

Our Curriculum Offer

2026-2027 Year 5

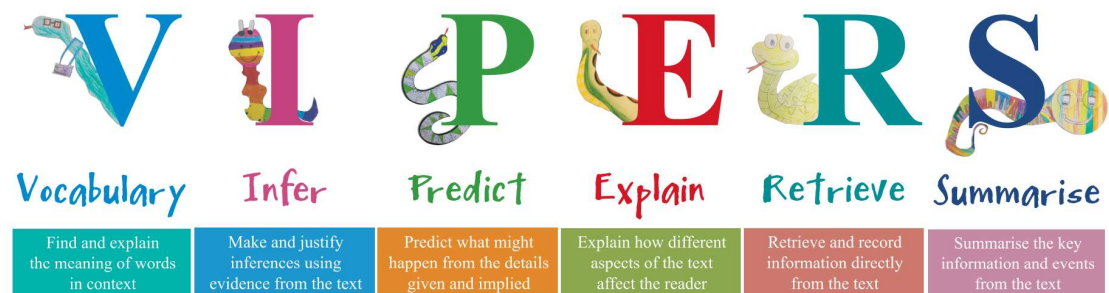


| Autumn 1                                                  | Autumn 2                                                                | Spring 1                                                                                                                  | Spring 2                                              | Summer 1                                  | Summer 2                                                                  |
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| Why did the Titanic sink?                                 | Could you live in the Amazon rainforest?                                | Marvellous Structures                                                                                                     | Why did the Vikings invade Britain?                   | Extreme Earth – Volcanoes and Earthquakes | The Race to Space                                                         |
|                                                           |                                                                         |                                                                                                                           |                                                       |                                           |                                                                           |
| Above and Beyond opportunities for our children in Year 5 |                                                                         |                                                                                                                           |                                                       |                                           |                                                                           |
| Big Start<br>Author Visit<br>Lindsey Littleson            | Primary futures – climate change visitor<br><br>Outdoor survival skills | Primary futures visitor/STEM day<br>Money week<br>Poetry week<br>Well-being week<br><br>Oliver Thompson – bridge engineer | World Book day<br>Murton Park<br>British Science Week | Jewish Synagogue                          | Leeds University Space Workshop<br>IMAX<br>Rose day<br>Ilkley Tennis Trip |
| Reading                                                   |                                                                         |                                                                                                                           |                                                       |                                           |                                                                           |



Our children will...

VIPERS skills ongoing throughout the year



|                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                               |                                                                                                                                                                                                               |                                                                                                                                                                                                                                      |                                                                                                                                                                         |
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| <ul style="list-style-type: none"><li>Read and perform poems, discussing the use of language.</li><li>Discuss texts that have been read, building on and challenging ideas of others and using technical terms (metaphor, simile, analogy, imagery, style and effect).</li></ul> | <ul style="list-style-type: none"><li>Read a wide range of text types (myths, legends, traditional stories, modern fiction, fiction from our literacy heritage, books from other cultures and traditions), appreciating the value of genres that may not be their favourite</li></ul> | <ul style="list-style-type: none"><li>Recommend to their peers, books that they have read, giving reasons for their choices and providing reasoned justifications for their views and how morals in stories can be applied to real life situations.</li></ul> | <ul style="list-style-type: none"><li>Distinguish between statements of fact and opinion and evaluate the bias apparent in a piece.</li><li>Use the contents and index pages to locate information.</li></ul> | <ul style="list-style-type: none"><li>Building on their own and others' ideas and challenging views courteously</li><li>Make comparisons within and across books including comparisons of characters, settings and themes.</li></ul> | <ul style="list-style-type: none"><li>Explain how the context (cultural references and influences) in which texts are written and read contribute to meaning.</li></ul> |
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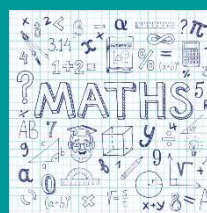
## Writing

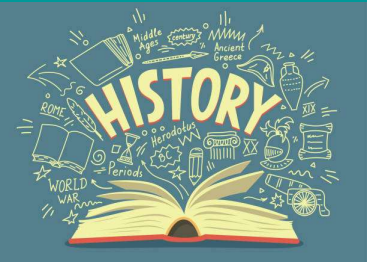


Our children will...

