

## 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><b>Geography:</b> Using maps, atlases - locational knowledge of UK</p> <p><b>Humanities:</b> 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) and Scotland (Loch Ness)</p> <p><b>Plus:</b> Guy Fawkes, St Andrew's Day, Remembrance</p> <p><b>Science:</b> '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><b>D.T:</b> Bridges</p> <p><b>Art:</b> Exploring the art of J.M.W Turner and contrasting landscape artist J.M.W. Turner and contrasting landscape artist J.M.W. Turner</p> <p><b>PSHE Jigsaw:</b> Being me in my world / Celebrating differences</p> <p><b>PE Y1:</b> Dance: The Great Fire of London Ball skills Gymnastics</p> <p><b>PE Y2:</b> Dance: The Great Fire of London. Gymnastics Ball skills Football FUNdamentals.</p> <p><b>Music Y1:</b> Charanga My musical Heartbeat (pulse and timbre) <b>Music Y2:</b> Ukuleles - Holding the ukulele, learning the names of the Strings, Learn the C major chord (GCEA song, A Sailor went to sea, Old Macdonald had a Ukulele) playing different tempos.</p> <p><b>RE Y1:</b> What does it mean to belong to a faith community? UC: God</p> <p><b>RE Y2:</b> Who is a Muslim? / UC: Incarnation – What does Christmas mean to Christians?</p> <p><b>Computing:</b> Y1- Teach Computing-Technology in our classroom/Creating Media Y2- Teach Computing-Computing systems/Creating Media-digital photography</p>	<p><b>History:</b> Asking questions and finding out about the past. Compare the lives of 2 explorers from different perspectives - Columbus &amp; Armstrong and explore their legacies, plus the contribution of Mae Jemison</p> <p><b>Geography:</b> Locational knowledge of the world</p> <p><b>Science:</b> (Animals including humans) Survival in new lands; our basic needs &amp; comparing these to animals' needs; naming animals; Shackleton.</p> <p><b>D.T:</b> Designing expedition transport</p> <p><b>Art:</b> Collage and painting – views through the 'porthole'.</p> <p><b>PSHE:</b> Jigsaw: Dreams and Goals / Healthy me</p> <p><b>PE Y1:</b> Ball skills-basketball. Dance: journey through space &amp; Antarctica. Gymnastics sequences.</p> <p><b>PE Y2:</b> RugbyFUNdamentals Dance: Space Mini Muay-Thai Gymnastics</p> <p><b>Music Y1:</b> Charanga Exploring sounds (rhythm and pitch) <b>Music Y2:</b> Ukuleles - Developing strumming and picking techniques, Playing different dynamics, The F major chord, Singing in a round, (Row Row Row your boat, Sur le pont D'Avignon, London Bridge)</p> <p><b>RE Y1:</b> Who is Jewish and how do they live? UC: Salvation</p> <p><b>RE Y2:</b> Who is a Muslim? (2) UC: Salvation – What does Easter mean for Christians?</p> <p><b>Computing:</b> Y1- E Safety. Moving a Robot / Grouping Data Y2- . E Safety Programming algorithms/Creating Media-music</p>	<p><b>Science:</b> Living things and their habitats with focus on world habitats</p> <p><b>Geography:</b> Exploring the landscapes of diverse world habitats.</p> <p><b>D.T:</b> Explore bird feeders and design, build and evaluate children's own bird feeder</p> <p><b>Art:</b> Explore Andy Goldsworthy's use of natural materials. Create art inspired by nature (sculpture)</p> <p><b>PSHE:</b> Jigsaw: Relationships / Changing me</p> <p><b>PE Y1:</b> Dance – In the jungle: animal movements Athletics skills: running, jumping, throwing/orienteering.