Curriculum Overview Lower Key Stage 2 2024/2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	**Any Old Iron!**	**Rise of the Robots**	**The Rotten Romans**	**Wonders of the world**	**Crime and Punishment**	**Tomb Raider**
Intent	Children to explore what prehistoric Britain was like during the Stone age.	Children to explore science fiction as a genre of speculative fiction that typically deals with imaginative and futuristic concepts	To know that when the Romans arrived in AD43, they introduced new ideas and ways of living in Britain.	Children to explore the world's most spectacular natural wonders and manmade structures.	This unit will teach the children to develop their chronological knowledge beyond 1066.	Children to look at why ancient Egypt was the most advanced civilisation in the ancient world.
Rights Respecting Article	**12, 13, 14, 27, 28,**	**12, 13, 14, 28,**	**12, 13, 14, 27, 28,**	**12, 13, 14, 17, 24, 28, 33**	**12, 13, 14, 19, 28,**	**12, 13, 14, 27, 28,**
Wow moment *DFE Activity passport	*Stone Age Day in school* *Learn a new game* *Cook outdoors* Make something out of wood Eat something you've not tried (DFE AP)	*Robots workshop* *Junior stem Lego Robotics workshop* *Tell your class about your favourite character (DFE AP)*	*Roman Day in school* *Take part in a Roman Banquet* *Compose a piece of music (DFE AP)*	*Natural History museum (Guided Tour)* LC - Local Context **CC - Cultural Capital**	*Visit to the Clink Prison Museum* LC - Local Context **CC - Cultural Capital**	*British museum (guided tour)* *make a musical instrument (DFE AP)*
English	**Fiction and Non Fiction** Stone Age Boy- prehistoric narrative Stone Age Bone Age – Non – Fiction	Iron Man ***SDG 9, 11, 12 and 16***	Escape From Pompeii Romans (Non Fiction) ***History / Race and Social Justice Link – Look into Aurelian Moors and the Ivory Bangle Lady*** ***SDG 5, 11 and 15***	Pebble in my pocket Non-fiction narrative ***SDG 13, 14 and 15***	Robin Hood (Marcia Williams)- ***SDG 16***	The Story of Tutankhamun ***SDG 5 and 9***
Reading	Stories with Familiar Settings Sustainability-read a story from another culture	Authors Anne Fine – The Gingerbread Starhttps://www.lovereading4kids.co.uk/book/11629/The-Gingerbread-Star-by-Anne-Fine.html Anne Fine – Bills New Frock (Page 1 – 13) https://www.lovereading4kids.co.uk/book/1266/Bills-New-Frock-by-Anne-Fine.html	Narrative Poetry Zombierella – Joseph Coelho	Finish Zombierella Adventure and Mystery	**Myths and legends** **Graphic Novel – Arthur and The Golden Rope** Thesus and Minotaur Romulus and Remus Saga of Biorn (Literacy Shed film) Mythology (Non Fiction Kids Britannoca.com) King Midas (Literacy Shed film)	**Performance poetry** The Owl and the Pussycat The Sound Collector Be glad your nose is on your face Dinner Lady Dance – Ian Bland Poetry by Joseph Coelho How far I go (Song from Moana)

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		Dick King Smith – The Hodgeheghttps://www.lovereading4kids.co.uk/book/7293/The-Hodgeheg-by-Dick-King-Smith.html Dick King Smith - Henry Pond the Poet https://www.lovereading4kids.co.uk/book/13949/Henry-Pond-the-Poet-by-Dick-King-Smith.html Roald Dahl – Fantastic Mr Fox https://www.lovereading4kids.co.uk/extract/13427/Fantastic-Mr-Fox-by-Roald-Dahl.html Roald Dahl – The BFG https://www.lovereading4kids.co.uk/extract/2389/The-BFG-by-Roald-Dahl.html			Hercules (Mythweb)	
