	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	**Myths and Legends** Core text: The Odyssey Introduction to Greek Mythology. The Greek worldview and the Greek gods. Extracts from 'Tales of the Greek Heroes'. Conventions of epic poetry. The Iliad and the Odyssey. Metamorphoses: creative writing.	**Myths and Legends** Core text: The Odyssey Classical allusions in English Literature. 'The Odyssey (Re-Told)' - reading of the full text, with comparisons/connections to Homer in translation.	**Rhetoric** The History of Rhetoric Figures of rhetoric Non-fiction texts: speeches (e.g. Martin Luther King, Greta Thunberg, Barack Obama) Literature (Julius Caesar) Introduction to **Orwell and Animal Farm**	**Animal Farm** Continuation of Animal Farm. Analysis of Old Major's speech. Persuasive writing. Understanding historical context, the Russian Revolution, totalitarianism and Orwell's satire.	**Shakespeare in Love** Context: who was Shakespeare? His life and times. The Sonnet Form. Petrarchan and Shakespearean sonnets. Shakespeare's sonnets. Sonnet writing. Sonnets in Romeo and Juliet: the Prologue, hidden sonnets.	**Shakespeare in Love** Study of Shakespeare's Romeo and Juliet, interspersed with Shakespeare's sonnets and sonnets by other writers. Understanding and using iambic pentameter, rhyme schemes and poetic forms. Memorise Sonnet 116.
Maths	**Algebraic Thinking** Sequences, Understanding Algebraic Notation, Equality and Equivalence	**Place Value and Proportion:** Place Value & Ordering, Place Value and Ordering Integers and Decimals, Fractions, Decimals and Percentage Equivalence	**Applications of Number:** Solving Problems With Addition & Subtraction, Addition & Subtraction, Solving Problems With Multiplication and Division, Solving Problems With Multiplication and Division, Fraction and Percentage of Amounts	**1. Directed Number**: Operations and Equations with Directed Number and **2. Fractional Thinking**: Addition and Subtraction of Fractions	**Lines and Angle**s: Constructing, Measuring and Using Geometric Notation, Developing Geometric Reasoning	**Reasoning with Number:** Sets and Probability, Developing Number Sense, Prime Numbers and Proof
Science Bi	**Cells**: Eukaryotic cells, Prokaryotic Cells, Specialised Cells, Organisation (Circulatory System), Diffusion,	**Cells**: Osmosis, Active Transport, Exchange of Substances, HSW Investigation (Osmosis)	**Reproduction & Variation:** Male & Female Reproductive Systems Gametes, Sexual Reproduction: Internal & External Fertilisation , Sexual Intercourse & Fertilisation , Gestation & Birth	**Reproduction & Variation**: Reproduction in Flowering Plants, Seed Dispersal Mechanisms Investigation: Planning , Seed Dispersal Mechanisms Investigation: Investigation & Write Up, Inherited & Environmental Variation , Continuous & Discontinuous Variation	**Ecosystems**: Classification, Ecosystems, Food chains & webs, Interdependence,	**Ecosystems**: Environmental factors, Sampling Techniques 1 (Woodland) Sampling Techniques 2 Pond + Quadrats, Conclusions, evaluations & anomalies
Science Ch	**Chemical Reactions**: What is a chemical reaction?, What are atoms?, Elements, compounds and mixtures What is the difference?, The different models used to show the structure of the atom, Reactions of Metals with Acid, Combustion	**Chemical Reactions:** Investigation, Testing Gases, Conservation of mass,	**Acids and Alkalis**: Acids and Alkalis, What is an indicator? Indicator 2, Neutralisation, Investigation Which tablet is the best to treat heart burn	**Acids and Alkalis:** Neutralisation 2 Making salts, Isolating a soluble salt, Balancing Chemical Equations	**Separation Techniques**: Properties of Solids, Liquids and Gases, States of matter, Begin the fake series of lessons Scenario and Fingerprints, Fingerprints	**Separation Techniques**: Diffusion, Chromatography, Trace evidence, Distillation, Conclusions, evaluations & anomalies
Science Ph	**Energy**: Energy Transfers And Stores, Energy from Food, Fuels, Energy Resources, Alternative Energy Resources	**Energy**: Energy and Electrical Power, Efficiency, Electric Potential and Current, Electricity Models, Resistance	**Forces and Motion**: Contact and Non-Contact Forces, Gravity, Mass and Weight, Springs, Friction, Pressure	**Forces and Motion**: Pressure in fluids, Floating and Sinking, Balanced and Unbalanced Forces, Speed, Distance-Time Graphs	**Earth and Space**: Changing Ideas, Night and Day and Seasons , Eclipses The Moon, Solar System	**Earth and Space**: Stars, Galaxies and the Universe, Life Cycle of a Star, Satellites, Space travel Exploring Further