</p> <p><b>PE Y2:</b> Dance: Jungle Athletics/Cricket/Tennis/orienteering</p> <p><b>Music Y1:</b> Charanga Playing in an orchestra focus on Saint Ceans, Carnival of the Animals</p> <p><b>Music Y2:</b> Ukuleles - The chords A minor and G Major. Practice and performance development . Switching between chords, The G major chord, (Zoo Time, In the groove)</p> <p><b>RE Y1:</b> UC Creation. How should we care for the world and others and why does it matter?</p> <p><b>RE Y2:</b> UC Gospel – What is the Good News Jesus brings? / Sacred Places</p> <p><b>Computing:</b> Y1- E Safety. Digital Writing / Programming animations Y2- E Safety Data Information/ Programming B- quizzes</p>

## Year 1 & 2 Creative Curriculum - YEAR B

<b>Autumn B: Where we Live</b> <i>What does it mean to belong to a diverse community?</i>	<b>Spring B: Changing homes, changing times.</b> <i>How can I become an agent of change?</i>	<b>Summer B: On the Farm</b> <i>Where does our food come from and how can we make sure there's enough for everyone?</i>
<p><b>History:</b> Significant people, events and places in Plymouth (<i>Drake, Nancy Astor, Jack Leslie and the renaming of Sir John Hawkins Square</i>) The story of Grace Darling.</p> <p><b>Plus:</b> Guy Fawkes, St Andrew's Day, Remembrance</p> <p><b>Geography:</b> Locational knowledge (world-local scale) and map making.</p> <p><b>Science:</b> Micro-habitats in the city and at the beach. <b>Investigations based on the Lighthouse Keeper's Lunch (focus on working scientifically).</b></p> <p><b>Art:</b> Postcards, collages and silhouettes – inspired by Brian Pollard.</p> <p><b>DT:</b> Food- Plymouth's diverse diet <b>Christmas linked DT-</b> Levers and sliders in Christmas cards</p> <p><b>Jigsaw:</b> Being me in my world / Celebrating differences</p> <p><b>PE:</b> PE Y1: Ball skills-throwing and catching. <b>Gymnastics:</b>Landscapes and Cityscapes. <b>Dance:</b> The Seasons</p> <p><b>PE Y2:</b> Gymnastics/Ball skills /Football FUNdamentals <b>Dance :</b>seaside</p> <p><b>Music Y1:</b> Charanga: My musical Heartbeat (pulse and timbre). Using untuned instruments to reflect the sea, e.g stormy sea linked to Grace Darling <b>Music Y2:</b> Ukuleles - Holding the ukulele, learning the names of the Strings, Learn the C major chord (GCEA song, A Sailor went to sea, Old Macdonald had a Ukulele) playing different tempos.</p> <p><b>RE Y1:</b>What does it mean to belong to a faith community? <b>UC:</b> God</p> <p><b>RE Y2:</b> Who is a Muslim? / <b>UC</b> Incarnation – What does Christmas mean to Christians?</p> <p><b>Computing:</b> Y1- Teach Computing-Technology in our classroom/Creating Media Y2- Teach Computing-Computing systems/Creating Media-digital photography</p>	<p><b>History:</b> How our homes have changed over time. Significant inventions e.g telephone. Have all changes been good? Impact of plastic pollution.</p> <p><b>Science:</b> Materials and their uses linked to household objects. <b>How materials have changed over time</b> <b>PSHE-</b> How can we help? Activism. <b>Jigsaw:</b> Dreams and Goals / Healthy me</p> <p><b>Art:</b> Changing society through art - the work of Banksy and other graffiti artists</p> <p><b>DT:</b> Repurposing our rubbish. Designing and making a product from unwanted items.</p> <p><b>PE Y1:</b> Dance: The Seasons Ball skills-rugby &amp; football. Gymnastics-travelling.</p> <p><b>PE Y2:</b> Dance: Eco Warrior Mini Muay-Thai/Gymnastics/Rugby FUNdamentals</p> <p><b>Music Y1:</b> Charanga: Exploring sounds (rhythm and pitch) <b>Music Y2:</b> Ukuleles - Developing strumming and picking techniques, Playing different dynamics, The F major chord, Singing in a round, (Row Row Row your boat, Sur le pont D'Avignon, London Bridge)</p> <p><b>RE Y1:</b> Who is Jewish and how do they live? <b>UC:</b> Salvation <b>RE Y2:</b> Who is a Muslim? (2) <b>UC</b> Salvation – What does Easter mean for Christians?