

Year 1	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Transdisciplinary Theme	Who We Are	How We Express Ourselves	Where We Are in Place and Time	Sharing The Planet	How we organise ourselves	How The World Works
Central Idea	Environment, cultures, and experiences may form who we are.	Toys may be used as a tool for self expression and to explore our imagination.	Journeys may lead to more opportunites.	Locality may have an impact on our way of life.	Access to opportunities may affect equality for all	The weather may impact our daily lives.
Lines of Inquiry	An inquiry into different types of families An inquiry into how we are members of different communities An inquiry into how people have different cultures and religions	An inquiry into exploration of how toys work. An inquiry into how toys have changed over time. An inquiry into how we can express ourselves through play.	An inquiry into the journeys people make and their purpose. An inquiry into how journeys impact our lives. An inquiry into changes experienced because of making a journey.	An inquiry what life is like in different locations. An inquiry into how we can positively impact on others' localities and lives An inquiry into why people may change their locality.	An inquiry into land types around the world. An inquiry into how land is used around the world. An inquiry into how natural resources are shared around the world.	An inquiry into types of weather. An inquiry into what causes changes in weather. An inquiry into making choices dependent on the weather.
Unit of Inquiry	nature of self	the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values.	homes and journeys	rights and responsibilities in the struggle to share finite resources with other people.	economic activities and their impact on humankind and the environment	the natural world and its laws, the interaction between the natural world (physical and biological) and human societies
UN Sustainable Development Goal	11. Sustainable cities and communities	3. Good health and well-being	9. Industry, inovation and infrastructure	10. Reduced inequalities	12. Responsible consumption and production	13. Climate action
Key Concepts	Form (What is it like?) Change (How is it changing?) Perspective (What are the points of view?)	Function (How does it work) Change (how is it changing?) Connection (How is it connected to other things)	Causation (Why is it like that?) Connection (How is it connected?) Perspective (What are the points of view?)	Form (What is it like?) Responsibility (what is our responsibility?) Change (how is it changing?)	Form (what is it like?) Causation (Why is it like this?) Connection (How is it connected?)	Form (What is it like?) Causation (Why is it like this?) Perspective (What are the points of view?)
Related Concepts	structure differences Identity Diversity	behaviour growth experience	transformation Motivation Exploration	similarities and differences initiative adaptation	differences consequences justice	sequences impact Seasons Pattern
Action	Class Charter	Take part in a toy swap shop: Children are invited to bring a toy in and at the day, they can swap it for a new one with their parents.	Design a map of the school for new starters who may join our school.	Persuasive letter to the local MP regarding housing crisis in the local area	Work with the forest school lead to develop the forest school further so more children can enjoy it.	Weather forecast or information video about the different types of seasons.
Provocation	Letter from the 3 little pigs asking for help	What's in the box?	Sink or swim challenge	trip to hoo for research	Food tasting	Kite flying
Learner Profile Attributes	thinkers open minded Principled	inquirers communicators Principled	risk taker inquirer open minded	reflective open minded caring	balanced knowledgeable communicators	inquirers knowledgeable reflective
Approaches to Learning	Thinking skills social Self-management	research communication	Communication thinking	self management research	social thinking	research communication
Careers Links	Nurses, civil servants, community roles	toy developer historian	cartographer explorer	Environmentalist Urban planner Landscape	farmer charity sector	meteorologists
Trips/Visits	-	Workshop by Maidstone Museum (in school)				
Parental Engagement	Phonics workshop - activities	Christmas performance	Shared learning	Reading with parents	Shared cooking	Phase show and share
Core Text	Our Class is a family Beegu The Three little pigs Owl babies	Lost in the toy museum Dogger	Journey	Tin Forest	What the ladybird heard	The Storm Whale
Writing Outcomes	Sentence writing - what makes us a family? Narrative - Beegu Narrative - Three little pigs Narrative - Owl babies	Noun phrases - Lost in the toy museum Prepositions and sentence building - Lost in the toy museum Use of questions, expanded noun phrases - missing poster - Dogger				
Phonics	Phonics International - Unit 5	Phonics International - Unit 5+	Phonics International - Unit 6 and Unit 6 Extra	Phonics International - Unit 6 and Unit 6 Extra	Phonics International - Unit 6 and Unit 6 Extra	Phonics International - Unit 6 and Unit 6 Extra
Maths	Number: Place Value (within 10)	Number: Addition and Subtraction (within 10) Geometry: Shape	Number: Place Value (within 20) Number: Addition and Subtraction (within 20)	Number: Place Value (within 50) Measurement - Length and Height Measurement - Mass and Volume	Number: Multiplication and Division Number: Fractions Geometry: Position and Direction	Number: Place Value (within 100) Measurement: Money Measurement: Time
Science	Everyday Materials (A)	Everyday materials (B)	Animals including humans (A)	Animals including Humans (B)	Plants	Season Changes-
Computing	Technology Around Us Computing Systems and Networks	Digital Painting Creating Media	Grouping Data Data and Information	Moving a Robot Programming A	Digital Writing Creating Media	Programming Animations Programming B
PE	Run Jump Throw 1	Gymnastics 1	Dance 1	Attack Defend Shoot 1	Hit Catch Run 1	Send & Return 1
MFL	Todo sobre yo All about me	¿Cómo estas? How are you?	Los colores Colours	Los días de la semana Days of the week	La ropa Clothes	En mi clase In my classroom
Online Safety	Self Image and Identity Copyright and Ownership (1)	Online Relationships	Online Reputation	Managing Online Information Copyright and Ownership (2)	Health, Wellbeing and Lifestyle	Privacy and Security Copyright and Ownership (3)
Art	Drawing	Drawing	Printmaking		Collage	

Year 1	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
DT	Structures Design a house (cardboard) for the three little pigs. Make buildings and furniture for the houses	Structures Design and make a building that could be used to play with.	Mechanisms Design and make a vehicle using wheels and axels		Cooking and Nutrition Design and prepare a salad with sweet and savoury elements	
History	Homes	Toys	Explorers	Explorers	Farming	Seasides
Geography	Locational Knowledge	Continents and Oceans	Maps and Journeys	Localities, Place Knowledge and Maps	Land Types - Fieldwork	Weather
Music	Musical Conversations Question-and-answer, timbre, graphic score.	Christmas Songs	Colonel Hathi’s march Timbre, tempo, dynamics, pitch, classical music.	As I Was Walking Down the Street Beat, march, jig	Menu Song Active listening (movement), beat, echo singing, showing pitch moving.	Dancing and Drawing to Nautilus Active listening (musical signals, internalising beat, draw to music, movement/actions) electronic music.