History	**the development of Church, state and society in Medieval Britain 1066-1509** - How did the Norman Conquest change the English monarchy?	**the development of Church, state and society in Medieval Britain 1066-1509** - How did the Norman Conquest change the English monarchy? BV = Democracy	**the development of Church, state and society in Medieval Britain 1066-1509** - What was life like in the medieval period? BV = Democracy	**the development of Church, state and society in Medieval Britain 1066-1509** - What was life like in the medieval period?	**the development of Church, state and society in Medieval Britain 1066-1509** - How did the Medieval Period end and the Tudor Period begin?	**Local Study** - the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066 BV = Democracy

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Geography	**What is geography?** Understand what geography is, how geographers think, and what questions they ask. It opens the door to geographical practices such as enquiry and builds early conceptual awareness e.g. sustainability	**What is special about our local area?** Develops geographical practices like fieldwork, mapping, and GIS. The use of a local scale offers rich opportunities to explore place, identity, and sense of place.	**What happens when the land meets the sea?** Coastal processes and landforms bring in Earth systems thinking. It also opens up ethical discussions around coastal management (application), tying in moral and values-based enquiry.	**How are populations changing?** This unit introduces demographic processes and spatial patterns. It integrates human geography with temporal thinking (e.g. population growth over time), and helps develop interpretation of data and sources.	**How is urbanisation changing the world?** Urbanisation provides a real-world application of earlier concepts and leads into discussions of sustainability, inequality, and future challenges — key elements of geographical application.	**Mini project - how can we make our local area more sustainable?** An opportunity to draw on geographical pratices like mapping and GIS, while applying concepts of sustainability and well-being in a local context.
RE	**Big Questions:** what is religion? What is God like? How did the world begin?	**Big Questions:** what is religion? What is God like? How did the world begin?	**Wise Words:** historical and religious figures and their teachings	**Wise Words:** historical and religious figures and their teachings	**People of Faith: Christianity:** key Christian teachings and beliefs, the Parables, Christian practices, purpose of prayer	**Identity and Belonging** - The study of various rites of passage that create a sense of community and belonging; Baptism/Confirmation, Amrit ceremony, Akika, and other personal rites of passage
Design Technology	**Product-Box Project and Simple Driving test Knowledge of materials and manufacturing:** Introduction to health and safety Introduction to the machines at a very basic level Introduction to hand tools, finishing techniques and simple dye sublimation Materials – woods and where they come from Functionality **Knowledge of design:** Thinking of possible storage items, designing to fit, isometric drawing, plan drawing, measurement Creating a design identity – makers marks Simple evaluations/ reflections, considering the views of others	**Product-Box Project and Simple Driving test** **Knowledge of materials and manufacturing**: Introduction to health and safety Introduction to the machines at a very basic level Introduction to hand tools, finishing techniques and simple dye sublimation Materials – woods and where they come from Functionality K**nowledge of design:** Thinking of possible storage items, designing to fit, isometric drawing, plan drawing, measurement Creating a design identity – makers marks Simple evaluations/ reflections, considering the views of others	**Food – Basic Skills and Healthy Eating** **Knowledge of materials and manufacturing:** Learning about the Eatwell plate and being able to identify a small range of nutrients in foods Learning about a basic range of equipment Learning how to chop safely Learning about food hygiene Dietary requirements Make an increasing complex range of dishes **Knowledge of design:** Drawing ideas for simple food products Basic evaluations using WWW and EBI and sensory descriptors	**Food – Basic Skills and Healthy Eating** **Knowledge of materials and manufacturing:** Learning about the Eatwell plate and being able to identify a small range of nutrients in foods Learning about a basic range of equipment Learning how to chop safely Learning about food hygiene Dietary requirements Make an increasing complex range of dishes **Knowledge of design:** Drawing ideas for simple food products Basic evaluations using WWW and EBI and sensory descriptors	**Textiles -Elasticated holder** **Knowledge of materials and manufacturing:**Simple construction using plain seams Cotton – properties of Hand embroidery Tie dyeing Simple applique Simple stencils **Knowledge of design:** Identifying customer needs and wants through product analysis and customer profiling Simple specifications Simple evaluations using prompts	**Textiles -Elasticated holder** **Knowledge of materials and manufacturing** Simple construction using plain seams Cotton – properties of Hand embroidery Tie dyeing Simple applique Simple stencils **Knowledge of design:** Identifying customer needs and wants through product analysis and customer profiling Simple specifications Simple evaluations using prompts