</p> <p><b>Computing:</b> Y1- E Safety. Moving a Robot / Grouping Data Y2- . E Safety Programming algorithms/Creating Media-musi</p>	<p><b>Geography:</b> Local farms and farms in St Lucia (human and physical geography) and the importance of Fair Trade.</p> <p><b>Science:</b> 'Plants' Seasonal change/Green plants <b>D.T:</b> Design and make a healthy sandwich using some home grown produce.</p> <p><b>Art:</b> A study of Van Gogh (farm scenes and sunflowers) - pastels</p> <p><b>PSHE:</b> Environmental responsibility - food waste and air miles. <b>Jigsaw:</b> Relationships / Changing me</p> <p><b>PE:</b>Athletics skills: running, jumping, throwing Cricket/Orientering. <b>Y2:</b>Athletics/Cricket/Tennis/Orientering</p> <p><b>Music Y1:</b> Charanga Playing in an orchestra focus on Saint Ceans, Carnival of the Animals <b>Music Y2:</b> Ukuleles - The chords A minor and G Major. Practice and performance development . Switching between chords, The G major chord, (Zoo Time, In the groove)</p> <p><b>RE Y1:</b> <b>UC</b> Creation. How should we care for the world and others and why does it matter? <b>RE Y2:</b> <b>UC</b> Gospel – What is the Good News Jesus brings? / Sacred Places <b>Computing:</b> Y1- E Safety. Digital Writing / Programming animations Y2- E Safety Data Information/ Programming B- quizzes</p>

## Year 3 & 4 Creative Curriculum - YEAR A

<b>Autumn A: People on the Move</b> <i>Why did people go on journeys?</i> <i>What does migration look like in modern times?</i>	<b>Spring A: Children of the World</b> <i>How do different people live around the world?</i> <i>Why is diversity important?</i>	<b>Summer A: Our Strength Within</b> <i>How do people adapt to challenges?</i>
<p> <b>History: Anglo-Saxon invasion &amp; settlement</b>  <b>History: Vikings raids and invasion.</b>  <b>Science: States of matter. Reversible and irreversible reactions. How to make sea water pure by evaporation.</b>  <b>Filtering / sieving / grinding grains to make bread.</b>  <b>D.T: Settlements and building shelters.</b>  <b>Cooking: Stewed fruits and oatcakes</b>  <b>Y3 Music: Ukuleles. Recapping C major, F major &amp; G major chords with associated songs. G7 chord (One Man went to Mow)</b>  <b>Y4 Music: Percussion - 6 note pitches (CDEFGA) , C, F and G major chords, Background beat. (Big orange pumpkins, Walking up the stairs, Twinkle Twinkle)</b>   <b>Art: Illuminated Lettering &amp; Intricate sketching based on Bayeux Tapestry. Needlework based on a section of the tapestry</b>  <b>PSHE: Living in the wider world and relationships/Migration and how it affects us today.</b>  <b>Jigsaw: Being me in my world / Celebrating differences</b>  <b>Computing Y3: Computing systems &amp; networks. Creating media (pictures and films). E-safety.</b>  <b>Computing Y4: Computing systems &amp; networks. Creating media (audio) - Reading podcast. E-safety</b>  <b>Spanish</b>  <b>Y3: Me and others: 'estar' for location and state</b>  <b>Y4 :What I and others do: singular regular verbs in the present In class: infinitive verbs, estar=location/state</b>  <b>PE: Y3/4 Gymnastics: 5 Basic Jumps, travelling tasks, rolls and balances. Paired Sequences.