

# Light Years

School

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Start small, grow tall

**LIGHT YEARS SCHOOL**

**CURRICULUM MAP**

**Curriculum Connection Drivers**

At Light Years School, we ensure our curriculum is immersive by having overarching ‘Curriculum Connection Drivers’ for each half-term (through a topic approach). Our curriculum is based on an ‘interconnected curriculum approach’ which relies on strategic mapping that builds a well-sequenced curriculum to develop understanding and strengthen schemata. Our policy is based on the theory that ‘without critical alignment all other curriculum areas will lack in purpose, vision and direction’ (Turner, 2023). Our aim is to ensure the children at Light Years understand that their learning is purposeful through having awe-inspiring overarching drivers (topics) that capture imagination and inspire learning outcomes.

The drivers are as follows in the table below:

| Year Group | Aut 1                 | Aut 2                        | Spring 1           | Spr 2                  | Sum 1                  | Sum2           |
|------------|-----------------------|------------------------------|--------------------|------------------------|------------------------|----------------|
| Year 3-4 A | Light and Dark.       | Colour Collectors.           | Under the Canopy.  | Treasure Island.       | Work Like an Egyptian! | Crash Landing! |
| Year 3-4 B | Travel and Transport. | Who Wants to be a Gladiator? | Let’s Go Wild!     | Groundbreaking Greeks! | Come Dine with Me.     | Water Worlds.  |
| Year 5-6 A | Space Race.           | Righteous Royalty            | Our Extreme World. | Chocolate.             | Terrific Toys.         | Wonder.        |
| Year 5-6 B | Take Flight!          | Conflict, Healing and Hope.  | Dear Greenpeace    | Survival Mode.         | Volatile Vikings.      | Influence.     |

## Y3/4 A Curriculum Map

Through each of our curriculum drivers the children will explore our key curriculum areas, creativity, technological, physical, scientific, human, and social, linguistic, and mathematical. The curriculum overview for **Year 3/4 A** is presented in this table below:

| ¾ A            | A1   | A2  | SP1  | Sp 2   | SU1   | SU2  |
|----------------|--|---|--|--|---|--|
| <b>English</b> | <p><b>T: Light and Dark</b></p> <p><b>Genre focus:</b> -Narrative</p> <ul style="list-style-type: none"> <li>- Story retells</li> <li>- Balanced argument ‘We should only be able to use candles from 9pm’.</li> </ul> <p><b>GPS:</b> Ready to Write (noun phrases, sentence type, commas, apostrophes tense) &amp; Spelling Shed for spelling patterns.</p> <p><b>Key texts:</b> Owl Babies by Martin Waddell, The Dark, Dark Night by M. Christina Butler. Lights by Monica Hughes. Firefly and Stonybrook Farm by Wendy Pleffer, The Tunnel by Anthony Brown.</p> | <p><b>T: Colour Collectors</b></p> <p><b>Genre focus:</b></p> <ul style="list-style-type: none"> <li>- Persuasive letter</li> <li>- Narrative</li> </ul> <p><b>GPS:</b> determiners and conjunctions &amp; Spelling Shed for spelling patterns.</p> <p><b>Key texts:</b> The Day the Crayons Quit by Oliver Jeffers, Book of Colours by Oliver Jeffers, The Colour Monster by Anna Llenas, Mixed: A Colourful Story by Arree Chung.</p> | <p><b>T: Under the Canopy</b></p> <p><b>Genre focus:</b></p> <ul style="list-style-type: none"> <li>- Non-chronological report (based on either an animal, plant or jungle).</li> <li>- Jungle poem.</li> </ul> <p><b>GPS:</b> adverbs and prepositions &amp; Spelling Shed for spelling patterns.</p> <p><b>Key texts:</b> The Jungle Book by Rudyard Kipling, Rumble in the Jungle by Giles Andreae, The Enormous Crocodile by Roald Dahl, The Explorer by Katherine Rundell.</p> <p><b>PD:</b> <u>Zoolab (Exotic Creatures)</u></p> | <p><b>T: Treasure Island</b></p> <p><b>Genre focus:</b></p> <ul style="list-style-type: none"> <li>- Persuasive advert (for an imaginary island).</li> <li>- Instructional text on how to find buried treasure.</li> <li>- Recount of a trip on a boat or trip to the Mary Rose.</li> </ul> <p><b>GPS:</b> speech and tenses &amp; Spelling Shed for spelling patterns.</p> <p><b>Key texts:</b> Kensuke’s Kingdom by Michael Morpurgo, Island by Mark Janssen, Stella and the Seagull by Georgina Stevens, Dear Earth by Isabel Otter, Grandad’s Island by Benji Davies, Island Born by Junot Diaz, Where the Wild Things Are by Maurice Sendak.</p> <p><b>PD:</b> Mary Rose Museum : <u>SeaCity Museum - Titanic Story</u></p> | <p><b>T: Work like an Egyptian</b></p> <p><b>Genre focus:</b> Instructions (for mummification) and newspaper report of finding Ancient Egyptian relics.</p> <p><b>GPS:</b> nouns and paragraphs &amp; Spelling Shed for spelling patterns.</p> <p><b>Key texts:</b> Cinderella of the Nile by Beverley Naidoo, Tutankhamun’s Tomb by Sue Reid, The Ancient Egypt Sleepover by Stephen Davies, Temple Cat by Andrew Clements, Who was King Tut by Roberta Edwards?</p> | <p><b>T: Crash landing!</b></p> <p><b>Genre focus:</b></p> <ul style="list-style-type: none"> <li>- Diary entry as an alien crash landing on earth.</li> <li>- Explanation text about lifeform discovery.</li> </ul> <p><b>GPS:</b> word families and prefixes &amp; Spelling Shed for spelling patterns.</p> <p><b>Key texts:</b> Things That Crash, Things That Fly by Scott Gould, Meanwhile Back On Earth by Oliver Jeffers, We’re Going to Find the Monster by Malorie Blackman, Beegu by Alexis Deacon.</p> <p><b>PD:</b> <u>Visit to Stonehenge - Opportunity to local history study.</u></p> |