Art	**Minster project:** To build skills in watercolour. To learn hues/tones/saturation/washes/tints by colour mixing, using the colour wheel as theory.	**Minster Project:** Acknowledging the art around them (Minster building) and appreciating how their work can be displayed for the public. Establishing art vocabulary and working on a collaborative piece by working in groups to produce large scale work.	**Art, Craft & Design:** Understand the difference between Art, Craft and Design. Learn how to examine artwork, building up knowledge of artistic language. Critical study based around the theme of illustration to increase awareness of the artwork and use of subject specific vocabulary. Learn the basics of ceramics by ceating a tile and discuss the differences betewwn mass produced and hand crafted.	**Art, Craft & Design:** Developing skills from the Minster project by adding texture, learning how to use collage successfully. Work purposefully towards realising intentions within the perameters of an illustration brief.	**Portraiture:** Developing technical skill in relation to the effective use of pencil through adding tone and effective mark making. Learn how to accuratley structure a portrait and how to effectively represent facial features through of series of escalating tasks.	**Portraiture:** Refine portraiture skills by producing a complete drawing that brings together prior learning. Independence is developed through the creation of a personal outcome that incorporates the technical skill of the portraiture project and the idea development apsects of the illustration portion of the Art, Craft and Design project.

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Music	**Singing, Instruments and Elements of Music** -Instruments of Orchestra Instrumental families The Symphony Orchestra The Elements of Music Elements Composition Appraisal (listening with understanding) Singing (carols)	**Singing, Instruments and Elements of Music** - Instruments of Orchestra Instrumental families The Symphony Orchestra The Elements of Music Elements Composition Appraisal (listening with understanding) Singing (carols)	**BEAT, RHYTHM, NOTATION & KEYBOARD** - Pulse Duration Rhythm notation Pitch Notation Keyboard (in unison, duets, melody & accompaniment) Appraisal (listening with understanding)	**BEAT, RHYTHM, NOTATION & KEYBOARD** - Pulse Duration Rhythm notation Pitch Notation Keyboard (in unison, duets, melody & accompaniment) Appraisal (listening with understanding	**MELODY MAKERS**' - Melodic phrase & structure Qualities of effective melodies Melodic composition Appraisal (listening with understanding) Singing (summer concert)	**Melody Makers** - Melodic phrase & structure Qualities of effective melodies Melodic composition Appraisal (listening with understanding) Singing (summer concert)
PE	**Acquiring knowledge/ Skill development** - Hockey & Football & Cross Country	**Acquiring knowledge/ Skill development** - Dance & Netball	**Healthy, active, lifestyle, Decisions, Coaching (analysing & evaluating)** - Gymnastics & Fitness/Multi-skills.	**Healthy, active, lifestyle, Decisions, Coaching (analysing & evaluating)** - Netball & Short tennis.	**Acquiring knowledge, Skill development**. - Athletics & Rounders	**Acquiring knowledge, Skill development**. - Athletics & Tennis
German	Stimmt 1, Unit 1: Meine Welt und ich **My world – introduction to phonics**	Unit 2: Familie und Tiere **Family and pets**	Unit 3: Freizeit – juhu! **Free time**	Unit 4: Schule ist klasse! **School**	Unit 5: Gute Reise! **Travelling and future plans**	Unit 5: Gute Reise! Travelling and future plansGrammar focus
French	Dynamo 1, Module 1: La rentrée **All about me – introduction to Phonics**	Module 2: En classe **School**	Module 3: Mon temps libre **Free time activities**	Module 4: Ma vie de famille **My family life**	Module 5: En ville **My town**	"Module 5: En ville My town"Grammar focus
Computing	**Commincations and Networks** - Safety and Responsibility/Online Safety/NCSC	**Commincations and Networks** - Internet and Communication, **Hardware and Processing** - Hardware/Digital Devices; **Programming and Development** - Are robots going to take our jobs?	**Data and Data Representation** - Data represenatation and Binary numbers	**Algorithms** - Solving Real world problems with flowcharts	**Programming and Development** - Scratch - Pointless Info program / quiz | Python	**Information Technology** - Moral, Legal & Environmental