

# St Mary's Curriculum

## 2025 - 2026



**'Living and Learning through Faith.'**

"<sup>1</sup>Don't forget what I teach you, my child. Always remember what I tell you to do. <sup>2</sup>My teaching will give you a long and prosperous life." Proverbs 3:1-2

Autumn 2025	Spring 2026	Summer 2026
<b>RE</b> <b>The overarching theme of this year is revelation, how do people know about God?</b>		
<b>Branch 1: Creation and covenant</b> The focus of this branch is Revelation. The revelation of Creation is the first step towards the covenant God forges with his people (CCC 288).  <b>Branch 2: Prophecy and promise</b> The focus of this branch is for pupils to develop an early understanding of the Christian belief that God showed us the full depth of his love by sending Jesus his Son (CCC 65-66).	<b>Branch 3: Galilee to Jerusalem</b> The focus of this branch is for pupils to develop an early understanding of the Christian belief that through the ministry of Jesus, some of those who encountered him recognised he was the Son of God. <b>Branch 4: Dessert to garden</b> For pupils, the focus of this branch is to learn a little about the season of Lent as a time to prepare for Easter and to know the story of the last week of Jesus' life, his death, and resurrection.	<b>Branch 5: To the ends of the Earth</b> In this branch, pupils will hear the story of the Road to Emmaus, the Ascension, and the story of Pentecost.  <b>Branch 6: Dialogue and encounter</b> <b>In the branch, pupils have the opportunity to</b> o develop a sense of Catholic identity within their locality and connect to the wider Christian family. This includes studying other faiths (Judaism).
<b>Reading –</b> <ul style="list-style-type: none"> <li>• <b>Beegu</b> Block 1</li> <li>• <b>Where the Wild Things Are</b> Blocks 2, 3</li> <li>• <b>The Storm Whale</b> Block 4</li> <li>• <b>The Owl and the Pussycat</b> – Edward Lear Block 5</li> <li>• <b>Aesop's Fables</b> – The Boy Who Cried Wolf Block 6</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The Tale of Peter Rabbit</b> Blocks 7,8</li> <li>• <b>Look Up!</b> Block 9</li> <li>• <b>Here We Are</b> Blocks 10, 11</li> <li>• <b>Chocolate Cake</b> – Michael Rosen Block 12</li> </ul>	<ul style="list-style-type: none"> <li>• <b>There's a Rangtan in my bedroom</b> Blocks 13, 14</li> <li>• <b>And Tango Makes Three</b> Block 15</li> <li>• <b>The Lion Inside</b> Block 16</li> <li>• <b>Aesop's Fables</b> – The Hare and the Tortoise Block 17</li> <li>• <b>The Proudest Blue</b> Block 18</li> </ul>
<b>School's choice modules:</b> <a href="#">Rapunzel Block 19</a> , <a href="#">Too much stuff Block 20</a>		
<b>Writing</b> Introduce = <b>green</b> (Block A) Revisit = <b>orange</b> (Block B)  <b>Strong Start Sentence Composition</b> <ul style="list-style-type: none"> <li>• <b>Poetry: pattern and rhyme A</b></li> <li>• <b>Setting descriptions A</b></li> <li>• <b>Instructional writing A</b></li> <li>• <b>Stories with familiar settings A</b></li> <li>• <b>Poetry: playing with language A</b></li> </ul>	<b>Strong Start Sentence Composition</b> <ul style="list-style-type: none"> <li>• <b>Recount from personal experience A</b></li> <li>• <b>Informal letters A</b></li> <li>• <b>Poetry on a theme (nature) A</b></li> <li>• <b>Stories with a familiar setting B</b></li> <li>• <b>Recount from personal experience B</b></li> </ul>	<b>Strong Start Sentence Composition</b> <ul style="list-style-type: none"> <li>• <b>Poetry: pattern and rhyme B</b> (Enrichment)</li> <li>• <b>Informal letters B</b></li> <li>• <b>Setting descriptions B</b></li> <li>• <b>Poetry on a theme (nature) B</b> (Enrichment)</li> <li>• <b>Instructional writing B</b></li> <li>• <b>Poetry – playing with language B</b></li> </ul>
<b>School's choice modules:</b> <a href="#">Shape poems and calligrams A and B</a>		
<b>Maths – WRH</b> 1 <sup>st</sup> Half Place Value Addition and Subtraction  2 <sup>nd</sup> Half Addition and Subtraction Shape	1 <sup>st</sup> Half Place Value Addition and Subtraction  2 <sup>nd</sup> Half Place Value Length and Height (measures) Mass and Volume (measures)	1 <sup>st</sup> Half Multiplication and division Fractions Position and direction  2 <sup>nd</sup> Half Place Value Money (measures) Time (measures)
<b>PSHE/RSE – Ten:Ten +</b>		
<b>Mental Health Lesson</b> <b>Online safety</b> (Self image and identity) <b>Mental Health Lesson</b> <b>Online safety</b> (Online relationships) <b>World Mental Health Day</b>  Let the children come (x3 sessions) <b>Black History Month</b> <b>Anti-Bullying Week</b> Let the children come (x2 sessions) God Loves You	Special People Treat Others Well And Say Sorry <b>Online Safety</b> (Online Reputation) <b>Children's Mental Health Week</b>  Three In One Who Is My Neighbour <b>Online Safety</b> (Online Bullying)	The Communities We Live in Who Will I Be <b>Online Safety</b> (Managing Online Information) <b>Online Safety</b> (Health, Well-Being and Lifestyle)  Good And Bad Secrets Physical Contact <b>RSE Day</b> Harmful Substances Can You Help Me (Part 1) Can You Help Me (Part 2)
<b>Science</b> <ul style="list-style-type: none"> <li>• Seasonal changes and daily weather</li> <li>• Introduce Plants – (trees)</li> <li>• Animals, including humans</li> </ul>	<ul style="list-style-type: none"> <li>• Everyday materials</li> <li>• Revisit 1: Animals, including humans</li> </ul>	<ul style="list-style-type: none"> <li>• Plants</li> <li>• Revisit 2: Plants, Animals including humans <i>(or alternative focus for insecure knowledge)</i></li> </ul>
<b>Art and Design</b> <ul style="list-style-type: none"> <li>• Drawing</li> <li>• Painting</li> </ul>	<ul style="list-style-type: none"> <li>• Printmaking</li> <li>• Drawing</li> </ul>	<ul style="list-style-type: none"> <li>• Painting</li> <li>• Printmaking</li> </ul>
<b>Computing – Teach Computing</b> <ul style="list-style-type: none"> <li>• Computing systems &amp; networks – Technology around us</li> </ul> <b>Online safety – Project Evolve (Taught as part of PSHE)</b> <ul style="list-style-type: none"> <li>• Self-image &amp; identify</li> <li>• Online relationships</li> </ul>	Computing <ul style="list-style-type: none"> <li>• Creating media – digital painting</li> </ul> Online Safety <ul style="list-style-type: none"> <li>• Online reputation</li> <li>• Online bullying</li> </ul>	Computing <ul style="list-style-type: none"> <li>• Programming A – Moving a robot</li> </ul> Online Safety <ul style="list-style-type: none"> <li>• Managing online information</li> <li>• Health, wellbeing and lifestyle</li> </ul>
<b>Design and Technology</b> <ul style="list-style-type: none"> <li>• Food technology</li> </ul>	<ul style="list-style-type: none"> <li>• Textiles</li> </ul>	<ul style="list-style-type: none"> <li>• Structures</li> </ul>