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| <b>Maths (WRM)</b>    | <p><b>Place value</b></p> <p><b>Addition and subtraction</b></p> <p><b>Fluency:</b> Place value fluency, subitizing, number bonds, re-cap of 2,3,5 and 10 times tables,</p>   | <p><b>Addition and subtraction</b></p> <p><b>Multiplication and division (A)</b></p> <p><b>Fluency:</b> Addition and subtraction arithmetic fluency, 3, 4 and 8 times table fluency.</p>  | <p><b>Multiplication and division (B)</b></p> <p><b>Length and perimeter</b></p> <p><b>Fluency:</b> Arithmetic and reasoning daily practice. Re-cap over 2,3,4,5,10 and 8 times-tables.</p>   | <p><b>Fractions (A)</b></p> <p><b>Mass and capacity</b></p> <p><b>Fluency:</b> Arithmetic and reasoning daily practice. Re-cap over 2,3,4,5,10 and 8 times-tables.</p>  | <p><b>Fractions (B)</b></p> <p><b>Money</b></p> <p><b>Time</b></p> <p><b>Fluency:</b> Pre-teaching 6 and 7 times tables in preparation for Y4. Daily arithmetic and reasoning practice.</p>  | <p><b>Shape</b></p> <p><b>Statistics</b></p> <p><b>Fluency:</b> Consolidation- ready to progress. Pre-teaching 6 and 7 times tables in preparation for Y4. Daily arithmetic and reasoning practice.</p> |
| <b>Science</b>        | <p><b>T: Light</b></p> <p><b>Enquiry:</b> (Y3 Making shadows TAPS)</p> <p><b>Key texts:</b> When You're Fast Asleep, Above and Below, Who's Afraid of the Light?</p>  | <p><b>T: Forces and magnets</b></p> <p><b>Enquiry:</b> (Y3 Magnet test TAPS)</p> <p><b>Key texts:</b> Magnet Max, Forces and Magnets, Planet Omar's Accidental Trouble Magnet.</p>  | <p><b>T: Animals including humans</b></p> <p><b>Enquiry:</b> (Y3 Skeleton TAPS)</p> <p><b>Key texts:</b> The World's Most Ridiculous Animals, Animal Knowledge Genius, The Last Bear.</p>   | <p><b>T: Science in everyday life (guest speakers)</b></p> <p><b>STEM</b></p> <p><b>Enquiry:</b> (Y3 Cupcake parachutes and ice cream TAP)</p> <p><b>Key texts:</b> Leonora Bolt, How Things Work, Engineers Making A Difference, How Was That Built?</p> | <p><b>T: Plants</b></p> <p><b>Enquiry:</b> (Y3 Measuring plants TAPS)</p> <p><b>PD:</b> <u>Zoolab (Exotic Creatures)</u></p> <p><b>Key texts:</b> RHS The Magic and Mystery of Trees, The Secret World of Plants, Plants Save the World, The Big Book of Blooms.</p> | <p><b>T: Rocks</b></p> <p><b>Enquiry:</b> (Y3 Rock reports TAPS)</p> <p><b>Key texts:</b> The Street Beneath My Feet, Rocks and Fossils, The Secret of Black Rock, The Rock From The Sky.</p>           |
| <b>Art and Design</b> | <p><b>T: Light and Dark – to plan</b></p> <p><b>Key texts:</b> Owl Babies by Martin Waddell, The Dark, Dark Night by M. Christina Butler. Lights by Monica Hughes. Firefly and Stonybrook Farm by Wendy Pleffer, The Tunnel by Anthony Brown.</p> | <p><b>T: Colour collectors – to plan</b></p> <p><b>Key texts:</b> The Secret Lives of Colour, Complete Book of Art Ideas, The Dot, The Colour of the Sun, Painting Happiness, The Crayon Man: The True Story of The Invention of Crayola Crayons.</p> | <p><b>T: Under the Canopy</b></p> <p><b>Artistic focus:</b> Animal sketching</p> <p>Collage and layering jungle scenes.</p> <p><b>PD:</b> <u>Zoolab (Exotic Creatures)</u></p> <p><b>Key texts:</b> Rainforest Warrior, The Rhythm of the Rain, Leaf, Up in the Canopy.</p> | <p><b>T: Treasure Island</b></p> <p><b>Key artist:</b> Frida Kahlo study.</p> <p>Prepare to present to other students.</p> <p><b>Key texts:</b> Island, The Island Book, Beautiful oops, The Iridescence of Birds: A Book About Henri Matisse.</p>        | <p><b>T: Work like an Egyptian</b></p> <p><b>Artistic focus:</b> Egyptian mosaics.</p> <p>Hieroglyphs.</p> <p><b>Key texts:</b> Egyptian Art, Kids' Books: Draw Like An Ancient Egyptian, Egyptian things to Make and Do, Atlas of Egyptian Art.</p>                 |   |

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| <p><b>PE</b></p>        | <p><b>T: Invasion Games / Handball</b></p> <p><b>S:</b> Indoor &amp; outdoor modified games across a including handball, throwing, and catching.</p> <p><b>NC Link:</b> Basic skills in isolation / combination and attacking and defending concepts.</p> <p><b>PD:</b> Confidence &amp; communication skills</p> | <p><b>T: TIPS</b></p> <p><b>S:</b> Trust and problem-solving activities.</p> <p><b>NC Link:</b> Basic skills in isolation / combination such as running, jumping, throwing etc.</p> <p><b>PD:</b> Teamwork &amp; leadership skills</p>   | <p><b>T: Movement &amp; Gymnastics</b></p> <p><b>S:</b> Static balance &amp; routines.</p> <p><b>NC Link:</b> Flexibility, strength, technique, control and balance. Basic skills embedded.</p> <p><b>PD:</b> Healthy active lifestyles</p>  | <p><b>T: Swimming Part 1</b></p> <p><b>S:</b> Introduction to the main strokes. Working towards swimming a distance of at least 25 metres in one stroke.</p> <p><b>NC Link:</b> Use a range of strokes effectively.</p> <p><b>PD:</b> Water Safety and pupil welfare</p>  | <p><b>T: Hand-Eye Coordination</b></p> <p><b>S:</b> Intro to modified versions of cricket and rounders. Building a strong foundation of skills across different sports.</p> <p><b>NC Link:</b> Use running, throwing and catching in isolation and in combination. Play a range of competitive games in different sports.</p> <p><b>PD:</b> Confidence &amp; resilience</p> | <p><b>T: Athletics</b></p> <p><b>S:</b> Introduction to Athletics and a range of events in isolation.</p> <p><b>NC Link:</b> Use running, throwing, and catching in isolation and in combination.</p> <p><b>PD:</b> Personal growth</p>   |
| <p><b>Geography</b></p> | <p><b>T: Geography of the UK</b></p> <p><b>Content:</b> Re-cap KS1 learning. Cities of the UK, human and physical features including rivers, hills and coasts of the UK.</p> <p><b>NC-Link:</b> Locational Knowledge</p> <p><b>Key texts:</b> The Big Book of the UK, Maps of the United Kingdom.</p>             | <p><b>T: The Water Cycle</b></p> <p><b>Content:</b> Understanding of the water cycle, how the process works, linking to Jungle habitats</p> <p><b>NC-Link:</b> Physical Geography</p> <p><b>PD:</b> <u>Zoolab (Exotic Creatures)</u></p> <p><b>Key texts:</b> Once Upon A Raindrop, The Story of Water, The Rhythm of the Rain, The Great Big Water Cycle Adventure.</p> | <p><b>T: European Countries</b></p> <p><b>Content:</b> Human and Physical features of Europe, environmental regions, &amp; major cities</p> <p><b>NC-Link:</b> Locational Knowledge, map skills &amp; use of atlases, digital mapping</p> <p><b>Key texts:</b> Where in the World are you? Some places more than others, Martha Maps It Out.</p> | <p><b>T: X Marks the Spot!</b></p> <p><b>Content:</b> Use of point compass, four and six figure grid references, symbols &amp; key. Building knowledge of the UK and the wider world.</p> <p><b>NC-Link:</b> Geographical skills and fieldwork</p> <p><b>PD:</b> Mary Rose Museum</p> <p><b>Key texts:</b> Me On The Map, the Ordinance Survey Kids' Adventure Book, The Mapmakers, Martha Maps it Out. Alistair Humphrey's Great Adventures.</p> | <p><b>T: Where did the Egyptians live?</b></p> <p><b>Content:</b> The River Nile and surrounding desert. Desert lifestyle and vegetation belt.</p> <p><b>NC-Link:</b> Physical Geography</p> <p><b>Key texts:</b> We're Sailing Down the Nile, A River, Marcy and the Riddle of the Sphinx.</p>   | <p><b>T: Stonehenge: Who Done It?</b></p> <p><b>Content:</b> Wiltshire case study, tourism, settlement and land-use at the historical site of Stonehenge.</p> <p><b>NC-Link:</b> Human and Physical Geography</p> <p><b>Key texts:</b> The Secrets of Stonehenge, The Amazing Pop-Up Stonehenge, Stone Age Boy.</p> |
| <p><b>History</b></p>   |   | <p><b>T: Anglo-Saxons and Scots</b></p> <p><b>Significant figures:</b> Alfred the Great, Canute the Great</p>  |  | <p><b>: The History of Transport</b></p> <p><b>Significant figures:</b> George Stepehnsen, Amelia Earhart,</p>  | <p><b>T: Ancient Egypt</b></p> <p><b>Significant figures:</b> Tutankhamun, Ramesses II,</p>   | <p><b>T: Stone Age to Iron Age</b></p> <p><b>Significant places:</b> Stonehenge, Skara Brae</p>   |

