

Year 1 & 2 Creative Curriculum - YEAR A

Autumn A: From Land's End to John O'Groats <i>What does it mean to be British?</i>	Spring A: To the Edge of the World <i>What does it mean to have courage?</i>	Summer A: All Things Bright and Beautiful <i>Why is it important to look after our world?</i>
<p>Geography: Using maps, atlases - locational knowledge of UK A virtual tour of the UK learning about landscapes, culture and significant events in history. We will explore; Cornwall (Trevithick's steam engine), London (The Royal family, Great Fire of London), Wales (castles and coal mining), Ireland (The Giant's Causeway, Irish dancing) and Scotland (Highland Games)</p> <p>Plus: Guy Fawkes, St Andrew's Day, Remembrance</p> <p>Science: 'Let's build': STEM investigations based around bridges and structures of Britain. Explore the properties, names and purpose of everyday materials. Learn about significant engineers e.g. Brunel</p> <p>D.T: Christmas linked (santa up a chimney) design and with moving parts (levers & axles). Food – create a 'Great British Feast'.</p> <p>Art: Portraits of the King/Exploring the art of J.M.W Turner</p> <p>PSHE: Friendship and cooperation. Resilience, drive and determination – the people who've made Britain great: The Windrush generation. Floella Benjamin and Sam Beaver King.</p> <p>Jigsaw: Being me in my world / Celebrating differences</p> <p>PE Y1: Dance: The Great Fire of London/Irish dancing. Ball skills-rugby & football. Gymnastics-travelling.</p> <p>PE Y2: Dance: The Great Fire of London/Irish dancing. Gymnastics: travelling high & low and balance. Ball skills.</p> <p>Music Y1: Pulse and timbre</p> <p>Music Y2: Ukuleles - holding the ukulele, strumming and picking. Names of the strings and aural recognition. Learning about chords and first chord C Major. Basic performance and practice techniques.</p> <p>REY1: What does it mean to belong to a faith community? UC: God</p> <p>RE Y2: Who is a Muslim? / UC: Incarnation – What does Christmas mean to Christians?</p> <p>Computing: Y1- Code.org Course A E Safety. Technology around us / Digital Painting</p> <p>Y2- Course B. E Safety. IT all around us / Digital photography</p>	<p>History: Asking questions and finding out about the past.</p> <p>Compare the lives of 2 explorers from different perspectives - Columbus & Armstrong and explore their legacies, plus the contribution of Mae Jemison</p> <p>Geography: Locational knowledge of the world</p> <p>Science: (Animals including humans) Survival in new lands; our basic needs & comparing these to animals' needs; naming animals; Shackleton.</p> <p>Art: Collage and painting – views through the 'porthole'.</p> <p>PSHE: Modern adventurers (Debra Searle) – resilience and determination.</p> <p>Jigsaw: Dream and Goals / Healthy me</p> <p>PE Y1: Ball skills-basketball. Dance: journey through space & Antarctica. Gymnastics sequences.</p> <p>PE Y2: Ball skills- Dribbling, kicking and hitting/ Dance: journey through space & Antarctica/ Gymnastics: Pathways - straight, zig zag and curving.</p> <p>Music Y1: Rhythm and pitch</p> <p>Music Y2: Ukuleles - Developing strumming and picking techniques, 2nd chord F Major. Motor skills development of switching between chords and picking. Basic composition techniques, solo and group performance.</p> <p>RE Y1: Who is Jewish and how do they live? UC: Salvation</p> <p>RE Y2: Who is a Muslim? (2) UC: Salvation – What does Easter mean for Christians?</p> <p>Computing: Y1- Code.org Course A E Safety. Moving a Robot / Grouping Data</p> <p>Y2- coding 2019 Course B. E Safety</p> <p>Robot algorithms and digital pictograms</p>	<p>Science: Living things and their habitats with focus on world habitats</p> <p>Geography: Exploring the landscapes of diverse world habitats.</p> <p>D.T: Design and build a bird feeder</p> <p>Art: Explore Andy Goldsworthy's use of natural materials. Create art inspired by nature (sculpture)</p> <p>PSHE: Appreciation and care of our world. Exploring activism through study of Greta Thunberg.