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| <p>Learn how to describe settings.</p> <p>Write a balanced argument – who was responsible for the sinking of the Titanic?</p> <p><u>Grammar Focus:</u><br/>Relative clauses and relative pronouns</p> <p><u>Consolidate:</u><br/>Conjunctions, adverbials and subordinate clauses</p> | <p>Incorporate dialogue, action and description into narrative writing.</p> <p>Write persuasive letters.</p> <p><u>Grammar Focus:</u><br/>Parenthesis using brackets, commas and dashes.</p> <p><u>Consolidate:</u><br/>Pronouns and determiners<br/>Speech punctuation</p> | <p>Write Poetry</p> <p>Use tension and suspense in diary writing</p> <p>Write explanations</p> <p><u>Grammar Focus:</u><br/>Cohesion within and between paragraphs.</p> <p><u>Consolidate:</u><br/>Pronouns and determiners<br/>Conjunctions, adverbials and subordinate clauses</p> | <p>Write stories using detailed character descriptions.</p> <p>Write information texts.</p> <p><u>Grammar Focus:</u><br/>Modal verbs</p> <p><u>Consolidate:</u><br/>Apostrophes<br/>Tenses</p> | <p>Build realistic action in narrative writing.</p> <p>Write formal letters</p> <p>Write performance poetry.</p> <p><u>Grammar Focus:</u><br/>Ambiguity</p> <p><u>Consolidate:</u><br/>Exclamations, commands, statements and questions<br/>Conjunctions, adverbials and subordinate clauses</p> | <p>Combine all skills learnt this year into narrative writing.</p> <p>Write newspaper reports</p> <p><u>Grammar Focus:</u><br/>Recap of all of the new terms learnt this year.</p> <p><u>Consolidate:</u><br/>Noun phrases</p> |
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## Maths



| Our children will develop their skills in...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                  |                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                  |                                             | Position and Direction<br>Shape                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Place Value<br>Addition and<br>Subtraction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Decimals                                         | Multiplication and<br>Division<br>Fractions | Multiplication and Division<br>Fractions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Decimals and<br>Percentages<br>Area and Perimeter<br>Statistics | Negative Numbers<br>Converting Units<br>Volume                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <div>History</div> <div></div> <div>Our children will ask...</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                  |                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>Why did the Titanic sink?</b><br/><i>Build on previous learning about polar areas and icebergs.</i></p> <p>Compare the lives of different groups of people in the past (e.g. men/women, adults/children)</p> <p>Examine causes and results of significant events and the impact on people</p> <p>Begin to identify primary and secondary sources</p> <p>Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</p> <p>Give reasons why there may be different accounts of history.</p> <p>Evaluate evidence to choose the most reliable forms.</p> | <p><i>Black History – Lois Mailou Jones.</i></p> |                                             | <p><b>Why did the Vikings invade Britain?</b><br/><br/><i>Link to previous work on British invaders (Romans).</i></p> <p><b>What image do we have of the Vikings today?</b><br/><b>How did the Vikings try to take over the country and how close did they get?</b><br/><b>How have recent excavations changed our view of the Vikings?</b><br/><b>Why have the Vikings gained such a bad reputation?</b><br/><b>Raiders or settlers: how should we remember the Vikings?</b><br/><a href="https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/viking-britain/">https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/viking-britain/</a></p> <p><i>Order significant events, movements and dates from the period studied on a timeline using BC and AD</i></p> <p><i>Describe the main changes in a period in history – the Vikings in Britain.</i></p> <p><i>Compare life in early and late 'times' studied</i></p> <p><i>Compare an aspect of life with the same aspect in another period – comparison of Viking Buildings, Anglo-Saxon and Roman Buildings</i></p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> |                                                                 | <p><b>When did humans first go into space?</b></p> <p><b>Black History – Katherine Johnson and the women of NASA, Mae Jemison</b></p> <p><i>Build on learning about space from Year 1 – Neil Armstrong, Helen Sharman, Tim Peake</i></p> <p>Investigate own lines of enquiry by posing questions to answer.</p> <p>Plan and present a self-directed project or research about the studied period.</p> <p>Select and organise information to produce structured work, making appropriate use of dates and terms</p> |