<b>Geography</b> <ul style="list-style-type: none"> <li>Continents</li> <li>Oceans</li> <li>Countries of UK</li> </ul>	<ul style="list-style-type: none"> <li>Capital cities of UK</li> <li>Seas around UK</li> <li>Hot and cold places</li> </ul>	<ul style="list-style-type: none"> <li>Hot and cold places</li> <li>Mapping and fieldwork</li> </ul>
<b>History</b> <ul style="list-style-type: none"> <li>Changes within living memory (Toys)</li> </ul>	<ul style="list-style-type: none"> <li>The lives of significant people (<i>Mary Anning and David Attenborough</i>)</li> </ul>	<ul style="list-style-type: none"> <li>More lives of significant people (<i>Neil Armstrong, Mae Jemison, Bernard Harris Jr, Tim Peake.</i>)</li> </ul>
<b>Music – Kapow</b> <ul style="list-style-type: none"> <li>Pulse and rhythm</li> <li>Dynamics and tempo</li> </ul>	<ul style="list-style-type: none"> <li>Elements of Music</li> <li>Timbre and patterns</li> </ul>	<ul style="list-style-type: none"> <li>Pitch and tempo</li> <li>Vocal and body sounds</li> </ul>
<b>PE – Imoves</b> <ul style="list-style-type: none"> <li>Gymnastics</li> <li>Games</li> </ul>	PE <ul style="list-style-type: none"> <li>Games</li> <li>Gymnastics</li> <li>Dance</li> </ul>	PE <ul style="list-style-type: none"> <li>Dance</li> <li>Games</li> </ul>

Autumn 2025	Spring 2026	Summer 2026
<b>RE</b> <b>The overarching theme of this year is Baptism.</b>		
<b>Branch 1: Creation and covenant</b> In this branch, pupils will learn about the story of Noah, mainly focusing on God's promise, or covenant, with Noah and with all creatures that 'nothing of flesh shall be swept away again by the waters of the flood' (Gen 9:15), a promise symbolised by the rainbow. <b>Branch 2: Prophecy and promise</b> In this branch, pupils have the opportunity to build upon prior knowledge as they revisit the infancy of Jesus. It allows pupils to make connections with the whole infancy narrative of St Luke and introduces John the Baptist.	<b>Branch 3: Galilee to Jerusalem</b> In this branch, pupils will deepen their knowledge from Year One about who Jesus is and understand how he teaches about the nature of God through parables and miracles. <b>Branch 4: Dessert to garden</b> In this branch, pupils will revisit scripture from the previous year to consolidate learning about the events of Holy Week. They will make links between the forgiveness Jesus shows at his Crucifixion and the ministry of Jesus studied in the previous branch.	<b>Branch 5: To the ends of the Earth</b> In this branch, pupils will explore how people are changed by the Holy Spirit, through the examples of the apostles, St Paul, and other saints. <b>Branch 6: Dialogue and encounter</b> In the dialogue dimension of this branch, pupils will begin by studying the parable of the Good Samaritan which Jesus told in answer to the question, 'Who is my neighbour?'. In the encounter part of this branch, pupils will learn more about Judaism as part of the religious education curriculum.
<b>Reading</b> <ul style="list-style-type: none"> <li>Grandad's Island Block 1</li> <li>Aesop's Fables - The Goose that laid the Golden Eggs Block 2</li> <li>Mrs Noah's Pockets Block 3</li> <li>Paddington Blocks 4, 5</li> <li>The Christmas Pine - Julia Donaldson Block 6</li> </ul>	<ul style="list-style-type: none"> <li>The Quangle Wangle's Hat - Edward Lear Block 7</li> <li>Coming to England Block 8</li> <li>The Street Beneath My Feet Block 9</li> <li>Rhythm of the Rain Blocks 10, 11</li> <li>Little People Big Dreams (DA) Block 12</li> </ul>	<ul style="list-style-type: none"> <li>Fantastically Great Women Who Changed the World Blocks 13, 14</li> <li>Aesop's Fables – The Sun and The Wind Block 15</li> <li>Fantastic Mr Fox Blocks 16, 17, 18</li> </ul>
<b>School's choice modules:</b> <a href="#">Somebody Crunched</a> <a href="#">Colin Block 19</a> , <a href="#">The Last Tree</a> <a href="#">Block 20</a> , <a href="#">Planet Full of Plastic</a> <a href="#">Block 21</a>		
<b>Writing</b> Introduce = green (Block A) Revisit = orange (Block B) Strong Start Sentence Composition <ul style="list-style-type: none"> <li>Character descriptions A</li> <li>Poems developing vocabulary A</li> <li>Simple retelling of a narrative A</li> <li>Formal invitations A</li> <li>Stories from other cultures A</li> </ul>	Strong Start Sentence Composition <ul style="list-style-type: none"> <li>Poetry on a theme (humorous) A</li> <li>Non-chronological reports A</li> <li>Formal invitations B</li> <li>Character description B</li> <li>Recount from personal experience A</li> <li>Poems developing vocabulary B (Enrichment)</li> </ul>	Strong Start Sentence Composition <ul style="list-style-type: none"> <li>Non-chronological reports B</li> <li>Recount from personal experience B</li> <li>Simple retelling of a narrative B</li> <li>Stories from other cultures B</li> <li>Poetry on a theme (poems about change) B (Enrichment)</li> </ul>
<b>Maths – WRH</b> 1 <sup>st</sup> Half Place Value Addition and Subtraction  2 <sup>nd</sup> Half Addition and Subtraction Shape	1 <sup>st</sup> Half Money Multiplication and Division  2 <sup>nd</sup> Half Length and Height Mass, capacity and temperature	1 <sup>st</sup> Half Statistics Fractions Position and direction  2 <sup>nd</sup> Half Problem solving Time
<b>PSHE/RSE – Ten:Ten +</b>		
<b>Mental Health Lesson</b> <a href="#">Online safety (Self image and identity)</a> <b>Mental Health Lesson</b> <a href="#">Online safety (Online relationships)</a> <b>World Mental Health Day</b>  Let the children come (x3 sessions) Let the children come (x2 sessions) <b>Anti-Bullying Week</b> <b>Black History Month</b> <b>Mental Health Lesson</b>	Feelings, Likes and Dislikes Feeling Inside Out Super Susie Gets Angry <a href="#">Online Safety (Online Reputation)</a> <b>Children's Mental Health Week</b>  Real Life Online Rules To Help US Three In One Who Is My Neighbour? <a href="#">Online Safety (Online Bullying)</a>	I Am Unique Girls And Boys Clean And Healthy (My Body) Session 1 Clean And Healthy (My Body) Session 2 <a href="#">Online Safety (Managing Online Information)</a>  The Cycle of Life Beginning and Endings <b>RSE Day</b> Change Is All Around + Classroom Shorts The Communities We Live In Needs and Wants
<b>Science</b> <ul style="list-style-type: none"> <li>Living things and their habitats</li> <li>Animals, including humans</li> </ul>	<ul style="list-style-type: none"> <li>Uses of everyday materials</li> <li>Revisit Living things and their habitats / materials</li> </ul>	<ul style="list-style-type: none"> <li>Plants</li> <li>Revisit Living things and their habitats / Animals, including humans</li> </ul>
<b>Art and Design</b> <ul style="list-style-type: none"> <li>Drawing</li> <li>Painting</li> </ul>	<ul style="list-style-type: none"> <li>Printmaking</li> <li>Drawing</li> </ul>	<ul style="list-style-type: none"> <li>Painting</li> <li>Printmaking</li> </ul>
<b>Computing – Teach Computing</b> <ul style="list-style-type: none"> <li>Creating Media – making music</li> </ul> <b>Online safety – Project Evolve (Taught as part of PSHE)</b> <ul style="list-style-type: none"> <li>Self-image &amp; identify</li> <li>Online relationships</li> </ul>	Computing <ul style="list-style-type: none"> <li>Computing systems and networks – IT around us</li> </ul> Online Safety <ul style="list-style-type: none"> <li>Online reputation</li> <li>Online bullying</li> </ul>	Computing <ul style="list-style-type: none"> <li>Programming A – Robot algorithms</li> </ul> Online Safety <ul style="list-style-type: none"> <li>Managing online information</li> <li>Health, wellbeing and lifestyle</li> </ul>
<b>Design and Technology</b> <ul style="list-style-type: none"> <li>Textiles</li> </ul>	<ul style="list-style-type: none"> <li>Food technology</li> </ul>	<ul style="list-style-type: none"> <li>Mechanisms</li> </ul>
<b>Geography</b> <ul style="list-style-type: none"> <li>Human and Physical features</li> <li>Compare a small part of the UK to a non-European location – London and Nairobi</li> </ul>	<ul style="list-style-type: none"> <li>Compare a small part of the UK to a non-European location – London and Nairobi</li> <li>Fieldwork and map skills</li> </ul>	<ul style="list-style-type: none"> <li>Fieldwork and map skills</li> <li>Compare a different non-European location to our locality - Amazon Rainforest</li> </ul>

