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|  | **Autumn 1 – *‘Settlements and Homes’*** | | | | | |
| Term | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **History or Geography Focus** | **Local Area- Ellesmere Port** | **World Explorers - Christopher Columbus**  **linked to World Maps- Oceans and Continents** | **Stone Age and Iron Age**  **Settlements** | **Ancient Greece** | **Anglo Saxons/ Vikings** | **The Industrial revolution** |
| **Geography BV focus** | Mutual respect – community links  Personal responsibility and liberty – developing effective relationships  Rule of law – links with local police and |  |  |  |  |  |
| **History BV focus** |  | Embracing & Understanding the of Cultures and Faiths of others – Ibn Battuta journey to Mecca. Christopher Columbus – native S. America | Mutual respect – close community links  Embracing & Understanding the of Cultures and Faiths of others – historical themes | Democracy – fairness.  Rule of law – citizenship games and rules. Draw parallels to how we use democracy in electing school council. | Democracy – freedom of choices  Embracing & Understanding the of Cultures and Faiths of others – historical themes | Embracing & Understanding the of Cultures and Faiths of others – historical themes. Equalities policy |
| **English BV focus** | **Lost and Found by Oliver Jeffers**  **Salina Yoon’s Penguin stories Be brave little penguin by Giles Andreae The Emperor’s egg by Martin Jenkins The penguin who wanted to find out by Jill Tomlinson**  Embracing & Understanding the of Cultures and Faiths of others –the penguin is unable to communicate with other people from around the world so  Mutual respect – respecting different people and appreciating differences on the penguins travels. | **Troll Swap by Leigh Hodgkinson**  **Trolls go home by Alan MacDonald**  Mutual respect – appreciating differences between people. | **Stone Age Boy by Satoshi Kitamura Snowdragon by Vivien French**  **Firefall the school for dragons by Sophie Quay-Clark** | **Leon and the place between by Graham Baker-Smith**  **The Nowhere Emporium by Ross Mackenzie** | **Arthur and the Golden Rope by Joe Todd- Stanton**  **Myths of the Norsemen by Roger Lancelyn Green** | **Selfish Giant by Oscar Wilde**  **Gulliver’s Travels retold by Martin Jenkins, illustrated by Chris Riddell**  Rule of law – laws / rules being broken by chn entering the garden without permission  Mutual respect – the way the relationship developed to one of mutual respect as the children and giant came together. |
| **Science BV focus** | **Animals inc. Humans** (humans part 1)  **Seasonal changes** part 1 | **Plants** | **Animals inc. Humans- Part 1**  (skeletons) | **Sound**  Mutual respect – noise | **Earth and Space** | **Light** |
| **Art BV focus** | **Drawing**  Mutual respect – sharing resources | **Drawing**  Mutual respect – sharing resources | **Drawing**  Rule of law - rules within artistic techniques eg cubism | **Drawing**  Rule of law - rules within artistic techniques eg cubism | **Drawing**  Rule of law - rules within artistic techniques eg cubism | **Drawing**  Rule of law - rules within artistic techniques eg cubism |
| **DT BV focus** | **Working with tools, equipment, materials and components-technical knowledge**  Personal responsibility and liberty – working with tools safely | **Working with tools, equipment, materials and components-technical knowledge**  Personal responsibility and liberty – working with tools safely | **Working with tools, equipment, materials and components-technical knowledge**  Personal responsibility and liberty – working collaboratively and safely with tools and electrical systems | **Working with tools, equipment, materials and components-technical knowledge**  Personal responsibility and liberty – working collaboratively and safely with tools and electrical systems | **Working with tools, equipment, materials and components-technical knowledge**  Personal responsibility and liberty – working collaboratively and safely with tools and electrical systems | **Working with tools, equipment, materials and components-technical knowledge**  Personal responsibility and liberty – working collaboratively and safely with tools and electrical systems |
| **Computing BV focus** | **Algorithms** | **Animations** | **Programming games and animation development** | **Programming shapes and navigating mazes** | **Designing and developing programmes** | **Designing and developing programmes** |
| **Music BV focus** | **‘Hey You’ unit of work -To keep a steady pulse and follow a beat using different tempos**  Personal responsibility and liberty – listening carefully and being respectful to others when making music | **Hands, feet, Heart-To celebrate and learn about South African Music. To explore musical games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments. To sing, play, improvise and compose with this song**  **To listen and appraise different styles of South African music**  Personal responsibility and liberty – listening carefully and being respectful to others when making music | **‘Let Your Spirit Fly’ unit of work -To**  **Understand rhythm and beats** **-To listen to the song and answer questions, clapping rhythms -To move body to the beat -To Practise singing the song and perform the song.**  Mutual respect – listen and respect others when they are performing – show respect and praise strengths | **‘Mama Mia’ unit of work. -To listen and appraise the song Mama Mia and other ABBA songs**  **Musical activities using instruments**  **Compose with the song, instruments and perform**  Mutual respect – listen and respect others when they are performing – show respect and praise strengths | **‘Living on a prayer’ unit of work, -To look at the dimensions of music (pulse, rhythm, pitch etc), singing and playing instrument. -To learn to sing, play, improvise and compose this song, children will listen and appraise other classic rock songs**  Mutual respect – listen and respect others when they are performing – show respect and praise strengths | **‘Happy’ unit of work**  **-To listen and appraise Happy and other songs about being happy.**  **-To earn to sing song and play glocks.**  **-To perform and share – including glocks**  Mutual respect – listen and respect others when they are performing – show respect and praise strengths |