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| <div>Science<div></div><p>Our children will...</p></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p><b>Learn about the Changes of Materials</b></p> <ul style="list-style-type: none"><li><i>Working scientifically</i></li></ul> <ol style="list-style-type: none"><li>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</li><li>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li><li>demonstrate that dissolving, mixing and changes of state are reversible changes</li><li>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li><li>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li></ol> | <p><b>Learn about the Properties of Materials</b></p> <ul style="list-style-type: none"><li><i>Working scientifically</i></li></ul> <ol style="list-style-type: none"><li>compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</li><li>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li><li>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution<ol style="list-style-type: none"><li></li></ol></li></ol> | <p><b>Find out about Living Things and Their Habitats</b></p> <ul style="list-style-type: none"><li><i>Working scientifically</i></li></ul> <ol style="list-style-type: none"><li>Observe and compare the life cycles of plants and animals in their local environment with other plants and animals around the world.</li><li>Grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs.</li><li>Observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.</li></ol> | <p><b>Investigate animals including humans-around the growing up talk.</b></p> <ul style="list-style-type: none"><li><i>Working scientifically</i></li></ul> <ol style="list-style-type: none"><li>describe the changes as humans develop to old age</li></ol> | <p><b>Explore Forces</b></p> <ul style="list-style-type: none"><li><i>Working scientifically</i></li></ul> <ol style="list-style-type: none"><li>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li><li>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li><li>recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</li></ol> | <p><b>Discover more about the Earth in Space</b></p> <ol style="list-style-type: none"><li>describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li><li>describe the movement of the Moon relative to the Earth</li><li>describe the Sun, Earth and Moon as approximately spherical bodies</li></ol> <p>use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky</p> |