<b>History</b> <ul style="list-style-type: none"> <li>Events beyond living memory</li> </ul>	<ul style="list-style-type: none"> <li>Significant historical events, people, places in our locality</li> </ul>	<ul style="list-style-type: none"> <li>Significant historical events, people, places in our locality</li> <li>Revisit – Events beyond living memory <i>(or alternative focus for insecure knowledge)</i></li> </ul>
<b>Music - Kapow</b> <ul style="list-style-type: none"> <li>Call and response</li> <li>Orchestral instruments</li> </ul>	<b>Music</b> <ul style="list-style-type: none"> <li>Melody and composition</li> <li>Dynamics, timbre and tempo</li> </ul>	<b>Music</b> <ul style="list-style-type: none"> <li>Composing and performing soundscapes</li> <li>Rhythm, structure and scores</li> </ul>
<b>PE - Imoves</b> <ul style="list-style-type: none"> <li>Games</li> <li>Gymnastics</li> </ul>	<b>PE</b> <ul style="list-style-type: none"> <li>Dance</li> <li>Games</li> <li>Gym</li> </ul>	<b>PE</b> <ul style="list-style-type: none"> <li>Games</li> <li>Athletics</li> <li>Dance</li> </ul>

Autumn 2025	Spring 2026	Summer 2026
<b>RE</b> <b>The overarching theme of this year is celebrating the Eucharist.</b>		
<b>Branch 1: Creation and covenant</b> In this branch, pupils will revisit the first story of Creation from the book of Genesis. Pupils will learn about what happens in this powerful poem. God's spirit hovers over the 'formless void' (Gen 1:2), and when he speaks, his words have power that creates and brings order where nothing existed. The Church teaches that, for Christians, this points to the Trinity. Creation happens through the Word and Spirit. <b>Branch 2: Prophecy and promise</b> The focus of this branch splits into two themes. One is understanding what happens at Mass, and the other focuses on the nativity according to St Matthew, which introduces pupils to Joseph and St Matthew's gospel. The second part of the Mass unit is in the 'Desert to garden' branch and will focus on the Last Supper and the institution of the Eucharist. Following this, pupils will learn about the importance of the Eucharist to the early Church.	<b>Branch 3: Galilee to Jerusalem</b> In this branch, pupils will encounter the Gospel of St Matthew.  <b>Branch 4: Dessert to garden</b> In this branch, pupils will focus on the second part of the Mass, the Liturgy of the Eucharist. In this branch, they may need to revisit the Mass as a whole and recognise 'The Holy Mass is a miracle: we can be present at Jesus' death and Resurrection. With Jesus Christ, our risen Lord, we are celebrating the big feast of thanksgiving' (YCfK 75).	<b>Branch 5: To the ends of the Earth</b> In this branch, pupils will look at how Mass today mirrors Mass celebrated by the first disciples. The first historical account of Mass is in St Paul's letter to the Corinthians.  <b>Branch 6: Dialogue and encounter</b> In this branch, pupils will understand that the Passover is a festival for Jewish people across the world today, and through history. For Christians, the feast of the Passover is important because they believe that it links with Jesus' last meal with his disciples. (Judaism) Pupils will then take a religious law or belief and explore how people within the Islamic faith live this out.
<b>Reading</b> <ul style="list-style-type: none"> <li>Greta and the Giants Block 1</li> <li>Pebble in my Pocket Blocks 2,3</li> <li>Leon and the Place Between Blocks 4,5</li> <li>'Twas the Night before Christmas Anon Block 6</li> </ul>	<ul style="list-style-type: none"> <li>Sam Wu is Not Afraid of the Dark Blocks 7, 8, 9 (includes My Shadow Robert Louis Stephenson)</li> <li>Operation Gadgetman Blocks 10, 11, 12</li> </ul>	<ul style="list-style-type: none"> <li>Dancing Bear Blocks 13, 14, 15</li> <li>The Magician's Nephew Blocks 16, 17, 18</li> </ul>
<b>School's choice modules:</b> <a href="#">The Little Prince Blocks 19 and 20</a> , <a href="#">The Great Food Bank Heist Block 21, 22, 23</a>		
<b>Writing</b> Introduce = <b>green (Block A)</b> Revisit = <b>orange (Block B)</b> <b>Strong Start Sentence Composition</b> <ul style="list-style-type: none"> <li>Poetry on a theme (emotions) A</li> <li>First person narrative descriptions A</li> <li>Non-chronological reports A</li> <li>Formal letters to complain A</li> <li>Performance poetry (including poetry from other cultures A</li> <li>Dialogue through narrative (historical stories) A</li> </ul>	<b>Strong Start Sentence Composition</b> <ul style="list-style-type: none"> <li>Third person narrative (animal stories) A</li> <li>Non-chronological reports B</li> <li>Advanced instructional writing A</li> <li>Performance poetry (including poetry from other cultures) B (Enrichment)</li> <li>First person narrative descriptions B</li> </ul>	<b>Strong Start Sentence Composition</b> <ul style="list-style-type: none"> <li>Third person narrative (animal stories) B</li> <li>Formal letters to complain B</li> <li>Dialogue through narrative (historical) B</li> <li>Poetry on a theme (emotions) B (Enrichment)</li> <li>Advanced instructional writing B</li> </ul>
