sequence, selection and repetition in programs; use logical reasoning to explain how algorithms work and detect and correct errors.</i></p>    | <p><b><u>NC Links:</u></b><br/> <i>Select, use and combine a variety of software to collect, analyse, evaluate and present data and information; use technology purposefully to organise and manipulate digital content.</i></p>                                                                         | <p><b><u>NC Links:</u></b><br/> <i>Select, use and combine a variety of software to design and create content that accomplishes given goals; develop understanding of digital content creation and evaluation.</i></p>                                                        | <p><b><u>NC Links:</u></b><br/> <i>Design, write and debug programs that accomplish specific goals; use sequence, selection and repetition in programs; use logical reasoning to explain how algorithms work and detect and correct errors.</i></p>                                       |
| Music     | <p><b><u>Gamelan</u></b><br/> Pupils explore the music of Bali through two contrasting musical forms: gamelan beleganjur, a lively percussion tradition originally performed during battle, and the kecak vocal chant. They investigate the historical and cultural context of these traditions while developing their understanding of tempo, pitch, notation, dynamics, timbre, rhythm, structure and texture. Pupils recreate aspects of Balinese music and perform the interlocking rhythmic patterns characteristic of these musical forms.</p>                                                                |                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                           |
|           | <p><b><u>Musical Foci:</u></b><br/> <i>Tempo; Pitch; Notation; Dynamics; Timbre; Rhythm; Structure; Texture</i></p> <p><b><u>NC Links:</u></b><br/> <i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. Appreciate and understand a wide range of high-</i></p> |                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                           |

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|  | <i>quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.</i> |  |  |  |  |  |
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