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| <div>Art</div> <div></div> <div>Our children will...</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |
| <div>Improve skills in drawing.</div> <div><i>Focus on pencil skills to create a sketch of a scene from the Titanic. Link to Y3 work on creating different tones using pencil.</i></div> <div><u>Skills:</u></div> <div>Create and develop drawings for sustained periods</div> <div>Know that various pencil grades have different effects</div> <div>Understand and use emphasis to develop ideas</div> <div>Creates sketchbooks as reference for reviewing and revisiting ideas.</div> <div><u>Journey:</u></div> <div><i>1. learn the pencil techniques needed to use different grades of pencils for different effects</i></div> <div><i>2. Explore the use of emphasis in art and practice (the artist makes part of the work stand out in order to draw the viewer's eye there first).</i></div> <div><i>3. Apply to own Titanic pencil sketches – work on the final draft over more than one lesson</i></div> |  |  | <div>Develop skills in painting</div> <div>Learn to use tertiary colour in their paintings</div> <div>Use the past as a source of artistic inspiration.</div> <div>Have experience of media, enough to make individual choices regarding choice of media and state why in their work.</div> <div>Research artwork from different periods of history.</div> <div>Demonstrates a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</div> <div>Works on preliminary studies to test media and materials.</div> <div>Creates imaginative work from a variety of sources.</div> <div><i>Journey – using Andy Warhol to create Pop Art inspired Viking pictures</i></div> <div><div><div>1.</div><div><i>colour mixing – primary, secondary and tertiary colours, warm and cold, complementary and contrasting colours</i></div></div><div><div>2.</div><div><i>Analyse Andy Warhol’s use of contrasting colours</i></div></div><div><div>3.</div><div><i>Apply sketching skills to create outlines of Viking faces</i></div></div><div><div>4.</div><div><i>Photocopy images to use in multiple versions (as Andy Warhol)</i></div></div><div><div>5.</div><div><i>Use colour mixing to create contrasting images in a series of Viking faces</i></div></div></div> <div>Refine skills in drawing</div> <div>Celia Godkin – illustrator – When the Giant Stirred – using colour in drawing</div> <div>- use inks in drawing</div> <div>Study the work of famous artists</div> <div>Refers to artists, architects and designers in history. Uses these to inspire own work.</div> <div>Chooses from appropriate materials to reflect the work of other artists.</div> <div>Know that tonal contrast and mixed media can be used to develop own style, different to studied artists</div> <div><i>Journey</i></div> <div><i>Use mixed media – pencils, pens and inks</i></div> <div><div><div>1.</div><div><i>Look at examples of Celia Godkin’s illustrations - how does she create realistic images of animals and landscapes?</i></div></div><div><div>2.</div><div><i>Look at use of colour and link back to Andy Warhol</i></div></div><div><div>3.</div><div><i>Learn techniques in how to draw using pen and ink</i></div></div><div><div>4.</div><div><i>Revisit skills in using pencil including colour mixing to create different shades and tones</i></div></div><div><div>5.</div><div><i>Use When the Giant Stirred to practise recreating small sections of her illustrations</i></div></div><div><div>6.</div><div><i>Apply to own illustrations linked to topic work</i></div></div></div> <div>Improve skills in textiles (link to felt phone cases)</div> <div><u>Skills:</u></div> <div>Join fabrics in different ways, including stitching.</div> <div>Use different grades and uses of threads and needles.</div> <div>Extend their work within a specified technique.</div> <div>Use a range of media to create collage.</div> <div>Uses own chosen stories, music, poems as stimuli and inspiration.</div> <div>Selects and uses materials appropriate to their design.</div> <div>Makes choices to embellish work.</div> <div>Understands different styles, relating these to artists and designers.</div> |  |  |

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Design and Technology



Our children will...

| <a href="#">Autumn 2 - Improve understanding of cooking and nutrition</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <a href="#">Spring 1 - Learn how to create free standing structures</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <a href="#">Develop skills in Textiles</a>                                                                                                                                                                                                                                                                                                                                                                              |
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| <p>GLOBAL FOOD</p> <p>Name some varied ingredients and say which part of the world they come from.</p> <p>Explain the different food groups on the eat well plate.</p> <p>Use some basic food skills such as grating and chopping which enable them to prepare a variety of simple savoury dishes.</p> <p>Explain how eating different ingredients helps to give us a healthy and varied diet and understand the benefits of this.</p> <p>Explain nutritional similarities between different types of food eaten around the world and say why this is important.</p> <p>Accurately follow a recipe.</p> <p>Use a wide variety of basic food skills such as peeling, juicing and dicing and some advanced skills such as baking, which enable them to prepare some more complex savoury dishes.</p> <p><a href="#">Upper KS2 DT Lesson Plan   Cooking   Making Bolognese</a></p> | <p>MARBULOUS STRUCTURES – link to topic work on engineering</p> <p>Explore existing free standing structures and explain what gives them strength, reinforcement and stability.</p> <p>Select tools and equipment to join card together.</p> <p>Use appropriate cutting and shaping techniques that include cuts within the perimeter of the material such as slots.</p> <p>Design and build a marble run which incorporates some varied bends.</p> <p>Consider the aesthetics when building a marble run.</p> <p>Consider the views of others to improve work.</p> | <p><i>Link to Art skills and work on Rainforest textiles.</i></p> <p><b>FELT PHONE CASES</b> – using a rainforest theme<br/>Develop own design criteria.</p> <p>Use backstitch.</p> <p>Create simple patterns.</p> <p>Aim the design criteria at a target market.</p> <p>Use at least two different types of stitches.</p> <p>Create an accurate paper template.</p> <p>Measure and mark a sewing and cutting line.</p> |

Geography



Our children will...