<b>Maths – WRH</b> 1 <sup>st</sup> Half Place Value Addition and Subtraction  2 <sup>nd</sup> Half Addition and Subtraction Multiplication and division	1 <sup>st</sup> Half Multiplication and division Length and perimeter  2 <sup>nd</sup> Half Fractions Mass and Capacity	1 <sup>st</sup> Half Fractions Money Time  2 <sup>nd</sup> Half Time Shape Statistics
<b>PSHE/RSE – Ten:Ten +</b>		
<b>Mental Health Lesson</b> <a href="#">Online safety (Self image and identity)</a> <b>Mental Health Lesson</b> <a href="#">Online safety (Online relationships)</a> <b>World Mental Health Day</b> <a href="#">Online safety (Privacy)</a>  Get up! X2 sessions Get up! X2 sessions Get up! X1 session The Sacraments Jesus My Friend (x2 sessions) Jesus My Friend (x2 sessions) <b>Anti-Bullying Week</b>	Family, Friends and Others... When Things Feel Bad Sharing Online Chatting Online and Classroom Shorts <a href="#">Online Safety (Online Reputation)</a> <b>Children's Mental Health</b>  Safe In My Body Drugs, Alcohol and Tobacco First Aid Heroes Rights and Responsibilities <a href="#">Online Safety (Online Bullying)</a>	A Community Of Love What is the Church? Online Safety (Managing online information) Online Safety (Health Well-Being and Lifestyle) <b>Mental Health Lesson</b>  How Do I Love Others? Working Together- Classroom Shorts <b>RSE Day</b>
<b>Science</b> <ul style="list-style-type: none"> <li>Rocks</li> <li>Animals, including humans</li> <li>Alternative focus for insecure knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Forces and magnets</li> <li>Plants</li> </ul>	<ul style="list-style-type: none"> <li>Plants continued...</li> <li>Light</li> </ul>
<b>Art and Design</b> <ul style="list-style-type: none"> <li>Drawing</li> <li>Painting</li> </ul>	<ul style="list-style-type: none"> <li>Printmaking</li> <li>Drawing</li> </ul>	<ul style="list-style-type: none"> <li>Painting</li> <li>Printmaking</li> </ul>
<b>Computing – Teach Computing</b> <ul style="list-style-type: none"> <li>Programming A – sequence in music</li> </ul> <b>Online safety – Project Evolve (Taught as part of PSHE)</b> <ul style="list-style-type: none"> <li>Self-image &amp; identify</li> <li>Online relationships</li> <li>Privacy &amp; Security</li> </ul>	<b>Computing</b> <ul style="list-style-type: none"> <li>Computing systems and networks – connecting computer</li> </ul> <b>Online Safety</b> <ul style="list-style-type: none"> <li>Online reputation</li> <li>Online bullying</li> </ul>	<b>Computing</b> <ul style="list-style-type: none"> <li>Creating media – Desktop publishing</li> </ul> <b>Online Safety</b> <ul style="list-style-type: none"> <li>Managing online information</li> <li>Health, wellbeing and lifestyle</li> <li>Copyright &amp; Ownership</li> </ul>

<b>Design and Technology</b> <ul style="list-style-type: none"> <li>Mechanisms</li> </ul>	<ul style="list-style-type: none"> <li>Textiles</li> </ul>	<ul style="list-style-type: none"> <li>Food technology</li> </ul>
<b>Geography</b> <ul style="list-style-type: none"> <li>KS2 fieldwork and map skills – physical and human geography</li> <li>OS map skills and fieldwork</li> </ul>	<ul style="list-style-type: none"> <li>UK Study</li> </ul>	<ul style="list-style-type: none"> <li>UK Study continued</li> <li>Revisit countries, counties and regions of the UK <i>(or alternative focus for insecure knowledge)</i></li> </ul>
<b>History</b> <ul style="list-style-type: none"> <li>Stone Age – Iron Age</li> </ul>	<ul style="list-style-type: none"> <li>Stone Age – Iron Age</li> <li>Rome and the impact on Britain</li> </ul>	<ul style="list-style-type: none"> <li>Rome and the impact on Britain</li> </ul>
<b>Music - Kapow</b> <ul style="list-style-type: none"> <li>Song writing</li> <li>Compositions inspired by animation</li> </ul>	Music <ul style="list-style-type: none"> <li>Developing singing techniques</li> </ul> Melodies and composition	Music <ul style="list-style-type: none"> <li>Jazz</li> <li>Improvisation</li> </ul>
<b>French - Kapow</b> <ul style="list-style-type: none"> <li>Greetings</li> <li>Adjectives on colour, size and shape</li> </ul>	<ul style="list-style-type: none"> <li>Numbers and age</li> <li>In class</li> </ul>	<ul style="list-style-type: none"> <li>French transport</li> <li>Circle if life</li> </ul>
<b>PE - Imoves</b> <ul style="list-style-type: none"> <li>Games</li> <li>Dance</li> </ul>	<ul style="list-style-type: none"> <li>Games</li> <li>Gym</li> <li>OAA</li> </ul>	<ul style="list-style-type: none"> <li>Games</li> <li>Athletics</li> <li>Swimming</li> </ul>