Maths	**Place value-** represent 3-digit numbers, recognise the value of 3-digit numbers, find 1/10/100 more than a given number, partition numbers in different ways **Addition/Subtraction-** number bonds, number facts (fluency), using partitioning, , expanded column method **Multiplication/Division-** factors and products, repeated addition (bar modelling), division (concrete), multiplying/dividing by 10 and 100.	**Fractions, decimals and percentages-** unit fractions of objects, non-unit fractions of objects, compare like fractions, order like fractions, add/subtract like fractions **Properties of shapes-** sort regular/irregular polygons, sort 2D shapes, parallel and perpendicular lines **Statistics-** bar charts, pictograms, collect and present data, one-step problems **Volume and Capacity-** estimate and measure volume/capacity, read measuring scales	**Place value-** estimate numbers up to 1000 (number line), round numbers (number line), compare and order numbers up to 1000 **Properties of shape-** 3D shape models, 3D shapes in different **orientations, angles** **Fractions, decimals, percentages-** add/subtract like fractions**,** fractions of amounts, equivalent fractions, tenths **Addition/Subtraction-** rounding to estimate, missing number problems (bar modelling) expanded column method to formal written method	**Statistics-** present and interpret data, understand simple scales **Money-** recognise coin values, compare amounts, make amounts, add/subtract amounts, problem solving **Four operations-** calculate totals/ change, worded problems using +/-, x/÷, explaining strategies **Time-** convert time, compare time in seconds, minutes and hours **Four operations-** number lines to add/subtract, short multiplication (expanded), short division (concrete and pictorial)	**Addition/Subtraction-** identifying common misconceptions in formal written methods, bar modelling to solve one and two step word problems **Multiplication/Division-** short multiplication, short division (concrete and pictorial), context **Fractions, decimals and percentages-** equivalent fractions, order and compare fractions, word problems	**Volume and Capacity-** estimate and measure capacity, read a scale, fractions of a measure, convert units of measure **Four operations-** compare volume, problem solving using +/-, x/÷ **Length and Mass-** estimate and measure length/mass, perimeter of 2D shapes **Four operations-** problem solving using +/-, x/÷, scaling, problem solving **Properties of shape-** lines of symmetry, angles, parallel and perpendicular lines **Statistics-** Venn and Carroll (sorting shape, number and

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	Time- read and record time to the nearest 5-minute/minute, match digital and analogue times	**Length and Mass-** perimeter, estimate, measure and compare length/mass **Four operations-** convert between units of measure, fractions of measures, scaling, problem solving	**Multiplication/Division-** grid method, distributive law, sharing with remainders	**Place value-** number facts (partitioning), rounding numbers to the nearest 10, 100		objects), 2-step data questions **Time-** read and record time, convert between time, reasoning
History Geography	**History- from the Stone Age to the Iron Age** *How was Britain different during the Stone Age compared to the Iron Age?* ***SDG 9***	**Geography: Why is climate important?** How is weather and climate generalised into world climate zones? ***SDG 13, 14 and 15***	**History: The Romans in Britain** *How has the 'Roman Legacy' impacted Britain?* **RSJ – Septimius Severus** **SDG 5, 6, 8 and 9**	**Geography: Volcanoes and earthquakes** *How and why does a volcano erupt? What are the names of most famous volcanoes?* ***SDG 14 and 15***	**History:** *How has crime and punishment changed over the years?* ***SDG 11 and 16***	**History: Ancient Egypt** How much did the Ancient Egyptians achieve? **RSJ – Taharqa – One of the black Pharoahs** ***SDG 9, 11 and 16***
