

# 2024-2025 Cross Gates Primary School Curriculum Offer



*"Education is the most powerful weapon which you can use to change the world."*  
Nelson Mandela

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## Introduction

Cross Gates' motto is 'Aspire, Learn, Succeed.' Our Curriculum Offer lies at the very heart of our thinking and provides our children with a well-balanced diet of academic rigour and curriculum enrichment. We will regularly review our curriculum to ensure it is relevant and fit for purpose in a fast changing social, political, technological and educational landscape.

## Intent

The intent of our curriculum goes far beyond the outcomes seen at the end of Year 6. Using the National Curriculum 2014, we have thoughtfully constructed a planned and sequential curriculum framework which focuses not solely on academia but on shaping our pupils into resilient and lifelong learners. We want our children to foster the early characteristics of effective learning, through exploration, active learning and creating and thinking critically.

Thus, when designing this curriculum, we endeavored to ensure it was relevant to our children, engaging and acquisition of knowledge and application of skill was at the heart of our thinking.

Our curriculum has been designed around an intent to acquire a key body of knowledge in each year group, which over time, sequentially builds and 'sticks' with the child. This is facilitated by a consistent approach to teaching and learning with a five-part POWER model to ensure knowledge is gained and skill is acquired:



<b>P</b> rior Knowledge (KW-L)	<b>O</b> ppportunity	<b>W</b> ord Building	<b>E</b> xtension	<b>R</b> ich tasks
(Mindmap) What I already <b>K</b> now What I <b>W</b> ant to know What I <b>L</b> earnt ( <i>impact</i> )  Identifying children's starting points of existing knowledge provides us	Our study units begin with a question to provoke thought and allow opportunity for children to ask questions. Our study units enrich children with opportunities and experiences they may not normally be	Key vocabulary (both subject specific and higher level) are crucial to closing the word gap for our most word poor children. Language acquisition is done through discrete teaching (Word	Mirroring a mastery approach, children work independently and can interleave their conceptual understanding and prior learning to answer questions in less familiar contexts.	The tasks set by staff are tiered (differentiated) ensuring multiple representations are encouraged. Children can devise their own approach to exploring unfamiliar

with accurate baselines to build on.	exposed to which ensure equal opportunities for all children regardless of social or economic background. These opportunities and experiences provide meaningful context to learning- making learning 'sticky' and enhancing life skills such a taking a train journey from Cross Gates or meeting opera singers they might not usually have access to. *	Study/Elklan strategies) and non-discrete. This increasing of the breadth of children's vocabulary for all children including disadvantaged and those with SEND maximises understanding of key concepts in learning.	Children can be creative in their problem solving, able to reason when asked be fluent in responses when presented with an issue.	contexts and reflect on their response.
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\* At Cross Gates, we believe in providing children with Opportunities which enhance their understanding of the wider society and ensure they are on a par with all demographics across the UK. On a seven year journey, from Reception to Year 6, the 'Cultural Capital' enrichment is delivered through a 'Cross Gates Passport' to the wider world. Weaving aspects of the curriculum and important life opportunities into the pupil passport helps children become socially mobile and raises aspirations.

### **Implementation**

At Cross Gates Primary we believe that children will become effective, lifelong learners if they possess the skills that will help them have a growth mindset and an ability to keep going even if they find things difficult. The work of Professor Guy Claxton stresses the need to teach children tools and skills that will help to build their learning power and teach them how to 'learn to learn'. At Cross Gates Primary we focus on **7 main values** which were based initially on the work of Guy Claxton. These have evolved to suit our children and prepare them for their next stage in education.

<b>R</b> esilience Our best learners are those who keep trying even	<b>R</b> elationships Our best learners are those who foster positive relationships with	<b>R</b> isk taking Our best learners are those who take risks with new or unfamiliar	<b>R</b> esponsibility Our best learners are those who strive to be the best they can be,	<b>R</b> esourceful Our best learners are those who are independent learners,	<b>R</b> eflective Our best learners are those who apply their prior knowledge to	<b>R</b> espect Our best learners respect themselves, friends, adults and
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when challenges are hard.	peers, adults and have good mental health themselves- this leads to effective communication and collaborative learning.	learning, being prepared to fail and knowing it's a learning curve.	setting personal goals and embracing all learning opportunities in and out of school.	developing a sense of enquiry and have the ability to problem solve, reason and act creatively in their decision making.	new situations. They think about what hasn't gone well and learning from it.	resources in school.
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The implementation of our Curriculum Offer is responsive to the changing world in which we live. With a range of existing starting points, teachers use this document as a scaffold for delivering learning. *Knowledge Organisers* compliment the statutory National Curriculum requirements, reflecting what must be taught, alongside what additionally our children need to be taught.

Our subjects are taught discreetly through an over-arching question - our children are aware of the many subjects within our curriculum and the skills needed within these to acquire the knowledge being taught. Transferable skills are made reference to and used where they can to create joined up learning.

### **Impact**

Our school monitoring calendar reflects where both quantitative data is collected (end of Key Stage assessments) and qualitative data is collected (pupil voice, parent surveys). All stakeholders contribute to the evaluation of learning as we work to refine our curriculum intent and how it is implemented. Subject leaders play an important role in evaluating the outcomes in their own subjects by monitoring the progression of children's knowledge, checking skills are being taught correctly and refining content following the collection of the 'Study Unit' sheets.

*\* Subject Offers are available from school detailing the Intent, Implementation and Impact of each subject.*

*\* To support our Curriculum Offer- we produce Knowledge Organisers for each Study Unit- these are shared with children and families. Progression Documents are also produced showing the knowledge progression expected from children in Years 1 to Year 6.*



# 50 things we experience before Age 12

## Cross Gates Primary School

1. Visit a Gurdwara

2. Play the recorder

3. Explore my locality

4. Dress up from the past

5. Discover inside a museum

6. Watch a live performance

7. Listen to a guest speaker

8. Play competitive hockey

9. Design and make a pizza

10. Learn to cross stitch

11. Learn a different language

12. Learn to ride a bike

13. Observe new life being born

14. Roast marshmallows on a camp fire

15. Travel down a zip line

16. Have a visit from a scientist

17. Learn to stay safe on the road

18. Experience life as a Roman

19. Learn how to make the bed

20. Learn how to set a table

21. Visit a rural area in Yorkshire

22. Listen to a Stem visitor

23. Take a ferry across the Mersey

24. Enjoy a countryside day

25. Visit Armley Mills

26. Go on a library visit

27. Become an entrepreneur

28. Taste food from around the world

29. Listen to a Sikh speaker

30. Visit a Synagogue

31. Listen to an Islamic speaker

32. Visit a Church

33. Learn to play the ukulele

34. See exotic animals

35. Travel on a train

36. Learn to swim

37. Speak in a class debate

38. Visit a recycling centre

39. Visit the seaside

40. Vote in an election

41. Fundraise for charity

42. Celebrate your success

43. Learn to bake

45. Take part in den building

46. Stargaze at night

47. Whittle wood

48. Handle insects

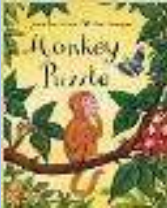
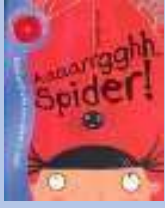