</b>  <b>PE: Y3 - Football / hockey</b>  <b>PE: Y4 - Basketball / Swimming</b>  <b>PE: Y3/4: Orienteering</b>   <b>RE: Y3 What do Christians learn from the Creation Story? What is it like for someone to follow God?</b>  <b>RE Y4: What is Trinity and why is it important to Christians? What do Hindus believe God is like?</b> </p>	<p> <b>Geography: Physical and Human features in different continents. Using atlases and maps accurately.</b>  <b>Science: Humans and other animals. Comparing the health, diet and nutrition of children around the world.</b>  <b>D.T: African Basket weaving</b>  <b>Y3 Music: Ukuleles. Recapping the G7 chord, the D minor chord (The Irish Washerwoman). Chord structures.</b>  <b>Y4 Music: Clarinets - Holding the Clarinet, Embouchure, Left hand notes FEDC, reading crotchets, minims, &amp; Semibreves. Reading the Treble Clef.</b>  <b>Art: Mixed media collages based on a contrasting locality in Nicaragua</b>  <b>PSHE: Keeping healthy/Diversity/Employment opportunities - economic wellbeing and how children may be affected/Human rights/Protecting the environment.</b>  <b>Jigsaw: Dreams and Goals / Healthy me</b>  <b>Computing Y3: Programming - creating sounds &amp; branching databases. E-safety.</b>  <b>Computing Y4: Programming - repetition in shapes &amp; data logging. E-safety.</b>  <b>Spanish</b>  <b>Y3 -. Me and others: 'ser' for traits</b>  <b>Y4 -Ask how many: 'tener', 'hay', numbers</b>  <b>PE: Dances Around the World e.g Salsa, Bachata, Irish Dance, English Country Dance</b>  <b>PE: Y3 - Basketball / rugby (Plymouth Albion coaching)</b>  <b>PE: Y4 - rugby (Plymouth Albion coaching)</b>  <b>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?</b>  <b>RE: Y4 What does it mean to be a Hindu in Britain today? Why do Christians call the day Jesus died 'Good Friday'?</b> </p>	<p> <b>History: World War 2</b>  <b>Science: Forces and Magnets (Friction of vehicles on different terrains. Air resistance of parachutes)</b>  <b>Electricity (Communication systems)</b>  <b>D.T: Cookin-WW2 recipes linked to rations. Making rabbit pie &amp; Woolton pie (vegetables)</b>  <b>Y3 Music: Ukuleles. Recapping all chords previously taught. The A minor chord using curriculum song linked to World War 2.</b>  <b>Y4 Music: Clarinets - Left hand notes High G &amp; High A, Right hand notes B, B flat, A and G. Reading quavers, reading rests.</b>  <b>Art: War portraits in charcoal with camouflage collage background. Chalk art - Blitz landscape.</b>  <b>PSHE: Protecting the environment.</b>  <b>Jigsaw: Relationships / Changing me</b>  <b>Computing Y3: Creating media - desktop publishing. Events &amp; actions. E-safety.</b>  <b>Computing Y4: Creating media (photos) World War 2 Posters. Repetition in games. E-safety.</b>  <b>Spanish</b>  <b>Y3 :What I and other have: 'tener' and singular nouns</b>  <b>How many: 'hay', numbers, plural nouns</b>  <b>Y4 :Describe things and people: singular adjective agreement, to be being</b>  <b>PE: Gymnastics progressing to apparatus sequences and World War 2 Dance (Lindy Hop)</b>  <b>PE: Y3 - Tennis / athletics / cricket</b>  <b>PE: Y4 - athletics / cricket</b>  <b>RE: Y3 - What kind of world did Jesus want? How and why do people try to make the world a better place?</b>  <b>RE: Y4 - How do people from religious and non-religious communities celebrate festivals? How and why do people mark the significant events of life?