PSHE	Being Me In My World - Y1 Feeling special and safe, Being part of a class, Rights and responsibilities, Rewards and feeling proud, Consequences, Owning the Learning Charter	Celebrating Difference - Y1 Similarities and differences, Understanding bullying and knowing how to deal with it, Making new friends, Celebrating the differences in everyone	Dreams and Goals - Y1 Setting goals, Identifying successes and achievements, Learning styles, Working well and celebrating achievement with a partner, Tackling new challenges, Identifying and overcoming obstacles, Feelings of success	Healthy Me - Y1 Keeping myself healthy, Healthier lifestyle choices, Keeping clean, Being safe, Medicine safety/safety with household items, Road safety, Linking health and happiness	Relationships - Y1 Belonging to a family, Making friends/being a good friend, Physical contact preferences, People who help us, Qualities as a friend and person, Self-acknowledgement, Being a good friend to myself, Celebrating special relationships	My Special People
RE	Believing 1.1 - Christian	Believing 1.1 - Christian	Believing 1.2 - Islam	Believing 1.2 - Islam	Believing Split over two modules 1.3 - Judaism	Believing Split over two modules 1.3 - Judaism

Year 2	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Transdisciplinary Theme	Who We Are	How we express ourselves	Where we are in time and place	How the world works	Sharing the planet	How we organise ourselves
Central Idea	Individuals and groups make differences to the world and give opportunities to others.	Individuals can take action to address different forms of prejudice.	Innovation and inventors may make the world a better place	Plants play a vital role in life.	Adaptation leads to survival	Technology may enhance our lives
Lines of Inquiry	An inquiry into who we are as individuals An inquiry into the Victorian Era and how it was different in comparison to today. An inquiry into how individuals can impact the lives of others	An inquiry into what makes me and other people different An inquiry into how people have been discriminated against based on their differences An inquiry into how actions are used to ensure there is equality based on differences	An inquiry into different materials and its suitabilities An inquiry into the discovery of the first flight An inquiry into how the world has changed due to inventions	An inquiry into plants and what they need in order to survive An inquiry into how we can use plants as a form of artistic expression An inquiry into how plants contribute to daily life	An inquiry into different living things and how they adapt according to their needs. An inquiry into how living things and habitats around the world are connected. An inquiry into the impact of people's choices on the environment and how it affects the world and living things within it.	An inquiry into different forms of technology and communication and how they have evolved over time An inquiry into how people use technology and their opinions on what it is used for An inquiry into if technology has improved our lives
Unit of Inquiry	beliefs and values	ways in which we discover and express ideas, feelings, nature, culture, beliefs and values	the discoveries, explorations and migrations of humankind	the natural world and its laws, the interaction between the natural world (physical and biological) and human societies	communities and the relationship within and between them	the interconnectedness of human-made systems and communities
UN Sustainable Development Goal	5. Gender equality 4. Quality education	10. Reduced inequalities	9. Industry, inovation and infrastructure	15. Life on land	13. Climate action	9. Industry, inovation and infrastructure
Key Concepts	Form Change Perspective	Form Causation Responsibility	Function Connection Change	Function Responsibility Connection	Causation Connection Responsibility	Function Connection Perspective
Related Concepts	society, beliefs ,values ,equality, diversity, wealth, poor	expression, race, equality, differences, discrimination, self,	function, materials, texture, suitability, innovation, industry, invention	living and non-living, survival, change, function, weather, expression, growth	adaptation, survival, life, systems, relationships, interdepence	past, present, communication, technology
Action	Developing awareness of class culture and how we become positive learners in Year 2	Silent protest to raise awareness on equality for women	Take part in young engineers programme	Plant seeds on school grounds	Raise money for a local conservation	Be able to make comparisons between now and what life was like with limited technology
Provocation		Show pictures of Malala, Emmeline Pankhurst and Rosa Parks. Discuss who they could be and why they are significant people	Video from 'Make me an engineer'	Classificaiton task of living, non-living and used to be living.	Different images of a girrafe and discuss their long neck (adaptation)	No technology morning or day
Learner Profile Attributes	Reflective Thinker	Open-minded Caring	Inquirer Risk-taker	Balanced Principled	Thinker Caring	Communicator Knowledgeable
Approaches to Learning	Self-management Social skills	Thinking skills Communication skills	Research skills Thinking skills	Self-management skills Research skills	Communication skills Social skills	Research skills Thinking skills
Careers Links	Teacher, leader	Artist	Inventor, engineer, pilot	Farmer	Zoo keeper, Zooligist	STEM
Trips/Visits	Maidstone Musuem - victorian workshop	No trip/event	Engineer visit	No trip/event (possible allonment)	Howletts Wildlife Park	No trip/event
Parental Engagement	Shared reading/learning	Christmas show	Sculpture making	Shared reading session		Parent show and share as a phase
Core Text	Oliver Twist or Queen Victoria The Queen's knickers Florence Nightingale	Malala and the magic pencil The Smeds and the Smoos	Rosie Denvere engineer Leonora Bolt secret inventor	The boy who grew dragons - reading for pleasure A seed is sleepy Jim and the beanstalk Poppy and the blooms (art focus)	The Hodgeheg The Lorax The Greak Kapok Tree The Diversity on Earth	The day the screens went blank Flotsam
Writing Outcomes	Description of knickers for the Queen Diary entry as a Victorian child Non-chronological report on Florence Nightingale Recount of workshop	Story Missing poster and character descriptions Persuasive letter	Non-chronological report Letter Advert and description for invention	Story Instructions Poetry	Diary entry and descriptive writing Leaflet/double page spread Recount of trip	Explanation text - 1 Story (standalone) Non-chronological report
Phonics	Phonics International - Unit 7	Phonics International - Unit 8	Phonics International - Unit 8			
Maths	Number: Place Value Number: Additions and Subtraction	Number: Addition and Subtraction Geometry: Shape	Measurement: Money Number: Multiplcation and Division	Measurement: Length and Height Measurement: Mass, Capacity and Temperature	Number: Fractions Measurement: Time	Statistics Geometry: Position and Direction
Science	Animals Including Humans (A)	Animals including Humans (B)	Uses of Everyday Materials	Plants	Living Things and Their Habitat	
Computing	Information Technology Around Us Computing Systems and Networks	Digital Photography Creating Media	Robot Algorithms Programming A	Digital Music Creating Media	Programming Quizzes Programming B	Pictograms Data and Information
PE	Gymnastics 1	Dance 1	Attack Defend Shoot 1	Send & Return 1	Run Jump Throw 1	Hit Run Catch 1
MfL	Todo sobre yo All about me	La ropa Clothes	En mi mochila In my school bag	La comida Food	Los animales Animals	En mi clase 2 In my classroom 2
Online Safety	Self Image and Identity Copyright and Ownership (1)	Online Relationships	Online Reputation	Managing Online Information Copyright and Ownership (2)	Health, Wellbeing and Lifestyle	Privacy and Security Copyright and Ownership (3)
Art	Painting	Digital Media	Sculpture (Paper Play)	Sculpture (Paper Play)	Painting	Digital Media

Year 2	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Transdisciplinary Theme	Who We Are	How we express ourselves	Where we are in time and place	How the world works	Sharing the planet	How we organise ourselves