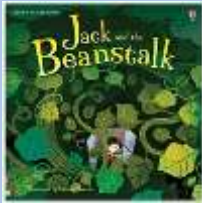


49. Have a picnic

50. Build a dry stone wall

# **Key Stage 1**

## Curriculum Offer



Year 1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Opportunity (Cultural Capital experiences/WOW)	Animal Club	Local Walk in Cross Gates	Hot and cold climates day	Harlow Carr	Seasons Walk  RE visit/ speaker - Islam	Temple Newsam – Victorians
Class Book	Farmer Duck/ Billy's bucket By Martin Waddell	Harvey Slumfenburger's Christmas present by John Burningham	We all went on Safari Handa's Hen By Eileen Browne	Don't let the pigeon series By Mo Willems	A range of traditional and modern Fairy Stories	Dear Greenpeace  Cops and Robbers/ Burglar Bill By Simon James
Study Unit Texts / Talk 4 Writing  Class Author: Julia Donaldson						
English Fiction	<b>Purpose:</b> To entertain  <b>Outcome:</b> To use T4W to sequence and retell a familiar story.	<b>Purpose:</b> To entertain  <b>Outcome:</b> To use T4W to retell a story with a familiar setting.	<b>Purpose:</b> To entertain  <b>Outcome:</b> To use T4W to retell a story with an unfamiliar setting.	<b>Purpose:</b> To entertain  <b>Outcome:</b> To use T4W to retell a traditional tale.	<b>Purpose:</b> To entertain  <b>Outcome:</b> To use T4W to retell a fairytale.	<b>Purpose:</b> To entertain  <b>Outcome:</b> To use T4W to innovate a superhero story.
English Non-Fiction	<b>Purpose:</b> To inform  <b>Outcome:</b> To write labels, lists and captions based on animals.	<b>Purpose:</b> To inform  <b>Outcome:</b> To write a recount of our local walk.	<b>Purpose:</b> To inform  <b>Outcome:</b> To write a postcard from a hot or cold country.	<b>Purpose:</b> To inform  <b>Outcome:</b> To write a simple recipe.	<b>Purpose:</b> To inform  <b>Outcome:</b> To write a non-chronological report about materials (building a house for Mr Wolf).	<b>Purpose:</b> To inform  <b>Outcome:</b> To write an explanation text – link to school visit to Temple Newsam.



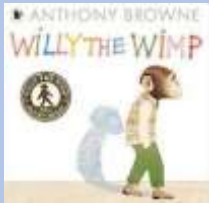

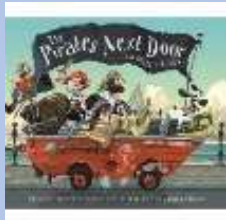
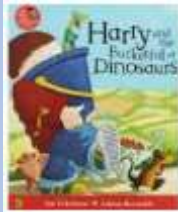

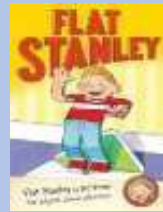
<b>English Poetry</b>	<p>'Queue for the zoo' by Clare Bevan.</p> <p><b>Aims:</b> To appreciate rhymes by listening to a collection of rhyming animal poems.</p>	<p>'Water' by Shirley Hughes by heart.</p> <p><b>Aims:</b> To appreciate rhymes by listening to a collection of rhyming weather poems.</p>	<p>Opposite poems – 'We are opposites'</p> <p><b>Aims:</b> To listen and recite poetry.</p>	<p>Riddles</p> <p><b>Aims:</b> To solve riddles, e.g. I hide under logs, I leap, I croak. Witches are my friend, I'm a green and warty __!</p>	<p>'Spaghetti, Spaghetti' by Jack Prelutsky</p> <p>'There was a crooked man'</p> <p><b>Aims:</b> To listen and recite poetry:</p>	<p>'30 days hath September'</p> <p><b>Aims:</b> To learn poetry by heart</p>
	<p><b>Science</b> <i>[Science is taught as an on-going programme throughout the year]</i></p> <p>Animals including humans (animal statements)</p> <p>Everyday materials</p> <p>Animals including humans (parts of the human body statements)</p> <p>Plants</p> <p>Everyday materials</p> <p>Seasonal change</p> <p><b>On-going Science:</b></p> <p>Plants - Name and identify plants. Changes over the year</p> <p>Animals, including humans - Explore and answer questions about animals in their habitat.</p> <p>Seasonal changes - Gathering data about seasonal change. Observe and describe the weather associated with these seasons</p>					
	<p><b>Geography</b></p> <p>-</p>	<p><b>Geography – Cross Gates</b></p> <p>Locational knowledge</p> <p>/Geographical skills an fieldwork</p> <p>Cross Gates</p>	<p><b>Geography – Hot and cold countries</b></p> <p>Locational knowledge</p> <p>Geographical skills and fieldwork</p> <p>Comparing hot</p>	<p><b>Geography</b></p> <p>-</p>	<p><b>Geography – Weather and seasons</b></p> <p>Physical Geography</p> <p>Seasons, months of the year, weather symbols, recording daily weather and</p>	<p><b>Geography</b></p> <p>-</p>

			<i>and cold – Kenya and Antarctica</i>		<i>identifying patterns.</i>	
	<b>History – Toys then and now</b> Changes within living memory <i>Comparing toys</i>	<b>History</b> -	<b>History</b> -	<b>History – Famous explorers</b> Lives of significant individuals in the past, who have contributed to national and international achievements <i>Neil Armstrong and Christopher Columbus comparison</i>	<b>History</b> -	<b>History – Temple Newsam</b> Significant historical events, people and places in the locality <i>Visit Temple Newsam, understand the lives of people who lived and worked there.</i>
	<b>Art</b> Drawing: Exploring line and mark making to draw from observation <i>inspired by Bridget Riley / Zaria Forman</i>	<b>Art</b> -	<b>Art</b> Painting and Mixed Media: Landscapes <i>inspired by Van Gogh.</i>	<b>Art</b> -	<b>Art</b> Sculpture and 3D: Clay Houses <i>inspired by Barbara Hepworth</i>	<b>Art</b> -
	<b>DT</b> Cooking and nutrition: Fruit and Veg	<b>DT</b> Mechanisms: wheels and axles	<b>DT</b> -	<b>DT</b> Structures: Construct a windmill	<b>DT</b>	<b>DT</b> Textiles: Puppets
	<b>Computing</b> Online Safety & exploring Purple Mash	<b>Computing</b> Maze Explorers & Pictograms	<b>Computing</b> Coding	<b>Computing</b> Grouping and Sorting	<b>Computing</b> Lego Builders & Animated Story Books	<b>Computing</b> Spreadsheets & Technology outside school