</b> </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><b>History:</b> The Stone Age. Bronze Age. Iron Age</p> <p><b>Science:</b> Rocks and soil. How were different rocks used to make weapons, tools and shelter. Agriculture</p> <p><b>D.T:</b> Stone Age tool / weapon construction &amp; food preparation (stew)</p> <p><b>Y3 Music:</b> Ukuleles. Recapping C major, F major &amp; G major chords with associated song. G7 chord (One Man went to Mow)</p> <p><b>Y4 Music:</b> Percussion - 6 note pitches (CDEFGA) , C, F and G major chords, Background beat. (Big orange pumpkins, Walking up the stairs, Twinkle Twinkle)</p> <p><b>Art:</b> Cave art (chalk /pastel) / Stone Age jewellery (clay and found objects)</p> <p><b>PSHE:</b> Y3/4 - Jigsaw: Being me in my world / Celebrating differences</p> <p><b>Computing Y3:</b> Computing systems &amp; networks. Creating media (pictures and films). E-safety</p> <p><b>Computing Y4:</b> Computing systems &amp; networks. Creating media (audio) Reading podcast. E-safety</p> <p style="text-align: center;"><b>Spanish</b></p> <p><b>Y3:</b>Me and others: 'estar' for location and state</p> <p><b>Y4 :</b>What I and others do: singular regular verbs in the present</p> <p><b>In class:</b>infinitive verbs, estar=location/state</p> <p><b>PE:</b> Y3/4 Gymnastics: 5 Basic Jumps, travelling tasks, rolls and balances. Paired Sequences.</p> <p style="text-align: center;"><b>PE:</b> Y3 - Football / hockey</p> <p style="text-align: center;"><b>PE:</b>Y4 - Basketball / Swimming</p> <p style="text-align: center;"><b>PE:</b>Y3/4: Orienteering</p> <p><b>RE:</b> Y3 What do Christians learn from the Creation Story? What is it like for someone to follow God?</p> <p><b>RE Y4:</b> What is Trinity and why is it important to Christians? What do Hindus believe God is like?</p>	<p><b>History:</b> The Roman Empire, its impact on Britain &amp; the legacy of the Romans</p> <p><b>Science:</b> Light and Sound.( link with Roman Sundials.)</p> <p><b>Y3 Music:</b> Ukuleles. Recapping the G7 chord, the D minor chord(The Irish Washerwoman). Chord structures.</p> <p><b>Y4 Music:</b> Clarinets - Holding the Clarinet, Embouchure, Left hand notes FEDC, reading crotchets, minims, &amp; Semibreves. Reading the Treble Clef.</p> <p><b>Art:</b> Roman mosaics &amp; Sculpture - Roman busts / coins</p> <p><b>PSHE:</b> Y3/4 - Jigsaw: Dreams and Goals / Healthy me</p> <p><b>Computing Y3:</b> Programming - creating sounds &amp; branching databases. E-safety.</p> <p><b>Computing Y4:</b> Programming - repetition in shapes &amp; data logging. E-safety</p> <p style="text-align: center;"><b>Spanish</b></p> <p><b>Y3 - . Me and others: 'ser' for traits</b></p> <p><b>Y4 -Ask how many: 'tener', 'hay', numbers</b></p> <p><b>PE:</b> Y3 - Roman testudo attack and defence dance. Volcanic eruption dance</p> <p style="text-align: center;"><b>PE:</b> Y3 - Basketball / rugby (Plymouth Albion coaching)</p> <p><b>PE:</b> Y4 - rugby (Plymouth Albion coaching) Volcanic eruption dance</p> <p><b>RE:</b> 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><b>RE:</b> Y4 What does it mean to be a Hindu in Britain today? Why do Christians call the day Jesus died 'Good Friday'?</p>	<p><b>Geography:</b> UK region–Dartmoor and Plymouth Physical and human features and development. Water cycle &amp; river features</p> <p><b>Science:</b> Living things in the environment. Green plants. (Link to the ecology and diverse habitats of Dartmoor and the coast)</p> <p style="text-align: center;"><b>D.T:</b> Bug Hotels (group project)</p> <p><b>Y3 Music:</b> Ukuleles. Recapping all chords previously taught. The A minor chord using curriculum song linked to From the Moor to the Shore</p> <p><b>Y4 Music:</b> Clarinets - Left hand notes High G &amp; High A, Right hand notes B, B flat, A and G. Reading quavers, reading rests.