| **RE BV focus** |  |  | Embracing & Understanding the of Cultures and Faiths of others – visit to Ganesh temple |  | Embracing & Understanding the of Cultures and Faiths of others – Al Rahman mosque visit |  |
| **PE BV focus** | **Athletics/ fundamental kills**  Personal responsibility and liberty – promoting healthy lifestyles | **Tag rugby/ fundamental skills**  Mutual respect – respect teammates and opposition understanding there will be winners and losers and approaching each with respect  Rule of law – play within the rules of the sport  Democracy – playing fair making correct choices | **Athletics/ fundamental skills**  Personal responsibility and liberty – promoting healthy lifestyles | **Tag Rugby/ fundamental skills**  Mutual respect – respect teammates and opposition understanding there will be winners and losers and approaching each with respect  Rule of law – play within the rules of the sport  Democracy – playing fair making correct choices | **Athletics/ fundamental skills**  Personal responsibility and liberty – promoting healthy lifestyles | **Swimming/Tag Rugby**  Personal responsibility and liberty – promoting healthy lifestyles |
| **MFL BV focus** | N/A | N/A | **Greetings**  Mutual respect – communication with others increasing relatability to other cultures | **Greetings**  Mutual respect – communication with others increasing relatability to other cultures | **Greetings**  Mutual respect – communication with others increasing relatability to other cultures | **Greetings/ Stationary**  Mutual respect – communication with others increasing relatability to other cultures |
| **EHWB BV focus** | **Roles of different people; families; feeling cared for**  **Recognising privacy; staying safe; seeking permission**  Personal responsibility and liberty – effective relationships  Mutual respect – respecting privacy of others in what information we share | **Making friends; feeling lonely and getting help**  **Managing secrets; resisting pressure and getting help; recognising hurtful behaviour**  Personal responsibility and liberty – managing secrets and understanding what is hurtful | **What makes a family; features of family life**  **Personal boundaries; safely responding to others; the impact of hurtful behaviour**  Personal responsibility and liberty – keeping safe and understanding what is hurtful | **Positive friendships, including online**  **Responding to hurtful behaviour; managing confidentiality; recognising risks online**  Mutual respect – building and maintaining positive relationships  Personal responsibility and liberty – keeping safe online | **Managing friendships and peer influence**  **Physical contact and feeling safe**  Mutual respect – personal safety | **Attraction to others; romantic relationships; civil partnership and marriage**  **Recognising and managing pressure; consent in different situations**  Personal responsibility and liberty – keeping safe in relationships |
|  | **Autumn 2 - *‘Inventions, Changes and Their Legacy’*** | | | | | |
|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **History or Geography Focus** | **Local History- Ellesmere Port in Living Memory.** | **First flight and transport** | **Stone Age** | **Ancient Greece** | **Anglo Saxons**  **Vikings** | **The Industrial Revolution/Women and Equality** |
| **Geography BV focus** |  |  |  |  |  |  |
| **History BV focus** | Mutual respect – close community links | Mutual respect – close community links |  |  |  |  |
| **English BV focus** | **The Lion Inside by Rachel Bright**  **How to be a lion by Ed Vere The tiger who came to tea by Judith Kerr Mog the forgetful cat by Judith Kerr**  Mutual respect – helping each other and understanding how we are all different.  Personal responsibility and liberty – Having the freedom to be ourselves as the characters in the story. | **Dragon Machine by Helen Ward The Dragonsitter series by Josh Lacey** | **Winter’s Child by Angela McAllister Ice Palace by Robert Swindells** | **Gorilla by Anthony Browne**  **The One and Only Ivan by Katherine Applegate**  Personal responsibility and liberty – responsibility of father to his daughter – recognising where this had broken down. | **The Darkest Dark**  **Cosmic by Frank Cottrell Boyce or The boy who climbed into the moon by David Almond** | **Manfish by Jennifer Berne**  **Dolphin Song by Lauren St John** |
| **Science BV focus** | **Animals inc. Humans** (humans part 2) | **Materials** | **Animals inc. humans- Part 2**  (Nutrition)  Personal responsibility and liberty – chn learn how to be responsible for their nutrition and health | **Animals inc. humans** | **Earth and Space** | **Animals inc. Humans**  Personal responsibility and liberty – chn learn how to be responsible for their own health – exercise. |
| **Art BV focus** | **Painting**  Personal responsibility and liberty – peer and self-assessment | **Painting**  Personal responsibility and liberty – peer and self-assessment | **Sculpture**  Personal responsibility and liberty – peer and self-assessment | **Sculpture**  Personal responsibility and liberty – peer and self-assessment | **Printing**  Personal responsibility and liberty – peer and self-assessment | **Printing**  Personal responsibility and liberty – peer and self-assessment |
| **DT BV focus** | **Developing, planning and communicating ideas**  Democracy – take views and opinions into account but still have the right to make own choices | **Developing, planning and communicating ideas**  Democracy – take views and opinions into account but still have the right to make own choices | **Developing, planning and communicating ideas**  Democracy – take turns when speaking and when working practically with others | **Developing, planning and communicating ideas**  Democracy – take turns when speaking and when working practically with others | **Developing, planning and communicating ideas**  Democracy – to understand that it is not always right or possible to have their own way. To understand the value of compromise | **Developing, planning and communicating ideas**  Democracy – to understand that it is not always right or possible to have their own way. To understand the value of compromise |