Autumn 2025	Spring 2026	Summer 2026
<b>RE</b> <b>The overarching theme of this year is learning about people whose lives have been transformed by faith and hope in God.</b>		
<b>Branch 1: Creation and covenant</b> In this branch, pupils will learn about the covenants made between God and Abraham. Pupils will reflect on Abraham as a religious figure within Christianity, Islam and Judaism, understanding people with different beliefs will find different meanings to the covenant. <b>Branch 2: Prophecy and promise</b> In this branch, pupils will compare two accounts of the appearance of John the Baptist, noticing what is the same in St Mark and St Matthew's accounts. Alongside physical appearance, both gospel writers draw on the prophet Isaiah, suggesting that the one Isaiah speaks of is fulfilled in the person of John.	<b>Branch 3: Galilee to Jerusalem</b> In this branch, pupils will consider Jesus' question to Peter, 'Who do you say I am?' They will also reflect on Jesus as the servant Messiah and how he announces the Kingdom of Heaven to those at the edge of society. <b>Branch 4: Dessert to garden</b> In this branch, pupils will explore Lent's themes of forgiveness and reconciliation and the idea that devotion to God leads a person to do good works. They will also look at Holy Week in St Matthew's gospel and see that St Matthew shows Jesus as the servant Messiah. For Lent, they will explore two parables.	<b>Branch 5: To the ends of the Earth</b> In this branch, pupils will complete the narrative of St Peter as they look at the Resurrection from St John's gospel and make links with St Matthew's account of Peter's declaration of faith and subsequent betrayal. <b>Branch 6: Dialogue and encounter</b> Pupils will begin the dialogue part of the branch by exploring a little more about the life and work of St Paul, one of the most significant figures in the New Testament. In this branch, pupils will look at Paul's commitment to announcing the gospel to the world and simply reflect on the gift of unity Christ gave from the beginning (CCC 820). The encounter element of the branch focuses on the five pillars of Islam.
<b>Reading (Y4)</b> <ul style="list-style-type: none"> <li><b>The Queen's Nose</b> Blocks 1, 2</li> <li><b>School's choice:</b> either The Raven Block 18 or school's choice module – see below)</li> <li><b>The Girl who stole an Elephant</b> Blocks 6, 7, 8</li> </ul>	<ul style="list-style-type: none"> <li><b>Varjak Paw</b> Block 12, 13, 14</li> <li><b>The Boy at the back of the class</b> Blocks 9, 10, 11</li> </ul>	<ul style="list-style-type: none"> <li><b>Young, Gifted and Black</b> Blocks 3, 4, 5 Caged Bird - Maya Angelou</li> <li><b>Wind in the Willows (The Walrus and the Carpenter – Lewis Carroll)</b> Blocks 15, 16, 17</li> </ul>
<b>School's choice modules:</b> <a href="#">The Borrowers</a> Blocks 19 and 20, <a href="#">What a Waste</a> Block 21		
<b>Writing</b> Introduce = green (Block A) Revisit = orange (Block B) <b>Strong Start Sentence Composition</b> <ul style="list-style-type: none"> <li>Poems which explore form A</li> <li>Persuasive writing (adverts) A</li> <li>First person diary entries (imaginative) A</li> <li>Critical analysis of narrative poetry A</li> <li>Third person adventure stories A</li> <li>News reports A</li> </ul>	<b>Strong Start Sentence Composition</b> <ul style="list-style-type: none"> <li>Stories from other cultures A</li> <li>Explanatory texts A</li> <li>Persuasive writing (adverts)</li> <li>Third person adventure stories B</li> <li>Poems which explore form B (enrichment)</li> </ul>	<b>Strong Start Sentence Composition</b> <ul style="list-style-type: none"> <li>Stories from other cultures B</li> <li>First person diary entries (imaginative) B</li> <li>Critical analysis of narrative poetry B (enrichment)</li> <li>News reports B</li> <li>Explanatory texts B</li> </ul>
<b>Maths – WRH</b> 1 <sup>st</sup> Half Place Value Addition and Subtraction  2 <sup>nd</sup> Half Multiplication and Division Area	1 <sup>st</sup> Half Multiplication and Division Length and perimeter Fractions  2 <sup>nd</sup> Half Fractions Decimals	1 <sup>st</sup> Half Decimals Money Time 2 <sup>nd</sup> Half Shape Statistics Position and direction
<b>PSHE/RSE – Ten:Ten +</b>		
Get up! (x2 sessions) Get up! (x2 sessions) <b>Mental Health Lesson</b> <a href="#">Online safety (Self Image and Identity)</a> <b>World Mental Health Day</b> <a href="#">Online safety (Online Relationships)</a>  <a href="#">Online safety (Privacy and Security)</a> <b>Mental Health Lesson</b> <b>Anti-Bullying Week</b> <b>Mental Health Lesson</b>	A Community of Love What Is the Church? How Do I Love Others? Money Matters + Classroom Short <a href="#">Online Safety (Online Reputation)</a> <b>Children's Mental Health Week</b>  What Am I Feeling? What Am I Looking At? I Am Thankful <a href="#">Online Safety (Online Bullying)</a>	We Don't Have To Be The Same Respecting Our Bodies What Is Puberty? Changing Bodies  Lifecycles A Time For Everything <b>RSE Day</b> Big Changes, Little Changes <a href="#">Online Safety (Managing online information)</a>
<b>Science</b> <ul style="list-style-type: none"> <li>Living things and their habitats</li> <li>States of matter</li> </ul>	<ul style="list-style-type: none"> <li>Animals, including humans</li> </ul>	<ul style="list-style-type: none"> <li>Electricity</li> <li>Sound</li> <li>The Water Cycle</li> </ul>
<b>Art and Design</b> <ul style="list-style-type: none"> <li>Drawing</li> <li>Painting</li> </ul>	<ul style="list-style-type: none"> <li>Printmaking</li> <li>Drawing</li> </ul>	<ul style="list-style-type: none"> <li>Painting</li> <li>Printmaking</li> </ul>
<b>Computing – Teach Computing</b> <ul style="list-style-type: none"> <li>Creating media – Audio editing</li> </ul> <b>Online safety – Project Evolve (Taught as part of PSHE)</b> <ul style="list-style-type: none"> <li>Self-image &amp; identify</li> <li>Online relationships</li> <li>Privacy &amp; Security</li> </ul>	<b>Computing</b> <ul style="list-style-type: none"> <li>Programming A – Repetition in Shapes</li> </ul> <b>Online Safety</b> <ul style="list-style-type: none"> <li>Online reputation</li> <li>Online bullying</li> </ul>	<b>Computing</b> <ul style="list-style-type: none"> <li>Computing systems and Networks – The Internet</li> </ul> <b>Online Safety</b> <ul style="list-style-type: none"> <li>Managing online information</li> <li>Health, wellbeing and lifestyle</li> <li>Copyright &amp; Ownership</li> </ul>
<b>Design and Technology</b> <ul style="list-style-type: none"> <li>Food technology</li> </ul>	<b>Design and Technology</b> <ul style="list-style-type: none"> <li>Structures</li> </ul>	<b>Design and Technology</b> <ul style="list-style-type: none"> <li>Textiles</li> <li>Electrical Systems</li> </ul>