</p> <p><b>Art:</b> Dartmoor Landscapes &amp; Seascapes (pastel &amp; watercolour) inspired by prominent artists</p> <p><b>PSHE:</b> Y3/4 -Jigsaw: Relationships / Changing me</p> <p><b>Computing Y3:</b> Creating media - desktop publishing. Events &amp; actions. E-safety</p> <p><b>Computing Y4:</b> Creating media (photos - Dartmoor / Seascapes). Repetition in games. E-safety.</p> <p style="text-align: center;"><b>Spanish</b></p> <p><b>Y3 :</b>What I and other have: 'tener' and singular nouns</p> <p><b>How many:</b>'hay, numbers,plural nouns</p> <p><b>Y4 :</b>Describe things and people: singular adjective agreement, to be being</p> <p><b>PE:</b> Gymnastics progressing to apparatus sequences.</p> <p style="text-align: center;"><b>PE:</b> Y3 - Tennis / athletics / cricket</p> <p style="text-align: center;"><b>PE:</b> Y4 - athletics / cricket</p> <p><b>RE:</b> Y3 - What kind of world did Jesus want? How and why do people try to make the world a better place?</p> <p><b>RE:</b> Y4 - How do people from religious and non-religious communities celebrate festivals? How and why do people mark the significant events of life?</p>

## Year 5 & 6 Creative Curriculum - YEAR A

<b>Autumn A: The Power of Propaganda</b> <i>How does the media influence society?</i>	<b>Spring A: Echoes of Destruction</b> <i>What is the environmental impact of mankind?</i>	<b>Summer A: Citius, Altius, Fortius</b> <i>What will be your legacy?</i>
<p>History: The powerful role of propaganda during World War II, and the lasting impact of the war to include the Windrush generation also linking to modern day and the role of propaganda e.g Fake News and Ai</p> <p>Geography: Changes to human geography within Europe during WW 2</p> <p>Science: <b>Forces - how gravity, friction, air resistance played their part in WW2, eg. parachutes</b></p> <p>D.T: using micro bits to generate WW2 electronic public service messages.</p> <p>Music: Charanga: Enjoying Musical Styles Listen to WW2 Sounds of the blitz</p> <p>Art: Drawings inspired by L.S Lowry, including his WW2 painting; ); propaganda posters by Laura Knight, land girl posters</p> <p>Y5 E-Safety Sharing information / Video Editing Y6: E-safety Communication / Web page creation Y5- Career (Widening horizons). PSHE/Jigsaw: Being me in my world / Celebrating differences</p> <p>Spanish: Y5 -What I and others do- singular regular verbs in the present Y6 - Describe things and events:'es'</p> <p>Y5 Football, dance – Lindy Hop, gymnastics - balances 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? Y6 Creation &amp; Science, Why do people believe in God</p>	<p>History:"The Amazon Transformed: A Century of Change in the World's Largest Rainforest"</p> <p>Geography: Place knowledge, locational knowledge; physical geography with an emphasis on rivers</p> <p>Science: Living things and their habitats. <b>Focus on how food chains and natural habitats, such as The Amazon Rainforest, can suffer with mankind's population growth and change of land use.