| **Computing BV focus** | **Computer modelling** | **Finding things out online** | **Sorting and splitting how problems can be solved more easily** | **Data representation** | **Searching sorting and networks. Efficient algorithms** | **Networks data and HTML/CSS** |
| **Music BV focus** | **‘Rhythm in the way we walk and The banana rap’ unit of work. To focus on pulse, rhythm and pitch, rapping, dancing and singing.**  Democracy – when creating music in a group, take turns and work together to make decisions | **Ho Ho Ho- A Christmas song. -To find the pulse, clap rhythms. -To consider how pitch is high and low sounds. -To add pitch to the pulse and rhythm when we sing and play an instrument.**  Democracy – when creating music in a group, take turns and work together to make decisions | **Glockenspiel stage 1 – To play with just note names then notes and note name.**  Democracy – when creating music in a group, take turns and work together to make decisions | **Glokenspiel**  **-To play the Glokenspiel, -To read notated music**  **-To have an understanding of musical language**  Democracy – when creating music in a group, take turns and work together to make decisions | **‘Classroom Jazz 1’ unit of work -To focus the learning around two tunes and improvising:**  **Three Note Bossa and Five Note Swing**  Democracy – when creating music in a group, take turns and work together to make decisions | **‘Classroom Jazz 2’ unit of work. -To listen and appraise Bacharach Anorak.**  **-To play instruments and improvise, compose own tune.**  **-To perform and share.**  Democracy – when creating music in a group, take turns and work together to make decisions |
| **RE BV focus** | Embracing & Understanding the of Cultures and Faiths of others – links to church and stories from other cultures. Church visit | Embracing & Understanding the of Cultures and Faiths of others – visit to a synagogue | Embracing & Understanding the of Cultures and Faiths of others – place of worship |  |  |  |
| **PE BV focus** | **dance/ fundamental skills**  Embracing & Understanding the of Cultures and Faiths of others – through dance. Explore cultural themes/historical theme/festivals | **dance/ fundamental skills**  Embracing & Understanding the of Cultures and Faiths of others – through dance. Explore cultural themes/historical theme/festivals | **dance/ fundamental skills**  Embracing & Understanding the of Cultures and Faiths of others – through dance. Explore cultural themes/historical theme/festivals | **dance/ fundamental skills**  Embracing & Understanding the of Cultures and Faiths of others – through dance. Explore cultural themes/historical theme/festivals | **dance/ fundamental skills**  Embracing & Understanding the of Cultures and Faiths of others – through dance. Explore cultural themes/historical theme/festivals | **Swimming/ fundamental skills**  Embracing & Understanding the of Cultures and Faiths of others – through dance. Explore cultural themes/historical theme/festivals |
| **MFL BV focus** | **N/A** | **N/A** | **Christmas in France**  Embracing & Understanding the of Cultures and Faiths of others – Christmas differences | **The Epiphany**  Embracing & Understanding the of Cultures and Faiths of others – Christmas differences | **N/A** | **Geography of France** |
| **EHWB BV focus** | **Recognising privacy; staying safe; seeking permission**  **How behaviour affects others; being polite and respectful**  Mutual respect – seeking permission and recognising others’ privacy  Personal responsibility and liberty – being aware of how behaviour affects others  Rule of Law – school rules and the impact of them | **Managing secrets; resisting pressure and getting help; recognising hurtful behaviour**  **Recognising things in common and differences; playing and working cooperatively; sharing opinions**  Personal responsibility and liberty – being aware of how behaviour affects others  Mutual respect – how to work effectively with other people and valuing their opinions. | **Personal boundaries; safely responding to others; the impact of hurtful behaviour**  **Recognising respectful behaviour; the importance of self-respect; courtesy and being polite**  Personal responsibility and liberty – being aware of how behaviour affects others  Mutual respect – how to work effectively with other people and valuing their opinions. | **Responding to hurtful behaviour; managing confidentiality; recognising risks online**  **Respecting differences and similarities; discussing difference sensitively**  Embracing & Understanding the of Cultures and Faiths of others – respecting and understanding differences in others.  Personal responsibility and liberty – recognising risks online. | **Physical contact and feeling safe**  **Responding respectfully to a wide range of people; recognising prejudice and discrimination**  Mutual respect – personal safety  Personal responsibility and liberty – keeping your self safe in relationships  Embracing & Understanding the of Cultures and Faiths of others – understanding prejudice based on difference faiths and cultures. | **Recognising and managing pressure; consent in different situations**  **Human reproduction and birth; increasing independence; managing transition**  Mutual respect – personal safety |
|  | **Spring 1 *– ‘Big Decisions, Big Impact’*** | | | | | |
|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **History or Geography Focus** | **Trees and woodlands- seasonal and daily weather patterns** | **Victorians – Toys in the past** | **Ancient Egypt** | **Roman Empire** | **Mayan Civilization** | **World War I and II** |