<b>Geography</b> <ul style="list-style-type: none"> <li>Rivers (Y4)</li> </ul>	<ul style="list-style-type: none"> <li>Latitude and longitude (Y4)</li> </ul>	<ul style="list-style-type: none"> <li>Water cycle (Y4)</li> <li>Map skills &amp; Environmental regions (Y4)</li> </ul>
<b>History</b> <ul style="list-style-type: none"> <li>Britain's settlement by Anglo-Saxons and Scots</li> </ul>	<ul style="list-style-type: none"> <li>Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>Ancient civilisation: Egypt</li> </ul>	<ul style="list-style-type: none"> <li>Ancient civilisation – Egypt</li> </ul>
<b>Music – Kapow</b> <ul style="list-style-type: none"> <li>Body and tuned percussion</li> <li>Rock and roll</li> </ul>	Music <ul style="list-style-type: none"> <li>Changes in pitch, tempo and dynamics</li> <li>Haiku - performing</li> </ul>	Music <ul style="list-style-type: none"> <li>Samba</li> <li>Adapting and transposing motifs</li> </ul>
<b>French - Kapow</b> <ul style="list-style-type: none"> <li>Describing in French</li> <li>Cloths and getting dressed</li> </ul>	French <ul style="list-style-type: none"> <li>Numbers, calendars and birthdays</li> <li>Weather and water cycle</li> </ul>	French <ul style="list-style-type: none"> <li>Food</li> <li>France and Europe</li> </ul>
<b>PE - Imoves</b> <ul style="list-style-type: none"> <li>Games</li> <li>OAA</li> <li>Dance</li> </ul>	PE <ul style="list-style-type: none"> <li>gymnastics</li> <li>games</li> <li>Swimming</li> </ul>	PE <ul style="list-style-type: none"> <li>Games</li> <li>Athletics</li> </ul>

Autumn 2025	Spring 2026	Summer 2026
<b>RE</b> <b>The overarching theme of this year is reflecting on the significance of the Old Testament as part of a Christianity and understanding the revelation of Jesus.</b>		
<b>Branch 1: Creation and covenant</b> In this branch, pupils will learn about Moses, focusing on two critical events in his life.  <b>Branch 2: Prophecy and promise</b> In this branch, pupils will learn about David and how is anointed King. Pupils will then consider the similarities between David and Jesus as kings and shepherds.	<b>Branch 3: Galilee to Jerusalem</b> In this branch, pupils will explore the 'new law' given by Jesus, his summary of the law of Moses, and the transfiguration of the Jesus, where the disciples Peter, James and John see him accompanied by Elijah, the greatest of the prophets and Moses, the giver of the Law. Pupils will also look at how Jesus shows the love of neighbour in action through one of his parables and the Our Father as the perfect prayer and summary of the whole gospel (CCC 2774). <b>Branch 4: Dessert to garden</b> At the Ash Wednesday service, the priest places an ash cross on each person's forehead and says, 'Turn away from sin and believe in the Gospel' or 'Remember that you are dust, and to dust you shall return'. In this branch, pupils will explore the meaning of these words by exploring what it means to sin and the last things, death, judgement, heaven, and hell as part of God's plan for salvation.	<b>Branch 5: To the ends of the Earth</b> In this branch, pupils will study the Sacrament of Confirmation, understanding its links with scripture from the words of the prophets through to the Acts.  <b>Branch 6: Dialogue and encounter</b> In this branch, pupils should recognise that the texts that Christians refer to as the Old Testament are texts of the Jewish religion. For Christians, they are 'old' as Jesus Christ fulfils a new covenant which the New Testament recounts. However, God's covenantal relationship with Abraham told in the book of Genesis remains and the texts of the Old Testament remain relevant to Christians. However, Christians read the Old Testament in the light of Christ, seeing signs of him in the words, actions, and deeds of the Old Testament. In the encounter dimension of this branch, pupils will be invited to explore more about the importance of Hebrew, the holy language for Jewish people, and understand how prayer, beliefs and sacred objects form part of Jewish life. The Torah is central to Jewish life and the scrolls in synagogues are sacred objects.
<b>Reading</b> <ul style="list-style-type: none"> <li>Shackleton's Journey Blocks 1,2,3</li> <li>Secrets of a Sun King If – Rudyard Kipling Blocks 4,5,6</li> </ul>	<ul style="list-style-type: none"> <li>A midsummer night's dream Block 7</li> <li>I am not a label Blocks 8, 9</li> <li>The Boy in the Tower (including Daffodils – William Wordsworth) Blocks 10, 11, 12</li> </ul>	<ul style="list-style-type: none"> <li>The Explorer Blocks 13, 14,15</li> <li>Five Children and It Blocks 16, 17, 18</li> </ul>
<b>Schools choice: A Wrinkle in Time Block 19 and 20, The Rabbits Block 21</b>		
<b>Writing</b> Introduce = green (Block A) Revisit = orange (Block B) <ul style="list-style-type: none"> <li>Formal letters of application A</li> <li>Third person stories set in another culture A</li> <li>Poems which explore form A</li> <li>Dialogue in narrative A</li> <li>Balanced argument A</li> <li>Poems that use word play A</li> </ul>	<ul style="list-style-type: none"> <li>Third person stories set in another culture B</li> <li>Playscripts (Shakespeare retelling) A</li> <li>Formal letters of application B</li> <li>Biography A</li> <li>Poems that use word play B (Enrichment)</li> </ul>	<ul style="list-style-type: none"> <li>Playscripts B</li> <li>Dialogue in narrative (first person myths and legends) B</li> <li>Balanced argument B</li> <li>Biography B</li> <li>Poems which explore form B (Enrichment)</li> </ul>
<b>Maths – WRH</b> 1 <sup>st</sup> Half Place Value Addition and Subtraction  2 <sup>nd</sup> Half Multiplication and Division Area	1 <sup>st</sup> Half Multiplication and Division Length and perimeter Fractions  2 <sup>nd</sup> Half Fractions Decimals	1 <sup>st</sup> Half Decimals Money Time 2 <sup>nd</sup> Half Shape Statistics Position and direction
<b>PSHE/RSE – Ten:Ten +</b>		
Calming The Storm God is Calling you <b>World Mental Health Day</b> <b>Online safety (Self Image and Identity)</b>  <b>Online safety (Online Relationships)</b> <b>Online safety (Privacy and Security)</b> <b>Anti-Bullying Week</b> <b>Mental Health Lesson</b>	Under Pressure Do You Want a Piece of Cake? Self-Talk Sharing Isn't Always Caring <b>Online Safety (Online Reputation)</b> CyberBullying + Classroom Shorts <b>Children's Mental Health Week</b>  Types Of Abuse + Classroom Shorts Impacted Lifestyles + Classroom Shorts Making Good Choices Giving Assistance	The Holy Trinity <b>Online Safety (Managing online information)</b> Catholic Social Teaching <b>Mental Health Lesson</b>  Reaching Out The World Of Work <b>RSE Day</b> <b>Online Safety (Health, Well being and Lifestyle)</b>
<b>Science</b> <ul style="list-style-type: none"> <li>Properties and changes of materials</li> <li>Animals, including humans</li> </ul>	<ul style="list-style-type: none"> <li>Forces (Gravity and Galileo)</li> <li>Earth in space</li> </ul>	<ul style="list-style-type: none"> <li>Living things and their habitats</li> <li>Forces (continued)</li> </ul>
<b>Art and Design</b> <ul style="list-style-type: none"> <li>Drawing</li> <li>Painting</li> </ul>	<ul style="list-style-type: none"> <li>Printmaking</li> <li>Drawing</li> </ul>	<ul style="list-style-type: none"> <li>Painting</li> <li>Printmaking</li> </ul>
<b>Computing- Teaching computing</b> <ul style="list-style-type: none"> <li>Systems &amp; networks – Sharing information</li> </ul>	Computing <ul style="list-style-type: none"> <li>Creating media – Vector drawing</li> </ul>	Computing <ul style="list-style-type: none"> <li>Programming B – Selection in quizzes</li> </ul>