</b></p> <p>D.T: Design, make and evaluate an irrigation system to capture rainwater to water plants</p> <p>Music: Charanga: Freedom to improvise Listen to Samba music</p> <p>Art: Collage based on Peruvian Arpillera (textiles) Y5: E-Safety Selection in physical computing / flat file database Y6: E-safety Variables in games / spreadsheets Y5- Career (Widening horizons). PSHE/Jigsaw: Dreams and Goals / Healthy me</p> <p>Spanish: Y5 - Likes and dislikes: singular opinion verbs What I and others do:AR and ER singular verbs Y6 - Me and others plural: estar (for states) and se (for traits)</p> <p>PE: Y5 Hockey, gymnastics – travelling sequences. PE: Y6 Hockey, basketball &amp; Netball. Gymnastics- body shapes. RE: Y5 Why do Christians believe Jesus was the Messiah? Why is the Torah so important to Jewish people? RE: Y6 Why do Hindus want to be good? What do Christians believe Jesus did to save the people?</p>	<p>History: "Exploring Greek Civilization: Its Legacy, Achievements, and Lasting Impact on the Western World"</p> <p>Geography: Locational knowledge: mapping the history of Olympic host nations</p> <p>Science: Properties &amp; Changes in Materials (<i>Links to Greek Scientists/Philosophers, materials found by Archaeologists and the process making Greek pottery</i>)</p> <p>D.T: Design, make and evaluate the construction of a scale model using the acropolis for inspiration. Cooking-Greek Food</p> <p>Music: Charanga: Battle of the bands Listen to National Anthems from around the world.</p> <p>Art: Greek pottery and pattern art with links to myths and legends, and the Olympic Games. Y5: E-Safety Vector drawing / Selection in quizzes Y6: E-safety 3D modelling / sensing Y5- Career (Widening horizons). PSHE/Jigsaw: Relationships / Changing me</p> <p>Spanish: Y5 -Me and others singular: estar (for states) and se (for traits) Y6 - What I and others have- singular and plural 'tener'</p> <p>PE: Y5 Basketball, athletics PE: Y6 Athletics, cricket, gymnastics Orienteering Yr5: Classic point-to-point Yr6: Compass skills &amp; team building</p> <p>RE: Y5 Christians and how we live – what would Jesus do? What matters most to Humanists and Christians? RE: Y6 What kind of King is Jesus? How does faith help people when life gets hard?</p>
<b>Year 5 &amp; 6 Creative Curriculum - YEAR B</b>		

<b>Autumn B: Small Steps for Mankind</b> <i>What can we learn from the past to guide our future?</i>	<b>Spring B: The Winds of Change...</b> <i>What Can We Learn From Our Ancestors?</i>	<b>Summer B: All Aboard!</b> <i>Is progress always positive?</i>
<p><b>History:</b> Non-European society to provide a contrast with British history: A Study of Ancient Benin</p> <p><b>Geography:</b> Place knowledge, Locational Knowledge. Longitude, latitude, time zones, human &amp; physical geography (The Nile)</p> <p><b>Science:</b> Earth and Space &amp; 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><i>What was significant about the discoveries of the astronomer, Wang Zhenyi?</i></p> <p><b>D.T:</b> Traditional West African Textiles</p> <p><b>Music:</b></p> <p><b>Charanga:</b> Music and technology Listen to The Planets by Holst</p> <p><b>Art:</b> Space art (porthole views) Mixed media compositions inspired by David Hardy, Design Egyptian Gods</p> <p><b>Y5:</b> E-Safety</p> <p><b>Vector drawing / Sharing information</b></p> <p><b>Y6:</b> Code.org Course F, E-safety</p> <p><b>Micro Bit programming / 3D modelling</b></p> <p><b>PSHE/Jigsaw:</b> Being me in my world / Celebrating differences</p> <p><b>Spanish:</b></p> <p><b>Y5 -What I and others do-</b> singular regular verbs in the present</p> <p><b>Y6 - Describe things and events:'es'</b></p> <p><b>PE:</b> Y5 Football</p> <p><b>PE:</b> Y6 Football, rugby, Netball</p> <p><b>RE:</b> Y5 What does it mean if Christians believe God is holy? What does it mean to be a Muslim in Britain? RE: Y6 Creation &amp; Science, Why do people believe in God?