

Science	<u>Term 1</u> -Evolution and Genetics <u>Term2</u> - living things and the habitats. How have animals/plants evolved.	<u>Term 1</u> -Space <u>Term2</u> -Famous Scientists and inventors	<u>Term 1</u> - Solid, liquid, gas. -Changing materials <u>Term2</u> - Plants - Features and Plant growth	<u>Term 1</u> -Nutrition -Teeth <u>Term2</u> - Mixing and separating	<u>Term 1</u> - Planets <u>Term2</u> - Electricity -Circuit building	<u>Term 1</u> -Reproduction in humans and animals <u>Term2</u> - Habitats	<u>Term 1</u> - Sound and senses <u>Term2</u> - reversible and irreversible changes	<u>Term 1</u> -Properties of materials <u>Term2</u> - Human body	<u>Term 1</u> -Life cycles - plants and animals <u>Term2</u> - Forces and magnets
D.T	Design Make Evaluate Technical knowledge Textiles	Design Make Evaluate Technical knowledge Inventions	Design Make Evaluate Technical knowledge Investigating nature	Design Make Evaluate Technical knowledge Homes	Design Make Evaluate Technical knowledge Monsters	Design Make Evaluate Technical knowledge Structures	Design Make Evaluate Technical knowledge sculpture	Design Make Evaluate Technical knowledge scrap book/projects	Design Make Evaluate Technical knowledge Mechanical systems - leavers, pulleys, windmills
	Wood work project to be completed by all pupils throughout the year- Bird boxes or photo frames			Wood work project to be completed by all pupils throughout the year- Derby cars or insect hotel			Wood work project to be completed by all pupils throughout the year- clocks or memory box		
Food	Nutrition	Create !	Healthy Eating	Fruit and veg	Food around the world	Food as fuel	Dairy	Food groups	Cereals
Geog	United Kingdom -Comparison to other countries	Understand the processes that give rise to key physical features of the world eg. geological timescales, plate tectonics, rocks, weather and climate.	Understand the processes that give rise to key human features of the world eg. population and urbanisation of the world's major countries. Map and compass skills	Transport and Journeys	Work and Leisure Farming	Extend locational knowledge and deepen spatial awareness of the world's countries using maps of the world Atlas and book reference work	Environment and tourism	Changes in land use Waste and recycling	Extend locational knowledge and deepen spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia and the Middle East, focusing on their environmental regions including polar and hot deserts, key physical and human characteristics, countries and major cities.
History	The development of Church, state and society in Medieval Britain eg. The Norman Conquest, The Crusades, Magna Carta, the Hundred years war, the war of the Roses.	Changes over a period of time -link to household items and different inventions over time.	Explorers- Discovery of different worlds and the journeys to discover them.	Tudors- society, economy and culture across the period for example work and leisure in town and country, religion and superstition in daily life, theatre, art music and literature.	The new world Britain 1745 - 1901, which could include scientists and thinkers. The slave trade, the French revolution, development of the British Empire - perhaps an in depth study of India.	Similarities and differences. Comparisons of old and modern.	Shakespeare	Challenges for Britain, Europa and the wider world - 1901 to the present day, including the Holocaust, women's suffrage, WW1, WW2, creation of the welfare state.	Victorians
Music	Develop musical performance - make links to other areas. Moods	Develop creative and compositional skills.	Sing in group context. Musical jingles.	Changing sounds. Playing tuned and untuned instruments. Composition and performance.	Listen to and watch live and recorded music.	Music from around the world. Listening and performing.	Performance linking to other areas of the curriculum.	Music and ICT. Composition and performance	Vocals. Changing rhythm and beats.
MFL - French	All about me (greetings, numbers, age) music, planets, how I feel, Christmas.	Home/where I live, shops/towns, numbers, money, Easter.	The body, being healthy (sport, hobbies, food, French café), family, animals, weather.	On the way to school/transport, having fun - hobbies, time, celebrations (Christmas)	Colours, food (café), our world/French culture, Easter.	Our school, sport, holidays and travel, French speaking countries.	All about me, clothes, weather, days/weeks/seasons, French stories, festivals (Christmas).	Around town, transport, my house, pocket money, clothes, Easter.	Numbers, time and money, holidays and travel.