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|  |   | <p><b>Local study:</b> Meon Valley study of Anglo-Saxon heritage.</p> <p><b>Key texts:</b> Anglo-Saxon Boy, You Wouldn't Want to be an Anglo-Saxon Peasant, Where the River Runs Gold.</p> |   | <p>Henry Ford, Isambard Kingdom Brunel</p> <p><b>Local history:</b> Local history study of the Mary Rose, historic dockyard and The Victory.</p> <p><b>PD:</b> <a href="#">SeaCity Museum - Titanic Story</a></p> <p><b>Key texts:</b> .The Story of the London Underground, Journey History Book, The Night Bus Hero, The Boy who Biked the World.</p> | <p>Hatshepsut, Khufu, Howard Carter</p> <p><b>Key texts:</b> Secrets of a Sun King, A Mummy Ate My Homework, The Heart Scarab, Tutankhamun's Treasure.</p> | <p><b>PD:</b> <a href="#">Visit to Stonehenge - Opportunity to local history study.</a></p> <p><b>Key texts:</b> Stone Age to Iron Age, Stone, Bronze and Iron Ages, Everything: Stone Age to Iron Age, Stone Age Boy, Hunters, Gatherers and Woolly Mammoths.</p> |
| <p><b>PSHCE</b><br/>(PSHE Association)</p> | <p>KQ: How can we be a good friend?<br/>T: Relationships<br/>C: Friendship; making positive friendships, managing loneliness, dealing with arguments.</p> | <p>KQ: What keeps us safe?<br/>T: Health &amp; Well-Being<br/>C: Keeping safe; at home and school; our bodies; hygiene; medicines; and household products.</p>                             | <p>KQ: What are families like?<br/>T: Relationships<br/>C: Families; family life; caring for each other, differences in families.</p> | <p>KQ: What makes us a community?<br/>T: Living in the Wider World<br/>C: Community; belonging to groups; similarities and differences; respect for others.</p>   | <p>KQ: Why should we eat well and look after our teeth?<br/>T: Health and Well-Being<br/>C: Being healthy; eating well; dental care.</p>                   | <p>KQ: Why should we keep active and sleep well?<br/>T: Health &amp; Well-Being<br/>C: Being healthy; keeping active, taking rest.</p>   |
| <p><b>ICT</b><br/>(Teach Computing)</p>    | <p><b>1. Computing systems and networks – Connecting computers</b></p>  | <p><b>2. Creating media - Stop-frame animation</b></p>   | <p><b>3. Programming A - Sequencing sounds</b></p>  | <p><b>4. Data and information – Branching databases</b></p>   | <p><b>5. Creating media – Desktop publishing</b></p>   | <p><b>6. Programming B - Events and actions in programs</b></p>  |
| <p><b>Music</b><br/>(Music Express)</p>    | <p>T: Human Body</p>  | <p>T: Environment</p>  | <p>T: In the Past</p>   |   | <p>T: Ancient Worlds</p>   |  |
| <p><b>RE</b></p>                           | <p><b>Religion: Sikhism</b></p>   | <p><b>Religion: Christianity</b><br/><br/>Theme: Christmas</p>   | <p><b>Religion: Christianity</b><br/><br/>Theme: Jesus' Miracles</p>  | <p>Religion: Christianity<br/><br/>Theme: Easter</p>  | <p><b>Religion: Sikhism</b></p>  | <p>Religion: Sikhism<br/><br/>Theme: Prayer and Worship</p>  |

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|  | <b>Theme:</b> The Amrit Ceremony and the Khalsa |  |  |  | <b>Theme:</b> Community and Sharing |  |
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### Y3/4 B Curriculum Map

Through each of our curriculum drivers the children will explore our key curriculum areas, creativity, technological, physical, scientific, human, and social, linguistic, and mathematical. The curriculum overview for **Year 3/4 B** is presented in this table below:

| Year ¾ B    | Autumn Term 1   | Autumn Term 2  | Spring Term 1  | Spring Term 2  | Summer Term 1  | Summer Term 2   |
|-------------|---|--|--|--|--|---|
| English     | <p><b>T: Travel and Transport</b></p> <p><b>Genre focus:</b></p> <ul style="list-style-type: none"> <li>- Explanation text about innovation in transport.</li> <li>- Balanced argument about the new, controversial Elizabeth line.</li> </ul> <p><b>GPS:</b></p> <p>Ready to Write (determiners, clauses, expanding sentences, speech, tense, and paragraphs) &amp; Spelling Shed for spelling patterns.</p> <p><b>Key Texts:</b> Naughty Bus, The Hundred Decker Bus, Red Lorry, Yellow Lorry, The Lost Property Office, Astro Girl</p> | <p><b>T: Who Wants To Be A Gladiator?</b></p> <p><b>Genre focus:</b></p> <ul style="list-style-type: none"> <li>-Diary entry day in the life of a gladiator</li> <li>- narrative.</li> </ul> <p><b>GPS:</b></p> <p>Paragraphing and consolidation &amp; Spelling Shed for spelling patterns.</p> <p><b>Key Texts:</b></p> <p>Escape from Pompeii, The Thieves of Ostia, Avoid Being A Roman Soldier, What the Romans Did For Us</p> <p><b>PD:</b> <u>Portchester Castle - Roman Fort</u></p> | <p><b>T: Let's Go Wild!</b></p> <p><b>Genre focus:</b></p> <ul style="list-style-type: none"> <li>- Factual tour of the Savannah</li> <li>- narrative a journey through the wilderness.</li> </ul> <p><b>GPS:</b></p> <p>Pronouns and fronted adverbials &amp; Spelling Shed for spelling patterns.</p> <p><b>Key texts:</b></p> <p>My Side of the Mountain, The Wilderness War, River Boy, King of the Cloud Forests</p> <p><b>PD:</b> <u>Marwell Zoo Visit</u></p> | <p><b>T: Ground-breaking Greeks</b></p> <p><b>Genre focus:</b></p> <ul style="list-style-type: none"> <li>- Diary entry from Alexander the Great - Newspaper report about the Greeks.</li> </ul> <p><b>GPS:</b></p> <p>Apostrophes and speech &amp; Spelling Shed for spelling patterns.</p> <p><b>Key texts:</b></p> <p>Who Let the Gods Out? Beasts of Olympus: Beast Keeper, Greek Gods and Heroes, Mission to Marathon</p> | <p><b>T: Come Dine With Me</b></p> <p><b>Genre focus:</b></p> <ul style="list-style-type: none"> <li>- Persuasive letter inviting diners to visit the new Light Years School restaurant.</li> <li>-Instructions for a recipe (child led)</li> <li>- Food poetry.</li> </ul> <p><b>GPS:</b></p> <p>Standard English &amp; Spelling Shed for spelling patterns.</p> <p><b>Key texts:</b></p> <p>Faruq and the Wiri Wiri, Rigatoni the Pasta Cat, Monster Doughnuts, Chocolate Cake, Why Do We Eat?</p> | <p><b>T: Water Worlds</b></p> <p><b>Genre focus:</b></p> <ul style="list-style-type: none"> <li>- Information text about the journey taken by a river.</li> <li>- Non-chronological report about a trip to a river.</li> <li>- Poem about the journey of water.</li> </ul> <p><b>GPS:</b></p> <p>Paragraphing and consolidation &amp; Spelling Shed for spelling patterns.</p> <p><b>Key texts:</b></p> <p>Song of the Dolphin Boy, River Boy, A River, The Secret of Black Rock, Once Upon A Raindrop.</p> |
| Maths (WRM) | <p style="text-align: center;"><b>Place value</b></p> <p style="text-align: center;"><b>Addition and subtraction</b></p> <p><b>Fluency:</b> 6 and 7 times table fluency. Addition and subtraction fluency and number bonds.</p>   | <p style="text-align: center;"><b>Area</b></p> <p style="text-align: center;"><b>Multiplication and division A</b></p> <p><b>Fluency:</b> All times tables practise, multiplication check fluency.</p>   | <p style="text-align: center;"><b>Multiplication and division B</b></p> <p style="text-align: center;"><b>Length and perimeter</b></p> <p><b>Fluency:</b> All times tables practise, multiplication check fluency. Include division fluency up to 12s.</p>   | <p style="text-align: center;"><b>Fractions</b></p> <p style="text-align: center;"><b>Decimals A</b></p> <p><b>Fluency:</b> All times tables practise, multiplication check fluency. Basic conversion of fractions to decimals focusing on quick recall.</p>   | <p style="text-align: center;"><b>Decimals B</b></p> <p style="text-align: center;"><b>Money</b></p> <p style="text-align: center;"><b>Time</b></p> <p><b>Fluency:</b> All times tables practise, multiplication check fluency. Daily arithmetic and reasoning practice.</p>   | <p style="text-align: center;"><b>Shape</b></p> <p style="text-align: center;"><b>Statistics</b></p> <p style="text-align: center;"><b>Measure</b></p> <p><b>Fluency:</b> All times tables practise, multiplication check fluency. Daily arithmetic and reasoning practice.</p>   |
| Science     | <p style="text-align: center;"><b>T: Sound</b></p> <p><b>Enquiry:</b> (Y4 sound string telephone TAPS)</p>  | <p style="text-align: center;"><b>T: Electricity</b></p> <p><b>Enquiry:</b> (Y4 purposeful switches TAPS)</p>  | <p style="text-align: center;"><b>T: Living things and their habitats</b></p> <p><b>Enquiry:</b> (Y4 Living animals key TAPS)</p> <p><b>PD:</b> <u>Marwell Zoo Visit</u></p>   | <p style="text-align: center;"><b>T: Science in everyday life (guest speakers)</b></p> <p><b>Enquiry:</b> STEM</p>   | <p style="text-align: center;"><b>T: Animals including humans</b></p> <p><b>Enquiry:</b> (Y4 animals teeth TAPS and Y4 animal top trumps TAPS)</p>   | <p style="text-align: center;"><b>T: States of matter</b></p> <p><b>Enquiry:</b> (Y4 Materials melting TAPS and Y4 biscuit dunk TAPS)</p>   |



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|                | <p><b>PD:</b> Winchester Science Museum (Sound, Hearing &amp; Vibration)</p>   |   |  |   |   |  |
| Art and Design |  | <p><b>T: Who Wants To Be A Gladiator?</b><br/><b>Artistic focus:</b> Model colosseum</p>  | <p><b>Let's Go Wild!</b><br/><b>Artistic focus:</b> Animal shadow puppets<br/>Animal silhouette art<br/><b>PD:</b> <a href="#">Marwell Zoo Visit</a></p>   |   | <p><b>T: Ground-breaking Greeks</b><br/><b>Artistic focus:</b> Greek clay pots - design, make and evaluate.</p>   | <p><b>T: Come Dine With Me</b><br/><b>Artistic focus:</b> Food technology - making healthy, balanced meals.<br/>Food art.</p>  |
| PE             | <p><b>T: Handball &amp; Basketball</b><br/><b>S:</b> Modified handball and basketball games including a range of basic skills.<br/><b>NC Link:</b> Basic skills in isolation / combination including throwing, catching and jumping. Developing attacking and defending concepts.<br/><b>PD:</b> Confidence &amp; communication skills</p> | <p><b>T: TIPS</b><br/><b>S:</b> Trust and problem-solving activities.<br/><b>NC Link:</b> Basic skills in isolation / combination such as running, jumping, throwing etc.<br/><b>PD:</b> Teamwork &amp; leadership skills</p> | <p><b>T: Olympics Games - Gymnastics</b><br/><b>S:</b> Sequencing movement, complex routines, partner performances.<br/><b>NC Link:</b> Flexibility, strength, technique, control and balance. Basic skills embedded.<br/><b>PD:</b> Healthy active lifestyles &amp; Olympian Spirit</p> | <p><b>T: Swimming Part 2</b><br/><b>S:</b> Working towards or confident in swimming a distance of at least 25 metres in more than one stroke. Water rescue, including self-rescue.<br/><b>NC Link:</b> Use a range of strokes effectively and perform safe self-rescue in different situations.<br/><b>PD:</b> Water rescue</p> | <p><b>T: Cricket &amp; Rounders</b><br/><b>S:</b> Modified versions of cricket and rounders. In-depth focus on transferable skills, rules and tactics.<br/><b>NC Link:</b> Use running, throwing, and catching in isolation and in combination. Play competitive games, developing pupil's understanding of rules.<br/><b>PD:</b> Teamwork &amp; leadership</p> | <p><b>T: Athletics</b><br/><b>S:</b> Introduction to Athletics and a range of events in isolation.<br/><b>NC Link:</b> Use running, throwing, and catching in isolation and in combination. Comparing performances to previous years.<br/><b>PD:</b> Personal growth &amp; Olympian Spirit</p> |
| Geography      | <p><b>T: Where do I live?</b><br/><b>Content:</b> Human and Physical features of the South Coast, Dorset &amp; Portsmouth<br/><b>NC-Link:</b> Locational Knowledge</p>   | <p><b>T: Denmark, Norway and Sweden</b><br/><b>Content:</b> Similarities between UK and Northern Europe through the study of human and physical geography.<br/><b>NC-Link:</b> Place Knowledge</p>                            | <p><b>T: Climate Zones &amp; Biomes</b><br/><b>Content:</b> Africa Case Study - Savannah &amp; Sahara, physical features of Africa.<br/><b>NC-Link:</b> Physical geography<br/><b>PD:</b> <a href="#">Marwell Zoo Visit</a></p>  | <p><b>T: Look What Humans Can Do!</b><br/><b>Content:</b> Types of settlements, economic activity and trade links<br/><b>NC-Link:</b> Human Geography</p>   | <p><b>T: Magnificent Mountains</b><br/><b>Content:</b> Understanding of the world's mountain ranges and the development of maps, globes, and atlases.<br/><b>NC-Link:</b> Locational Knowledge</p>  |  |
| History        | <p><b>T: Travel and Transport</b><br/>Significant figures: Henry Ford, George Stephenson</p>   | <p><b>T: Ancient Rome</b><br/><b>Significant figures:</b> Julius Caesar, Claudius, Augustus, Hadrian, Boudicca<br/><b>PD:</b> <a href="#">Portchester Castle - Roman Fort</a></p>   |  | <p><b>T: Ancient Greece</b><br/><b>Significant figures:</b> Greek gods, Plato, Hippocrates</p>  | <p><b>Local Study - the schools of Portsmouth</b><br/><b>Content:</b> Town trial- overlaying maps of the historic town and current view. Place name detective- making links.</p>  |  |
| PSHCE          | <p><b>KQ:</b> What strengths, skills and interests do we have?<br/><b>T:</b> Health &amp; Well-Being<br/><b>C:</b> Self-esteem; self worth; personal qualities; goal setting; managing set backs.</p>  | <p><b>KQ:</b> How do we treat each other with respect?<br/><b>T:</b> Relationships<br/><b>C:</b> Respect for self &amp; others; courteous</p>   | <p><b>KQ:</b> How can we manage our feelings?<br/><b>T:</b> Health &amp; Well-Being<br/><b>C:</b> Feelings and emotions; expression of feelings; behaviour.</p>  | <p><b>KQ:</b> How will we grow and change?<br/><b>T:</b> Health &amp; Well-Being<br/><b>C:</b> Growing and changing; puberty.</p>   | <p><b>KQ:</b> How can our choices make a difference to others and the environment?<br/><b>T:</b> Living in the Wider World<br/><b>C:</b> Caring for others; the environment; people and</p>   | <p><b>KQ:</b> How can we manage risk in different places?<br/><b>T:</b> Health &amp; Well-Being<br/><b>C:</b> Keeping safe; out and about; recognising and managing risk.</p>  |