</p>	<p><b>History:</b> Achievements of early civilisations. The Shang Dynasty of Ancient China – Dragon Bones, Gods and social Hierarchy.</p> <p><b>Geography:</b> 4-figure and 6-figure grid references of significant archaeological and historical sites linked to the Shang Dynasty and their location to modern Chinese landmarks.</p> <p><b>Science:</b> Evolution &amp; 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><b>D.T:</b> Designing, Making and Evaluating kites</p> <p><b>Music:</b></p> <p><b>Charanga:</b> Developing Ensemble Skills Listen to Chinese music and pentatonic scale.</p> <p><b>Art:</b> Chinese brush art, calligraphy (ink) linked to Chinese proverbs and the world's early letter formations used on oracle bones.</p> <p><b>Y5:</b> E-Safety</p> <p><b>Selection in physical computing / flat file database</b></p> <p><b>Y6:</b> Code.org Course F, E-safety</p> <p><b>Communication / Web page creation</b></p> <p><b>PSHE/Jigsaw:</b> Dreams and Goals / Healthy me</p> <p><b>Spanish:</b></p> <p><b>Y5 - Likes and dislikes:</b> singular opinion verbs What I and others do:AR and ER singular verbs</p> <p><b>Y6 - Me and others plural:</b> estar (for states) and se (for traits)</p> <p><b>PE:</b> Y5 Hockey, Tai Chi, gymnastics - travelling sequences</p> <p><b>PE:</b> Y6 Hockey, basketball &amp; Netball, Tai Chi</p> <p><b>RE:</b> Y5 Why do Christians believe Jesus was the Messiah? Why is the Torah so important to Jewish people?</p> <p><b>RE:</b> Y6 Why do Hindus want to be good? What do Christians believe Jesus did to save the people?</p>	<p><b>History &amp; Geography:</b></p> <p>Exploring the impact of progress focusing on the Industrial Revolution, the significance of the steam engine and railways, and the development of Victorian seaside tourism,</p> <p><b>Fieldwork and research in the seaside town of Paignton:</b> mapping exercises, surveys, and historical investigations to deepen children's understanding of how industrialisation and societal changes have shaped local and national landscapes over time.</p> <p><b>Science:</b> Electricity (Changing Circuits): linking to development of Electricity before and during the Victorian era and an awareness of careers in electricity;</p> <p><b>The Human Circulatory system:</b> linking the scientific understanding of the circulatory system to medical advances made during the Victorian era.</p> <p><b>DT:</b> Design locomotives using technology</p> <p><b>Music:</b></p> <p><b>Charanga :</b> Creative Composition Compose using bandlab.</p> <p><b>Art:</b> Victorian style railway &amp; seaside posters</p> <p><b>Y5:</b> E-Safety</p> <p><b>Selection in quizzes/ Video Editing</b></p> <p><b>Y6:</b> Code.org Course F, E-safety sensing/ spreadsheets</p> <p><b>PSHE/Jigsaw:</b> Relationships / Changing me</p> <p><b>Spanish:</b></p> <p><b>Y5 -Me and others singular:</b> estar (for states) and se (for traits)</p> <p><b>Y6 - What I and others have-</b> singular and plural 'tener'</p> <p><b>PE:</b> Y5 Basketball, athletics, rounders</p> <p><b>PE:</b> Y6 Athletics, cricket, gymnastics</p> <p><b>Orienteering</b></p> <p><b>Yr5:</b> Classic point-to-point</p> <p><b>Yr6:</b> Compass skills &amp; team building</p> <p><b>RE:</b> Y5 Christians and how we live – what would Jesus do? What matters most to Humanists and Christians?</p> <p><b>RE:</b> Y6 What kind of King is Jesus? How does faith help people when life gets hard?</p>