</p> <p>Jigsaw: Relationships / Changing me</p> <p>PE Y1: Dance – In the jungle: animal movements Athletics skills: running, jumping, throwing.</p> <p>PE Y2: Dance – In the jungle: animal movements/ Gymnastics: Turning, spinning and twisting. Linking movements together/ Tennis/Athletic skills</p> <p>Music Y1: Musical devices Saint Ceans Carnival of the Animals</p> <p>Music Y2: Ukuleles - 3rd and 4th chord A minor and G Major. Practice and performance development . Continue to develop composition techniques, writing lyrics to chords.</p> <p>RE Y1: UC Creation. How should we care for the world and others and why does it matter?</p> <p>RE Y2: UC Gospel – What is the Good News Jesus brings? / Sacred Places</p> <p>Computing: Y1- Code.org Course A E Safety. Digital Writing / Programming animations</p> <p>Y2- Code.org Course B. C E Safety</p> <p>Making music / introduction to quizzes</p>

Year 1 & 2 Creative Curriculum - YEAR B

Autumn B: Where we Live <i>What does it mean to belong to a diverse community?</i>	Spring B: Changing homes, changing times. <i>How can I become an agent of change?</i>	Summer B: On the Farm <i>Where does our food come from and how can we make sure there's enough for everyone?</i>
<p>History: Significant people, events and places in Plymouth (<i>Drake, Nancy Astor, Jack Leslie and the renaming of Sir John Hawkins Square</i>)</p> <p>The story of Grace Darling.</p> <p>Geography: Locational knowledge (world-local scale) and map making.</p> <p>Science: Micro-habitats in the city and at the beach.</p> <p>Investigations based on the Lighthouse Keeper's Lunch (focus on working scientifically).</p> <p>Art: Postcards, collages and silhouettes – inspired by Brian Pollard.</p> <p>DT: Christmas linked DT- Levers and sliders in Christmas cards</p> <p>PSHE: Being part of a diverse community. RNLI and people who help us.</p> <p>Jigsaw: Being me in my world / Celebrating differences</p> <p>PE: PE Y1: Ball skills-throwing and catching.</p> <p>Gymnastics:Landscapes and Cityscapes.</p> <p>Dance: The Seasons</p> <p>PE Y2: Multi skills and Invasion games</p> <p>Gymnastics:Landscapes and Cityscapes.</p> <p>Dance inspired by our ocean (Plymouth an ocean city)</p> <p>Music Y1: Pulse & using untuned instruments to reflect the sea, e.g stormy sea linked to Grace Darling</p> <p>Music Y2: Ukuleles - Developing strumming and picking techniques, 2nd chord F Major. Motor skills development of switching between chords and picking. Basic composition techniques, solo and group performance</p> <p>RE Y1:What does it mean to belong to a faith community? UC: God</p> <p>RE Y2: Who is a Muslim? / UC Incarnation – What does Christmas mean to Christians?</p> <p>Computing: Y1- Code.org Course A E Safety. Technology around us / Digital Painting</p> <p>Y2- Course B. E Safety.</p> <p>IT all around us / Digital photography</p>	<p>History: How our homes have changed over time. Significant inventions e.g telephone.</p> <p>Have all changes been good? Impact of plastic pollution.</p> <p>Science: Materials and their uses linked to household objects. How materials have changed over time</p> <p>PSHE- refugees. Why have people had to leave their homes? How can we help? Activism.</p> <p>Jigsaw: Dream and Goals / Healthy me</p> <p>Art: Changing society through art - the work of Banksy and other artists</p> <p>DT: Repurposing our rubbish. Designing and making a product from unwanted items.</p> <p>PE Y1: Dance: The Seasons</p> <p>Ball skills-rugby & football. Gymnastics-travelling.</p> <p>PE Y2: Dance: Dance:: Toby Gorniak-street dance</p> <p>Gymnastics: travelling high & low and balance.</p> <p>Ball skills: Basketball.</p> <p>Music Y1: Finding my voice-expressing ourselves through song.</p> <p>Music Y2: Ukuleles - holding the ukulele, strumming and picking. Names of the strings and aural recognition. Learning about chords and first chord C Major. Basic performance and practice techniques.</p> <p>RE Y1: Who is Jewish and how do they live? UC: Salvation</p> <p>RE Y2: Who is a Muslim? (2) UC Salvation – What does Easter mean for Christians?