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|  | Autumn | Spring | Summer |  |
| 1 | 2 | 1 | 2 | 1 | 2 |  |
| Art & Design |  | Sculpture: experimenting and form |  | Drawing: charcoal and pencil |  | Project: acrylic |  |
| Computing |  | E-safetyResearch and presentation project |  | Catch Game |  | Video Sensing |  |
| Design & Technology | Food & Nutrition: Burgers  | Mechanisms or Structures: Bird houses or bridges | Textiles: Pencil Cases |  |
| Geography |  | Fairtrade |  | Place Knowledge |  | In the Field |  |
| History | The Vikings and Anglo-Saxon struggle for England |  | Indus Valley |  | Crime and Punishment |  |  |
| Languages | GreetingsSchool/classDays of the weekWeather | Numbers 0-30Asking questionsThe houseBirthday/Xmas | ColoursAnimalsMy FamilyTransport/holidays | Time (mins to/past)School timetableNumbers 60-100Adjectives | FoodNegativesMy bodySports | ClothesIn townWhere is?Regular “er” verbsIrregular verbs |  |
| Music | Music will be taught through the learning of chord progressions taken from different genres of music and utilising differing harmonic structures. Children will incorporate all musical knowledge learnt throughout their school career. |
| Physical Education | Gymnastics | Dance | Multi-Skills | Netball | Swimming | Swimming |  |
| Football  | Tag Rugby | Tennis | Kwik Cricket | Rounders | Athletics |  |
| PSHE | **Healthy Lifestyles** - Images in the media and reality; how this can affect how people feel; risks and effects of drugs **Growing and Changing** - Recognising what they are good at; setting goals; aspirations. Changes at puberty (recap Y4); human reproduction; roles and responsibilities of parents **Keeping Safe** - Independence; increased responsibility; keeping safe; influences on behaviour; resisting pressure; rights to protect their body and speaking out (including against FGM); who is responsible for their health and safety; where to get help and advice | **Rights and Responsibilities** - Discuss and debate health and wellbeing issues. Human rights; the rights of children; cultural practices and British law. Being part of a community; groups that support communities. Being critical of what is in the media and what they forward to others **Environment** - How resources are allocated; effect of this on individuals; communities and environment **Money** - Enterprise; setting up an enterprise | **Feelings and emotions** - Confidentiality and when to break a confidence; managing dares **Healthy Relationships** -Different types of relationships; positive and healthy relationships; maintaining relationships; recognising when a relationship is unhealthy (including forced marriage); committed; loving relationships; marriage. Acceptable and unacceptable physical touch; personal boundaries and the right to privacy**Valuing difference**  - Listening to others; raise concerns and challenge. What makes people the same or different; recognising and challenging stereotypes; discrimination and bullying |  |
| Religious Education | Sikhism | Christianity- The Bible | Humanism |  |
| Science | Animals including humans | Evolution and inheritance | Light | Electricity | Living things and their habitats. | ExperimentsFocus on Earth and space |  |