| **Geography BV focus** | Mutual respect – close community links. |  |  |  |  |  |
| **History BV focus** |  | Embracing & Understanding the of Cultures and Faiths of others – historical themes | Embracing & Understanding the of Cultures and Faiths of others – historical themes  Rule of law – citizenship and rules / laws in ancient Egypt | Democracy – cultural themes | Rule of law – games and rules  Democracy – fairness | Personal responsibility and liberty – developing effective relationships |
| **English BV focus** | **Nibbles by Emma Yarlett**  **Goldilocks and the three bears by Emma Chichester Clark Little Red Riding Hood and Jack and the Beanstalk texts**  Rule of law – the importance of following the rules and the laws  Mutual respect – thinking about how nibbles behaviour impacts people in the story. | **Major Glad, Major Dizzy by Jan Oke Naughty Amelia Jane by Enid Blyton** | **Zeraffa Giraffa by Dianne Hofmeyr White giraffe by Lauren St John** | **Escape From Pompeii by Christina Balit Pompeii: A Roman Girl’s Diary by Sue Reid** | **Queen of the falls by Chris Van Allsburg Goodnight Stories for Rebel Girls by Elena Favilli**  Personal responsibility and liberty – freedom of achieving one’s goals. Setting own targets and striving to achieve them | **Finding Winnie by Lindsay Mattick (WW1)**  Personally responsibility and liberty – in discussions around Harry’s responsibility to Winnie and his decisions in trying to fulfil that. |
| **Science BV focus** | **Plants**  **Seasonal changes** part 2 | **STEM – designing toys** | **Forces and Magnets** | **Electricity**    Personal responsibility and liberty – electrical safety | **Forces** | **Electricity**  Personal responsibility and liberty – electrical safety |
| **Art BV focus** | **Printing**  Democracy – which materials will you use? | **Printing**  Democracy – which materials will you use? | **Painting**  Democracy – which materials will you use? | **Painting**  Democracy – which materials will you use? | **Sculpture**  Democracy – which materials will you use? | **Sculpture**  Democracy – which materials will you use? |
| **DT BV focus** | **Developing, planning and communicating ideas**  The rule of law – safety when using tools | **Developing, planning and communicating ideas**  The rule of law – safety when using tools | **Developing, planning and communicating ideas**  The rule of law – accept that when rules are not followed, there will be consequences and the reasons for these | **Developing, planning and communicating ideas**  The rule of law – accept that when rules are not followed, there will be consequences and the reasons for these | **Developing, planning and communicating ideas**  The rule of law – accept that when rules are not followed, there will be consequences and the reasons for these | **Developing, planning and communicating ideas**  The rule of law – accept that when rules are not followed, there will be consequences and the reasons for these |
| **Computing BV focus** | **Data representation** | **animation** | **Staying safe online**  Mutual respect – respecting others right to be safe online – online bullying  Embracing & Understanding the of Cultures and Faiths of others – how to speak kindly and accept all  Personal responsibility and liberty – development of relationships | **Staying safe and being responsible digital citizens**  Personal responsibility and liberty – keeping information safe  Rule of law – acceptable use policy | **Remixing and creating web content using HTML**  Rule of law andEmbracing & Understanding the of Cultures and Faiths of others – appropriate understanding of what to put online | **Developing 3D animations** |
| **Music BV focus** | **‘In The Groove’ unit of work by Joanna Mangona – an easy-to-learn song that demonstrates different styles of music. Listen & Appraise apps, new progressive Warm-up Games, Flexible Games, -to use a new compose tool.**  Embracing & Understanding the of Cultures and Faiths of others – link to history of music and musicians  Rule of law – behaviour link: listen carefully | **‘I wanna play in a band’ unit of work - by Joanna Mangona - A Rock song. -To learn about singing and playing together in an ensemble.-To learn to sing, play, improvise and compose -To listen and appraise classic Rock songs.**  Embracing & Understanding the of Cultures and Faiths of others – link to history of music and musicians  Rule of law – behaviour link: listen carefully | **‘ Three Little Birds by Bob Marley’ – Reggae- Unit of work -To listen to the song and answer questions, -To learn to sing the chorus of Three Little Birds.**  Embracing & Understanding the of Cultures and Faiths of others – link to history of music and musicians  Rule of law – behaviour link: listen carefully | **‘Stop!’ unit of work, -To listen and appraise the song Stop and other rap/grime songs**  **Musical activities- rhythm games**  **Compose own lyrics to anti-bullying song and perform .**  Embracing & Understanding the of Cultures and Faiths of others – link to history of music and musicians  Rule of law – behaviour link: listen carefully | **‘Make you feel my love’ unit of work -To listen and appraise Make You Feel My Love. To focus on the elements of music (pulse, rhythm, pitch etc), -To sing and play instruments. -To sing, play, improvise and compose, -To listen and appraise other Pop Ballads.**  Embracing & Understanding the of Cultures and Faiths of others – link to history of music and musicians  Rule of law – behaviour link: listen carefully | **‘A New Year Carol’ unit of work. -To listen and appraise A New Year Carol and other Britten Friday Afternoon Songs.-To sing and play games and learn to sing song A New Year Carol. -To**  **perform and share.**  Embracing & Understanding the of Cultures and Faiths of others – link to history of music and musicians  Rule of law – behaviour link: listen carefully |
| **RE BV focus** | Personal responsibility and liberty – looking after our world and what we can do |  |  |  |  | Embracing & Understanding the of Cultures and Faiths of others – cultural visit to a centre  Mutual respect - cultural visit to a centre |