Central Idea	Individuals and groups make differences to the world and give opportunities to others.	Individuals can take action to address different forms of prejudice.	Innovation and inventors may make the world a better place	Plants play a vital role in life.	Adaptation leads to survival	Technology may enhance our lives
Lines of Inquiry	An inquiry into who we are as individuals An inquiry into the Victorian Era and how it was different in comparison to today. An inquiry into how individuals can impact the lives of others	An inquiry into what makes me and other people different An inquiry into how people have been discriminated against based on their differences An inquiry into how actions are used to ensure there is equality based on differences	An inquiry into different materials and its suitabilities An inquiry into the discovery of the first flight An inquiry into how the world has changed due to inventions	An inquiry into plants and what they need in order to survive An inquiry into how we can use plants as a form of artistic expression An inquiry into how plants contribute to daily life	An inquiry into different living things and how they adapt according to their needs. An inquiry into how living things and habitats around the world are connected. An inquiry into the impact of people's choices on the environment and how it affects the world and living things within it.	An inquiry into different forms of technology and communication and how they have evolved over time An inquiry into how people use technology and their opinions on what it is used for An inquiry into if technology has improved our lives
DT		Textiles - Making a badge to raise awareness of a belief		Cooking and Nutrition Make a sandwich (using locally grown vegetables?)	Mechanisms Moving minibeasts	
History	Victorians and Florence Nightingale	Significant Individuals	The First Flight	History Enquiry - Primary and Secondary Sources	Historian - Beatrix Potter	Technology
Geography		Atlas Identification	Keys and Positional Language	Comparing Countries	Animals Around the World	Fieldwork - Data Collection and Presentation
Music	Carnival of the animals Timbre, tempo, dynamics, pitch, classical music.	Charlie Chaplin To create music to accompany a short film featuring Charlie Chaplin, pitch (high and low), duration (long and short), dynamics/volume (loud and soft).	Trains To create music inspired by train travel, volume/ dynamics (crescendo, diminuendo), speed/ tempo (accelerando, ritenuto).	Grandma Rap Duration (crotchet, quavers, crotchet rest), unison, round	Composing Music Inspired by Birdsong Composing using a non-musical stimulus, creating music inspired by birds and birdsong, improvising and playing a solo on instruments.	Orawa Beat, rhythm, repetition, structure, 20th century classical music.
PSHE	Being Me In My World - Y2 Hopes and fears for the year, Rights and responsibilities, Rewards and consequences, Safe and fair learning environment, Valuing contributions, Choices, Recognising feelings	Celebrating Difference - Y2 Assumptions and stereotypes about gender, Understanding bullying, Standing up for self and others, Making new friends, Gender diversity, Celebrating difference and remaining friends	Dreams and Goals - Y2 Achieving realistic goals, Perseverance, Learning strengths, Learning with others, Group co-operation, Contributing to and sharing success	Healthy Me - Y2 Motivation, Healthier choices, Relaxation, Healthy eating and nutrition, Healthier snacks and sharing food	Relationships - Y2 Different types of family, Physical contact boundaries, Friendship and conflict, Secrets, Trust and appreciation, Expressing appreciation for special relationships	We Are Growing: Human Life Cycle Everybody's Body
RE	Believing 1.4 What can we learn from sacred books? Christians, Muslims and/or Jewish people	Expressing 1.5 What makes some places sacred? Christians, Muslims and/or Jewish people	Expressing 1.6 How and why do we celebrate special and sacred times? Christians, Muslims and/or Jewish people	Living 1.7 What does it mean to belong to a faith community? Christians, Muslims and/or Jewish people	Living 1.7 What does it mean to belong to a faith community? Christians, Muslims and/or Jewish people	Living 1.8 How should we care for others and the world, and why does it matter? Christians, Muslims and/or Jewish people

Year 3	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Transdisciplinary Theme	Where we are in place and time.	Who we are.	Sharing the planet.	How the world works.	How we express ourselves.	How we organize ourselves.
Central Idea	Civilisations may have changed over time	In an organised community, every member has a role to play.	Plants provide vital resources to sustain life.	The interaction of forces causes changes in the motion of objects.	Light may be used to express ideas and celebrate cultural events	People embrace various roles which support the function of a community.
Lines of Inquiry	An inquiry into how periods of time are categorised	An inquiry into how the roles in a community are organized.	An inquiry into plant structures, life cycles and needs	An inquiry into the investigation and classification of magnetic forces	An inquiry into the understanding of light and shadow	An inquiry into what humans need.
	An inquiry into how people form the past survived	An inquiry into how members interact with each other	An inquiry into the different ways that plants may be used	An inquiry into the demonstration and description of how poles attract and repel	An inquiry into how light is used within different cultures	An inquiry into the different types communities
	An inquiry into the comparison between past and present civilisations	An inquiry into the responsibility of community members	An inquiry into environmental effects on plants and the world	An inquiry into the usefulness of magnets	An inquiry into the connection between light and religion	An inquiry into how communicites are shaped by the needs of the people in them.
Unit of Inquiry	personal Histories;	rights and responsibilitities	rights and responsibilities in the struggle to share finite resources with other people and with other living things;	how humans use their understanding of scientific principles;	the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values;	the structure and function of organizations;
UN Sustainable Development Goal	SDG 4 – Quality Education	10. Reduced inequalities	15. Life on land 3. Good health and well-being 13. Climate action	9. Industry, inovation and infrastructure	7. Affordable and clean energy	SDG 11 – Sustainable Cities and Communities
Key Concepts	Form (What is it like?) Causation (Why is it like that?) Change (How is it changing?)	Function (How does it work?) Perspective (What are the points of view?) Responsibily (What is our responsibility?)	Function (How does it work?) Causation (Why is it like that?) Responsibility? (What is our responsibility?)	Form (What is it like?) Causation (Why is it like it is?) Change (How is it changing?)	Form (What is it like?) Function (How does it work?) Connection (How is it connected?)	Function (How does it work?) Perspective (What are the points of view?) Connection (How is it connected?)
Related Concepts	History Past Civilisation Communities	Culture Beliefs History	Health Nutrition	Interaction Force Movement	Light dark culture celebrations creativity	
Action	Parents involment - Cave art Gallery	Classroom Jobs				
Provocation	Look at pictures of items form this time period and make predictions Questions -what is it? Why is it important? When would it have been used?	Look at pictures from different communities. Questions -what is it? Why is it important? What is different?			Watch shadow puppets and dances created from shadows. Questions -How is this formed? Why are they doing it? How does this make you feel? What is culture? Have we heard of this before?	
	Share CI and LOI - children discuss anything they do not understand.	Share CI and LOI - children discuss anything they do not understand.			Share CI and LOI - children discuss anything they do not understand.	
	Capturing pupil ideas - key words and phrases recorded on Jamboard.	Capturing pupil ideas - key words and phrases recorded on Jamboard.			Capturing pupil ideas - key words and phrases recorded on Jamboard. Draw what you think culture is and means to you.	