|                             |   |  |  |   |  |   |
|-----------------------------|---|--|--|---|--|---|
|                             |   | behaviour; safety;<br>human rights.                      |  |   | animals; making choices and<br>decisions.                  |   |
| ICT                         | <u>1. Computing systems and<br/>networks – The Internet</u>   | <u>2. Creating media - Audio<br/>production</u>          | <u>3. Programming A – Repetition in<br/>shapes</u>         | <u>4. Data and information – Data<br/>logging</u>     | <u>5. Creating media – Photo editing</u>                   | <u>6. Programming B – Repetition in<br/>games</u>                 |
| Music<br>(Music<br>Express) | <b>T: Poetry</b>  | <b>T: Environment</b>                                    | <b>T: Ancient Worlds</b>                                   |   | <b>T: Food and Drink</b>                                   |   |
| RE                          | <b>Religion: Buddhism</b><br><b>Theme: Buddha’s teachings</b> | <b>Religion: Christianity</b><br><b>Theme: Christmas</b> | <b>Religion: Buddhism</b><br><b>Theme: The 8-fold path</b> | <b>Religion: Christianity</b><br><b>Theme: Easter</b> | <b>Religion: Buddhism</b><br><b>Theme: The 8-fold path</b> | <b>Religion: Christianity</b><br><b>Theme: Prayer and Worship</b> |

## Y5/6 A Curriculum Map

Through each of our curriculum drivers the children will explore our key curriculum areas, creativity, technological, physical, scientific, human, and social, linguistic, and mathematical. The curriculum overview for **Year 5/6 A** is presented in this table below:

| Year 5/6 A         | A1  | A2  | Sp1   | SP2  | SU1   | SU2   |
|--------------------|---|---|---|--|---|---|
| <b>English</b>     | <p><b>T: Space Race</b></p> <p><b>Genre focus:</b></p> <ul style="list-style-type: none"> <li>- Persuasive letter to NASA to send children at Light Years to space.</li> <li>-A recount of a trip to the space museum.</li> </ul> <p><b>GPS:</b> Ready to Write (pronouns, determiners, plural and possessive, speech, noun phrases and adverbials) &amp; Spelling Shed for spelling patterns.</p> <p><b>Key texts:</b> Counting on Katherine, Hidden Figures, Cosmic, The Jamie Drake Equation, The Kid Who Came from Space</p> <p><b>PD:</b> <a href="#">Winchester Science Museum (Space Exhibition)</a></p> | <p><b>T: Righteous Royalty (Queen Elizabeth)</b></p> <p><b>Genre focus:</b></p> <ul style="list-style-type: none"> <li>- Biography of Queen Elizabeth II.</li> <li>-Narrative.</li> </ul> <p><b>GPS:</b> Relative clauses, modal verbs and adverbs &amp; Spelling Shed for spelling patterns.</p> <p><b>Key texts:</b> Billie Templar’s War, The Queen, The Barefoot Book of Princesses, Cruel Kings and Mean Queens.</p> | <p><b>T: Our Extreme World</b></p> <p><b>Genre focus:</b></p> <ul style="list-style-type: none"> <li>- Speech - why do we need to save the planet?</li> <li>- Extreme weather poetry.</li> </ul> <p><b>GPS:</b> Parenthesis and expanded noun phrases &amp; Spelling Shed for spelling patterns.</p> <p><b>Key texts:</b> Running Wild, The Street Beneath My Feet, Flood, Escape from Pompeii, The Pebble in My Pocket</p> | <p><b>T: Chocolate</b></p> <p><b>Genre focus:</b></p> <ul style="list-style-type: none"> <li>- Balanced argument ‘Have we have learned from the Mayans? Why do we need to remember them?’</li> <li>-Mayan rhyming poetry.</li> <li>- Write instructions of how to create a brand-new chocolate bar.</li> </ul> <p><b>GPS:</b> Tenses &amp; Spelling Shed for spelling patterns.</p> <p><b>Key texts:</b> The Chocolate Tree, Rain Player, Harley James &amp; The Mystery of the Mayan Kings,</p> | <p><b>T: Terrific Toys</b></p> <p><b>Genre focus:</b></p> <ul style="list-style-type: none"> <li>-Non-chronological report.</li> <li>-Explanation text.</li> </ul> <p><b>GPS:</b> Commas and cohesion &amp; Spelling Shed for spelling patterns.</p> <p><b>Key texts:</b> Toys in Space, Traction Man, Street Child, Twelve Minutes to Midnight, Another Twist in the Tale.</p> | <p><b>T: Wonder</b></p> <p><b>Genre focus:</b></p> <ul style="list-style-type: none"> <li>- Diary of a explorer.</li> <li>-Newspaper report- a new island has been discovered.</li> </ul> <p><b>GPS:</b> Cohesion, prefixes, and suffixes &amp; Spelling Shed for spelling patterns.</p> <p><b>Key texts:</b> The 13-storey tree house. Armstrong, The Wild Robot, Leonora Bolt, The Adventure Club, Arthur, and the Golden Rope.</p> |
| <b>Maths (WRM)</b> | <p><b>Place value</b></p> <p><b>Addition and subtraction</b></p>  | <p><b>Multiplication and division A</b></p> <p><b>Fractions A</b></p>   | <p><b>Multiplication and division B</b></p> <p><b>Fractions B</b></p>   | <p><b>Decimals and percentages</b></p> <p><b>Perimeter and area</b></p>  | <p><b>Shape</b></p> <p><b>Position and direction</b></p>  | <p><b>Negative numbers</b></p> <p><b>Converting units</b></p>   |