| **PE BV focus** | **Gymnastics/ fundamental skills**  Personal responsibility and liberty – promoting healthy lifestyles | **Gymnastics/ fundamental skills**  Personal responsibility and liberty – promoting healthy lifestyles | **Gymnastics/ fundamental skills**  Personal responsibility and liberty – promoting healthy lifestyles | **Gymnastics/ fundamental skills**  Personal responsibility and liberty – promoting healthy lifestyles | **Swimming/ Gymnastics**  Personal responsibility and liberty – promoting healthy lifestyles | **Gymnastics/ fundamental skills**  Personal responsibility and liberty – promoting healthy lifestyles |
| **MFL BV focus** | **N/A** | **N/A** | **Numbers** | **Numbers** | **Numbers** | **Numbers** |
| **EHWB BV focus** | **How rules and age restrictions help us; keeping safe online**  Mutual respect – e-safety | **Safety in different environments; risk and safety at home; emergencies**  Personal responsibility and liberty – staying safe | **The value of rules and laws; rights, freedoms and responsibilities**  Rule of law –laws in Britain.  Democracy –how we can impact the rules and laws in the country through democracy  Personal responsibility and liberty – responsibility to abide by laws for everyone’s safety | **What makes a community; shared responsibilities**  Personal responsibility and liberty – responsibility to abide by laws for everyone’s safety  Mutual respect – respecting the values and differences of those in a share community. | **Personal identity; recognising individuality and different qualities; mental wellbeing**  Embracing & Understanding the of Cultures and Faiths of others – understanding other people as individuals and embracing their differences. | **Valuing diversity; challenging discrimination and stereotypes**  Embracing & Understanding the of Cultures and Faiths of others – addressing courses of discrimination  Mutual respect – respecting others with differing views. |
|  | **Spring 2 – *‘Leaders Make a Difference’*** | | | | | |
|  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **History or Geography Focus** | **Castles and Knights** | **Victorians** | **Ancient Egypt** | **Roman Empire** | **Mayan Civilisation** | **World War II and the Holocaust** |
| **Geography BV focus** |  |  |  |  |  |  |
| **History BV focus** |  | Embracing & Understanding the of Cultures and Faiths of others – historical themes |  |  |  |  |
| **English BV focus** | **Goldilocks and just the one bear by Leigh Hodgkinson**  **Old bear stories by Jane Hissey Dogger by Shirley Hughes**  Personal responsibility and liberty – staying safe by sticking to rules  Mutual respect – causing disruption and invading other people’s space. | **The Owl who was afraid of the dark by Jill Tomlinson (picture book)**  **The Owl who was afraid of the dark by Jill Tomlinson (chapters)** | **Journey by Aaron Becker**  **Tilly Mint Tales by Berlie Doherty** | **Blue John by Berlie Doherty**  **Clockwork by Phillip Pullman or alternative Berlie Doherty novel** | **The Paperbag Prince by Colin Thompson**  **The Last Wild by Piers Torday** | **Star of Hope, Star of Fear by Jo Hoestlandt**  **An Eagle in the snow by Michael Morpurgo (WW2)**  Embracing & Understanding the of Cultures and Faiths of others – Judaism  Mutual respect – of each other’s religion  Democracy – lack of in WW2 |
| **Science BV focus** | **Materials**  **Seasonal changes** part 3 | **Living Things and Habitats**  (Part 1). | **Light and Shadow** | **STEM** | **Properties and changes of materials** | **Electricity** |
| **Art BV focus** | **Sculpture**  Embracing & Understanding the of Cultures and Faiths of others – learning about different artists | **Sculpture**  Embracing & Understanding the of Cultures and Faiths of others – learning about different artists | **Printing**  Embracing & Understanding the of Cultures and Faiths of others – learning about different artists | **Printing**  Embracing & Understanding the of Cultures and Faiths of others – learning about different artists | **Textiles**  Embracing & Understanding the of Cultures and Faiths of others – learning about different artists | **Textiles**  Embracing & Understanding the of Cultures and Faiths of others – learning about different artists |
| **DT BV focus** | **Working with tools, equipment, materials and components to make quality products – make**  Personal responsibility and liberty – to accept that others’ ideas may not be the as their own | **Working with tools, equipment, materials and components to make quality products- make**  Personal responsibility and liberty – to accept that others’ ideas may not be the as their own | **Working with tools, equipment, materials and components to make quality products- make**  Personal responsibility and liberty – to listen to others’ but use their own ideas and design choices when making | **Working with tools, equipment, materials and components to make quality products- make**  Personal responsibility and liberty – to listen to others’ but use their own ideas and design choices when making | **Working with tools, equipment, materials and components to make quality products- make**  Personal responsibility and liberty – to listen to others’ but use their own ideas and design choices when making | **Working with tools, equipment, materials and components to make quality products- make**  Personal responsibility and liberty – to listen to others’ but use their own ideas and design choices when making |
| **Computing BV focus** | **Creating and manipulating digital text** | **Creating interactive eBooks** | **Exploring computer simulations** | **Introduction to animation** | **Designing and developing multi-level X-box games** | **Designing and developing apps** |