Science	**Forces and Magnets** *How do I compare everyday materials based on their magnetism?* Sustainability- identify properties of materials **Blocked unit: Light and Shadows** *How do I see objects and how do shadows change size?* *Light a candle (DFE AP)* **SDG 7, 9 12 and 13**		**Functions of a plant and seed dispersal** *What are the requirements for plants to grow and how are they different from one another?* Sustainability-caring for plants – ***SDG 13 and 15*** **Jagadish Chandra Bose** - (Biophysicist who measured plant response to different stimuli) **George Washington Carver** (Agricultural Scientist who encouraged the planting of different crops to prevent soil degradation) **Blocked unit: Rocks, soils and fossils** *How are fossils formed and how is soil made?* *Produce rubbings of fossils* *(DFE AP)* **Florence Bascom** (Geologist who studied the origin and formation of mountains) ***SDG 13 and 15***		**Animals including humans** *Why do humans and some animals have skeletons?* Sustainability- caring for animals **Charles Henry Turner -** Zoologist who made ground-breaking discoveries about insect behaviour) **Blocked unit: Animals including humans** *How do humans and animals get enough nutrition to stay healthy?* **Adelle Davis** (Biochemist & Nutritionist who linked health and diet) ***SDG 2, 3, 6***	
RE	How did Jesus & Buddha make people stop and think? (Jesus and Buddha) SMSC- Spiritual and Moral	What is the significance of light? SMSC- Spiritual and Cultural **BV – Respect and Tolerance/individual liberty**	How do Jews celebrate their beliefs at home and in the synagogue? SMSC- Spiritual **BV – Respect and Tolerance/individual liberty**	How and why do Hindus celebrate Holi? (Holi) SMSC- Spiritual and Moral **BV – Respect and Tolerance/individual liberty** **SDG 16**	What can we learn about special symbols and signs used in special religions? (SMSC- Spiritual **BV – Respect and Tolerance/individual liberty**	What do Sikhi sayings tell us about Sikhi beliefs? SMSC- Spiritual **BV – Respect and Tolerance/individual liberty** **SDG 16**

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	BV – Respect and Tolerance/individual liberty SDG 16	**SDG 16**	**SDG 16**		**SDG 16**	
Computing	**Digital Literacy (computing systems and networks – connecting computers)** Teach computing plans - *What are the benefits of connecting devices in a network?* ***SDG 8 and 9***	**Information Technology: Desktop publishing** Teach computing plans - *What are the benefits of using a desktop publishing software?* ***SDG 8 and 9***	**Computer science: Simulations** Teach computing – scratch - *How are physical systems simulated?* ***SDG 8 and 9***	**Information Technology: Creating Media – Animation** Purple Mash 4.6 / Teach Computing - *What makes a good animation?* ***SDG 8 and 9***	**Information Technology: Spreadsheet** – purple mash unit 3.6 **and** Graphs unit 3.8 - *Why are graphs useful when interpreting data?* ***SDG 8 and 9***	**Computer science: Programming** Purple Mash 3.1 - *How can you program a multi-page animation?* ***SDG 8 and 9***
PHSE	**Being Me in My World** SMSC – Moral and Social BV – Democracy, Individual Liberty, Rule of Law, Respect and Tolerance ***SDG 10 and 16***	**Celebrating Differences** SMSC – Moral, Social, Spiritual and Cultural BV –Respect and Tolerance ***SDG 5, 10 and 16***	**Dreams and Goals** SMSC –Social and Spiritual BV –Individual Liberty and Respect ***SDG 4, 5, 10 and 16***	**Healthy Me** SMSC –Moral ***SDG 1, 2,3,4 and 6***	**Relationships** SMSC –Social and Moral BV –Respect ***SDG 3, 4,5 and 10***	**Changing Me** ***SDG 3, 4,5 and 10***
ART	**Any Old Iron!** What messages can be conveyed when ancient art is discovered? ***SDG 12***		**The Rotten Romans** What does art tell us about History in Roman Britain? ***SDG 12***	**Wonders of the world** Can possessions give you confidence? ***SDG 12***	**Crime and Punishment** Is digital art considered to be an art media? ***SDG 12***	
ARTIST FOCUS						
DT		**Rise of the Robots DT** How can air be used to move objects? ***SDG 7 and 9***				**Tomb Raider DT** Why are nets important? ***SDG 7 and 9*** **Food technology** **Pasta in a tomato sauce**