</p> <p>Computing: Y1- Code.org Course A E Safety. Moving a Robot / Grouping Data</p> <p>Y2- coding 2019 Course B. E Safety</p> <p>Robot algorithms and digital pictograms</p>	<p>Geography: Local farms and farms in St Lucia (human and physical geography) and the importance of Fair Trade.</p> <p>Science: 'Plants' Seasonal change/Green plants</p> <p>D.T: Design and make a healthy sandwich using some home grown produce. Take inspiration from Young Chef Omari McQueen.</p> <p>Art: A study of Van Gogh (farm scenes and sunflowers) - pastels</p> <p>PSHE: Environmental responsibility - food waste and air miles.</p> <p>Jigsaw: Relationships / Changing me</p> <p>PE:Athletics skills: running, jumping, throwing</p> <p>Gymnastics-shapes and rolling (life cycle of a butterfly); Linking movements together.</p> <p>Music Y1: Exploring Rhythm</p> <p>Music Y2: Ukuleles - 3rd and 4th chord A minor and G Major. Practice and performance development . Continue to develop composition techniques, writing lyrics to chords.</p> <p>RE Y1: UC Creation. How should we care for the world and others and why does it matter?</p> <p>RE Y2: UC Gospel – What is the Good News Jesus brings? / Sacred Places</p> <p>Computing: Y1- Code.org Course A E Safety. Digital Writing / Programming animations</p> <p>Y2- Code.org Course B. C E Safety</p> <p>Making music / introduction to quizzes</p>

Year 3 & 4 Creative Curriculum - YEAR A

Autumn A: People on the Move <i>Why did people go on journeys?</i> <i>What does migration look like in modern times?</i>	Spring A: Children of the World <i>How do different people live around the world?</i> <i>Why is diversity important?</i>	Summer A: Our Strength Within <i>How did people adapt to challenges? What did children experience during World War 2?</i>
<p>History: Anglo-Saxon invasion & settlement History: Vikings raids and invasion.</p> <p>Science: States of matter. The importance of fire and water for the Saxons and their impact on reversible and irreversible reactions. How to make sea water pure by evaporation. Filtering / sieving / grinding grains to make bread.</p> <p>D.T: Settlements and building shelters/Saxon Stew, Saxon purses/weaving Y3 Music: Ukuleles</p> <p>Y4 Music: Clarinets - Familiarity with instrument, blowing, fingering, and posture techniques. Basic rhythm, metre, and pitch notation 1-5 notes and semibreve, minim and crotchet notation including notes and rests.</p> <p>Art: Illuminated Lettering & Intricate sketching based on Bayeux Tapestry, Needlework based on a section of the tapestry</p> <p>PSHE: Living in the wider world and relationships/Migration and how it affects us today. Jigsaw: Being me in my world / Celebrating differences</p> <p>Computing Y3: Computing systems & networks. Creating media (pictures and films) Computing Y4: Computing systems & networks. Creating media (audio)</p> <p>Spanish Y3: Greetings, culture, instructions, animals, numbers, simple sentences, gender, saying my name, Christmas. Spanish Y4: Animals, instructions. Parts of the body, colours, size, food and opinions, Christmas.</p> <p>PE: Y3/4 Gymnastics: 5 Basic Jumps, travelling tasks, rolls and balances. Paired Sequences. PE: Y3 - Football & tag rugby PE:Y4 - Basketball / Core strengthening/ Swimming</p> <p>RE: Y3 What do Christians learn from the Creation Story? What is it like for someone to follow God? RE Y4: What is Trinity and why is it important to Christians? What do Hindus believe God is like?</p>	<p>Geography: Physical and Human in different continents Using atlases and maps accurately.</p> <p>Science: Humans and other animals. Comparing the health, diet and nutrition of children around the world. Y3 Music: Ukuleles</p> <p>Y4 Music: Clarinets -5-8 notes, development of basic notation reading, quaver notes and rests, basic composition techniques. Basic practice techniques. Playing both individually and as part of a group.