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|  | AMAZON<br><br><b>South America</b><br><br>Locate the world’s countries, using maps to focus on South America, | STRUCTURES<br><br><b>CASE STUDY BRAZIL</b><br><br>Understand geographical similarities and differences | VIKINGS<br><br><br>Locate and name the main counties and cities in England comparing their | VOLCANOES<br><br><b>Physical geography – volcanoes and earthquakes</b><br><br>Describe the key features of a volcano and an earthquake. | SPACE |
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|                                                                                                                                        | <p>concentrating on the environmental regions, key physical and human characteristics, and major cities.</p> <p>Understand and compare vegetation belts across the world (areas characterised by certain plants due to climatic conditions) with a particular focus on South America.</p> <p>Locate and describe the biomes of rainforest, taiga and tundra.</p> <p>Identify the Tropics of Cancer and Capricorn and the countries that lie within them.</p> <p>Use the 8 points of the compass to give and follow directions using simple maps.</p> <p>Begin to use four figure coordinates to locate features on a map</p> <p>Draw a variety of thematic maps.</p> <p>See Y3/4 KAPOW for further resources</p> <p><b>Why are rainforests important to us?</b></p> | <p>through the study of human and physical geography of a region of the United Kingdom (e.g. London), and a region in a South American country</p> <p>Create maps using aerial photographs and satellite images.</p> <p>Use a variety of sources of evidence to express views about the local area</p> <p>Compare 2 different regions in UK - rural/urban.</p> <p>Recognise and use OS map symbols</p> <p>Use medium scale land range OS maps</p> <p>Analyse evidence and draw conclusions e.g. compare historical maps of varying scales, temperature of various locations, influence on people everyday life</p> <p>Use sketches as evidence in an investigation in the local area</p> <p>Fieldwork</p> | <p>geographical regions and their identifying human and physical characteristics (<i>cities and counties that were under Viking rule</i>).</p> <p>Describe and understand the different types of settlement in Viking Britain.</p> | <p>Identify areas in the world where volcanoes are located.</p> <p>Explain how volcanoes are created.</p> <p>Explain the main effect that volcanoes have on human life (e.g. in South America).</p> <p>Understand how people have learned to use volcanic energy to create energy (electricity).</p> <p>Use atlases and globes to find out about other features of places e.g. volcanoes</p> <p>See Y3/4 KAPOW for further resources</p> <p><b>Why do people live near volcanoes?</b></p> |                                                                            |
| <div><p>P.E.</p><p>Our children will...</p></div> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                            |
| <p><b>Athletics, (recapping fundamental skills).</b></p> <p><b>Athletics (1)</b></p>                                                   | <p><b>Gymnastics (1)</b></p> <p><b>Dance (1)</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p><b>Invasion Games (Tag Rugby)</b></p> <p><b>Invasion Games (Netball.)</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b>Net and Wall (Tennis)</b></p> <p><b>Net and Wall (Badminton/ table tennis)</b></p>                                                                                                                                           | <p><b>Striking and Fielding (Cricket)</b></p> <p><b>Striking and Fielding (Rounders)</b></p>                                                                                                                                                                                                                                                                                                                                                                                              | <p><b>Dance (2)</b></p> <p><i>Swimming (NC &amp; above and beyond)</i></p> |

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| Outdoor Adventurous Activity (1)                                                                                                     |                        |                           |                             |                |                                              |
| <div>Modern Foreign Languages</div> <div>  </div> |                        |                           |                             |                |                                              |
| <u>The date</u>                                                                                                                      | <u>At the tea room</u> | <u>Do you have a pet?</u> | <u>What is the weather?</u> | <u>My home</u> | <u>Look at cultural and seasonal lessons</u> |