| **Music BV focus** | **‘Round and round’ unit of work- A Bossa Nova Latin style piece. -To listen to an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.** | **‘Zootime’ unit of work- A Reggae Song by Joanna Mangona. -To present an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.** | **‘The Dragon Song’ unit of work- To listen and appraise The Dragon Song**  **-To following leaders clapping rhythms, glockenspiel G and A and singing. -To sing verse 1 and the chorus of The Dragon Song.** | **‘Lean on me’ unit of work, -To listen and appraise Lean on me and other gospel based songs**  **Musical activities using instruments**  **Compose with the song, instruments and perform.** | **‘The Fresh Prince Of Bel-Air’ unit of work. -To focus on the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments.**  Mutual respect – when performing between peer groups | **‘You’ve Got A Friend’ -To listen and appraise You’ve Got A Friend and other songs by Carole King. -To learn song and play instruments with it, improvise with song. -To compare song to A Natural Woman, perform You’ve got A Friend with instruments.**  Mutual respect – when performing between peer groups |
| **RE BV focus** | Mutual respect – link to golden rules. Learning effects of actions |  |  | Embracing & Understanding the of Cultures and Faiths of others – Liverpool cathedral visit |  |  |
| **PE BV focus** | **football/ fundamental skills**  Mutual respect – respecting teammates and opposition. Learning to win and lose showing respect  Rule of law – play within the rules of the sport  Democracy – playing fair and making the correct choices | **hockey/ fundamental skills**  Mutual respect – respecting teammates and opposition. Learning to win and lose showing respect  Rule of law – play within the rules of the sport  Democracy – playing fair and making the correct choices | **football/ fundamental skills**  Mutual respect – respecting teammates and opposition. Learning to win and lose showing respect  Rule of law – play within the rules of the sport  Democracy – playing fair and making the correct choices | **hockey/ fundamental skills**  Mutual respect – respecting teammates and opposition. Learning to win and lose showing respect  Rule of law – play within the rules of the sport  Democracy – playing fair and making the correct choices | **Swimming/ football**  Personal responsibility and liberty – through swimming | **hockey/ fundamental skills**  Mutual respect – respecting teammates and opposition. Learning to win and lose showing respect  Rule of law – play within the rules of the sport  Democracy – playing fair and making the correct choices |
| **MFL BV focus** | **N/A** | **N/A** | **Days of the week/ food**  Personal responsibility and liberty – healthy lifestyles | **Food**  Personal responsibility and liberty – healthy lifestyles | **Food**  Personal responsibility and liberty – healthy lifestyles | **Classroom** |
| **EHWB BV focus** | **Strengths and interests; jobs in the community**  Mutual respect – community links  Personal responsibility and liberty – different careers | **What money is; needs and wants; looking after money**  Personal responsibility and liberty – being responsible for money | **Different jobs and skills; job stereotypes; setting personal goals**  Personal responsibility and liberty – understanding responsibility in different job roles | **Making decisions about money; using and keeping money safe**  Personal responsibility and liberty – being responsible for money | **Identifying job interests and aspirations; what influences career choices; workplace stereotypes** | **Influences and attitudes to money; money and financial risks**  Personal responsibility and liberty – being responsible for money |
|  | **Summer 1 – ‘*One World’*** | | | | | |
|  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **History or Geography Focus** | **Seaside Holidays in the past and present**  **linked to Seaside Holidays - UK as an island and surrounding countries** | **George Mottishead & Chester Zoo** | **Mountains** | **Natural Disasters** | **Climate Zones and Climate Change** | **Rainforests** |
| **Geography BV focus** | Mutual respect – close community links. Looking after the environment. |  |  | Embracing & Understanding the of Cultures and Faiths of others – cultural themes | Personal responsibility and liberty – protecting the environment. | Mutual respect – respecting the environment.  Embracing & Understanding the of Cultures and Faiths of others – cultural themes |
| **History BV focus** | Mutual respect – close community links |  |  |  |  |  |
| **English BV focus** | **The Curious Case of the Missing Mammoth by Ellie Hattie**  Embracing & Understanding the of Cultures and Faiths of others – characters explore different cultures and time periods in museum | **Grandad’s Secret Giant by David Litchfield The BFG by Roald Dahl** | **Big Blue Whale by Nicola Davies This morning I met a whale by Michael Morurgo**  Personal responsibility and liberty – environmental responsibility and freedom | **When the Giant stirred by Celia Godkin Journey to the Centre of the Earth Usborne Young Reader** | **The Hunter by Paul Geraghty The child’s elephant by Rachel Campbell-Johnston** | **Jemmy Button by Alix Barzelay The Island by Jason Chin The Explorer by Katherine Rundell**  Embracing & Understanding the of Cultures and Faiths of others – where Jemmy was found |
| **Science BV focus** | **Animals including humans** (animals part 1) | **Living things and their habitats**  (part 2) | **Rocks and soils** | **Living things and habitats** | **Animals including humans.**  **Living things and habitats**  Personal responsibility and liberty – responsibility to keeping healthy and making good food and exercise choices. | **Living Things and Habitats**  Personal responsibility and liberty – looking after habitats and taking responsibility for protecting the environment |
| **Art BV focus** | **Textiles** | **Textiles** | **Textiles** | **Textiles** | **Painting** | **Painting** |