P.E	Swimming yoga dance-Shakespeare Gymnastics Rugby Fitness room	Swimming yoga Golf/ table tennis Circuits/aerobics Fitness room	Swimming yoga Volley ball Athletics Fitness room	Swimming yoga dance-Shakespeare Gymnastics Fitness room	Swimming yoga Fitness room	Swimming yoga Athletics Fitness room	Swimming yoga dance - Shakespeare Hockey Fitness	Swimming yoga Netball/basketball Tennis Fitness room	Swimming yoga Quick Cricket Athletics Fitness room
Rebound Therapy available all year									
R.E Christianity Judaism Islam	Creation stories	Local places of worship	World and charitable organisations Symbols and signs	Celebrations	Miracles and Easter	Stories of key religious leaders	Rules for living eg the 10 commandments, halal food, kosher food.	Parables, signs and symbols	Pentecost Stories of key religious leaders
P.S.H..E	SEAL THEME New beginnings Getting on and falling out SAY NO TO BULLYING (THEME WEEK) LIVING IN THE WIDER WORLD <ul style="list-style-type: none"> the knowledge and skills needed for setting realistic and challenging personal targets and goals (including the transition to Key Stage 3) the similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bullying, discrimination on individuals and communities about discrimination, how to respond when being discriminated against to recognise that they have the same rights to opportunities in learning and work as other 	SEAL THEME Going for Goals Good to be me HEATH AND WELL BEING <ul style="list-style-type: none"> To recognise their personal strengths and how this affects their self esteem and self confidence to be able to accept helpful feedback or reject unhelpful criticism to understand that self-esteem can change with personal circumstances, <p>such as those associated with family and friendships, achievements and employment</p> <ul style="list-style-type: none"> the characteristics of mental and emotional health and strategies for managing it; to manage growth and change as normal parts of growing up a knowledge of basic first aid and life-saving skills to understand risk within the context of personal safety, especially accident prevention and road safety How to access local health services 	SEAL THEME Relationships Changes RELATIONSHIPS <ul style="list-style-type: none"> the skills and knowledge required to manage the transition to, and the expectations of, secondary education to recognise, clarify and if necessary challenge their own core values and how their values influence their choices the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.) <p>SEX ED (See separate planning)</p> <ul style="list-style-type: none"> that relationships can cause strong feelings and emotions (including sexual attraction) the features of positive and stable relationships (including trust, mutual respect, honesty) and those of unhealthy relationships that the media portrayal of 	SEAL THEME New beginnings Getting on and falling out SAY NO TO BULLYING (THEME WEEK) LIVING IN THE WIDER WORLD <ul style="list-style-type: none"> about the choices available to them at the end of Key Stage 3, sources of information, advice and support, and the skills to manage this decision-making process the benefits of being ambitious and enterprising in all aspects of life about the skills and qualities required to engage in enterprise, including seeing opportunity, managing risk, marketing, productivity, understanding the concept of quality, cash flow and profit about different types of business and its consequences including on-line gambling), why people might choose to gamble, how the gambling industry encourages gambling to explore social and moral dilemmas about the use of money, (including how the 	SEAL THEME Going for Goals Good to be me HEATH AND WELL BEING <ul style="list-style-type: none"> The importance of taking increased responsibility for their own personal hygiene the purpose and importance of immunisation and vaccination the benefits of physical activity and exercise and the importance of sleep to recognise and manage what influences their choices about exercise the importance of balance between work, leisure and exercise what constitutes a balanced diet and its benefits (including the risks associated with both obesity and dieting) 	SEAL THEME Relationships Changes RELATIONSHIPS <ul style="list-style-type: none"> the roles and responsibilities of parents, carers and children in families how to deal with a break down in a relationship and the effects of change, including loss, separation, divorce and bereavement to further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness <p>SEX ED (See separate planning)</p> <ul style="list-style-type: none"> that relationships can cause strong feelings and emotions (including sexual attraction) the features of positive and stable relationships (including trust, mutual respect, honesty) and those of unhealthy relationships that the media portrayal of relationships may not reflect real life to understand the importance of friendship and to begin to consider love and sexual relationships in this context to consider different levels of intimacy and their consequences to acknowledge the right not to have intimate relationships until ready to understand what expectations might be of having a girl/boyfriend about the difference between sex, gender identity and sexual orientation to recognise that there is diversity in sexual attraction and developing sexuality the terms associated with sex, gender identity and sexual orientation and to understand accepted terminology. That consent is freely given and that being pressurised, manipulated or coerced to agree to something is not 'consent'; that the seeker of consent is responsible for ensuring that consent has been given and if not given or withdrawn, that decision should always be respected. To learn about the law in relation to consent (including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of 	SEAL THEME New beginnings Getting on and falling out SAY NO TO BULLYING (THEME WEEK) LIVING IN THE WIDER WORLD <ul style="list-style-type: none"> About their own identity as a learner, preferred style of learning and to develop study, research and personal presentation and organisation skills to identify own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability different types of work, including employment, self-employment and voluntary work; that everyone has a 'career'; their pathway through education 	SEAL THEME Going for Goals Good to be me HEATH AND WELL BEING <ul style="list-style-type: none"> what might influence their decisions about eating a balanced diet the positive and negative roles played by drugs in society (including alcohol) factual information about legal and illegal substances, including alcohol, tobacco and cannabis and the law relating to their supply, use and misuse the safe use of prescribed and over the counter medicines 	SEAL THEME Relationships Changes RELATIONSHIPS <ul style="list-style-type: none"> to further develop and rehearse the skills of team working including objective setting, outcome planning, cooperation, negotiation, to explore the range of positive qualities people bring to relationships different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these (including age, gender, power and interests) the nature and importance of marriage, civil partnerships and other table, long-term relationships for family life and bringing up