Learner Profile Attributes	Reflective Thinker	Open-minded Caring	Balanced Principled	Inquirer Risk-taker	Thinker Caring	Communicator Knowledgeable
Approaches to Learning	Self-management Social skills	Thinking skills Research skills	Self-management skills Research skills	Communicating skills Thinking skills	Communication skills Social skills	Research skills Thinking skills
Careers Links	Palaeontologist	Social Worker, Police Officer	Chef, gardener,	Engineer, scientist	STEM, Theologist	
Trips/Visits	Maidstone Museum		Chef (coming in)	London Science Museum		Medway Megaliths (Kits Coty)
Parental Engagement (including date)	Goegraphy orinteering afternoon (scavanger hunt)		Planting plants/flower garden			
Core Text	Stone age Boy How to Wash a Wholly Mammoth My First Drawing	Pharaoh in my baths Marcy and the Spinx Egyptian Cinderella	Expedition diaries - Borneo Rainforest The green ship	Wild Robot The most magnificent thing	The King who banned the Dark The black Rabbit The Lighthouse (Video)	The Iron Man
Writing Outcomes	Information text Diary Entry Instructions	Descriptive text Narrative 1st Person Perspective	Narrative Diary Letter	Newspaper Poetry text Information text	Narrative 1st person perspective Poetry	Diary Setting secription Instructions
Maths	Number: Place Value Number: Addition and Subtraction	Number: Addition and Subtraction Number: Multiplication and Division A	Number: Multiplication and Division B Measurement: Length and Perimeter	Number: Fractions A Measurement: Mass and Capacity	Number: Fractions B Measurement: Money Measurement: Time	Geomentry: Shape Statistics
Science	Rocks		Plants	Forces and Magnets	Light	Forces and Magnets
Computing	Connecting Computers Computing Systems and Networks	Stop-Frame Animation Creating Media	Sequencing Sounds Programming A	Branching Databases Data and Information	Desktop Publishing Creating Media	Events and Actions in Programs Programming B
PE	Tennis	Gymnastics 1	Dance 1	Netball	Swimming/Cricket	Swimming/Cricket

Year 3	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Transdisciplinary Theme	Where we are in place and time.	Who we are.	Sharing the planet.	How the world works.	How we express ourselves.	How we organize ourselves.
Central Idea	Civilisations may have changed over time	In an organised community, every member has a role to play.	Plants provide vital resources to sustain life.	The interaction of forces causes changes in the motion of objects.	Light may be used to express ideas and celebrate cultural events	People embrace various roles which support the function of a community.
Lines of Inquiry	An inquiry into how periods of time are categorised	An inquiry into how the roles in a community are organized.	An inquiry into plant structures, life cycles and needs	An inquiry into the investigation and classification of magnetic forces	An inquiry into the understanding of light and shadow	An inquiry into what humans need.
	An inquiry into how people form the past survived	An inquiry into how members interact with each other	An inquiry into the different ways that plants may be used	An inquiry into the demonstration and description of how poles attract and repel	An inquiry into how light is used within different cultures	An inquiry into the different types communities
	An inquiry into the comparison between past and present civilisations	An inquiry into the responsibility of community members	An inquiry into environmental effects on plants and the world	An inquiry into the usefulness of magnets	An inquiry into the connection between light and religion	An inquiry into how communicites are shaped by the needs of the people in them.
MfL	Todo sobre yo All about me	Los colores y los números Colours and numbers	Mis mascotas Pets	El tiempo Weather	Me duele It hurts!	La comida Food
Online Safety	Self Image and Identity Copyright and Ownership (1)	Online Relationships	Online Reputation	Managing Online Information Copyright and Ownership (2)	Health, Wellbeing and Lifestyle	Privacy and Security Copyright and Ownership (3)
Art	Painting	Drawing - Surrealism inspired sketches	Printmaking	Sculpture	Collage	Textiles
DT	Structures Design and make a stone age weapon/tool.		Mechanisms Egyptian 'shaduf style' plant watering device Knowledge Organiser Example		Shadow Puppets (Textiles) Create shadow puppets to be perform a show	
History	Stone Age to Iron Age	Ancient Civilisations	History of Medicine	History of Forces - Issac Newton	History of Light	Iron Age (Celts)
Geography	Coordinates and Locations	Weather	Rainforests and Climate Change	The Tropics		Local Study
Music	Nao chariya de/Mingulay boat song Bengali/Scottish folk songs, comparing songs from different parts of the world, beat, tempo, 3/4, 4/4.	'March' from The nutcracker Rondo structure, beat, higher/lower, staccato, call-and-response, romantic ballet music.	Sound Symmetry Structure (symmetry and pattern in melody, ternary form), melody, accompaniment.	Chilled-out clap rap Beat, rhythm, dynamics, crotchet, paired quavers, notes C-D-E, crotchet rest.	Enchanted Forest Recorder	From a Railway Carriage Structure (repetition, round, pattern), texture (layers, unison), timbre beat, classical music.
PSHE	Being Me In My World - Y3 Setting personal goals, Self-identity and worth, Positivity in challenges, Rules, rights and responsibilities, Rewards and consequences, Responsible choices, Seeing things from others' perspectives	Celebrating Difference - Y3 Families and their differences, Family conflict and how to manage it (child-centred), Witnessing bullying and how to solve it, Recognising how words can be hurtful, Giving and receiving compliments	Dreams and Goals - Y3 Difficult challenges and achieving success, Dreams and ambitions, New challenges, Motivation and enthusiasm, Recognising and trying to overcome obstacles, Evaluating learning processes, Managing feelings, Simple budgeting	Healthy Me - Y3 Exercise, Fitness challenges, Food labelling and healthy swaps, Attitudes towards drugs, Keeping safe and why it's important online and off line scenarios, Respect for myself and others, Healthy and safe choices	Relationships - Y3 Family roles and responsibilities, Friendship and negotiation, Keeping safe online and who to go to for help, Being a global citizen, Being aware of how my choices affect others, Awareness of how other children have different lives, xpressing appreciation for family and friends	What Makes a Good Friend Falling Out With Friends
RE	Believing L2.1 What do different people believe about God? Christians, Hindus and/or Muslims	Believing L2.2 Why is the Bible so important for Christians today?	Expressing L2.4 Why do people pray? Christians, Hindus and/or Muslims	Expressing L2.5 Why are festivals important to religious communities? (Y3&Y4) Christians, Hindus and/or Muslims and/or Jewish people	L2.5a How do people from religious and non-religious communities celebrate key festivals? Christians, Jewish people and non-religious	Living L2.7 What does it mean to be a Christian in Britain today?

Year 4	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Transdisciplinary Theme	Where we are in place and time	Sharing the planet	How the world works	Who we are	How we express ourselves	How we organise ourselves
Central Idea	Ancient civilisations influence modern society in ways that continue to shape our lives.	Access to and use of water affects people, environments, and civilisations.	Scientific understanding helps humans respond to and create change in the natural and built environment.	Our health and wellbeing depend on the choices we make and how our bodies function.	People use creativity to express and communicate ideas through movement, sound, and design.	Communities create systems and traditions to express shared beliefs, organise space, and celebrate identity.