<b>Online safety – Project Evolve (Taught as part of PSHE)</b> <ul style="list-style-type: none"> <li>Self-image &amp; identify</li> <li>Online relationships</li> <li>Privacy &amp; Security</li> </ul>	<b>Online Safety</b> <ul style="list-style-type: none"> <li>Online reputation</li> <li>Online bullying</li> </ul>	<b>Online Safety</b> <ul style="list-style-type: none"> <li>Managing online information</li> <li>Health, wellbeing and lifestyle</li> <li>Copyright &amp; Ownership</li> </ul>
<b>Design and Technology</b> <ul style="list-style-type: none"> <li>Textiles</li> </ul>	<ul style="list-style-type: none"> <li>Structures</li> </ul>	<ul style="list-style-type: none"> <li>Food Technology</li> </ul>
<b>Geography</b> <ul style="list-style-type: none"> <li>World countries – biomes and environmental regions</li> </ul>	<ul style="list-style-type: none"> <li>4 and 6 figure grid references</li> </ul>	<ul style="list-style-type: none"> <li>OS maps and fieldwork</li> </ul>
<b>History</b> <ul style="list-style-type: none"> <li>Ancient Greece</li> </ul>	<ul style="list-style-type: none"> <li>Ancient Greece</li> <li>Comparison study – Maya</li> </ul>	<ul style="list-style-type: none"> <li>Comparison study - Maya</li> </ul>
<b>Music - Kapow</b> <ul style="list-style-type: none"> <li>Composing and notation</li> <li>The Blues</li> </ul>	<b>Music</b> <ul style="list-style-type: none"> <li>Acapella and drumming</li> <li>Composing inspire by colour</li> </ul>	<b>Music</b> <ul style="list-style-type: none"> <li>Looping and mixing</li> <li>Musical Theatre</li> </ul>
<b>French - Kapow</b> <ul style="list-style-type: none"> <li>Nouns, gender and number</li> <li>Describing the Universe</li> </ul>	<b>French</b> <ul style="list-style-type: none"> <li>Shopping</li> <li>French speaking world</li> </ul>	<b>French</b> <ul style="list-style-type: none"> <li>Verbs</li> <li>My family</li> </ul>
<b>PE - Imoves</b> <ul style="list-style-type: none"> <li>Games</li> <li>Swimming</li> </ul>	<b>PE</b> <ul style="list-style-type: none"> <li>Dance</li> <li>Games</li> <li>Gymnastics</li> </ul>	<b>PE</b> <ul style="list-style-type: none"> <li>Games</li> <li>Athletics</li> </ul>