</p> <p>Art: Mixed media collages based on a contrasting locality in Nicaragua</p> <p>PSHE: Keeping healthy/Diversity/Employment opportunities - economic wellbeing and how children may be affected/Human rights/Protecting the environment. Jigsaw: Dream and Goals / Healthy me</p> <p>Computing Y3: Programming - creating sounds & branching databases Computing Y4: Programming - repetition in shapes & data logging</p> <p>Spanish Y3: Spanish names, colours, opinions, numbers 1-10, maths: addition and subtraction, <i>Tengo</i> (I have), age, Easter bunny/eggs. Plus: Following Salsa Rueda dance instructions. Year 4: Shopping, 1-31, maths: division and multiplication, birthdays, personal descriptions, family, Las Fallas festival.</p> <p>PE: Dances Around the World e.g Salsa, Bachata, Irish Dance, English Country Dance PE: Y3 - Basketball / Hockey PE: Y4 - Tennis / Hockey</p> <p>RE: Y3 - How do festivals and worship show what matters to a Muslim? How do festivals and family life show what matters to Jewish people? RE: Y4 What does it mean to be a Hindu today? Why do Christians call the day Jesus died 'Good Friday'?</p>	<p>History: World War 2 Science: Forces and Magnets Electricity D.T: WW2 recipes. Cooking linked to rations. Y3 Music: Ukuleles</p> <p>Y4 Music: Clarinets - 8-13 notes, complete lower register, develop notation reading. More detailed practice, performance and composition techniques, performing as a part of a two or three part ensemble</p> <p>Art: Spirituality. Portraits in charcoal. Chalk art blitz landscape.</p> <p>PSHE: Protecting the environment. Jigsaw: Relationships / Changing me</p> <p>Computing Y3: Creating media - desktop publishing. Events & actions Computing Y4: Creating media (photos) World War 2 Posters. Repetition in games.</p> <p>Spanish Y3: Definite and indefinite articles, <i>quisiera</i> (I would like) extending sentences with <i>pero</i> and <i>también</i>, numbers 1-15, days of the week, R, U, I, hard g phonemes. Assessments. Year 4: Possessive adjectives, dictionary skills, clothes, San Fermin festival. Assessments.</p> <p>PE: Gymnastics progressing to apparatus sequences and World War 2 Dance (Lindy Hop) PE: Y3 - Tennis / athletics / cricket PE: Y4 - Rounders / athletics</p> <p>RE: Y3 - People of God: What is it like for someone to follow God? What kind of world did Jesus want? How do people make the world a better place? RE: Y4 For Christians, when Jesus left, what was the impact of Pentecost? How and why do people mark the significant events of life?</p>

Year 3 & 4 Creative Curriculum - YEAR B

Autumn B: Back to the Stone Age! <i>Why is it important to be resilient?</i>	Spring B: Roman Invaders! <i>What is Legacy? How do we see the Roman legacy today?</i>	Summer B: From the Moor to the Sea <i>How does learning about our local area affect how we protect it for the future?</i>
<p>History: The Stone Age to the Iron Age</p> <p>Science: Rocks and soil. (How were different rocks and soil used during that time? Link to geology of Kent's Cavern.)</p> <p>D.T: Tool construction & food preparation</p> <p>Y3 Music: Ukuleles</p> <p>Y4 Music: Clarinets - Familiarity with instrument, blowing, fingering, and posture techniques.</p> <p>Basic rhythm, metre, and pitch notation 1-5 notes and semibreve, minim and crotchet notation including notes and rests.</p> <p>Art: Cave art/Stone age jewellery</p> <p>PSHE: Taking risks and identity and relationships - Change and resilience.</p> <p>Jigsaw: Being me in my world / Celebrating differences</p> <p>Computing Y3: Computing systems & networks. Creating media (pictures and films)</p> <p>Computing Y4: Computing systems & networks. Creating media (audio)</p> <p>Spanish Y3: Greetings, culture, instructions, animals, numbers, simple sentences, gender, saying my name, Christmas.</p> <p>Spanish Y4: Animals, instructions. Parts of the body, colours, size, food and opinions, Christmas.</p> <p>PE: Y3/4 Gymnastics: 5 Basic Jumps, travelling tasks, rolls and balances. Paired Sequences.