Lines of Inquiry	The beliefs, values, and achievements of Ancient Greece (form)	The water cycle supports life and connects natural systems	Natural phenomena such as volcanoes impact people and places	The body processes food and uses it for energy and survival	How sound is created, changed, and transmitted	The significance of festivals in religious and cultural communities
	The impact of Ancient Greek stories and inventions on modern life (connection)	People adapt to access and use water in different times and places	Living things adapt to changes in their environments	The impact of lifestyle choices on physical and mental health	How people design and create instruments to produce sound	How people design and create objects to support traditions and celebrations
	The evolution of the Olympic Games and their global significance (change)	Unequal distribution of water and our responsibilities in sharing it	The Romans used scientific knowledge to change their world	How we make informed decisions about food and nutrition	How movement and rhythm can be used to communicate and express ideas	How human settlements develop and adapt based on community needs
Unit of Inquiry	the relationship between and the interconnectedness of individuals and civilisations, from local and global perspectives	Rights and responsibilities in the struggle to share finite resources with other people and other living things	how humans use their understanding of scientific principles	personal, physical, mental, social and spiritual health	the ways in which we reflect on, extend and enjoy our creativity	the interconnectedness of human-made systems and communities
UN Sustainable Development Goal	Goal 11: Sustainable cities and communities	16. Peace, justice and strong institutions	15. Life on land	11. Sustainable cities and communities	2. Zero Hunger 6. Clean water and sanitation 10. Reduced inequalities	9. Industry, inovation and infrastructure
Key Concepts	Form, Connection, Change	Function, Responsibility, Perspective	Form, Change, Function	Responsibility, Perspective	Form, Connection, Causation	Function, Connection, Change
Related Concepts	Innovation Legacy Civilisation Beliefs	Equalities Adaptations Cycles	Change	Wellbeing Survival Health	Expression Communication	
Action						
Provocation						
Learner Profile Attributes	Inquiry Thinker	Caring Reflective Balanced	Inquirer Thinker Open-minded	Reflective Risk-taker Principled	Communicator Balanced Risk-taker	Knowledgeable Inquirer Principled
Approaches to Learning	Research Skills Communication Skills	Social Skills Self - management Skills	Thinking Skills Research Skills	Self - management skills Social Skills	Communication Skills Thinking Skills	Communication Skills Thinking Skills
Careers Links						
Trips/Visits						
Parental Engagement						
Core Text	Greek myths: Meet the heroes, gods and monsters.		The Boy Who Stepped Through Time.			
	The Corinthian Girl	Rhythm of the Rain.	Queen of darkness	My brain is home.	Wonder.	Under the Ramadan Moon.
	Non-fiction		Boudica			
Writing Outcomes	Narrative - Greek Myth	Non-chronological report based on water cycle	Newspaper Report about the boy	Writing a letter	Haiku Poem on difference	Comparative writing on ramadan moon and lunar events
	Explanation Text - Mythical Creature	Recount of water droplet	Diary entry about his time Narrative?	Writing alternative narrative	Balance argument on should Orggy go to school	Chronological report on the role of the moon.
Maths	Number: Place Value Number: Addition and Subtraction	Measurement: Area Number: Multiplication and Division A	Number: Multiplication and Division B Measurement: Length and Perimeter	Number: Fractions Number: Decimals A	Number: Decimals B Measurement: Money Measurement: Time	Geometry: Shape Statistics Geomenry: Position and Direction
Science	Electricity	States of Matter	Living Things and Their Habitats	Animals Including Humans	Sounds	Sound (B)
Computing	The Internet Computing Systems and Networks	Data Logging Data and Information	Repetition in Shapes Programming A	Repetition in Games Programming B	Audio Production Creating Media	Photo Editing Creating Media
PE	OAA	Tag Rugby Hockey	Swimming/Gymnastics 1 Netball	Swimming/Gymnastics 1 Fitness Unit 1	Tennis Dance 1	Cricket Rounders
MfL	En el mercado At the market	El tiempo Weather	Mis actividades My hobbies	En el café In the cafe	Mi familia My family	El cuerpo Describe myself and other people
Online Safety	Self Image and Identity Copyright and Ownership (1)	Online Relationships	Online Reputation	Managing Online Information Copyright and Ownership (2)	Health, Wellbeing and Lifestyle	Privacy and Security Copyright and Ownership (3)
Art	Painting		Sculpture - Mosaics		Digital Media	
DT	Electrical systems (science link) Make a torch			Cooking and Nutrition Design and create a protein packed lunch for an athlete (e.g. pasta salad, rice and bean bowl, chicken pitta).		Structures (Shell structure) Lantern

Year 4	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Transdisciplinary Theme	Where we are in place and time	Sharing the planet	How the world works	Who we are	How we express ourselves	How we organise ourselves
Central Idea	Ancient civilisations influence modern society in ways that continue to shape our lives.	Access to and use of water affects people, environments, and civilisations.	Scientific understanding helps humans respond to and create change in the natural and built environment.	Our health and wellbeing depend on the choices we make and how our bodies function.	People use creativity to express and communicate ideas through movement, sound, and design.	Communities create systems and traditions to express shared beliefs, organise space, and celebrate identity.
Lines of Inquiry	The beliefs, values, and achievements of Ancient Greece (form)	The water cycle supports life and connects natural systems	Natural phenomena such as volcanoes impact people and places	The body processes food and uses it for energy and survival	How sound is created, changed, and transmitted	The significance of festivals in religious and cultural communities
	The impact of Ancient Greek stories and inventions on modern life (connection)	People adapt to access and use water in different times and places	Living things adapt to changes in their environments	The impact of lifestyle choices on physical and mental health	How people design and create instruments to produce sound	How people design and create objects to support traditions and celebrations
	The evolution of the Olympic Games and their global significance (change)	Unequal distribution of water and our responsibilities in sharing it	The Romans used scientific knowledge to change their world	How we make informed decisions about food and nutrition	How movement and rhythm can be used to communicate and express ideas	How human settlements develop and adapt based on community needs
Unit of Inquiry	the relationship between and the interconnectedness of individuals and civilisations, from local and global perspectives	Rights and responsibilities in the struggle to share finite resources with other people and other living things	how humans use their understanding of scientific principles	personal, physical, mental, social and spiritual health	the ways in which we reflect on, extend and enjoy our creativity	the interconnectedness of human-made systems and communities
History	Ancient Greece	Ancient Greece - War	Roman Britain	Study of Pompeii	Anglo Saxons and Scots	Britain’s settlement by Anglo-Saxons and Scots
Geography	Land Use and Settlements	The Water Cycle	Volcanoes and Earthquake	Volcanoes and Earthquakes	Land Use and Settlements	Fieldwork
Music	The Pink Panther theme Timbre, tempo, rhythm, dynamics, atmosphere, music from a film.	Global pentatonics Pentatonic scale, different music traditions and cultures, graphic/dot notation.	Composing with colour Creating music inspired by colour and art, composing using a non-musical stimulus, timbre, dynamics, rhythm, texture, suite, graphic score.	The horse in motion To create music inspired by one of the first ever motion pictures showing the movement of a horse, composing to a moving image, graphic score, orchestration, ostinatos, dynamics.	Fanfare for the Common Man Fanfare, timbre, dynamics, texture, silence	Spain To create music inspired by Spain, habanera rhythm, triplet rhythm, fitting two rhythms together, count musically, structure ideas.