Autumn 2025	Spring 2026	Summer 2026
<b>RE</b> <b>The overarching theme of this year is focusing their gospel study on St John.</b>		
<b>Branch 1: Creation and covenant</b> In this branch, pupils will study the text on Creation and St John's gospel prologue. Pupils will look at Aetiology as a form of literature common in the ancient world that uses a story to explain the cause of something or why things exist the way they do.  <b>Branch 2: Prophecy and promise</b> In this branch, pupils will explore the stories of some of the prominent women in the Old Testament. Pupils will compare that annunciation to Mary in the gospel of St Luke with the Annunciation to Joseph in St Matthew.	<b>Branch 3: Galilee to Jerusalem</b> In the next three branches, pupils will study the gospel of St John. In this gospel, St John presents Jesus as the Messiah who reveals his kingdom through seven signs. In the Bible, the number seven indicates perfection. St John emphasises Jesus' divinity through his seven 'I am' statements that are reminders of the revelation of God as 'I am' to Moses in the burning bush (Ex 3:14). In this branch, pupils will explore the seven signs of John's gospel and one of Jesus' 'I am' statements. <b>Branch 4: Dessert to garden</b> In this branch, pupils will look at the rich symbolism of St John's account of the end of Jesus' earthly life. St John's gospel looks to bring out the significance of all that Jesus did in light of his resurrection, though this is not understood by those present at the time. Pupils should recognise from the previous branch that the narrative works on two levels: an account of what happened and a revelation of Jesus' divinity.	<b>Branch 5: To the ends of the Earth</b> <b>In this branch,</b> pupils will continue to journey with St John's gospel in this branch. Pupils started the year learning about the Fall and humanity's broken relationship with God. In this branch, they will look at how St John's account of the Resurrection alludes back to that narrative and shows that in Jesus the relationship with God is restored.  <b>Branch 6: Dialogue and encounter</b> As pupils reach the end of the primary phase of their education, they should consider what dialogue means in action. The Catholic Bishops' Conference of England and Wales identified different ways Catholics can enter dialogue with people of goodwill in their document 'Meeting God in friend and stranger' (2010). The encounter element of the branch introduces Dharmic faith pathways. These are faith pathways that originated in the Indian subcontinent. They include Hinduism, Jainism, Buddhism, and Sikhism
<b>Reading</b> <ul style="list-style-type: none"> <li>• <b>Roof toppers</b> (&amp; The Listeners – Walter de la Mare) Blocks 1,2,3</li> <li>• <b>Pig Heart Boy</b> Blocks 4,5</li> <li>• <b>How to live forever</b> Block 6</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All Aboard the Empire Windrush</b> Blocks 7 8</li> <li>• <b>The Island</b> Block 9</li> <li>• <b>Skellig</b> (+Flanders poem) Blocks 10, 11 and 12</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Dare to be You</b> (KS2 – KS3 transition) Blocks 16, 17, 18</li> <li>• <b>Intro to Dickens – Oliver Twist</b> Blocks 13, 14,15</li> </ul>
<b>Schools choice:</b> <a href="#">Treasure Island Blocks 19 and 20</a> , <a href="#">Climate action heroes Block 21</a>		
<b>Writing</b> Introduce = <b>green</b> (Block A) Revisit = <b>orange</b> (Block B) <ul style="list-style-type: none"> <li>• Discursive writing and speeches A</li> <li>• First person stories with a moral A</li> <li>• Explanatory text A</li> <li>• News report A</li> <li>• Autobiography A</li> <li>• Poems that create images and explore vocabulary (War poetry) A</li> <li>• Shakespeare (Sonnets) A</li> </ul>	<ul style="list-style-type: none"> <li>• Extended third person narrative A</li> <li>• Explanatory texts B</li> <li>• Autobiography B</li> <li>• Lead piece: Extended third person narrative (adventure stories) B</li> </ul>	<ul style="list-style-type: none"> <li>• Lead piece: News report B</li> <li>• Shakespeare (Sonnets) B (Enrichment)</li> <li>• Lead piece: Discursive writing and speeches B</li> <li>• Poems that create images and explore vocabulary B (Enrichment)</li> <li>• First person stories with a moral B</li> </ul>
<b>Maths – WRH</b> 1 <sup>st</sup> Half Place Value Addition and Subtraction Multiplication and Division  2 <sup>nd</sup> Half Multiplication and Division Fractions A Fractions B Converting units	1 <sup>st</sup> Half Ratio Algebra Decimals  2 <sup>nd</sup> Half Fractions, decimals, percentages Area, perimeter and volume Statistics	1 <sup>st</sup> Half Shape Position and Direction  2 <sup>nd</sup> Half Revisit: number, fractions and PV ready for Y7 investigations
<b>PSHE/RSE – Ten:Ten +</b>		
<b>Mental Health Lesson</b> <a href="#">Online safety (Self image and identity)</a> <b>Mental Health Lesson</b> <a href="#">Online safety (Online relationships)</a> <b>World Mental Health Day</b> <a href="#">Online safety (Privacy)</a>  Calming The Storm (x2 sessions) <b>Anti-Bullying Week</b> Money	Body Image Peculiar Feelings Emotional Changes Seeing Stuff Online <a href="#">Online Safety (Online Reputation)</a> <a href="#">Online Safety (Online Bullying)</a> <b>Children's Mental Health Week</b>  Build Others Up + Classroom Shorts The Holy Trinity Catholic Social Teaching <ul style="list-style-type: none"> <li>• Reaching Out</li> </ul>	Gifts And Talents Girls' Bodies Boys' bodies Spots and Sleep  Making Babies Part 1 Menstruation <b>RSE Day</b> L5- Hope Beyond Death
<b>Science</b> <ul style="list-style-type: none"> <li>• Electricity</li> <li>• Animals including humans</li> </ul>	<ul style="list-style-type: none"> <li>• Animals including humans (+ water transport)</li> <li>• Light</li> </ul>	<ul style="list-style-type: none"> <li>• Living things and their habitats</li> <li>• Evolution and inheritance</li> </ul>
<b>Art and Design</b> <ul style="list-style-type: none"> <li>• Drawing</li> <li>• Painting</li> </ul>	<ul style="list-style-type: none"> <li>• Printmaking</li> <li>• Drawing</li> </ul>	<ul style="list-style-type: none"> <li>• Painting</li> <li>• Printmaking</li> </ul>
<b>Computing – Teach Computing</b> <ul style="list-style-type: none"> <li>• Programming A – variables in Games</li> </ul>	Computing <ul style="list-style-type: none"> <li>• Computing systems &amp; Networks - Communication</li> </ul>	Computing <ul style="list-style-type: none"> <li>• Creating media – Web page creation</li> </ul>

<b>Online safety – Project Evolve</b> <ul style="list-style-type: none"> <li>Self-image &amp; identify</li> <li>Online relationships</li> <li>Privacy &amp; Security</li> </ul>	<b>Online Safety</b> <ul style="list-style-type: none"> <li>Online reputation</li> <li>Online bullying</li> </ul>	<b>Online Safety</b> <ul style="list-style-type: none"> <li>Managing online information</li> <li>Health, wellbeing and lifestyle</li> <li>Copyright &amp; Ownership</li> </ul>
<b>Design and Technology</b> <ul style="list-style-type: none"> <li>Food Technology</li> <li>Electrical Systems</li> </ul>	<ul style="list-style-type: none"> <li>Textiles</li> </ul>	<ul style="list-style-type: none"> <li>Mechanisms</li> </ul>
<b>Geography</b> <ul style="list-style-type: none"> <li>Physical processes</li> </ul>	<ul style="list-style-type: none"> <li>Human and Physical Geography: Economic, settlement and trade links</li> <li>UK, Europe and N America comparison study</li> </ul>	<ul style="list-style-type: none"> <li>UK, Europe and N America comparison study</li> <li>OS Maps and fieldwork (orienteering)</li> </ul>
<b>History</b> <ul style="list-style-type: none"> <li>Beyond 1066 <ul style="list-style-type: none"> <li>WW2 Local History Study and Battle of Britain</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Windrush generation</li> </ul>	<ul style="list-style-type: none"> <li>5 significant monarchs</li> </ul>
<b>Music - Kapow</b> <ul style="list-style-type: none"> <li>Advanced rhythms</li> <li>Dynamics, pitch and texture</li> </ul>	<b>Music</b> <ul style="list-style-type: none"> <li>Harmony and notation</li> <li>Composing for films</li> </ul>	<b>Music</b> <ul style="list-style-type: none"> <li>Theme and variation</li> <li>Composing and performing</li> </ul>
<b>French - Kapow</b> <ul style="list-style-type: none"> <li>Sport and Olympics</li> <li>Creating a profile</li> </ul>	<b>French</b> <ul style="list-style-type: none"> <li>At home</li> <li>On holiday</li> </ul>	<b>French</b> <ul style="list-style-type: none"> <li>Tourism</li> </ul>
<b>PE - Imoves</b> <ul style="list-style-type: none"> <li>Games</li> <li>Gymnastics</li> </ul>	<ul style="list-style-type: none"> <li>Gymnastics</li> <li>Dance</li> </ul>	<ul style="list-style-type: none"> <li>Athletics</li> <li>Games</li> </ul>