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French	**Introduction to France (Core unit 1)** Bonjour/ Ça va/ Comment tu t'appelles/ Quel age as-tu? Ma famille/ Ma famille fantastique ***SDG 10 and 16***	**Introducing myself (Core Unit 2)** Bonjour, Madame(song) / Lundi a samedi /Les couleurs/ Comptons jusqu'à 20/ Les pays /J'aime…/Nicolas le monster ***SDG 10 and 16***	**Parts of the Body** Tête, épaules, genoux et pieds/ Les parties du corps/ Comptons jusqu'à 31/ Les vêtements **/** Les mois **/** L'anniversaire de Geneviève ***SDG 10 and 16***	**Animals at the farm** Dans la ferme/ Les animaux domestiques/ Ton chien est comment? / Où est le chat? / Où est l'éléphant? / Henri cherche sa mère ***SDG 10 and 16***	**Food** La nourriture / J'aime manger / Qu'est-ce que tu manges? / Les couverts / Les ingredients / Le pain perdu ***SDG 10 and 16***	**School** La nourriture / J'aime manger / Qu'est-ce que tu manges? / Les couverts / Les ingredients / Le pain perdu ***SDG 10 and 16***
Music	How Does Music Bring Us Closer Together? Developing Notation Skills ***SDG 10 and 16***	What Stories Does Music Tell Us about the Past? Enjoying Improvisation ***SDG 10 and 16***	How Does Music Make the World a Better Place? Composing Using Your Imagination ***SDG 10 and 16***	How Does Music Help Us Get to Know Our Community? Sharing Musical Experiences ***SDG 10 and 16***	How Does Music Make a Difference to Us Every Day? Learning More about Musical Styles ***SDG 10 and 16***	How Does Music Connect Us With Our Planet? Recognising Different Sounds ***SDG 10 and 16***
PE	*Invasion Games* *Skills to game* ***SDG 3,5 and 10***	Net wall games *Cricket / Tennis* ***SDG 3,5 and 10***	*Dance* *Space/Street* ***SDG 3,5 and 10***	*Gymnastics* *Linking movements together / Partners in symmetry* ***SDG 3,5 and 10***	Athletics Throwing / running / Jumping ***SDG 3,5 and 10***	*Games* *Hockey/Tag Rugby/basketball* ***SDG 3,5 and 10***
Big Finish	*Art Gallery displaying carvings and wall paintings*	*Narrative poems about the Iron Man in Parent Voices*	*Perform a short play based on the life of Julius Caesar*	*Make volcanoes and record their eruption*	*Short video to present crime and punishment* *DFE* Create a soundtrack for a piece of film*	*Open afternoon for parents* *Display children's adventure stories*
Year 4	**Cool Caribbean**	**Angry Anglo-Saxons**	**Vicious Vikings**	**The Vile Victorians**	**Raging Rivers**	**Awesome America**
Intent	To understand geographical similarities and differences through the study of human and physical geography	To explore who the Anglo Saxons were and how they changed Britain	Children to explore what it was like living as a Viking.	Children to find out what life was like during the Victorian times; the quality of life depended on whether you were rich or poor.	To describe and understand key aspects of physical geography	Children to locate the world's countries using maps and focus on their physical/human characteristics
Rights Respecting Article	**12, 13, 14, 28,**	**12, 13, 14, 28,**	**12, 13, 14, 28,**	**12, 13, 14, 27, 28,**	**12, 13, 14, 28,**	**12, 13, 14, 28,**
Wow moment *DFE Activity passport	*Let's Locate workshop* **create a display for show and tell* *Make chocolate*	*British Museum* *DFE Activity passport *Visit a museum* **CC-Cultural Capital**	*A day as a Viking* *DFE Activity passport Perform in a play *Use a camera to document a performance*	*The Ragged School Museum* *DFE Activity passport	*Thames Boat Trip* **LC - Local Context**	*American day in school* **write and perform a poem*