|                | <b>Fluency:</b> Fluent in 5 and Flashback 4  | <b>Fluency:</b> Fluent in 5 and Flashback 4   | <b>Fluency:</b> Fluent in 5 and Flashback 4   | <b>Statistics</b><br><b>Fluency:</b> Fluent in 5 and Flashback 4   | <b>Decimals</b><br><b>Fluency:</b> Fluent in 5 and Flashback 4  | <b>Volume</b><br><b>Fluency:</b> Fluent in 5 and Flashback 4  |
|----------------|--|---|---|--|---|---|
| <b>Science</b> | <b>T: Earth and space</b><br><b>Enquiry:</b> (Y5 Space orbit TAPS)<br><br><b>PD:</b> <a href="#">Winchester Science Museum (Space Exhibition)</a>  | <b>T: Forces</b><br><b>Enquiry:</b> (Y5 Forces parachute TAPS and Y5 Forces spinner TAPS)   | <b>T: Animals including humans</b><br><b>Enquiry:</b> (Y5 Animals incl humans TAPS)<br><br><b>PD:</b> <a href="#">Marwell Zoo Visit</a>   | <b>T: Science in everyday life (guest speakers) and STEM</b><br><br><b>Enquiry:</b> (Y6 Bottle flip TAPS and sugar results TAPS)   | <b>T: properties and change of material</b><br><br><b>Enquiry:</b> (Y5 Materials nappy investigation TAPS)  | <b>T: Living things and their habitats</b><br><br><b>Enquiry:</b> (Y5 Living different life cycles TAPS)  |
| <b>Art</b>     | <b>T: Space Race</b><br><b>Artistic focus:</b> Solar system art<br><br>Make model solar system   | <b>T: Righteous Royalty (Queen Elizabeth)</b><br><br><b>Artistic focus:</b> Royalty pop art<br><br>Making bunting - materials   | <b>T: Our Extreme World</b><br><b>Artistic focus:</b> Volcano pixel art<br><br><b>Key artist:</b> Henri Rousseau  | <b>T: The Marvellous Mayans</b><br><b>Artistic focus:</b> Design and make a Mayan mask.  | <b>T: Terrific Toys</b><br><br>Artistic focus: Making a peg doll / toy?   |   |
| <b>PE</b>      | <b>T: Match of the Day (Football)</b><br><br><b>S:</b> Modified football games including a range of basic skills, including attacking and defending.<br><br><b>NC Link:</b> Basic skills in isolation / combination including dribbling, control, passing and shooting. Developing attacking and defending concepts.<br><br><b>PD:</b> Listening and communication skills. | <b>T: TIPS</b><br><br><b>S:</b> Trust and problem-solving activities.<br><br><b>NC Link:</b> Basic skills in isolation / combination such as running, jumping, throwing etc.<br><br><b>PD:</b> Teamwork & leadership skills | <b>T: Gymnastics &amp; Dance</b><br><br><b>S:</b> Developing routines / movements into dance/gymnastic performances.<br><br><b>NC Link:</b> Developing flexibility, strength, control, balance and coordination. Comparing performances with previous ones.<br><br><b>PD:</b> Cultural (Māori). | <b>T: Basketball</b><br><br><b>S:</b> Development of knowledge of basketball. Key skills in isolation and in combination with tactics.<br><br><b>NC Link:</b> Complex skills in isolation / combination including dribbling, control, passing and shooting. Embedding attacking and defending concepts.<br><br><b>PD:</b> Individual challenge & overcoming barriers | <b>T: Cricket &amp; Rounders</b><br><br><b>S:</b> Modified versions of cricket and rounders. In-depth focus on transferable skills, rules and tactics.<br><br><b>NC Link:</b> Use running, throwing, and catching in isolation and in combination. Play competitive games, developing pupil's understanding of rules.<br><br><b>PD:</b> Teamwork & leadership | <b>T: Athletics</b><br><br><b>S:</b> Athletics and a range of events in isolation. Focus on developing specific techniques to improve performance in running and throwing events.<br><br><b>NC Link:</b> Use running, throwing, and catching in isolation and in combination.<br><br><b>PD:</b> Personal growth |
|                | <b>T: The Amazon Rainforest</b>  |   | <b>T: Our Extreme World</b>   |  | <b>T: School Fieldwork Study</b>  |   |

|                       |  |  |   |  |  |   |
|-----------------------|--|--|---|--|--|---|
| <b>Geography</b>      | <p><b>Content:</b> Human and Physical features of South America, environmental regions</p> <p><b>NC-Link:</b> Locational Knowledge, South America, use of atlases and digital mapping</p> <p><b>PD:</b> <u>Marwell Zoo Visit</u></p> |  | <p><b>Content:</b> Physical geography, different types of volcanoes &amp; earthquakes.</p> <p><b>NC-Link:</b> Physical geography, different types of volcanoes &amp; earthquakes.</p> |  | <p><b>Content:</b> Study, observe and record key human and physical features across the school and local area over a term including rainfall, number of cars, wildlife, woodland and measure the impact of our world.</p> <p><b>NC-Link: Geographical Skills and Fieldwork</b></p> |   |
| <b>History</b>        | <p><b>T: British History of Leisure and Entertainment</b></p> <p><b>Significant figures:</b> Shakespeare, George Albert Smith,</p>   | <p><b>T: British History - the Monarchy</b></p> <p><b>Significant figures:</b> Henry VIII, Alfred the Great, Elizabeth I, Elizabeth II, Queen Victoria</p>             | <p><b>T: Victorians and the Industrial Revolution</b></p> <p><b>Significant figures:</b> Queen Victoria, Charles Dickens, George Stephenson, Isambard Kingdom Brunel</p>              | <p><b>T: The Mayans</b></p> <p><b>Significant figures:</b> Pakal the Great, Itzamna, Lady of Tikal</p>   |  |   |
| <b>PSHCE</b>          | <p><b>KQ:</b> What makes up our identity?</p> <p><b>T: Health &amp; Well-Being</b></p> <p><b>C:</b> Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes.</p>                       | <p><b>KQ:</b> What decisions can people make with money?</p> <p><b>T: Living in the Wider World</b></p> <p><b>C:</b> Money; making decisions; spending and saving.</p> | <p><b>KQ:</b> How can we help in an accident or emergency?</p> <p><b>T: Health &amp; Well-Being</b></p> <p><b>C:</b> Basic first aid; accidents; dealing with emergencies.</p>        | <p><b>KQ:</b> How can friends communicate safely?</p> <p><b>T: Relationships</b></p> <p><b>C:</b> Friendships; relationships; becoming independent; online safety.</p> | <p><b>KQ:</b> How can we keep healthy as we grow?</p> <p><b>T: Health and Well-Being</b></p> <p><b>C:</b> Looking after ourselves; growing up; becoming independent; taking more responsibility.</p>   | <p><b>KQ:</b> How can the media influence people?</p> <p><b>T: Living in the Wider World</b></p> <p><b>C:</b> Media literacy and digital resilience; influences and decision-making; online safety.</p> |
| <b>ICT</b>            | <u>1. Computing systems and networks - Systems and searching</u>   | <u>2. Creating media - Video production</u>  | <u>3. Programming A – Selection in physical computing</u>   | <u>4. Data and information – Flat-file databases</u>   | <u>5. Creating media – Introduction to vector graphics</u>   | <u>6. Programming B – Selection in quizzes</u>  |
| Music (Music Express) | <b>T: Our Community</b>  | <b>T: Life Cycles</b>  |   | <b>T: Solar System</b>   | <b>T: At the Movies</b>  |   |