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| <div>Computing</div> <div>  <a href="https://teachcomputing.org/">https://teachcomputing.org/</a> </div> <div>Our children will...</div>                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                  |
| <b>Computer Science</b><br><br><u>CS20</u> Understand and use variables in algorithms and programs.<br><br><u>CS21</u> Understand and use conditional repetition in algorithms and programs<br><br><u>CS22</u> Use two-way selection in algorithms and programs. | <b>Data Handling</b><br><br><u>DH14</u> Create charts using appropriate data to interpret and answer a specific question.<br><br><u>DH15</u> Create a database to store and search relevant information.<br><br><u>DH16</u> Interrogate a database using suitable questions.<br><br><u>DH17</u> Use technology to search and sift through large amounts of different types of information.<br><br><u>DH18</u> Use a range of calculations and functions in a spreadsheet.<br><br><u>DH19</u> Use a spreadsheet to model given problems | <b>Media</b><br><br><u>M25</u> Create and amend a range of 2D graphic representations using appropriate applications.<br><br><u>M26</u> Create simple 3D graphics using a CAD application. | <b>Computer Science</b><br><br><u>CS23</u> Use a broad range of input and output devices in their programs<br><br><u>CS24</u> Understand that a computer system comprises input, process, memory and output.<br><br><u>CS25</u> Understand how search engines work and use them effectively. | <b>Media</b><br><br><u>M27</u> Plan, create and edit an animation, film, slideshow or presentation, then reflect on its efficacy.<br><br><u>M28</u> Source, edit and refine music and sound for a given audience or project.<br><br><u>M29</u> Develop criteria for evaluating theirs and others work. | <b>Computer Science</b><br><br><u>CS20</u> Understand and use variables in algorithms and programs.<br><br><u>CS21</u> Understand and use conditional repetition in algorithms and programs<br><br><u>CS22</u> Use two-way selection in algorithms and programs. |

Character and Culture



Our children will...

P.S.H.E R.S.E R.E British Values Celebrations

|                                                                                                                                                                   |                                                                                                                                                                                                        |                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                            |                                                                                                                                                    |
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| <p>What values are shown in codes for living?</p> <p>PSHE<br/>Family and Relationships</p> <p>Respect</p> <p>Harvest Festival, Halloween, Black History Month</p> | <p>What do Christians believe about the old and new covenants?</p> <p>PSHE<br/>Health and Wellbeing</p> <p>Tolerance</p> <p>World Kindness Day, Anti-Bullying Week<br/>Diwali, Christmas, Hannukah</p> | <p>Should we forgive others?</p> <p>PSHE<br/>Economic Wellbeing</p> <p>Rule of Law</p> <p>New Year resolutions</p> <p>Epiphany, Holocaust Memorial Day, Chinese New Year<br/>Money Week</p> | <p>Why are some journeys and places special?</p> <p>PSHE<br/>Safety and the Changing Body</p> <p>How can friends communicate safely? (online safety, respect, privacy).</p> <p>Individual Liberty</p> <p>Children’s Mental Health Week, Safer Internet Day, International Women’s Day<br/>Celebration: Lent, Easter, Ramadan</p> | <p>How do Jews remember the Kings and Prophets in worship and life?</p> <p>PSHE<br/>Citizenship</p> <p>Democracy</p> <p>St George’s day, Vaisakhi (Sikh Festival), Vesak (Buddha Day)<br/>Mental Health Awareness Week</p> | <p>Consolidation of all RE units. RSE and Transition work in preparation for the next year group.</p> <p>PSHE<br/>Recap and Transition Lessons</p> |
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Music

Our children will learn to...

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| Composition notation | Blues | South and West Africa | Composition to represent the festival of colour | Looping and remixing Musical theatre |  |
|----------------------|-------|-----------------------|-------------------------------------------------|--------------------------------------|--|