	<b>PSHE</b> Physical Health & Wellbeing  Fun Times	<b>PSHE</b> Identity, Society & Equality  Me & Others	<b>PSHE</b> Keeping Safe & Managing Risk  Feeling Safe	<b>PSHE</b> Mental Health & Emotional Wellbeing  Feelings	<b>PSHE</b> Drug, Alcohol & Tobacco Education  What do we put in our bodies?	<b>PSHE</b> Careers, financial capability and economic wellbeing  My Money
	<b>Mindmate</b> Feeling good and being me	<b>Mindmate</b> Friends and family	<b>Mindmate</b> Solving problems/ Making It better	<b>Mindmate</b> Strong emotions	<b>Mindmate</b> Being the same, being different	<b>Mindmate</b> Life changes and transition
	<b>RE</b> How can we make good choices?		<b>RE</b> How and why do some people pray?		<b>RE</b> What does it mean to belong to a community of belief?	
	<b>PE (Responsibility)</b> Yoga & Teambuilding	<b>PE (Risk-Taking)</b> Gymnastics & Agility	<b>PE (Resilience)</b> Dance & Invasion (ball)	<b>PE (Reflective)</b> Fitness, Yoga/ Mindfulness &	<b>PE (Resourceful)</b> Striking/Fielding & Kwik Cricket & Invasion (Tag)	<b>PE (Relationships)</b> Net/Wall tennis & Multiskills/sports day activities
	<b>Music</b> Timbre – Pulse and Beat  Evaluating Music	<b>Music</b> Tempo – Singing	<b>Music</b> Pitch and Notes Singing	<b>Music</b> Rhythm Playing Untuned Instruments	<b>Music</b> Dynamics Following Instructions to Play and Sing	<b>Music</b> Singing Ensemble – Tuned Percussion
	<b>French</b> Greetings		<b>French</b> Colours and Numbers		<b>French</b> Nursery Rhymes	
<b>Mathematics (White Rose)</b> <b>NB. Teachers may alter timings of units as required by their</b>	Number: -Place Value (within 10) -Addition and Subtraction (within	Number: -Addition and Subtraction (within 10) continued	Number: -Place Value (within 20) -Addition and	Number: -Place Value (within 50), multiples of 2, 5, 10 to be included.	Number: -Multiplication and Division (reinforce multiples of 2, 5, 10 to be	Number: -Place Value (within 100)  Measurement:

<b>cohort)</b>	10)	Geometry: -Shape	Subtraction (within 20)	Measurement: -Length and Height Mass and Volume	included) -Fractions  Geometry: -Position and direction	-Money -Time
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Year 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Opportunity (Cultural Capital experiences/WOW)	Mini Sports Day  Jewish speaker/ visit - festivals	Trip to National Railway Museum	Pirate Day	Gardening day (Planting, living things)	Great Fire of London workshop  Tropical World	Mexico Day
Class Book	Carnival of the Clocks by Nick Sharratt	Superdad's Day Off by Phil Earle and Steve May	The Sandman and the Turtles by Michael Morpurgo	Animal Explorers; Lola the Plant Hunter by Sharon Rentta	Daisy and the Trouble with London by Kes Gray	Einstein the Penguin by Iona Rangeley
Study Unit Texts/ Talk 4 Writing  Class Author: Anthony Browne						
English Fiction	<b>Purpose:</b> To entertain <b>Outcome:</b> To use T4W to innovate a familiar story. Structure: beginning, middle, end)	<b>Purpose:</b> To entertain <b>Outcome:</b> To use T4W to innovate story with a familiar setting. (Innovation by substitution of characters) Structure: beginning, middle, problem and resolution, end)	<b>Purpose:</b> To entertain <b>Outcome:</b> To use T4W to innovate story with a familiar setting. (Innovation by addition of events in the story) Structure: beginning, middle, problem and resolution, end)	<b>Purpose:</b> To entertain <b>Outcome:</b> To write a character description.	<b>Purpose:</b> To entertain <b>Outcome:</b> To write a setting description.	<b>Purpose:</b> To entertain <b>Outcome:</b> To develop a new chapter of a story.

<b>English Non-Fiction</b>	<b>Purpose:</b> To inform <b>Outcome:</b> To write a non-chronological report about Nicola Adams.	<b>Purpose:</b> To inform <b>Outcome:</b> To write instructions about how to travel safely on the train.	<b>Purpose:</b> To inform <b>Outcome:</b> To write a recount about pirates.	<b>Purpose:</b> To inform <b>Outcome:</b> To write a non-chronological report about dinosaurs.	<b>Purpose:</b> To inform <b>Outcome:</b> To write a newspaper report about The Great Fire of London	<b>Purpose:</b> To inform <b>Outcome:</b> To write a letter to Flat Stanley in Mexico.
<b>English Poetry</b>	Let's go By Merry Bradshaw  <b>Aims:</b> Vocab building: movement verbs.  List poems.  <b>Aims:</b> To substitute ideas and perform own versions.	Calligrams  <b>Aims:</b> To write own bonfire calligrams (based on single words)	Classic poetry: 'The Owl & The Pussycat' by Edward Lear  <b>Aims:</b> To explore word classes (nouns, adjectives expanded noun phrases) and vocabulary Recite parts of the poem by heart.	'Roar!' dinosaur poem  <b>Aims:</b> Vocab building, rhyme Read and perform using prosody.	A tiny burning flame Cobwebs  <b>Aims:</b> To appreciate poems and develop personal responses  Cats sleep anywhere by Eleanor Farjeon  <b>Aims:</b> To recite poetry by heart:	Acrostic poems  <b>Aims:</b> To write an acrostic poem about Summer.  Daddy fell into the pond by Alfred Noyes  <b>Aims:</b> To recite poetry by heart:
	<b>Science</b> [Science is taught as an on-going programme throughout the year]  Animals including humans (Health statements) [Planning for plants – growing seeds and bulbs outside] Everyday materials (Properties and uses of materials statements) Animals including humans (Basic needs statements) Living things and their habitats, including food chains Everyday materials (Changing shapes of materials statements) Animals including humans (offspring statements) Living things and their habitats (Habitats and microhabitats)					

	<p><i>[Plants – Harvesting and cooking]</i></p> <p><b>On-going Science:</b>  Living things and their habitats - <i>Name and identify plants; changes in appearance over the year, Animals visible in a habitat will change depending on the weather on the day and the season</i>  Plants (growing seeds and bulbs outside) - <i>Observe and describe how seeds and bulbs grow into mature plants</i></p>					
	<p><b>Geography – Map makers</b>  Geographical skills and fieldwork  <i>Using compasses, aerial photographs, Digimaps.</i></p>	<p><b>Geography</b>  -</p>	<p><b>Geography - Oceans and Continents</b>  Locational knowledge  <i>Naming and locating oceans and continents.</i></p>	<p><b>Geography</b>  -</p>	<p><b>Geography</b>  -</p>	<p><b>Geography - Mexico</b>  Non-European comparison  Locational knowledge, place knowledge, human and physical features  <i>Compare a local area in Mexico (Tocuaro) to Cross Gates</i></p>
	<p><b>History</b>  -</p>	<p><b>History – The first railways</b>  Events beyond living memory, that are significant nationally or globally  The expansion of the railway, linked to George Stephenson</p>	<p><b>History</b>  -</p>	<p><b>History – Significant women in medicine</b>  Lives of significant individuals in the past, who have contributed to national and international achievements  <i>Mary Seacole and Florence Nightingale</i></p>	<p><b>History – The Great Fire of London</b>  Events beyond living memory, that are significant nationally or globally  <i>The events that led to Great fire of London, and how London changed as a result</i></p>	<p><b>History</b>  -</p>