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English	**Gregory Cool (set by the sea in Trinidad and Tobago)** **Cultural text** **SDG 1, 2, 3,4,8,10, 15**	Beowulf - Michael Morpurgo and Usbourne versions Historical Link (classic epic poem) **SDG 3, 16,17**	The Tin Forest (Sustainability and fantasy) **SDG 3,12,15**	Street child (historical narrative) SDG 1,2,3,4,5,6,8 ***History / Race and Social Justice link – Sarah Forbes Bonetta***	Flotsam The Rhythm of the Rain **SDG 4, 14**	The Miraculous Journey Edward Tulane (adventure story - set in America) **SDG 1,2,3**
Reading	**Stories set in imaginary worlds** BFG – Roald Dahl The Legend Of Podkin One-Ear by Kieran Larwood **SDG 3,4,9**	Stories from other cultures Sustainability- stories from other cultures **SDG 4,10**	**Author focus** **Jennifer Killick** – 1) Alex Sparrow and the Really Big Stink 2)Mo, Lottie and the Junkers 3)Crater Lake **SDG 15** **Guy Bass**	Stories with issues and dilemmas Use Way Home **SDG 1,2,3,4,5,6,8**	Poetry • Chocolate Cake – Michael Rosen • Walking with my iguana – Brian Moses • Rotten Beasts – Roald Dahl. • **Life Doesn't Frighten Me At All by Maya Angelou** • Oh The Places You'll Go by Dr Seuss **SDG 2, 3**	**Notable People** **Bessie Coleman - Bessie Coleman Facts for Kids (kiddle.co)** **Rosa Parks (Little People, Big Dreams)** Katherine Johnson – Counting on Katherine David Attenborough (Little People, Big Dreams) Frida Kahlo - Frida Kahlo - Google Drive **SDG 4,5,10**

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Maths	**Place Value-** represent 4-digit numbers, recognise value of 4-digit numbers, rounding **Addition/Subtraction-** formal written method (no regrouping) (regrouping in H's) 4-digit numbers **Multiplication/Division-** short multiplication, short division (concrete and pictorial to be used alongside in teaching but written methods to be used by the children) multiply/divide by 10/100 **Time-** convert time between analogue and digital **SDG 4**	**Fractions, decimals, percentage-** equivalent fractions (pictorial, looking for patterns, using multiplication facts for equivalent fractions, comparing fractions) **Properties of shape-**focus on quadrilaterals and triangles, classifying shapes, identifying angles **Statistics-** bar charts, line graphs (time). **Length and Mass-**, estimate, measure and compare measures, perimeter and area(link back to quadrilaterals) **Volume and Capacity-** identify volume and capacity, convert units of measure, compare units of measure **Four operations in context –** Real life links using measure. Including need for formal written method for +/-, short multiplication and short division. **SDG 4,8**	**Place Value-** find 1/10/ 100/1000 more, compare and order numbers (4-digit) **Addition/Subtraction-** formal written method with regrouping, money **Multiplication/Division-** long multiplication, related number facts (distributive law), associative law, distributive property. **Fractions, decimals, percentages-** add/subtract like fractions, fractions of amounts, simplify fractions, counting in tenths (see as fraction and decimal) **Position and direction-** quarter turns (link to right angles), describe movements between positions as translations. **SDG 4**	**Statistics-** comparison problems in a range of tables/graphs, addition/subtraction problems using tables/graphs, scales of graphs **Money-** calculating the total, finding the difference, comparing amounts of money **Four operations-** 2-step problems including total and change recorded using formal written method. Represent using bar modelling. **Time-** time durations, passing through the hour **Properties of shape-** Compare and order angles, irregular and regular polygons, 3D shape **Place Value-** negative numbers**,** roman numerals, identifying value of digits to 2dp **SDG 4,8**	**Addition/Subtraction-** formal written methods, adding/subtracting to 2dp, bar modelling to solve worded problems **Multiplication/Division-** multiplying decimals (using x10, x100), problems including scaling **Fractions, decimals, percentages-** fraction/decimal