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| RE | <p><b>Religion:</b> Hinduism<br/> <b>Theme:</b> Prayer and Worship</p> | <p><b>Religion:</b> Christianity<br/> <b>Theme:</b> Christmas</p> | <p><b>Religion:</b> Hinduism<br/> <b>Theme:</b> Hindu Beliefs</p> | <p><b>Religion:</b> Christianity<br/> <b>Theme:</b> Easter</p> | <p><b>Religion:</b> Hinduism<br/> <b>Theme:</b> Beliefs and moral values</p> | <p><b>Religion:</b> Christianity<br/> <b>Theme:</b> Beliefs and Practices</p> |
|----|--|---|---|--|--|---|

## Y5/6 B Curriculum Map

Through each of our curriculum drivers the children will explore our key curriculum areas, creativity, technological, physical, scientific, human, and social, linguistic, and mathematical. The curriculum overview for **Year 5/6 B** is presented in this table below:

| Year 5/6 B     | Autumn Term 1   | Autumn Term 2   | Spring Term 1   | Spring Term 2  | Summer Term 1  | Summer Term 2  |
|----------------|---|---|---|--|--|--|
| <b>English</b> | <p><b>T: Take Flight!</b></p> <p><b>Genre focus:</b><br/>-Narrative, an international journey<br/>-recount of an aviation event</p> <p><b>GPS:</b><br/>Punctuation, hyphens &amp; Spelling Shed for spelling patterns.</p> <p><b>Key texts:</b><br/>Great Adventures, Amelia Earhart, Taking Flight</p> <p><b>PD:</b> <a href="#">National Science Museum (History of Flight)</a></p> | <p><b>T: Conflict, Healing and Hope</b></p> <p><b>Genre focus:</b><br/>-Persuasive letter for why women deserve the right to vote.</p> <ul style="list-style-type: none"> <li>- Diary entry from a soldiers</li> <li>- Soldier poetry</li> </ul> <p><b>GPS:</b><br/>Punctuation, active and passive, formal and informal &amp; Spelling Shed for spelling patterns.</p> <p><b>Key texts:</b> A Question of Courage, The Making of Mollie, Things A Bright Girl Can Do, Girls For the Vote, Make More Noise</p> <p><b>PD:</b> Careers Week (March) Inspirational Women</p> | <p><b>T: Dear Greenpeace</b></p> <p><b>Genre focus:</b><br/>-Speech<br/>- Non-chronological report of a zoo experience</p> <p><b>GPS:</b><br/>Synonyms and antonyms, word classes, subjunctive form &amp; Spelling Shed for spelling patterns.</p> <p><b>Key texts:</b><br/>Here We Are, Dear Greenpeace, Tidy, A River, The Tin Forest, Mother Earth is Weeping, The Last Bear</p> <p><b>PD:</b> <a href="#">Marwell Zoo Visit</a></p> | <p><b>T: Survival Mode</b></p> <p><b>Genre focus:</b></p> <ul style="list-style-type: none"> <li>- Speech about the dangers of deep in the woodland</li> <li>- Narrative of travelling across the desert</li> </ul> <p><b>GPS:</b> Punctuation, hyphens &amp; Spelling Shed for spelling patterns.</p> <p><b>Key texts:</b><br/>How to Survive Anywhere, Bear Grylls Survival Skills, Survivors, Where the World Ends.</p> | <p><b>T: Volatile Vikings</b></p> <p><b>Genre focus:</b><br/>Newspaper report 'The Volatile Vikings' and narrative of a Viking voyage,</p> <p><b>GPS:</b><br/>Noun phrases and suffixes &amp; Spelling Shed for spelling patterns.</p> <p><b>Key texts:</b><br/>Viking Boy, Riddle of Runes, There's a Viking in My Bed, She Wolf</p> <p><b>PD:</b> <a href="#">Butser Ancient Historical Site</a></p> | <p><b>T: Influence</b></p> <p><b>Genre focus:</b></p> <ul style="list-style-type: none"> <li>- Balance argument on the benefits of social media and the internet</li> <li>- Transitional poetry</li> <li>- Recount of time at Light Years</li> </ul> <p><b>GPS:</b> Consolidation &amp; Spelling Shed for spelling patterns.</p> <p><b>Key texts:</b><br/>Find Your Happy, My Heart is a Poem, An Emotional Menagerie, Being Me, Storm in a Jar, When I See Red.</p> |
| <b>Maths</b>   | <p style="text-align: center;"><b>Place value</b><br/><b>Addition, subtraction, multiplication and division</b><br/><b>Fluency:</b> Fluent in 5 and Flashback 4</p>   | <p style="text-align: center;"><b>Fractions A</b><br/><b>Fractions B</b><br/><b>Converting units</b><br/><b>Fluency:</b> Fluent in 5 and Flashback 4</p>  | <p style="text-align: center;"><b>Ratio</b><br/><b>Algebra</b><br/><b>Decimals</b><br/><b>Fluency:</b> Fluent in 5 and Flashback 4</p>  | <p style="text-align: center;"><b>Fractions, decimals and percentages</b><br/><b>Area, perimeter and volume</b><br/><b>Statistics</b><br/><b>Fluency:</b> Fluent in 5 and Flashback 4</p> <p><b>PD:</b> <a href="#">National Science Museum (How Mathematics has shaped our world)</a></p>   | <p style="text-align: center;"><b>Shape</b><br/><b>Position and directions</b><br/><b>Fluency:</b> Fluent in 5 and Flashback 4</p>   | <p style="text-align: center;"><b>Themed projects</b><br/><b>Consolidation</b><br/><b>problem solving</b><br/><b>Fluency:</b> Fluent in 5 and Flashback 4</p>  |
| <b>Science</b> | <p style="text-align: center;"><b>T: Electricity</b><br/><b>Enquiry:</b> (Y6 electricity own circuit TAPS)</p> <p><b>PD:</b> <a href="#">National Science Museum (Electricity Zone)</a></p>   | <p style="text-align: center;"><b>T: Light</b><br/><b>Enquiry:</b> (Y6 Light and shadow investigation TAPS)</p>   | <p style="text-align: center;"><b>T: Living things and their habitats</b><br/><b>Enquiry:</b> (Y6 Living making keys TAPS)</p> <p><b>PD:</b> <a href="#">Marwell Zoo Visit</a></p>  | <p style="text-align: center;"><b>T: Science in everyday life (guest speakers) and STEM</b></p>  | <p style="text-align: center;"><b>T: Animals including humans</b><br/><b>Enquiry:</b> (Y6 Animals incl humans TAPS)</p>  | <p style="text-align: center;"><b>T: Evolution and inheritance</b><br/><b>Enquiry:</b> (Y6 evolution strength TAPS)</p>  |