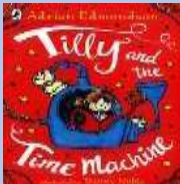


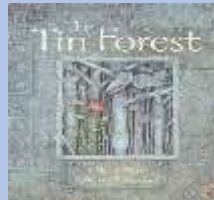


	<b>Art</b> Drawing: Tell a Story inspired by Roy Lichtenstein / Keith Haring	<b>Art</b> -	<b>Art</b> Craft and Design: Map it Out inspired by Joan Miro	<b>Art</b> -	<b>Art</b> Painting and Mixed Media: London skyline inspired by Megan Coyle / Boubin.	<b>Art</b> -
	<b>DT</b>	<b>DT</b> Textiles- Design and make a pouch (Christmas decoration)	<b>DT</b> -	<b>DT</b> Mechanisms- Design and make a moving monster	<b>DT</b> -	<b>DT</b> Cooking and nutrition – A balanced diet
	<b>Computing</b> Coding & Online Safety	<b>Computing</b> Spreadsheets	<b>Computing</b> Questioning & Effective Searching	<b>Computing</b> Creating Pictures	<b>Computing</b> Making Music	<b>Computing</b> Presenting Ideas
	<b>PSHE</b> Physical Health & Wellbeing What keeps me Healthy?	<b>PSHE</b> Mental Health & Emotional Wellbeing  Friendship	<b>PSHE</b> Sex & Relationship Education  Boys & Girls, Families	<b>PSHE</b> Sex & Relationship Education  Boys & Girls, Families	<b>PSHE</b> Keeping Safe & Managing Risk  Indoors and Outdoors	<b>PSHE</b> Drug, Alcohol & Tobacco Education  Medicines and Me
	<b>Mindmate</b> Feeling good and being me	<b>Mindmate</b> Friends and family	<b>Mindmate</b> Solving problems/Making It better	<b>Mindmate</b> Strong Emotions	<b>Mindmate</b> Being the same, being different	<b>Mindmate</b> Life Changes & transition
	<b>RE</b> Why are festivals important in a community?		<b>RE</b> Which books and stories are important?		<b>RE</b> How are symbols used to welcome new life?	



	<b>PE (Responsibility)</b> Gymnastics & Teambuilding	<b>PE (Risk-Taking)</b> Gymnastics & Agility	<b>PE (Resilience)</b> Dance & Invasion (ball)	<b>PE (Reflective)</b> Fitness/Mindfulness & Skipping	<b>PE (Resourceful)</b> Striking/Fielding & Kwik Cricket & Invasion (Tag)	<b>PE (Relationships)</b> Net/Wall tennis & Multiskills/sports day activities
	<b>Music</b> Pattern and Rhythmic Phrases  Recognising changes in timbre, dynamics and pitch	<b>Music</b> Create short, rhythmic phrases	<b>Music</b> Composition (untuned instruments)	<b>Music</b> Use symbols to represent composition (tuned and untuned instruments)	<b>Music</b> Instruments – composition to create different effects  Tuned instruments	<b>Music</b> Tunes and improvising Singing
	<b>French</b> Greetings		<b>French</b> Colours and Numbers		<b>French</b> Nursery Rhymes	
<b>Mathematics</b> <b>(White Rose)</b> <b>NB. Teachers may</b> <b>alter timings of units</b> <b>as required by their</b> <b>cohort)</b>	Number: -Place Value -Addition and Subtraction	Number: -Addition and Subtraction continued  Geometry: -Shape	Measurement: - Money  Number: - Multiplication and division	Measurement: - Length and Height - Mass Capacity and Temperature	Number: -Fractions  Measurement: -Time	Statistics  Geometry: -Position and direction  Problem-solving and efficient methods

## **Lower Key Stage 2**

### Curriculum Offer

Year 3						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Opportunity (Cultural Capital experiences/WOW)	Local walk	Stone Age Day	Egyptian Workshop – Leeds City Museum	RE speaker and visit – Gurdwara	Visit to Leeds City Centre	Ancient Civilisations Day
Class Book (Yorkshire Author)	Tilly and the Time Machine By Adrian Edmondson		Junkyard Jack and the Horse that Talked By Adrian Edmondson		The Secret Garden By Frances Hodgson Burnett	
Study Unit Texts / Talk 4 Writing  Class Author: Adrian Edmondson						
Fiction	<b>Purpose:</b> To entertain. <b>Outcome:</b> To write a story with a familiar setting, using a range of openers and ambitious vocabulary.	<b>Purpose:</b> To entertain. <b>Outcome:</b> To write an adventure story, with a clear character portrait.	<b>Purpose:</b> To entertain. <b>Outcome:</b> To be able to adapt the traditional Cinderella into an Egyptian version.	<b>Purpose:</b> To entertain. <b>Outcome:</b> To be able to write a narrative through exploration of descriptive language and rich illustrations.	<b>Purpose:</b> To entertain. <b>Outcome:</b> To be able to write a sequel to a traditional tale.	<b>Purpose:</b> To entertain. <b>Outcome:</b> To be able to create atmosphere using figurative language.
Non-fiction	<b>Purpose:</b> To inform <b>Outcome:</b> To write a non-chronological report about Cross Gates.	<b>Purpose:</b> To inform <b>Outcome:</b> To write instructions based on 'How to wash a woolly mammoth'	<b>Purpose:</b> To inform <b>Outcome:</b> To write an explanation text on 'How to make a mummy'.	<b>Purpose:</b> To persuade <b>Outcome:</b> To develop speaking and listening to perform in a debate	<b>Purpose:</b> To inform <b>Outcome:</b> To write a persuasive leaflet about visiting Leeds.	<b>Purpose:</b> To inform <b>Outcome:</b> To write a non-chronological report about an ancient civilisation of your choice.

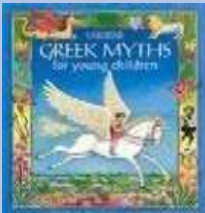
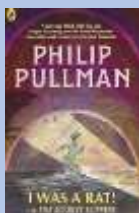
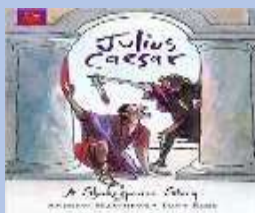
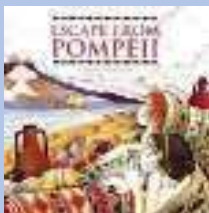


<b>Poetry</b>	Spine Poems (based on Autumn) <b>Aims:</b> To be able to use adverbs correctly and expanded noun phrases to create clear imagery. To be able to write and perform a spine poem (Adjective, noun, verb, adverb)	Diamante Poems (linked to Stone Age topic) <b>Aims:</b> To be able to structure and write a diamante poem correctly (7 lines long, comma at the end of each line, both a positive and negative viewpoint).	Senses poem (linked to Ancient Egypt topic) <b>Aims:</b> To explore word classes. To write a senses poem using descriptive language.	Exposure to a wider range of poetry types: Limericks <b>Aims:</b> To perform limericks aloud, showing understanding through intonation, tone, volume and action. (e.g. There once was a boy called Joe Who dropped a big brick on his toe He asked, with a frown 'Wil the swelling go down?' And the doctor said, Yes, I think so.)	'Ning Nang Nong' by Spike Milligan 'The sound collector' by Roger McGough <b>Aims:</b> To recite and perform poetry. - 'My brother might be bigfoot' by Kenn Nesbit - 'The small dragon' by Brian Patten <b>Aims:</b> Personal responses to poems	'Don't!' by Michael Rosen <b>Aims:</b> To research a famous poet: Michael Rosen. To recite poetry by heart
	<b>Science</b> <i>[Science is taught as an on-going programme throughout the year]</i>  Animals including humans Rocks Forces and Magnets Plants (Parts and their functions) Light Plants (Lifecycles)  <b>On-going Science:</b> Plants - <i>Gathering evidence of life cycles</i>					