equivalents, comparing decimal numbers up to 2dp, bar modelling to solve fraction word problems **Position and direction-** writing co-originates, plotting co-ordinates, plotting co-ordinates to draw polygons **SDG 4**	**Volume and Capacity-** convert and compare units of measure, estimating/reasoning. **Four operations-** including fractions/decimals of measures **Length and Mass-** perimeter and area, comparing units of measure. **Four operations-** including fractions/decimals of measures **Properties of shape-** lines of symmetry, sorting shapes based on properties. **Statistics-** Venn/Carroll diagrams (link to shape/factors), interpreting data from a range of graphs/tables, presenting data **Time-** real life links to time problems in different contexts, converting between digital and analogue, reading time, duration problems. **SDG 4,8,12**
History Geography	**Geography – Trinidad and Tobago** *How does Trinidad and Tobago compare with UK* **RSJ – Learning about the culture and comparing it to Britain**	**History – Anglo-Saxon settlements** *Was the Anglo-Saxon period really a Dark Age?* **SDG 3,4,5,9,11**	**History – Viking invasions** *What impact did the Vikings have on the UK?* **SDG 3,4,5,9,11**	**History – The Victorians** *How do the lives of rich and poor Victorian children compare?* **SDG 1,2,3,4,5,6,8,16**	**Geography –Rivers** *How are rivers formed?* Sustainability- write a report about the damage plastics are making to marine life **SDG 3,4,6,11,12,14**	**Geography – North America** *How do a variety of states in North America compare?* **SDG 4,8,9,11,15**

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	SDG 1,2,3,4,6,9,15					
Science	**All Living Things** *How can a variety of living things be classified in the local and wider environment?* **Wangari Maathai** - (Biologist & Environmental Activist awarded the 2004 Nobel Peace Prize for her contribution to sustainable development) **Blocked unit: States of Matter** *How can materials change?* *Compare and group materials together, according to whether they are solids, liquids, gases.* **SDG 3,4,11,15** *Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens.*		**Electricity** *How does a simple series electric circuit work?* **Lewis Howard Latimer** (Electronic Engineer who improved the design of Edison's light bulb and brought street lighting to the world) **Ronit Kanwar** - (Businessman who set up company to provide affordable, sustainable solar-powered lights for poor in rural India) **William Kamkwamba** - search document for information (Inventor who used wind turbines to bring electricity to his village in Malawi) **Blocked unit: Animals Including Humans** *How do we identify the different types of teeth in humans and their simple functions? How does the digestive system function?* *How do a variety of food chains identify producers, predators and prey?* **SDG 4,7,11,10,12** **Paul Sharpe** (Bioengineer who studies how to regrow teeth if they become damaged)		**Sound** *How are sounds made and heard in the ear?* **Chester Greenwood** (Inventor of earmuffs) **States of Matter** *How does the water cycle function effectively?* Sustainability- access to clean drinking water around the world (global citizenship). **SDG 3,4,6,12,14**	
RE	**How and why do Hindus worship at home and in the Mandir?** (Hindism) **SMSC- Spiritual** **BV – Respect and Tolerance/individual liberty** **SDG 3,4**	**Why is the bible special for Christians?** **SMSC- Spiritual and Moral** **BV – Respect and Tolerance/individual liberty** **SDG 3,4**	**What makes me the person I am?** **SMSC- Spiritual, Moral and Social** **BV – Respect and Tolerance/individual liberty** **SDG 3,5,10,16**	**Why is Easter important to Christians?** (Easter) **SMSC- Spiritual** **BV – Respect and Tolerance/individual liberty** **SDG 3,4**	**What happens when someone gets married?** (Marriage) **SMSC- Spiritual, Moral and Cultural** **BV – Respect and Tolerance/individual liberty** **SDG 3,4**	**What religions and world views are represented in our neighbourhood?** (Religion in our neighbourhood) **MSC- Spiritual and Cultural** **BV – Respect and Tolerance/individual liberty** **SDG 4,5,10**