| **DT BV focus** | **Evaluating processes and products**  Embracing & Understanding the of Cultures and Faiths of others – to tolerate ideas from others that are different from their own | **Evaluating processes and products**  Embracing & Understanding the of Cultures and Faiths of others – to tolerate ideas from others that are different from their own | **Evaluating processes and products**  Embracing & Understanding the of Cultures and Faiths of others – to understand that many great design ideas originate from other cultures | **Evaluating processes and products**  Embracing & Understanding the of Cultures and Faiths of others – to understand that many great design ideas originate from other cultures | **Evaluating processes and products**  Embracing & Understanding the of Cultures and Faiths of others – to understand that many great design ideas originate from other cultures | **Evaluating processes and products**  Embracing & Understanding the of Cultures and Faiths of others – to understand that many great design ideas originate from other cultures |
| **Computing BV focus** | **E Safety**  Personal responsibility and liberty – using the internet responsibly  Mutual respect – respecting others on line  Rule of law – rules we must adhere to online. | **Writing and responding with blogging** | **Computer networking -web browsers and search engines safely and effectively** | **ROBOTICS** | **Designing and developing multi-level xBox games** | **Designing and developing apps** |
| **Music BV focus** | **‘Your imagination’ unit of work – To allow children to use their imagination after listen to pieces of music and to think creatively. -To use the compose tool and perform.**  Mutual respect – how to be good friend. Using imagination | **‘Friendship Song’ unit of work. -To find the pulse in music, -to recognise that songs have musical style. -To be able to recognise some of the instruments that they hear. Keyboard, drum, bass and a glockenspiel.**  Mutual respect – how to be good friend. Using imagination | **‘Bringing us together’ unit of work -disco music. -To listen and appraise Bringing us together and practise singing Bringing Us together**  **To play instruments- glockenspiel,**  **To perform the song (one group singing, other group glockenspiel)** | **‘Blackbird’ unit of work, -To listen and appraise the song Blackbird and other songs by the Beatles**  **Musical activities involving instruments and games, -To compose and perform the song using voices and instruments**  Embracing & Understanding the of Cultures and Faiths of others – musicians and music over time | **‘Dancing In The Street by Martha And The Vandellas’ unit of work – To study an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.**  Embracing & Understanding the of Cultures and Faiths of others – musicians and music over time | **‘Music and Me’ unit of work. -To listen and appraise music from featured artists – all of whom are inspirational women in the music industry. Throughout the lessons, create own music.**  **-To perform, share and present own music.**  Embracing & Understanding the of Cultures and Faiths of others – musicians and music over time |
| **RE BV focus** |  |  |  |  |  |  |
| **PE BV focus** | **football/ fundamental skills** | **hockey/ fundamental skills** | **football/ fundamental skills** | **hockey/ fundamental skills** | **Swimming/ football** | **hockey/ fundamental skills** |
| **MFL BV focus** | **N/A** | **N/A** | **Colours / Family** | **Colours / Family** | **Colours/ Family** | **Family** |
| **EHWB BV focus** | **Keeping healthy; food and exercise, hygiene routines; sun safety**  **Recognising what makes them unique and special; feelings; managing when things go wrong**  Personal responsibility and liberty – respectful healthy lifestyles  Embracing & Understanding the of Cultures and Faiths of others – community and SENd | **Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help**  **Growing older; naming body parts; moving class or year**  Personal responsibility and liberty – respectful healthy lifestyles  Mutual respect – for each other noting differences between boys and girls | **Health choices and habits; what affects feelings; expressing feelings**  **Personal strengths and achievements; managing and reframing setbacks**  Personal responsibility and liberty – respectful healthy lifestyles | **Maintaining a balanced lifestyle; oral hygiene and dental care**  **Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty**  Personal responsibility and liberty – respectful healthy lifestyles | **Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies**  **Protecting the environment; compassion towards others**  Personal responsibility and liberty – respectful healthy lifestyles | **What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online**  **Expressing opinions and respecting other points of view, including discussing topical issues**  Personal responsibility and liberty – respectful healthy lifestyles |
|  | **Summer 2 - *‘Our Future, in Our Hands’*** | | | | | |
|  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **History or Geography Focus** | **Seaside – coasts Hot and cold locations** | **Animal conservation in non-European country.** | **Rivers** | **Caring for our planet and ensuring its future.** | **Human Consumerism- Sustainability** | **Evolution and Inheritance- protecting the future planet** |
| **Geography BV focus** | Mutual respect – close community links. | Mutual respect – close community links.  Embracing & Understanding the of Cultures and Faiths of others – local and global charity work |  | Mutual respect – RRS. Taking care of the environment.  Embracing & Understanding the of Cultures and Faiths of others – cultural themes | Mutual respect – RRS. Caring for the environment.  Personal responsibility and liberty –responsibility for the environment | Mutual respect – RRS. Caring for the environment.  Personal responsibility and liberty –responsibility for the environment |
| **History BV focus** |  |  |  |  | As Summer 1 |  |