National Curriculum Objectives	<b>Geography - Cross Gates</b> Geographical skills and fieldwork Human Geography Cross Gates (Local Study)	<b>Geography</b> -	<b>Geography</b> -	<b>Geography - Mountains</b> Locational knowledge Place knowledge (Key features of a mountain range, world's major mountain ranges, climates)	<b>Geography – Leeds</b> Locational knowledge Geographical skills and fieldwork Mapping and compass work	<b>Geography</b> -
	<b>History</b> -	<b>History - Stone Age to Iron Age</b> Changes in Britain from the Stone Age to the Iron Age	<b>History – Ancient Egypt</b> The achievements of the early civilisations	<b>History</b> -	<b>History</b> -	<b>History – Ancient civilisations</b> The achievements of the early civilisations Overview of the Indus Valley civilisation, Shang Dynasty, Sumer civilisation
	<b>Art</b> Drawing: Botanical drawing <i>inspired by William Morris / Georgia O'Keefe.</i>	<b>Art</b> -	<b>Art</b> Craft and Design: Ancient Egyptian scrolls <i>inspired ancient Egyptian art</i>	<b>Art</b> Painting and Mixed Media: Light and Dark <i>inspired by Paul Cezanne.</i>	<b>Art</b> -	<b>Art</b> -
	<b>DT</b> -	<b>DT</b> Cooking and nutrition – Eating seasonally	<b>DT</b>	<b>DT</b> Structure- Constructing a pyramid and/or mountain	<b>DT</b> Textiles – Cross stitch and applique	<b>DT</b> Electrical- Electric poster

	<b>Computing</b> Online Safety & Spreadsheets	<b>Computing</b> Coding	<b>Computing</b> Touch typing	<b>Computing</b> Email & Email safety	<b>Computing</b> Branching Databases	<b>Computing</b> Simulations & Graphing
	<b>PSHE</b> Physical Health and Wellbeing  What helps me choose?	<b>PSHE</b> Keeping Safe and Managing Risk  Bullying – see it, say it, stop it!	<b>PSHE</b> Mental Health and Emotional Wellbeing  Strengths and Challenges	<b>PSHE</b> Careers, financial capability and economic wellbeing Saving, spending and budgeting	<b>PSHE</b> Identity, Society and Equality  Celebrating Difference	<b>PSHE</b> Drug, Alcohol & Tobacco Education  Tobacco is a drug
	<b>Mindmate</b> Feeling good and being me	<b>Mindmate</b> Friends and family	<b>Mindmate</b> Solving problems/ Making It better	<b>Mindmate</b> Strong Emotions	<b>Mindmate</b> Being the same, being different	<b>Mindmate</b> Life Changes & transition
	<b>RE</b> How do ancient stories influence modern celebrations?		<b>RE</b> How do the five pillars help Muslims to lead a good life?		<b>RE</b> What faiths and beliefs can be found in our country and community?	
	<b>PE (Responsibility)</b> Teambuilding & Invasion (Hockey)	<b>PE (Risk-Taking)</b> Gymnastics & Multiskills	<b>PE (Resilience)</b> Dance & Net/wall badminton	<b>PE (Reflective)</b> Invasion (netball) & Yoga/Mindfulness	<b>PE (Resourceful)</b> Net/wall (Tennis) & Striking/Fielding (Kwik Cricket)	<b>PE (Relationships)</b> Athletics
	<b>Music</b> Music and Me – Pop, Electronic and Rock  Body Beats Basics	<b>Music</b> Rhythmic Roots	<b>Music</b> Music and Me – Hip Hop, Jazz, Motown  Vocal Exploration	<b>Music</b> Tuned Instruments – Recorder	<b>Music</b> Drumming Legends – Chair Drumming	<b>Music</b> Composing - Drumming
	<b>French</b>  Phonetics 1 and recap: KS1	<b>French</b>  I am Learning French	<b>French</b>  Animals	<b>French</b>  Instruments	<b>French</b>  I am Able...	<b>French</b>  Consolidation of content and SPAG

	(greetings, numbers and colours)					for the year. Cultural Learning – Le Carnival de Nice
<b>Mathematics (White Rose)</b> <b>NB. Teachers may alter timings of units as required by their cohort)</b>	Number: -Place Value -Addition and subtraction	Number: -Addition and subtraction (continued) -Multiplication and Division A	Number: -Multiplication and Division B Measurement: -Length and perimeter	Number: -Fractions A Measurement: -Mass and capacity	Number: -Fractions B Measurement: -Money -Time	Geometry -Shape Statistics Consolidation

Year 4						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Opportunity (Cultural Capital experiences/WOW)	Ancient Greece Day	Herd Farm residential	Science of Sound workshop	RE visit - Sikhism	RE speaker - Buddhism	Visit to a Rural Location in Yorkshire.
Class Book	Bill's New Frock By Anne Fine	I was a rat! By Philip Pullman	Romans on the Rampage By Jeremy Strong	Diary of a Killer Cat By Anne Fine	Oh Maya Gods! By Maz Evans	
Study Unit Texts / Talk 4 Writing  Class Author: AnneFine						
Fiction	<b>Purpose:</b> To entertain <b>Outcome:</b> To retell and then innovate a Greek myth, following structure of examples read.	<b>Purpose:</b> To entertain <b>Outcome:</b> To write a section of narrative based on the text, focusing on description and setting.	<b>Purpose:</b> To entertain <b>Outcome:</b> To write a playscript based on a section of Julius Caesar (Tales from Shakespeare)	<b>Purpose:</b> To entertain <b>Outcome:</b> To write a story imitating events in 'Escape from Pompeii'.	<b>Purpose:</b> To entertain/inform <b>Outcome:</b> To write a diary entry from a Mayan citizen.	<b>Purpose:</b> To entertain <b>Outcome:</b> To write a narrative based on the story The Varmints.
Non-fiction	<b>Purpose:</b> To inform <b>Outcome:</b> To write instructions about how to play an Olympic game from the time of the Ancient Greeks.	<b>Purpose:</b> To inform <b>Outcome:</b> To write a non-chronological report about life in modern Greece. (Including research time)	<b>Purpose:</b> To inform <b>Outcome:</b> To write a letter home from a Roman Soldier.	<b>Purpose:</b> To inform <b>Outcome:</b> To write a newspaper report about Vesuvius and the destruction of Pompeii.	<b>Purpose:</b> To inform <b>Outcome:</b> To write a non-chronological report on the Mayas.	<b>Purpose:</b> To persuade <b>Outcome:</b> To write a persuasive tourist information brochure about visiting Yorkshire.