</p> <p>PE: Y3 - Football & tag rugby</p> <p>PE:Y4 - Basketball / Core strengthening/ Swimming</p> <p>RE: Y3 What do Christians learn from the Creation Story?</p> <p>What is it like for someone to follow God?</p> <p>RE Y4: What is Trinity and why is it important to Christians?</p> <p>What do Hindus believe God is like?</p>	<p>History: The Roman Empire and its impact on Britain</p> <p>Science: Light and Sound.(link with Roman Sundials and music making at a banquet.)</p> <p>Y3 Music: Ukuleles</p> <p>Y4 Music: Clarinets -5-8 notes, development of basic notation reading, quaver notes and rests, basic composition techniques. Basic practice techniques. Playing both individually and as part of a group.</p> <p>Art: Roman mosaics, Sculpture - Roman busts/coins</p> <p>PSHE: Rights and responsibilities, economic well-being.</p> <p>Jigsaw: Dream and Goals / Healthy me</p> <p>Computing Y3: Programming - creating sounds & branching databases</p> <p>Computing Y4: Programming - repetition in shapes & data logging</p> <p>Spanish Y3: Spanish names, colours, opinions, numbers 1-10, Spanish maths: addition and subtraction, <i>Tengo</i> (I have), age, Easter bunny/eggs.</p> <p>Year 4: Shopping, numbers 1-31, maths: division and multiplication, birthdays, personal descriptions, family, Las Fallas festival.</p> <p>PE: Roman attack & defend dance. Testudo.</p> <p>PE: Y3 - Basketball / Hockey</p> <p>PE: Y4 - Tennis / Hockey</p> <p>RE: Y3 - How do festivals and worship show what matters to a Muslim? How do festivals and family life show what matters to Jewish people?</p> <p>RE: Y4 What does it mean to be a Hindu today?</p> <p>Why do Christians call the day Jesus died 'Good Friday'?</p>	<p>Geography: UK region–Dartmoor and Plymouth</p> <p>Physical and human features and development</p> <p>Science: Living things in the environment. Green plants. (Link to the ecology and diverse habitats of Dartmoor)</p> <p>D.T: Bug Hotels (group project)</p> <p>Y3 Music: Ukuleles</p> <p>Y4 Music: Clarinets - 8-13 notes, complete lower register, develop notation reading. More detailed practice, performance and composition techniques, performing as a part of a two or three part ensemble / Viking Songs from BBC Music</p> <p>Art: Dartmoor Landscapes & Seascapes (Pastel & Watercolor)</p> <p>PSHE: Keeping healthy and diversity. Protecting the environment.</p> <p>Jigsaw: Relationships / Changing me</p> <p>Computing Y3: Creating media - desktop publishing. Events & actions</p> <p>Computing Y4: Creating media (photos). Repetition in games.</p> <p>Spanish Y3: Definite and indefinite articles, quisiera (I would like) extending sentences with <i>pero</i> and <i>también</i>, numbers 1-15, days of the week, R, U, I, hard g phonemes. Assessments.</p> <p>Year 4: Possessive adjectives, dictionary skills, clothes, San Fermin festival. Assessments.</p> <p>PE: Gymnastics progressing to apparatus sequences</p> <p>PE: Y3 - Tennis / athletics / cricket</p> <p>PE: Y4 - Rounders / athletics</p> <p>RE: Y3 - People of God: What is it like for someone to follow God? How do people make the world a better place?</p> <p>RE: Y4 For Christians, when Jesus left, what was the impact of Pentecost? How and why do people mark the significant events of life?</p>

Year 5 & 6 Creative Curriculum - YEAR A

Autumn A: Shh...Walls Have Ears! <i>Are all people treated fairly?</i>	Spring A: Down in the Jungle <i>What is the environmental impact of mankind?</i>	Summer A: Citius, Altius, Fortius <i>What will be your legacy?</i>