PSHE	Being Me In My World - Y4 Being part of a class team, Being a school citizen, Rights, responsibilities and democracy (school council), Rewards and consequences, Group decision-making, Having a voice, What motivates behaviour	Celebrating Difference - Y4 Challenging assumptions, Judging by appearance, Accepting self and others, Understanding influences, Understanding bullying, Problem-solving, Identifying how special and unique everyone is, First impressions	Dreams and Goals - Y4 Hopes and dreams, Overcoming disappointment, Creating new, realistic dreams, Achieving goals, Working in a group, Celebrating contributions, Resilience, Positive attitudes	Healthy Me - Y4 Healthier friendships, Group dynamics, Smoking, Alcohol, Assertiveness, Peer pressure, Celebrating inner strength	Relationships - Y4 Jealousy, Love and loss, Memories of loved ones, Getting on and Falling Out, Girlfriends and boyfriends, Showing appreciation to people and animals	Time to Change
RE	Living L2.9 What can we learn from religions about deciding what is right and wrong? Christians, Jewish people and non-religious responses (e.g. Humanist)	Living L2.8 What does it mean to be a Hindu in Britain today?	Believing L2.3 Why is Jesus inspiring to some people?	Expressing L2.6 Why do some people think that life is like a journey and what significant experiences mark this? Christians, Hindus and/or Jewish people and non-religious responses (e.g. Humanist)	Living L2.10 How do family life and festivals show what matters to Jewish people?	Expressing L2.5 Why are festivals important to religious communities? (Y3&Y4) Christians, Hindus and/or Muslims and/or Jewish people

Year 5	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Transdisciplinary Theme	Where we are in time and place	How we organise ourselves	How the world works	How we express ourselves	Sharing the planet	Who we are
Central Idea	the relationship between and the interconnectedness of individuals and civilisations, from local and global perspectives	The topography of an area affects the land use	Rivers may influence how humans interact with their local area	Prejudice may be an ongoing issue in modern day Britain	Societal decisions are made in the best interests of its citizens	Motivations for invasions may be fuelled by greed or a difference in beliefs.
Lines of Inquiry	An inquiry into Maya society, culture and discoveries An inquiry into the roles of rituals and celebrations. An inquiry into how artefacts may symbolise beliefs and values.	An inquiry into how landforms and topography influence human activity and settlement. An inquiry into how natural landscapes are represented and interpreted through art and storytelling. An inquiry into how people’s perspectives and cultural contexts shape their interaction with their environment.	An inquiry into the formation of rivers and how they are formed An inquiry into the effect humans have on rivers around the world An inquiry into how humans’ relationship with rivers is important and differs	An inquiry into what it means to be a Muslim in Britain today An inquiry into what makes up a cultural identity An inquiry into how conflict arises from prejudice	An inquiry into why laws are required An inquiry into how democratic laws impact me An inquiry into how laws may not be the same around the world	An inquiry into the Viking invasions of the United Kingdom An inquiry into the different motivations of historical and modern day invasions An inquiry into the methods of invasions
Unit of Inquiry	the relationship between an interconnectedness of individuals and civilisation from local and gloabal perspectives	sociatal decision making	the natural world and its laws, the interaction between the natural world (physical and biological) and human societies	the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values	Peace and Conflict Resolution	Ways in which we discover and express ideas, feelings, nature, culture, beliefs and values
UN Sustainable Development Goal	Sustainable cities and communities	Life on land	Sustainable cities and communities	Reduced inequalities	Peace, justice and strong institutions	SDG 16 – Peace, Justice and Strong Institutions
Key Concepts	Form, Function, responsibility	Form Connection Perspective	Function Form Perspective	Perspective Responsibility, Connection	Function Causation Perspective	Causation Change Connection
Related Concepts	Beliefs, Culture, Values, Systems	Location, Environment, Adaptation, Interdependence, Opinions	Transformation Relationships Locational	Citizenship Choices Community Relationships	Democracy Governance Law	Conflict Religion Transport Belief values
Action	Debate about beliefs have changed for the better	Proposal for a land use Idea on a mountain	Water campaign	Create a charity campaign to help raise money for the mosque		
Provocation	 Kestrel Provocation M1	 Provocation M3 Kestrel Class 2024	 Kestrel M4 provocation 25	 Kestrel M3 provocation 2025	 Kestrel M5 Provocation	 Kestrel M4 provocation 23
Learner Profile Attributes	Knowledgable, Inquirer	Inquirers Thinkers Open-minded	Balanced, thinker, Connective	Knowledgable Open-minded Reflective	Inquirers Risk-takers Knowledgeable	Open-minded Balanced Caring
Approaches to Learning	Thinking skills, Self Management	Communication, Research Skills	Thinking skills, Social Skills	Social skills, Research skills	Research skills, Social Skills	Self-management skills, Communication Skills
Careers Links	Historian, anthropologist, archaeologist	Environmentalists, agriculture, Water engineer, flood engineer, hydrology engineer, hydrologist	Politician, councillors	Anti-discrimination lawyer, Volunteer Coordinator, HR Manager	Armed forces Journalist	agriculture, topographical surveyor, cartographer, geographica reporters, author, naturalist
Trips/Visits		Christmas Carol concert Cathedral	Horton Kirby	Gillingham Mosque	Library	
Parental Engagement	Stay and read	Cathedral Christmas Carol Concert	Making DT Cases (sewing)	Food tasting		
Core Text	The Curse of The Maya	Cloud Tea Monkey Everest By Alexandra Stewart	Queen of the Falls Shaker Lane Talk Like a River	The Night Diary	Mars Rover ???? Dark is Dark	The Viking Boy
Writing Outcomes	Setting Description Persuasive writing - advert Non-chronological report	Suspense narrative Setting Description Diary	Diary Argument/debate Review/recipe	Recount (diary) Setting description Kennings poem Non-chronological Report	Biography - Space/ Darkest dark Setting description Non-chronological Report Narrative (catch it)	Science Fiction Narrative Character response/vlog
Maths	Number: Place Value Number: Addition and Subtraction	Number: Multiplication and Division A Number: Fractions A	Number: Multiplication and Division B Number: Fractions B	Number: Decimals and Percentages Measurement: Perimeter and Area Statistics	Geometry: Shape Geomenrty: Position and Direction	Number: Decimals Number: Negative Numbers Measurement: Converting Units Measurement: Volume
Science	Forces (A)	Forces (B)	Properties and Changes of Materials	Living Things and Their Habitats	Earth and Space	Animals Including Humans
Computing	Systems and Searching Computing Systems and Networks	Vector Drawing Creating Media	Video Production Creating Media	Flat-File Databases Data and Information	Selection in Physical Computing Programming A	Selection in Quizzes Programming B
PE	Tag Rugby OAA	Swimming Gymnastics 1	Basketball Dance 1	Netball Gymnastics 2	Tennis Cricket	Athletics Rounders
MfL	Las formas y el arte Shapes and Art	¿Qué tipo de persona eres? What type of person are you?	¿Cómo eres? What are you like?	Los planetas The planets	¿Qué hora es? Give the time	A comer Spanish geography and food
Online Safety	Self Image and Identity Copyright and Ownership (1)	Online Relationships	Online Reputation	Managing Online Information Copyright and Ownership (2)	Health, Wellbeing and Lifestyle	Privacy and Security Copyright and Ownership (3)

Year 5	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Transdisciplinary Theme	Where we are in time and place	How we organise ourselves	How the world works	How we express ourselves	Sharing the planet	Who we are
Central Idea	the relationship between and the interconnectedness of individuals and civilisations, from local and global perspectives	The topography of an area affects the land use	Rivers may influence how humans interact with their local area	Prejudice may be an ongoing issue in modern day Britain	Societal decisions are made in the best interests of its citizens	Motivations for invasions may be fuelled by greed or a difference in beliefs.