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Computing	**Computer science: Programming Purple Mash 3.1 -** *How can you program a multi-page animation?*	**Information Technology: Multimedia – Teach Computing -** *What is the purpose of podcasts and how are they created?*	**Computer science: Programming Teach Computing – Turtle academy –** *How are logos created?*	**Information Technology (Research -Purple Mash 4.7 / Teach Computing -** *What are the effects of editing an image?*	**Information Technology: Data Logging Teach Computing -** *How and why is data collected over time?*	**Computer science: Programming Teach Computing – Scratch -** *When is selection, variables and repetition used in a program?*
PHSE	**Being Me in My World** SMSC – Moral and Social BV – Democracy, Individual Liberty, Rule of Law, Respect and Tolerance	**Celebrating Differences** SMSC – Moral, Social, Spiritual and Cultural BV –Respect and Tolerance	**Dreams and Goals** BV –Individual Liberty	**Healthy Me** SMSC – Social and Moral BV –Respect	**Relationships** SMSC –Social, Moral, Cultural and Spiritual BV –Individual Liberty and Respect	**Changing Me** SMSC –Social BV –Respect
ART		**Angry Anglo-Saxons** Are characters from stories interpreted differently?		**The Vile Victorians** How does visual art inspire The Arts?	**Raging Rivers** What media can be used to create the effect of moving water?	
ARTIST FOCUS						
DT	**Cool Caribbean DT** How does sound help us link across nations?		**Food Technology** **Make a Breakfast Bar**			**Awesome America DT** What do everyday symbols and colours represent?
French	**Play time** Le fermiere dans su pre/Jaques se dit/je joue/dans la cour/A qoiu tu aimes jouer?/Luc le reveur	**At home** Où habites-tu? Chez toi / La cuisine /La routine / Garon le géant	**My Town** Ca cout combine/Dans ta ville/Ou est/ Le magasins/Au magasins/Eric fait du shopping	**Describing people** Tu es comment? / Les cheveux / Nous sommes tous différents / La fée et le pirate / Je porte… / La grenouille triste	**The body** *Mon visage/Qu-est que tu fais/J'ai mal/Le cont de fees/Ou habitant ils/Le petit chaperon rouge*	**Sports** Les sports/Tu aimes fair quell sport?/ Au stade/ Wimbledon/Tu sais/ Un Match de tennis
Music	How Does Music Bring Us Together? Interesting Time Signatures	How Does Music Connect Us with Our Past? Combining Elements to Make Music	How Does Music Improve Our World? Developing Pulse & Groove Through Improvisation	How Does Music Teach Us about Our Community? Creating Simple Melodies Together	How Does Music Shape Our Way Of Life? Connecting Notes and Feelings	How Does Music Connect Us With the Environment? Purpose, Identity and Expression in Music

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PE	*Invasion Games* *Skills to games*	Net wall games *Cricket / Tennis*	*Dance* *Vikings / Street*	*Gymnastics* Arching and bridges Rolling and travelling	Athletics Throwing / running / Jumping	*Games* *Hockey/Tag Rugby/basketball*
Big Finish	*Performance using hand-made African drums (DT)*	*Present their own poems*	*Presentation to Year 6 on how the digestive system works*	*Comparing Victorian school with school today assembly*	*Present an explanation on how the water cycle works to parent voices*	*Short video on how North America and the UK work together and how this benefits us today*

SMSC – Spiritual, Moral, Social and Cultural **Sustainability** **CC - Cultural Capital** **LC - Local Context** **BV – British Values**