<b>Poetry</b>	<p>Ancient Greek Poetry – Olympian Dreams</p> <p><b>Aims:</b> To consider the emotion and imagery created.</p>	<p>'The Works'</p> <p><b>Aims:</b> To read, recite and enjoy simple riddles before writing own.</p>	<p>Research a famous poet: Allan Ahlberg</p> <p><b>Aims:</b> To recite and perform poetry by heart: 'Please, Mrs Butler' by Allan Ahlberg</p>	<p>Witches Chant (Macbeth) – William Shakespeare</p> <p><b>Aims:</b> To explore literacy devises, including alliteration, similes and metaphors.</p>	<p>Performance Poetry</p> <p><b>Aims:</b> To perform a poem with effective use of sound effects, pace parts and other techniques used for impact.</p>	<p>Poetry from Art – View of Poolbeg Lighthouse by William Sadler the Younger.</p> <p><b>Aims:</b> To write a pome which uses assonance and consonance.</p>
	<p><b>Science</b> <i>[Science is taught as an on-going programme throughout the year]</i></p> <p>Electricity States of matter Sound Animals including humans Living things and their habitats</p> <p><b>On-going Science</b> Living things and their habitats -Naming and identifying things in the local environment, noting how the habitat changes throughout the year. -Explore possible ways of grouping a wide selection of living things (fish, amphibians, reptiles, birds, and mammals)and invertebrates (snails and slugs, worms, spiders, and insects). Note: plants can be grouped into categories such as flowering plants (including grasses) and non-flowering plants, for example ferns and mosses.</p>					
National Curriculum Objectives	<b>Geography</b> -	<b>Geography - Greece</b> Locational knowledge Physical and human geography European comparison –	<b>Geography</b> -	<b>Geography - Volcanoes</b> Human and physical geography <i>Explaining how volcanoes are formed, where in the world</i>	<b>Geography</b> -	<b>Geography – Yorkshire</b> Locational knowledge Human/ physical Geography <i>Counties of the UK, counties of Yorkshire and main</i>

		<i>a region of Greece compared with Leeds.</i>		<i>volcanoes are located.</i>  Fieldwork study <i>Risk in the school locality</i>		<i>town, cities and rivers of Yorkshire, land use and economic activity</i>
	<b>History – Ancient Greece</b> <i>Study of Greek life and achievements and their influence on the Western world</i>	<b>History</b> -	<b>History – Romans</b> The Roman Empire and its impact on Britain	<b>History</b> -	<b>History - Maya</b> A non-European society that provides contrasts with British history	<b>History</b> -
	<b>Art</b> Drawing: A Greek Urn inspired by Henri Matisse / Kandinsky	<b>Art</b> -	<b>Art</b> Sculpture and 3D – Clay pots inspired by Roman pottery.	<b>Art</b> -	<b>Art</b>	<b>Art</b> Painting and Mixed Media: Landscapes from Yorkshire inspired by David Hockney.
	<b>DT</b> -	<b>DT</b> Mechanical systems – Making a slingshot car	<b>DT</b> -	<b>DT</b> Textiles- Design and make a Roman purse	<b>DT</b> Electrical Systems- design and make a torch.	<b>DT</b>
	<b>Computing</b> Online Safety & Making Music	<b>Computing</b> Coding	<b>Computing</b> Touch Type and AI	<b>Computing</b> Logo	<b>Computing</b> Animation	<b>Computing</b> Effective Searches & Hardware Investigators
	<b>PSHE</b> Identity, Society & Equality  Democracy	<b>PSHE</b> Drug, Alcohol & Tobacco Education  Making Choices	<b>PSHE</b> Physical Health & Wellbeing  What is Important to me?	<b>PSHE</b> Keeping Safe & Managing Risk  Playing Safe	<b>PSHE</b> Sex & Relationship Education  Growing Up &	<b>PSHE</b> Sex & Relationship Education  Growing Up & Changing


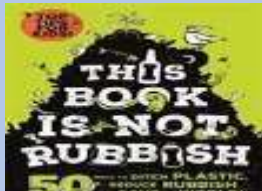
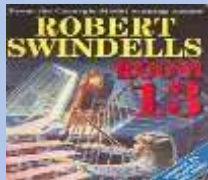
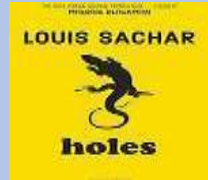
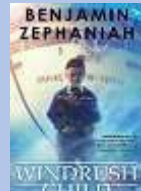
					Changing	
	<b>Mindmate</b> Being the same, being different	<b>Mindmate</b> Friends and family	<b>Mindmate</b> Strong emotions	<b>Mindmate</b> Solving problems, making it better	<b>Mindmate</b> Feeling good and being me	<b>Mindmate</b> Life changes and transition
	<b>RE</b> How do Jews use stories to remember God's covenant?		<b>RE</b> Why do the lives of the Gurus inspire Sikh believers?		<b>RE- Gurdwara visit</b> How do different people express their spirituality?	
	<b>PE (Responsibility)</b> Teambuilding & Swimming	<b>PE (Risk-Taking)</b> OAA (Multiskills) & Swimming	<b>PE (Resilience)</b> Skipping/dance & Swimming	<b>PE (Reflective)</b> Invasion (Hockey) & Swimming	<b>PE (Resourceful)</b> Invasion (Netball) & Swimming	<b>PE (Relationships)</b> Athletics & Swimming
	<b>Music</b> Music and Me – Alternative, Blues and Classical.  Body Beats Basics	<b>Music</b> Rhythmic Roots	<b>Music</b> Music and Me – Country, Disco, R&B  Vocal Exploration	<b>Music</b> Tuned Instruments  Tuned Percussion - Chime Bars	<b>Music</b> Drumming Legends – Chair Drumming	<b>Music</b> Composing - Drumming
	<b>French</b>  Phonetics 1-2 and recap: I am Learning French	<b>French</b>  Seasons	<b>French</b>  Vegetables	<b>French</b>  Presenting Myself	<b>French</b>  My Family	<b>French</b>  Consolidation of content and SPAG for the year. Cultural Learning 2 – La Fête des Rois
<b>Mathematics (White Rose)</b> <b>NB. Teachers may alter timings of units as required by their</b>	Number: -Place Value -Addition and Subtraction	Measurement: -Area  Number: -Multiplication and	Number: -Multiplication and division B  Measurement:	Number: -Fractions  Number: -Decimals A	Number: Decimals B  Measurement: -Money -Time	Geometry: -Shape  Statistics

<b>cohort)</b>		division A Consolidation	-Length and Perimeter		Consolidation	Geometry: -Position and direction
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## **Upper Key Stage 2**

### Curriculum Offer

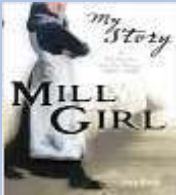
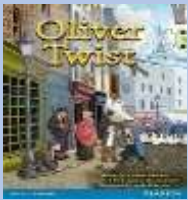
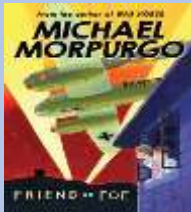