<p>people and to recognize and challenge stereotypes</p> <ul style="list-style-type: none"> about their own identity as a learner, preferred style of learning and to develop study, research and personal presentation and organisation skills to identify own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability different types of work, including employment, self-employment and voluntary work; that everyone has a 'career'; their pathway through education and work <p>COVERED DURING ANTI BULLYING WEEK</p> <ul style="list-style-type: none"> to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say that there are different types of teasing and bullying, that these are wrong and unacceptable how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help 			<p>relationships may not reflect real life</p> <ul style="list-style-type: none"> to understand the importance of friendship and to begin to consider love and sexual relationships in this context to consider different levels of intimacy and their consequences to acknowledge the right not to have intimate relationships until ready to understand what expectations might be of having a girl/boyfriend about the difference between sex, gender identity and sexual orientation to recognise that there is diversity in sexual attraction and developing sexuality the terms associated with sex, gender identity and sexual orientation and to understand accepted terminology. That consent is freely given and that being pressurised, manipulated or coerced to agree to something is not 'consent'; that the seeker of consent is responsible for ensuring that consent has been given and if not given or withdrawn, that decision should always be respected. To learn about the law in relation to consent (including the 	<p>choices pupils make as consumers affect other people's economies and environments</p> <p>COVERED DURING ANTI BULLYING WEEK</p> <ul style="list-style-type: none"> to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say that there are different types of teasing and bullying, that these are wrong and unacceptable how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help 		<p>consent to ensure that consent has been given)</p>	<p>and work</p> <p>COVERED DURING ANTI BULLYING WEEK</p> <ul style="list-style-type: none"> to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say that there are different types of teasing and bullying, that these are wrong and unacceptable how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help 		<p>children</p> <p>SEX ED (See separate planning)</p> <ul style="list-style-type: none"> that relationships can cause strong feelings and emotions (including sexual attraction) the features of positive and stable relationships (including trust, mutual respect, honesty) and those of unhealthy relationships that the media portrayal of relationships may not reflect real life to understand the importance of friendship and to begin to consider love and sexual relationships in this context to consider different levels of intimacy and their consequences to acknowledge the right not to have intimate relationships until ready to understand what expectations might be of having a girl/boyfriend about the difference between sex, gender identity and sexual orientation to recognise
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			<p>legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given)</p>						<p>that there is diversity in sexual attraction and developing sexuality</p> <ul style="list-style-type: none"> • the terms associated with sex, gender identity and sexual orientation and to understand accepted terminology. • That consent is freely given and that being pressurised, manipulated or coerced to agree to something is not 'consent'; that the seeker of consent is responsible for ensuring that consent has been given and if not given or withdrawn, that decision should always be respected. • To learn about the law in relation to consent (including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given)
Citizenship	<p>how the political system of the UK has developed as a democracy the role of Parliament and the monarch the operation of Parliament, including voting and elections,</p>	<p>the precious liberties enjoyed by the citizens of the United Kingdom the nature of rules and laws and the justice system the role of the police and the operation of courts and tribunals</p>	<p>the functions and uses of money the importance of personal budgeting the importance of managing risk</p>	<p>how the political system of the UK has developed as a democracy the role of Parliament and the monarch the operation of Parliament, including voting and elections, and the role of</p>	<p>the precious liberties enjoyed by the citizens of the United Kingdom the nature of rules and laws and the justice system the role of the police</p>	<p>the functions and uses of money the importance of personal budgeting the importance of managing risk</p>	<p>how the political system of the UK has developed as a democracy the role of Parliament and the monarch the operation of Parliament, including voting</p>	<p>the precious liberties enjoyed by the citizens of the United Kingdom the nature of rules and laws and the justice system the role of the police</p>	<p>the functions and uses of money the importance of personal budgeting the importance of managing risk</p>

	and the role of political parties			political parties	and the operation of courts and tribunals		and elections, and the role of political parties	and the operation of courts and tribunals	
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