<p>History: Local History Study (WW2)</p> <p>Geography: Place knowledge, locational knowledge, human & physical geography (Plymouth in the Blitz)</p> <p>Science: <i>Forces (Link to how gravity, friction, air resistance played their part in WW2, eg. parachutes, the bombing of Plymouth etc)</i></p> <p>D.T: Anderson Shelters, WW2 cookery and recipes</p> <p>Music: Wartime music/songs performed at a tea dance. History of music.</p> <p>Art: Drawings inspired by L.S Lowry (including his WW2 paintings), propaganda posters, land girl posters</p> <p>Y5 Coding Course E, E-Safety Sharing information / Video Editing</p> <p>Y6: Code.org Course F, E-safety Communication / Web page creation</p> <p>PSHE: Diversity and equality. Rights. Power (anti bullying week).</p> <p>Y5- Career (Widening horizons).</p> <p>Y6- Body changes in me and others.</p> <p>Jigsaw: Being me in my world / Celebrating differences</p> <p>Spanish: Y5/6: Instructions and opinions, sports and clothing, weather, hobbies, pets, Christmas.</p> <p>PE: Y5 Football, dance – Lindy Hop, gymnastics - balances</p> <p>PE: Y6 Football, rugby, dance – Lindy Hop</p> <p>RE: Y5 What does it mean if Christians believe God is holy? What does it mean to be a Muslim in Britain?</p> <p>RE: Y6 Creation & Science, Why do people believe in God?</p>	<p>History: Historically valid questions about change, cause, similarity, difference and significance. South America.</p> <p>Geography: Place knowledge, locational knowledge, human & physical geography – world map with continents, rivers, populations, climate</p> <p>Science: Living things and their habitats. <i>(Links to how food chains and natural habitats, such as The Amazon Rainforest, can suffer with mankind's population growth and change of land use.)</i></p> <p>D.T: Recycled products, Bug Hotels (Science Week)</p> <p>Music: Listen to, improvise and compose samba rhythms. Perform to an audience. Study of different traditions and composers.</p> <p>Art: Collage based on Peruvian Arpillera (textiles)</p> <p>Y5 Coding Course E, E-Safety Selection in physical computing / flat file database</p> <p>Y6: Code.org Course F, E-safety Variables in games / spreadsheets</p> <p>PSHE: Healthy lifestyle. Change.</p> <p>Y5- Career (Widening horizons).</p> <p>Jigsaw: Dream and Goals / Healthy me</p> <p>Spanish: Y5/6: Numbers 32-60 and calculations, school subjects and preferences, transport, classroom items, Easter.</p> <p>PE: Y5 Hockey, gymnastics – travelling sequences.</p> <p>PE: Y6 Hockey, basketball & Netball. Gymnastics- body shapes.</p> <p>RE: Y5 Why do Christians believe Jesus was the Messiah? Why is the Torah so important to Jewish people?</p> <p>RE: Y6 Why do Hindus want to be good? What do Christians believe Jesus did to save the people?</p>	<p>History: The Ancient Greek civilization</p> <p>Geography: human & physical geography, locational knowledge – Olympics 2020</p> <p>Science: <i>Properties & Changes in Materials (Links to Greek Scientists/Philosophers, materials found by Archaeologists and the process making Greek pottery)</i></p> <p>D.T: Acropolis model, Greek cookery & nutrition</p> <p>Music: Olympic themes/anthem from history, National anthem, history of music.</p> <p>Art: Greek pottery and pattern art - linked to myths and legends, Olympic Games - from past to present</p> <p>Y5 Coding Course E, E-Safety Vector drawing / Selection in quizzes</p> <p>Y6: Code.org Course F, E-safety 3D modelling / sensing</p> <p>PSHE: Risk. Identity.</p> <p>Y5- Career (Widening horizons).</p> <p>Jigsaw: Relationships / Changing me</p> <p>Spanish Y5/6: Possessive adjectives, prepositions, pronunciation, simple future, Day of the Dead traditions. Assessments.</p> <p>PE: Y5 Basketball, athletics</p> <p>PE: Y6 Athletics, cricket, gymnastics</p> <p>RE: Y5 Christians and how we live – what would Jesus do? What matters most to Humanists and Christians?</p> <p>RE: Y6 What kind of King is Jesus? How does faith help people when life gets hard?</p>

Year 5 & 6 Creative Curriculum - YEAR B

Autumn B: Small Steps for Mankind <i>What can we learn from our past to guide our future?</i>	Spring B: The Winds of Change... <i>What are ancestors?</i>	Summer B: All Aboard! <i>Is progress always positive?</i>