Lines of Inquiry	An inquiry into Maya society, culture and discoveries An inquiry into the roles of rituals and celebrations. An inquiry into how artefacts may symbolise beliefs and values.	An inquiry into how landforms and topography influence human activity and settlement. An inquiry into how natural landscapes are represented and interpreted through art and storytelling. An inquiry into how people’s perspectives and cultural contexts shape their interaction with their environment.	An inquiry into the formation of rivers and how they are formed An inquiry into the effect humans have on rivers around the world An inquiry into how humans’ relationship with rivers is important and differs	An inquiry into what it means to be a Muslim in Britain today An inquiry into what makes up a cultural identity An inquiry into how conflict arises from prejudice	An inquiry into why laws are required An inquiry into how democratic laws impact me An inquiry into how laws may not be the same around the world	An inquiry into the Viking invasions of the United Kingdom An inquiry into the different motivations of historical and modern day invasions An inquiry into the methods of invasions
Art	Drawing - Cityscapes	Drawing - Cityscapes	Printmaking	Printmaking	Photomontage	
DT		Mechanisms Mountain chair lift (e.g. ski lift, cable car).		Cooking and Nutrition Curry (Senses Dish) and Naan bread		Textiles Viking Purse
History	Mayans	Mayans	Settlements - Ancient civilisations' locality	Partition of India	Space Race	Vikings
Geography	Maps and Grid References	Mountains	Rivers	Sheffield and Maidstone Locality Study	Time zones	Locality Study - UK and North America
Music	Why we sing Gospel music, instruments, structure, texture, vocal decoration.	Building a groove Beat, rhythm, basslines, riffs.	Madina Tun Nabi Nasheed (Islamic song), drone, melody, harmony, chords (G and D), vocal decoration, microtones	Kisne Banaaya A song from India and Pakistan, melody, accompaniment, four-part singing in a round, creating an arrangement	Época Texture, articulation, rhythm, tango.	What Shall We Do With A Drunken Sailor Sea shanties, beat, rhythm, chords, bass, dot notation
PSHE	Being Me In My World - Y5 Planning the forthcoming year, Being a citizen, Rights and responsibilities, Rewards and consequences, How behaviour affects groups, Democracy, having a voice, participating	Celebrating Difference - Y5 Cultural differences and how they can cause conflict, Racism, Rumours and name-calling, Types of bullying, Material wealth and happiness, Enjoying and respecting other cultures	Dreams and Goals - Y5 Future dreams, The importance of money, Jobs and careers, Dream job and how to get there, Goals in different cultures, Supporting others (charity), Motivation	Relationships - Y5 Self-recognition and self-worth, Building self-esteem, Safer online communities, Rights and responsibilities online, Online gaming and gambling, Reducing screen time, Dangers of online grooming, SMARTT internet safety rules	Healthy Me - Y5 Smoking, including vaping, Alcohol, Alcohol and anti-social behaviour, Emergency aid, Body image, Relationships with food, Healthy choices ,Motivation and behaviour	Menstruation and Wet Dreams Emotions and Feelings Personal Hygiene
RE	Believing U2.1 Why do some people think God exists? Christians and non-religious (e.g. Humanists)	Believing U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)	Expressing U2.4 If God is everywhere, why go to a place of worship? Christian, Hindu and/or Jewish people	Living (A) U2.6 What does it mean to be a Muslim in Britain today?	Living (B) U2.6 What does it mean to be a Muslim in Britain today?	Living U2.10** Green religion? What do religious and non- religious worldviews teach about caring for the Earth? Christians, Hindus, Jewish and non-religious people

Year 6	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Transdisciplinary Theme	Where we are in place and time	Sharing the planet	How we organise ourselves	How we express ourselves	Who we are	How the World Works
Central Idea	Trade is an essential part of life and has changed over time	Natural Resources are essential for sustainable living.	Money plays a large part in how war affects everyone.	The landscape of the earth can be both beautiful and functional	Animals including humans may be adaptive and unique	People are always changing and may express their individuality in different ways
Lines of Inquiry	An inquiry in to Fairtrade An inquiry to comapare settlements An inquiry into Chatham Dockyard's role in local trade	1) An inquiry into renewable energy sources. 2.) An inquiry into sustainability 3) An inquiry into the effects of non-renwable energy	1) An inquiry into the key events of WWII. 2) An inquiry into the impact of trade during WWII. 3) An inquiry into the effect of World War II on the local area.	1) An inquiry into land use and the location of settlements (Geog) 2) An inquiry into the colour and beauty of the natural world (Art) 3) An inquiry into the connection between the natural world and human society (Both)	1) An inquiry into why animals and humans are all individuals. 2) An inquiry into how humans and animals have adapted and evolved over time 3) An inquiry into comparing opposing beliefs	1) An inquiry into what makes you an individual 2) An inquiry into different ways that we can express ourselves 3) An inquiry into comparing different ways we change and grow
Unit of Inquiry	the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives	access to equal opportunities	economic activities and their impact on humankind and the environment	Our appreciation of the aesthetic.	what it means to be human.	the impact of scientific and technological advances on society and on the environment.