| **English BV focus** | **Toys in Space by Mini Grey**  **Space Dog by Mini Grey It was a dark and stormy night by Janet and Allan Ahlberg One true bear by Ted Dewan** | **The Last Wolf by Mini Grey Fantastic Mr.Fox by Roald Dahl**  Rule of law – consequences to actions in relation to environment  Personal responsibility and liberty – to protect the environment. | **Seal Surfer by Michael Foreman Dancing Bear by Michael Morpurgo**  Personal responsibility and liberty – environmental responsibility and freedom | **Where the Forest Meets the Sea by Jeannie Baker & Rainforests in 30 Seconds by Jen Green**  **Journey to the River Sea by Eva Ibbotson** | **The Lost Happy Endings by Carol Ann Duffy**  **Hansel and Gretel by Neil Gaiman**  Mutual respect – respecting own views and those of others | **Can we save the tiger? by Martin Jenkins**  **Jungle Book by Rudyard Kipling**  Personal responsibility and liberty – linked to endangered species and future protection |
| **Science BV focus** | **Animals including humans** (animals part 2)  **Seasonal changes** part 4. | **Animals including humans**. | **Plants** | **States of Matter** | **Living things and habitats.**  **STEM** | **Evolution and inheritance**  Embracing & Understanding the of Cultures and Faiths of others – understanding our similarities and how we are connected, no matter how different our cultures. |
| **Art BV focus** | **Drawing**  Mutual respect – experience and talk about artwork from different cultures and beliefs | **Drawing**  Mutual respect – experience and talk about artwork from different cultures and beliefs | **Drawing**  Mutual respect – experience and talk about artwork from different cultures and beliefs | **Drawing**  Mutual respect – experience and talk about artwork from different cultures and beliefs | **Drawing**  Mutual respect – experience and talk about artwork from different cultures and beliefs | **Drawing**  Mutual respect – experience and talk about artwork from different cultures and beliefs |
| **DT BV focus** | **Food and nutrition**  Mutual respect – take turns during discussions to resolve difficulties/make decisions | **Food and nutrition**  Mutual respect – take turns during discussions to resolve difficulties/make decisions | **Food and nutrition**  Mutual respect – to offer supportive comments in evaluations (peer assessments) in a way in which is factual but kind | **Food and nutrition**  Mutual respect – to offer supportive comments in evaluations (peer assessments) in a way in which is factual but kind. o listen to and consider the ideas and opinions of others even if they differ from your own | **Food and nutrition**  Mutual respect – to offer supportive comments in evaluations (peer assessments) in a way in which is factual but kind. To listen to and consider the ideas and opinions of others even if they differ from your own | **Food and nutrition**  Mutual respect – to offer supportive comments in evaluations (peer assessments) in a way in which is factual but kind. To listen to and consider the ideas and opinions of others even if they differ from your own |
| **Computing BV focus** | **Programming physical and virtual toys** | **Email**  Personal responsibility and liberty – how to talk safely online | **Robotics** | **Programming puzzle solutions** | **cryptography** | **e-Safety**  Personal responsibility and liberty – developing effective relationships. Understand school rules. Acceptable use agreement |
| **Music BV focus** | **‘Reflect, Rewind and Replay’ unit of work. This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.** | **‘Reflect, Rewind and Replay’ unit of work. This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.** | **‘Reflect, Rewind and Replay’ unit of work. This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.** | **‘Reflect, Rewind and Replay’ unit of work. This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.** | **‘Reflect, Rewind and Replay’ unit of work. This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.** | **‘Reflect, Rewind and Replay’ unit of work. This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.** |
| **RE BV focus** |  |  |  |  |  |  |
| **PE BV focus** | **multi skills/ fundamental skills**  Personal responsibility and liberty – healthy lifestyle | **multi skills/ fundamental skills**  Personal responsibility and liberty – healthy lifestyle | **multi skills/ fundamental skills**  Personal responsibility and liberty – healthy lifestyle | **Swimming/ multi skills**  Personal responsibility and liberty – healthy lifestyle | **multi skills/ fundamental skills**  Personal responsibility and liberty – healthy lifestyle | **hockey/ fundamental skills**  Personal responsibility and liberty – healthy lifestyle |
| **MFL BV focus** | **N/A** | **N/A** | **Pets** | **Pets** | **Pets** | **Pets** |
| **EHWB BV focus** | **Recognising what makes them unique and special; feelings; managing when things go wrong**  **What rules are; caring for others’ needs; looking after the environment**  Embracing & Understanding the of Cultures and Faiths of others – community and SENd  Rule of law – class and school rules | **Growing older; naming body parts; moving class or year**  **Belonging to a group; roles and responsibilities; being the same and different in the community**  Mutual respect – respecting those who are part of different communities and groups | **Personal strengths and achievements; managing and reframing setbacks**  **Risks and hazards; safety in the local environment and unfamiliar places**  Personal responsibility and liberty – keeping yourself safe by assessing risks | **Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty**  **Medicines and household products; drugs common to everyday life**  Personal responsibility and liberty – keeping yourself safe by understanding what a drug is | **Protecting the environment; compassion towards others**  **Keeping safe in different situations, including responding in emergencies, first aid**  Mutual respect – showing compassion to others  Personal responsibility and liberty – keeping yourself safe | **Expressing opinions and respecting other points of view, including discussing topical issues**  **Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media**  Mutual respect – sharing views respectfully  Personal responsibility and liberty – keeping yourself safe |