<p>History: Non European society to provide a contrast with British history: A Study of Ancient Benin</p> <p>Geography: Place knowledge, Locational Knowledge. Longitude, latitude, time zones, human & physical geography (The Nile)</p> <p>Science: Earth and Space & Light - <i>Understanding the structure of our Solar System and the role of the Sun as a source of light, which affects the length of our day and night/seasons together with how we see objects.</i></p> <p>D.T: Traditional West African Textiles</p> <p>Music: The Planets by Holst. Pupils compose music to represent different planets/Clusters. Use and understand musical notions.</p> <p>Art: Space art (porthole views) Mixed media compositions inspired by David Hardy, Design Egyptian Gods</p> <p>Y5 Coding Course E, E-Safety</p> <p>Vector drawing / Sharing information</p> <p>Y6: Code.org Course F, E-safety</p> <p>Micro Bit programming / 3D modelling</p> <p>PSHE: Relationships. Career. Power (anti bullying week)</p> <p>Y5- Career (Widening horizons).</p> <p>Y6- Body changes in me and others.</p> <p>Jigsaw: Being me in my world / Celebrating differences</p> <p>Spanish: Y5/6: Instructions and opinions, sports and clothing, weather, hobbies, pets, Christmas.</p> <p>PE: Y5 Football</p> <p>PE: Y6 Football, rugby, Netball</p> <p>RE: Y5 What does it mean if Christians believe God is holy? What does it mean to be a Muslim in Britain? RE: Y6 Creation & Science, Why do people believe in God?</p>	<p>History: Achievements of early civilisations. The Shang Dynasty of Ancient China – Dragon Bones, Gods, Hierarchy</p> <p>Geography: human & physical geography</p> <p>Science: Evolution & inheritance/Animals including humans - <i>making connections between inherited and learned characteristics, and how evolution and adaptation to our surroundings influenced the survival and population growth of early civilisations.</i></p> <p>D.T: Clay pots or plates</p> <p>Music: Traditional Chinese music/Pentatonic melodies. Use and understand musical notations. Study of different traditions and composers.</p> <p>Art: Chinese brush art, calligraphy (ink), Willow pattern plate designs</p> <p>Y5 Coding Course E, E-Safety</p> <p>Selection in physical computing / flat file database</p> <p>Y6: Code.org Course F, E-safety</p> <p>Communication / Web page creation</p> <p>PSHE:Power. Things that go into my body that help and harm. How babies are conceived.</p> <p>Y5- Career (Widening horizons).</p> <p>Jigsaw: Dream and Goals / Healthy me</p> <p>Spanish: Y5/6: Numbers 32-60 and calculations, school subjects and preferences, transport, classroom items, Easter.</p> <p>PE: Y5 Hockey, traditional Chinese dance, gymnastics - travelling sequences</p> <p>PE: Y6 Hockey, basketball & Netball, traditional Chinese dance</p> <p>RE: Y5 Why do Christians believe Jesus was the Messiah? Why is the Torah so important to Jewish people?</p> <p>RE: Y6 Why do Hindus want to be good? What do Christians believe Jesus did to save the people?</p>	<p>History: Industrialisation and its impact on Britain. The growth of the railway and development of seaside towns. A study of Paignton and contrast with Plymouth.</p> <p>Geography: Place knowledge, Locational Knowledge.</p> <p>Science: Electricity - <i>recognising the direct links to the impact made from the inventors during, and shortly after the Industrial Revolution in regards to the birth of electricity.</i></p> <p>Music: Railway journey (From the Railway Carriage) represented through percussion. Recorded using symbols. Use and understand musical notations.</p> <p>Art: The Arts and Crafts Movement & William Morris - nature inspired repeated patterns for tile, wallpaper and borders. Seaside posters</p> <p>Y5 Coding Course E, E-Safety</p> <p>Selection in quizzes/ Video Editing</p> <p>Y6: Code.org Course F, E-safety</p> <p>sensing/ spreadsheets</p> <p>PSHE:Change.</p> <p>Y5- Career (Widening horizons).</p> <p>Jigsaw: Relationships / Changing me</p> <p>Spanish Y5/6: Possessive adjectives, prepositions, pronunciation, simple future, Day of the Dead traditions. Assessments.</p> <p>PE: Y5 Basketball, athletics, rounders</p> <p>PE: Y6 Athletics, cricket, gymnastics</p> <p>RE: Y5 Christians and how we live – what would Jesus do? What matters most to Humanists and Christians?</p> <p>RE: Y6 What kind of King is Jesus? How does faith help people when life gets hard?</p>