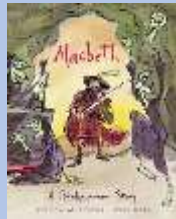
Year 5						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Opportunity (Cultural Capital experiences/WOW)	Royal Armouries – Anglo Saxons	Plastic bottle collection and sculpture / Visit to waste recycling facility.	Suitcase containing artefacts Where has the owner been?  RE speaker/visit - Hinduism	Residential to Whitby	North America Day	Countryside Day
Class Book	Kensuke's Kingdom By Michael Morpurgo	The Last Wild (1) By Piers Torday	Odd & The Frost Giants By Neil Gaiman	Oranges in No Man's Land By Elizabeth Laird	The Turbulent Term of Tyke Tyler By Gene Kemp	Coming to England By Floella Benjamin
Study Unit Texts / Talk 4 Writing  Class Author: Michael Morpurgo						
Fiction	<b>Purpose:</b> To entertain  <b>Outcome:</b> To retell a story from a different perspective.	<b>Purpose:</b> To inform  <b>Outcome:</b> To write a diary entry – saving the planet.	<b>Purpose:</b> To entertain  <b>Outcome:</b> To write an atmospheric setting.	<b>Purpose:</b> To discuss  <b>Outcome:</b> To write a balanced argument – visiting Whitby.	<b>Purpose:</b> To persuade  <b>Outcome:</b> To write a leaflet – Green Camp Lake	<b>Purpose:</b> To inform  <b>Outcome:</b> To write a biography – Windrush story
Non-fiction	<b>Purpose:</b> To inform <b>Outcome:</b> Journalistic account – the arrival of	<b>Purpose:</b> To persuade <b>Outcome:</b> Instructions – How to	<b>Purpose:</b> To inform <b>Outcome:</b> To write an information text about Whitby.	<b>Purpose:</b> To persuade <b>Outcome:</b> To write a persuasive leaflet	<b>Purpose:</b> To inform <b>Outcome:</b> To write a non-chronological report about lizards.	<b>Purpose:</b> To discuss <b>Outcome:</b> Newspaper article – Why people came

	Beowulf	make (something recycled)		about visiting Whitby.		to England.
<b>Poetry</b>	Explore Kenning poem format. <b>Aims:</b> To write a Kenning poem about Anglo Saxons.	Shape Poetry <b>Aims:</b> To write a poem using key vocabulary around recycling	Silver, The Listeners <b>Aims:</b> To explore key vocabulary.	The Highwayman - classic <b>Aims:</b> To explore key vocabulary.	The Teacher's Day in Bed – David Orme <b>Aims:</b> To explore list poems and associated punctuation	Benjamin Zephaniah <b>Aims:</b> To recite Collection of poems by Valerie Bloom.
	<b>Science</b> <i>[Science is taught as an on-going programme throughout the year]</i>  Properties and changes of materials Forces Living things and their habitats (Lifecycles and reproduction of animals) Earth and space Animals including humans					
National Curriculum Objectives	<b>Geography</b>	<b>Geography – Climate change</b> and conservation Human and physical geography <i>Biomes and climate change</i>	<b>Geography – Coastal study</b> Geographical skills and fieldwork Locational knowledge <i>Whitby</i>	<b>Geography</b>	<b>Geography – North America</b> Locational knowledge Place knowledge Geographical skills and fieldwork <i>Learn some of the countries of North America and the environmental regions and their physical features, latitude and longitude,</i>	<b>Geography</b>

					Greenwich mean time	
	<b>History – Anglo Saxons</b> Britain's settlement by Anglo Saxons and Scots	<b>History</b> -	<b>History</b> -	<b>History - Vikings</b> The Viking and Anglo Saxon struggle for the Kingdom of England, to the time of Edward the Confessor	<b>History</b> -	<b>History - Windrush</b> A study of an aspect of British history that extends chronological knowledge beyond 1066.
	<b>Art</b> Drawing: Make My Voice Heard <i>inspired by Banksy / Keith Haring.</i>	<b>Art</b> -	<b>Art</b> -	<b>Art</b> Sculpture and 3D: Interactive Installation <i>inspired by Michelle Reader</i>	<b>Art</b> Painting and Mixed Media: North America linked to Holes by Louis Sachar <i>inspired by Steven Brown</i>	<b>Art</b> -
	<b>DT</b> -	<b>DT</b> Cooking and nutrition: What could be healthier?	<b>DT</b> Structures: building a bridge	<b>DT</b>	<b>DT</b> -	<b>DT</b> Mechanisms: pop up books
	<b>Computing</b> Online Safety & Spreadsheets	<b>Computing</b> Coding	<b>Computing</b> Databases	<b>Computing</b> Game Creator	<b>Computing</b> 3D modelling	<b>Computing</b> Word processing
	<b>PSHE</b> Physical Health & Wellbeing  In the Media	<b>PSHE</b> Keeping Safe & Managing Risk  Making safer choices	<b>PSHE</b> Drug, Alcohol & Tobacco Education  Different Influences	<b>PSHE</b> Mental Health & Emotional Wellbeing  Dealing with feelings	<b>PSHE</b> Identity, Society & Equality Stereotypes, discrimination and prejudice (including tackling	<b>PSHE</b> Careers, financial capability and economic wellbeing Borrowing and earning money

					homophobia)	
	<b>Mindmate</b> Feeling good and being me	<b>Mindmate</b> Friends and family	<b>Mindmate</b> Solving problems/ Making It better	<b>Mindmate</b> Strong emotions	<b>Mindmate</b> Being the same, being different	<b>Mindmate</b> Life changes and transition
	<b>RE</b> How and why are Jewish festivals celebrated today?		<b>RE</b> What do Hindu people believe about God?		<b>RE</b> What values do people live by?	
	<b>PE (Responsibility)</b> Team building & Swimming	<b>PE (Risk-Taking)</b> OAA (Multiskills) & Swimming	<b>PE (Resilience)</b> Invasion (Tag Rugby) & Swimming	<b>PE (Reflective)</b> Gymnastics & Mindfulness & Swimming	<b>PE (Resourceful) &amp;</b> Striking & Fielding (Cricket) Swimming	<b>PE (Relationships)</b> Net/Wall (Tennis) Swimming
	<b>Music</b> Music and Me – Funk, House and Metal  Find Your Voice	<b>Music</b> Rhythmic Roots	<b>Music</b> Tuned Instruments – Ukulele	<b>Music</b> Music and Me – Reggae, Soul, Synth and Pop  Vocal Exploration	<b>Music</b> Drumming Legends – Chair Drumming	<b>Music</b> Composition – Learn to Compose
	<b>French</b>  Phonetics 2-3 and recap: I am Learning French	<b>French</b>  The Date	<b>French</b>  Do you have a pet?	<b>French</b>  What is the weather?	<b>French</b>  My Home	<b>French</b>  Consolidation of content and SPAG for the year. Cultural Learning 3 – Le Poisson D'Avril
<b>Mathematics (White Rose)</b> <b>NB. Teachers may alter timings of units as required by their cohort)</b>	Number: -Place value -Addition and subtraction -Multiplication and division A	Number: -Multiplication and division A continued -Fractions A	Number: -Multiplication and division B -Fractions B -Decimals and percentages	Number: -Decimals and percentages (continued)  Measurement: -Perimeter and area	Geometry: -Shape -Position and direction  Number: -Decimals	Number: -Decimals (continued) -Negative numbers  Measurement:

				Statistics		-Converting units -Volume
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Year 6						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Opportunity (Cultural Capital experiences/WOW)	Armley Mill visit	STEM speaker: Heart and circulatory system.	WW2 Evacuation Day Leeds Museums and Galleries	Fair Trade Food shop and produce  RE speaker – Christianity	Rainforest VR Workshop	Slavery Tour: Liverpool Residential
Class Book	The Nowhere Emporium By Ross MacKenzie		Noughts & Crosses By Malorie Blackman		The Final Year By Matt Goodfellow	
Study Unit Texts / Talk 4 Writing  Class Author: Malorie Blackman						
Fiction	<b>Purpose:</b> To entertain/to inform <b>Outcome:</b> To write own historical narrative linked to the topic Industrial Revolution.	<b>Purpose:</b> To entertain <b>Outcome:</b> To write a diary entry in the role of Oliver (or other central characters), developing characterisation.	<b>Purpose:</b> To entertain/to inform <b>Outcome:</b> To retell part of the story from the German soldier's point of view.	<b>Purpose:</b> To entertain <b>Outcome:</b> To write an alternative chapter to Skellig, which includes suspense and tension.	<b>Purpose:</b> To entertain <b>Outcome:</b> To write an adventure narrative (Rainforest setting), including flashback / forward.	<b>Purpose:</b> To entertain/to inform <b>Outcome:</b> To write a modern version of Macbeth (linked to playscripts)
Non-fiction	<b>Purpose:</b> To inform <b>Outcome:</b> To write	<b>Purpose:</b> To inform <b>Outcome:</b> To write a	<b>Purpose:</b> To inform <b>Outcome:</b> To write	<b>Purpose:</b> To inform <b>Outcome:</b>	<b>Purpose:</b> To inform <b>Outcome:</b>	<b>Purpose:</b> To inform <b>Outcome:</b> To write a

	a newspaper report about the Industrial Revolution.	non-chronological report about creatures of the deep.	formal and informal letters.	To write a balanced argument about Deforestation, using arguments for and against.	To write a persuasive advert	discussion text (linked to Macbeth)  To write a newspaper report based on Macbeth
<b>Poetry</b>	Classic poetry: The Raven by Edgar Allen Poe  <b>Aims:</b> To analyse the poem, exploring key vocabulary and word classes.	The Moon by Robert Louis Stephenson  <b>Aims:</b> To explore poetic features, with a focus on personification and onomatopoeia.	Classic poetry: In Flanders fields by John McCrae  <b>Aims:</b> To analyse the poem and develop empathetic responses.	Nonsense poem: Jabberwocky by Lewis Carroll  <b>Aims:</b> To explore word classes, recite and perform, write own nonsense poem.	Performance poetry: Gran – can you rap? by Jack Ousby  <b>Aims:</b> To show understanding through intonation, tone and volume so that the meaning is clear to the audience	Performance poetry: Harriet Tubman by Eloise Greenfield.  <b>Aims:</b> To consider the emotion and imagery created.
	<b>Science</b> [Science is taught as an on-going programme throughout the year]  Electricity Animals including humans Living things and their habitats Evolution and inheritance Light					
National Curriculum Objectives	<b>Geography</b> -	<b>Geography – Rivers</b> Locational knowledge Human and physical geography	<b>Geography-</b>	<b>Geography -Fairtrade cocoa farmer</b> Locational knowledge	<b>Geography</b> Rainforests (South America) Locational knowledge Place knowledge	<b>Geography</b> -



				Human and physical geography Global trade, time zones	- Geographical skills and fieldwork	
	<b>History – The Industrial Revolution</b> A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066	<b>History</b> -	<b>History – World War II</b> A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066.	<b>History</b> -	<b>History</b> -	<b>History – Slavery</b> A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066.
	<b>Art</b> Drawing: Perspective <i>inspired by LS Lowry / Salvador Dali</i>	<b>Art</b> -	<b>Art</b> Craft and Design: Propaganda posters <i>inspired by Andy Warhol</i>	<b>Art</b> -	<b>Art</b> Painting and Mixed Media: Faces of the rain forest <i>inspired by Frida Kahlo.</i>	<b>Art</b> -
	<b>DT</b> -	<b>DT</b> Electrical systems/steady hands	<b>DT</b> -	<b>DT</b> Cooking and nutrition – Come dine with me	<b>DT</b> -	<b>DT</b> Structures – Playgrounds
	<b>Computing</b> Online Safety & Spreadsheets	<b>Computing</b> Coding	<b>Computing</b> Blogging	<b>Computing</b> Text Adventures	<b>Computing</b> Quizzing	<b>Computing</b> Networks

	<b>PSHE</b> Identity, Society & Equality  Human rights	<b>PSHE</b> Drug, Alcohol & Tobacco Education  Weighing Up Risk	<b>PSHE</b> Mental Health & Emotional Wellbeing  Healthy Minds	<b>PSHE</b> Keeping Safe & Managing Risk  Keeping safe - out and about FGM	<b>PSHE</b> Sex& Relationship Education  Healthy relationships	<b>PSHE</b> Sex& Relationship Education  How a baby is made
	<b>Mindmate</b> Feeling good and being me	<b>Mindmate</b> Friends and family	<b>Mindmate</b> Solving problems/ Making It better	<b>Mindmate</b> Strong Emotions	<b>Mindmate</b> Being the same, being different	<b>Mindmate</b> Life Changes & transition
	<b>RE</b> How do Sikhs symbolise their commitment?		<b>RE</b> What do Christians believe about the old and new covenants?		<b>RE</b> Why do some people go on pilgrimage?	
	<b>PE (Responsibility)</b> Teambuilding & Invasion (football)	<b>PE (Risk-Taking)</b> Gymnastics & Net/Wall (Badminton)	<b>PE (Resilience)</b> Dance & Invasion (Netball)	<b>PE (Reflective)</b> Net/Wall (Tennis) & Fitness & Mindfulness	<b>PE (Resourceful)</b> Invasion (Tag Rugby) & OAA	<b>PE (Relationships)</b> Multiskills & Striking/Fielding (Rounders/Cricket)
	<b>Music</b> Music and Me – Funk. House and Metal  Find your Voice	<b>Music</b> Rhythmic Roots	<b>Music</b> Tuned Instruments – Ukulele	<b>Music</b> Music and Me – Reggae, Soul, Synth and Pop  Vocal Exploration	<b>Music</b> Drumming Legends – Chair Drumming	<b>Music</b> Composition – Rhythmic Battle of the Bands
	<b>French</b>  Phonetics 3-4 and recap: I am Learning French	<b>French</b>  The Date	<b>French</b>  Do you have a pet?	<b>French</b>  Clothes	<b>French</b>  At School	<b>French</b>  Consolidation of content and SPAG for the year. Cultural Learning 4 – La fête nationale française

<b>Mathematics</b> <b>(White Rose)</b> <b>NB. Teachers may</b> <b>alter timings of units</b> <b>as required by their</b> <b>cohort)</b>	Number: -Place value -Addition, subtraction, multiplication and division	Number: -Fractions A -Fractions B  Measurement: -Converting units	Number: -Ratio -Decimals -Fractions, decimals and percentages	Number: -Fractions, decimals and percentages  Measurement: -Area, perimeter and volume -Shape	Geometry: -Algebra -Statistics -Position and direction	Themed projects, consolidation and problem solving.
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