

½ Term 1

Science	Art	DT	Music	History	Geography	PSHE	Computing	RE	PE
Animals including humans	Animal sculptures Observational Drawings	Cooking healthy foods	Recorders	Evolution of animals	Map reading	Looking after our bodies: health and hygiene National and global citizenship Environmental health education	Controlling devices	Why do people travel to sacred places?	Y5- Invasion netball unit 23/24 Gymnastics Unit 27 Y6- Gymnastics Unit 28 Invasion netball
Literacy Links									
Non chronological report.	Descriptive poetry	Instructions		Fact files	Information Leaflets	Non chronological report	Instructions		Instructions Explanation
Numeracy Links									
Graphs- growth, ages etc		Weighing			Coordinates		Direction, angles	Measuring distance	

½ Term 2

Science	Art	DT	Music	History	Geography	PSHE	Computing	RE	PE
Living things and their habitats	Observational drawings of living things Artist study	-	Recorders TVMS- Three little birds		Map reading- linked to animals- Different area studies	Me and my school community and Me and my wider community Managing Emotions	Controlling devices	What happened at the Last Supper?	Y5- Net/ wall volleyball Gymnastics Unit 27 Y6- Basketball Net/ wall tennis unit 26
Literacy Links									
Persuasion	Biography of artist's life	-					Instructions	Recount- diary entry	Instructions Explanation
Numeracy Links									
		-			Data Handling		Directions, angles		

Science	Art	DT	Music	History	Geography	PSHE	Computing	RE	PE
<p>Animals including humans</p> <p>Living things and their habitats</p> <ul style="list-style-type: none"> identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans. Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics. 	<p>Observational drawings of living things</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials about great artists, architects and designers in history. 	<p>Cooking healthy foods</p> <ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 	<p>Recorders</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations 		<p>Map reading</p> <ul style="list-style-type: none"> use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	<p>Looking after our bodies: health and hygiene</p> <p>National and global citizenship</p> <p>Environmental health education</p> <ul style="list-style-type: none"> To know the skills and attributes of an effective learner. g) Identify ways of contributing to a sustainable future. d) Identify how we are all connected. Know what other communities are like. Know about places and people in other parts of the world. Consider how the media portray different communities. a) Know that in any environment there are people with different attitudes, values and beliefs and that these influence people’s relationships with each other and with the environment. 4a) that their actions affect themselves and others, to care about other people’s feelings and to try to see things from their points of view. <p>Me and my school community and Me and my wider community</p>	<p>Controlling devices</p> <ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 	<p>Travelling</p> <ul style="list-style-type: none"> People travel to certain places on a pilgrimage That it may be for healing, spirituality, to feel closer to their God, to ask for forgiveness or blessings That Mecca is an especially sacred place for Muslims The Qur’an tells Muslims that they should visit Mecca at least once in their life, if they can raise the money to go. that there are many different places of pilgrimage more detail about one particular place of pilgrimage which they can present to others. <p>Last Supper</p> <ul style="list-style-type: none"> Jesus and his Disciples –all Jews were celebrating Passover Jesus was preparing his friends for his death and showing them how they could think about him frequently Jesus showed his friends he was there to serve by washing their feet. 	<p>Y5- Invasion netball unit 23/24 Gymnastics Unit 27</p> <p>Y6- Gymnastics Unit 28 Invasion netball</p> <p>Y5- Net/ wall volleyball Gymnastics Unit 27</p> <p>Y6- Basketball Net/ wall tennis unit 26</p>