UN Sustainable Development Goal	8. Decent work and economic growth, 11. sustainable cities and communities	13. Climate action, 7. Affordable and clean energy 12. Sustainable Production	17. Partnernships for Goals	1. No poverty, 4 Quality Education, 10. Reduced inequalities, 3 Good health and well-being	14. Life in water, 15. Life on land	(Linked to topics chosen for exhibition)
Key Concepts	Form, Connection, Function	Function, Causation, Responsibility	Form, Change, Causation	Perspective, Connection, Responsibility	Change, Causation, Function	Form, Function, Perspective
Related Concepts	Transport,	Sustainability, resources, transport, energy	Conflict, technology, cooperation	Expression, Interpretation, Location, Settlement,	Adaptation, discovery, survival, balance, beliefs	Individuality, Growth, Choice
Action	Letter to ask for Fairtrade fruit in the KS1 - Fairtrade alliance	Plan school assembly to inform and how to improve community	Write to war veterans to thank them for their service: community, respect, shared gratitude.	Local nature guide: for a local park or nature trail, pointing out unique landforms and flora	Create buddy system / mentoring to support younger children with how they can adapt to change, growth mindset.	PYP Exhibition
Provocation	Fair Trade	https://www.bbc.co.uk/bitesize/topics/zshp34j/articles/zntxgwx	WW2 activity			
Learner Profile Attributes	Principled, Knowledge, Balanced	Principled, Knowledge, Balanced	Caring, Principled, Risk- Taker	Reflective, Thinkers, Open-minded	Inquirers, Thinkers, Knowledgeable	Communicators, Reflective, Balanced
Approaches to Learning	Thinking skills	Research skills	Research skills	Research Skills - Observing Thinking Skills - Analysis Self Management Skills - Fine Motor Skills	Social Skills, Self-Management Skills	Communication Skills Self-Management
Careers Links	Conservationist, ecologist, scientist	Engineering, Scientist	Historian, Scientist	Artist, Cartographer - Creator of Maps, Town Planner, Landscape Architect		Project Manager, Researcher, TV presenter, Web designer
Trips/Visits			Imperial War Museum			Isle of Wight
Parental Engagement	Art lesson in school inspired by JWM Turner's picture of the Medway Towns	Poetry reading/cafe - Remembrance	Presentation of World War 2 work.	Art - Pupils Teach Parents Techniques and Create Contrasting Scenes through colour choice	Parents vs Children/Teacher Rounders	Exhibition/Performance
Core Text	Freedom	Where the river runs gold	Letters from the Lighthouse	Boy in the Tower	Darwins Dragons	Wonder
Writing Outcomes	Story Writing, Newspaper article, Descriptive setting (all based on text studied) Recount - based on trip	Poetry (Remembrance), Letter writing, Instructions, Newspaper, Story writing (based on text studied)	Newspaper Report - Outbreak of World War II First Person Historical Narrative Non-Chronological Report - World War II	Persuasive Letter - Rescue from the Tower Detailed Contrasting Setting Descriptions Flashback Narrative - Shift in Tense	Biography - Charles Darwin Persuasive Travel Brochure Explanantion Text - Evolution	Recount Letter Poem
Maths	Number: Place Value Number: Addition, Subtraction, Multiplication, Division	Number: Fractions A Number: Fractions B Measuring: Converting Units	Number: Ratio Number: Algebra Number: Decimals	Number: Fractions, Decimlas and Percentages Measurement: Area, Perimeter, Volume Statistics	Geometry: Shape Geometry: Position and Direction	Themed Projects
Science	Living Things and Their Habitats	Electricity	Light	Light	Animals Including Humans	Evolution and Inheritance
Computing	Webpage Creation Creating Media	Introduction to Spreadsheets Data and Information	Communication and Collaboration Computing Systems and Networks	Variables in Games Programming A	Sensing Movement Programming B	3D Modelling Creating media
PE	Swimming OAA	Tag Rugby Basketball	Netball Dance 1	Football Hockey	Athletics Rounders	Cricket Tennis
MfL	La música Music	En mi ciudad In my town	¿Qué haces? What do you do?	El tiempo Weather	Hablo español! I speak Spanish	Hablo español! I speak Spanish
Online Safety	Self Image and Identity Copyright and Ownership (1)	Online Relationships	Online Reputation	Managing Online Information Copyright and Ownership (2)	Health, Wellbeing and Lifestyle	Privacy and Security Copyright and Ownership (3)
Art	Digital Media - Fairtrade	Digital Media - Fairtrade	Sculpture - Clay	Sculpture - Clay	Painting	
DT		Mechanisms Design and make a sustainable windmill (wind turbine)	Structures Design and build a new type of protective shelter		Electrical Systems Electronic football game	
History	Dockyard - Local History	Industrial Revolution		Settlements Over Time	Evolution Timeline - Darwin	
Geography	International Trade	Natural Resources	International Trade	Maps and Contour Lines	Exploration - Darwin	
Music	Composing for protest! To create music inspired by Ethel Smyth and a picture of the suffragettes. Composing using a non-musical stimulus, lyrics, melody, steady beat, tempo, ostinato, coda.	Shadows Artists and their influences, compare musical genres (country, electronic dance music, rock, classical, soul).	Hey, Mr Miller Swing music, syncopation, swing rhythm, big band instruments, scat singin, social and historical context (WWII, segregation)	Twinkle variations To use Twinkle, twinkle little star as a composing tool, theme and variations form, passacaglia, improvisation.	Race! To create music to accompany a short film about a race, composing an extended melody and accompaniment.	Exploring identity through song Vocal range, voice change, vocal technique, lyrics (internal rhymes), anthems.

PSHE	Being Me In My World - Y6 Identifying goals for the year, Global citizenship, Children’s universal rights, Feeling welcome and valued, Choices, consequences and rewards, Group dynamics, Democracy, having a voice, Anti-social behaviour, Role-modelling	Celebrating Difference - Y6 Perceptions of normality, Understanding disability, Power struggles, Understanding bullying, Inclusion/exclusion, Differences as conflict, difference as celebration, Empathy	Dreams and Goals - Y6 Personal learning goals, In and out of school, Success criteria, Emotions in success, Making a difference in the world, Motivation, Recognising achievements, Compliments	Healthy Me - Y6 Taking personal responsibility, How substances affect the body, Exploitation, including ‘county lines’ and gang culture, Emotional and mental health, Managing stress	Relationships - Y6 Mental health, Identifying mental health worries and sources of support, Love and loss, Managing feelings, Power and control, Assertiveness, Technology safety, Take responsibility with technology use	Puberty: Recap and Review, Puberty: Change and Becoming Independent, Positive and Healthy Relationships, How a Baby is Made
RE	Believing U2.3 What do religions say to us when life gets hard? Christians, Hindus, non-religious (e.g. Humanists)	Expressing U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? Christians, Muslims and non-religious (e.g. Humanists)	Expressing U2.9** What can be done to reduce racism? Can religion help? Christians, Muslims, non-religious	Living U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/or ummah (community)? Christians, Hindus and/or Muslims	Living (A) U2.7 What matters most to Christians and Humanists?	Living (B) U2.7 What matters most to Christians and Humanists?