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|------------------------------|--|--|---|---|--|--|
|                              |  |  |   |   |  |  |
| <b>PE</b>                    | <p><b>T: Match of the Day (Football)</b><br/> <b>S:</b> Modified football games including a range of basic skills, including attacking and defending.<br/> <b>NC Link:</b> Complex skills in isolation / combination including dribbling, control, passing and shooting.<br/> <b>PD:</b> Listening and communication skills.</p> | <p><b>T: TIPS</b><br/> <b>S:</b> Trust and problem-solving activities.<br/> <b>NC Link:</b> Basic skills in isolation / combination such as running, jumping, throwing etc.<br/> <b>PD:</b> Teamwork &amp; leadership skills</p> | <p><b>T: Badminton</b><br/> <b>S:</b> Modified badminton games including a range of basic skills, including overarm and underarm shots.<br/> <b>NC Link:</b> Embedding skills in isolation / combination including throwing, catching, and jumping. Developing attacking and defending concepts.<br/> <b>PD:</b> NBA Basketball Racism &amp; Equality</p> | <p><b>T: Basketball</b><br/> <b>S:</b> Development of knowledge of basketball. Key skills in isolation and in combination with tactics.<br/> <b>NC Link:</b> Complex skills in isolation / combination including dribbling, control, passing and shooting.<br/> <b>PD:</b> Individual challenge &amp; overcoming barriers</p> | <p><b>T: Cricket</b><br/> <b>S:</b> Modified versions of cricket and rounders. In-depth focus on transferable skills and rules.<br/> <b>NC Link:</b> Use running, throwing, and catching in isolation and in combination. Competitive games, securing pupil's understanding of rules.<br/> <b>PD:</b> Cultures of West Indies &amp; Pakistan</p> | <p><b>T: Athletics &amp; Rounders</b><br/> <b>S:</b> Athletics and a range of events in isolation. Focus on specific techniques to improve performance in running and throwing events.<br/> <b>NC Link:</b> Use running, throwing, and catching in isolation and in combination.<br/> <b>PD:</b> Disability (Para Games)</p> |
| <b>Geography</b>             | <p><b>T: European Countries</b><br/> <b>Content:</b> Human and Physical features of Europe, environmental regions, &amp; major cities<br/> <b>NC-Link:</b> Locational Knowledge, map skills &amp; use of atlases, digital mapping</p>  |  | <p><b>T: Energy and the Environment</b><br/> <b>Content:</b> Distribution of energy around the earth and the impact on our world, including food, minerals, and water.<br/> <b>NC-Link:</b> Human Geography - natural resources<br/> <b>PD:</b> <a href="#">National Science Museum - Energy Revolution</a></p>   |   | <p><b>T: School Fieldwork Study</b><br/> <b>Content:</b> Study, observe and record key human and physical features across the school and local area over a term including plastic on local beaches, wildlife, and the impact on our world.<br/> <b>NC-Link:</b> Geographical Skills and Fieldwork</p>  |  |
| <b>History</b>               |  | <p><b>T: WW2</b><br/> <b>Significant figures:</b> Neville Chamberlain, Winston Churchill, Adolf Hitler,<br/> <b>PD:</b> <a href="#">Solent Sky Museum (Spitfires and other aircrafts)</a></p>                                    |   | <p><b>T: Sensational Suffragettes</b><br/> <b>Significant figures:</b> Emmeline Pankhurst, Constance Lytton, Emily Davison, Millicent Fawcett<br/> <b>PD:</b> Careers Week (March)<br/> Inspirational Women</p>   | <p><b>T: The Vikings</b><br/> <b>Significant figures:</b> Leif Erikson, Ragnar Lothbrock<br/> <b>PD:</b> <a href="#">Butser Ancient Historical Site</a></p>  | <p><b>T: Black History</b><br/> <b>Significant figures:</b> Rosa Parks, Martin Luther King, Maya Angelou, Annie Lee Cooper, Jesse Owens, Bessie Coleman, Mae Jemison,</p>  |
| <b>PSHCE</b>                 | <p><b>KQ:</b> How can we keep healthy as we grow?<br/> <b>T: Health and Well-Being</b><br/> <b>C:</b> Looking after ourselves; growing up; becoming independent; taking more responsibility.</p>   | <p><b>KQ:</b> How can drugs common to everyday life affect health?<br/> <b>T: Health &amp; Well-Being</b><br/> <b>C:</b> Drugs; alcohol and tobacco; healthy habits.</p>   | <p><b>KQ:</b> How can the media influence people?<br/> <b>T: Living in the Wider World</b><br/> <b>C:</b> Media literacy and digital resilience; influences and decision-making; online safety.</p>   | <p><b>KQ:</b> What jobs would we like?<br/> <b>T: Living in the Wider World</b><br/> <b>C:</b> Careers; aspirations; role models; the future.</p>   | <p><b>KQ:</b> What will change as we become more independent?<br/> <b>T: Relationships</b><br/> <b>C:</b> Different relationships; changing and growing; adulthood, independence; moving to secondary school.</p>  | <p><b>KQ:</b> How do friendships change as we grow?<br/> <b>T: Relationships</b><br/> <b>C:</b> Different relationships; changing and growing; adulthood, independence; moving to secondary school.</p>  |
| <b>ICT</b>                   | <a href="#">1. Computing systems and networks - Communication and collaboration</a>  | <a href="#">2. Creating media – Web page creation</a>  | <a href="#">3. Programming A – Variables in games</a>   | <a href="#">4. Data and information - Introduction to Spreadsheets</a>  | <a href="#">5. Creating media – 3D Modelling</a>   | <a href="#">6. Programming B - Sensing movement</a>  |
| <b>Music (Music Express)</b> | <b>T: Worlds Unite</b>   | <b>T: Growth</b>   |   | <b>T: Journeys</b>  |  | <b>T: Moving On</b>  |



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| RE | <b>Religion:</b> Islam<br><b>Theme:</b> Beliefs and Practices | <b>Religion:</b> Christianity<br><b>Theme:</b> Christmas | <b>Religion:</b> Christianity<br><b>Theme:</b> Beliefs and Meaning | <b>Religion:</b> Christianity<br><b>Theme:</b> Easter | <b>Religion:</b> Islam<br><b>Theme:</b> Beliefs and moral values | <b>Religion:</b> Islam<br><b>Theme:</b> Beliefs and moral values |
|----|---|--|--|---|--|--|