



LIGHTWOODS
PRIMARY ACADEMY

CURRICULUM OVERVIEWS

Years 1 to 6 2026–2027

A parent-friendly summary of the planned learning in English, Mathematics, E3L, Science, PE and Religious Education for each half term. It highlights the main knowledge, skills, and writing outcomes rather than presenting the full curriculum sequence.

ENGLISH: WRITING OUTCOMES - Description/recount of a special memory and person - A familiar-setting story inspired by Owl Babies	MATHEMATICS - Place value to 10: read, represent, compare and order numbers; explain the value of digits - Addition and subtraction within 10: use mental and written strategies, number facts and inverse operations
E3L Subjects: History Art & Design Driving question: How do you want to be remembered? Children will learn about: - Compare schools, toys and family life in the 1950s with life today. - Order memories and events on timelines. - Use historical sources and vocabulary - Create self-portraits, timelines, clay sculptures and textured collages. Key skills: use chronology and sources; compare periods; explain cause, consequence and change; research artists; explore techniques; develop, refine and evaluate artwork.	PE Attack Defend Shoot Practice basic movements including running and jumping. Begin to engage in competitive activities Send & Return Send an object with increased confidence using hand or bat. Send and return a variety of balls
SCIENCE Seasonal change Children ask questions, observe, investigate, record results and explain findings.	RELIGIOUS EDUCATION What do Christians believe God is like?
CULTURAL CAPITAL Music: Memory from Cats Art: Family Group by Henry Moore Poem: If All the World Were by Joseph Coelho	AT HOME Share family photographs and memories, then create a small family memory box together.

This overview summarises planned learning. Teachers may adapt the sequence to respond to pupils' needs and opportunities.



ENGLISH: WRITING OUTCOMES

- A short storyboard based on Supertato
- A retelling of Sleeping Beauty for younger pupils

MATHEMATICS

- 2D and 3D shape: identify, describe, compare and reason about properties of shapes
- Fractions: recognise, represent, compare and calculate with fractions as appropriate
- Place value to 20: read, represent, compare and order numbers; explain the value of digits

E3L

Subjects: Music | History | Art & Design

Driving question: Does all music make you want to dance?

Children will learn about:

- Explore rock and roll, Elvis Presley and The Beatles, plus Bhangra and calypso traditions.
- Recognise pulse, percussion and a cappella singing.
- Perform and use simple notation.

Key skills: listen critically; perform, compose, notate, rehearse and evaluate; use chronology and sources; compare periods; explain cause, consequence and change.

PE

Dance

Respond to a range of stimuli and types of music. Explore space, direction, elevation, mirroring and partner work. Explore a narrative through a short, structured dance.

Run, Jump, Throw

Begin to link running and jumping. Learn and refine a range of running. Develop throwing techniques to throw over longer distances.

SCIENCE

- Everyday materials

Children ask questions, observe, investigate, record results and explain findings.

RELIGIOUS EDUCATION

Why does Christmas matter to Christians?

CULTURAL CAPITAL

Music: Hound Dog by Elvis Presley **Art:** Three Musicians by Pablo Picasso **Poem:** My Dad's a Rock'n'Roll Star by Ian Bland

AT HOME

Make simple instruments from household objects, create a rhythm and perform a family musical piece.

This overview summarises planned learning. Teachers may adapt the sequence to respond to pupils' needs and opportunities.



ENGLISH: WRITING OUTCOMES

- A setting description inspired by Beegu
- Instructions for looking after yourself on Earth
- An adventure scene featuring the Paper Bag Princess

MATHEMATICS

- Addition and subtraction to 20: use mental and written strategies, number facts and inverse operations
- Position and direction: describe movement, turns, coordinates and position as appropriate

E3L

Subjects: Geography | History | Citizenship | Computing

Driving question: What does it mean to be British?

Children will learn about:

- Locate the four UK countries and capital cities.
- Distinguish human and physical features.
- Explore British values, monarchy, the Union Flag and the Great Fire of London in 1666.

Key skills: use maps and atlases; locate places; compare environments; explain human and physical processes; use chronology and sources; compare periods; explain cause, consequence and change.

PE

Hit, Catch, Run

Able to hit balls with hand or bat. Track and retrieve a rolling ball. Throw and catch a variety of balls and objects.

Attack, Defend, Shoot

Recognise rules and apply them. Use and apply simple strategies for invasion games. Preparing for and explaining the reasons why we enjoy exercise.

SCIENCE

- Animals, including humans: all about me

Children ask questions, observe, investigate, record results and explain findings.

RELIGIOUS EDUCATION

Beginning to learn Sikhism: stories of the Sikh Gurus

CULTURAL CAPITAL

Music: Hello by Adele **Art:** The Great Fire of London by Jan Griffier **Poem:** The British by Benjamin Zephaniah

AT HOME

Research and cook a well-known UK dish, or create artwork showing the Great Fire of London.

This overview summarises planned learning. Teachers may adapt the sequence to respond to pupils' needs and opportunities.

ENGLISH: WRITING OUTCOMES • A familiar-setting story with a different animal • A letter to a safari park or zoo	MATHEMATICS • Place value to 50: read, represent, compare and order numbers; explain the value of digits • Length and height: measure, compare and solve practical problems using length and height • Mass and capacity: measure, compare and solve practical problems
E3L Subjects: Geography Science Art & Design Driving question: Who do we share the world with? Children will learn about: • Locate the seven continents and five oceans. • Classify mammals, birds, fish, reptiles and amphibians. • Explore senses, nocturnal animals, echolocation, adaptation and the protection of endangered species. Key skills: use maps and atlases; locate places; compare environments; explain human and physical processes; ask questions; observe and measure; investigate; record evidence and explain conclusions.	PE Send and Return Develop sending skills with a variety of balls. Track, intercept and stop a variety of objects. Select and apply skills to beat the opposition. Fitness Take part in a variety of different types of exercises to improve fitness. Explore different workout structures and how they can impact fitness. Describe what happens to their body during exercise, including their heart rate.
SCIENCE • Animals, including humans: all about animals Children ask questions, observe, investigate, record results and explain findings.	RELIGIOUS EDUCATION Why does Easter matter to Christians?
CULTURAL CAPITAL Music: Mr Mistoffelees and Peter and the Wolf Art: Jungle paintings by Henri Rousseau Poem: Macavity the Mystery Cat by T. S. Eliot	AT HOME Create a fact file about a wild animal, including its habitat, diet, appearance and interesting facts.

This overview summarises planned learning. Teachers may adapt the sequence to respond to pupils' needs and opportunities.

ENGLISH: WRITING OUTCOMES • A recount of a carnival experience • An information report about rainforests or South America	MATHEMATICS • Multiplication and division: recall facts, use arrays and grouping, and solve related problems • Fractions: recognise, represent, compare and calculate with fractions as appropriate
E3L Subjects: Geography Science Music Driving question: How can we capture the atmosphere of the rainforest? Children will learn about: • Locate Brazil, Brasília, the Amazon River and the four rainforest layers. • Explore the Yanomami, rainforest plants and animals, and the causes and effects of deforestation. Key skills: use maps and atlases; locate places; compare environments; explain human and physical processes; ask questions; observe and measure; investigate; record evidence and explain conclusions.	PE Gymnastics Perform recognised point balances with control. Explore turns, twists, rocks and controlled landings, linking actions smoothly. Perform simple sequences using unison and canon. Run, Jump, Throw Increase stamina and core strength. Work collaboratively on more complex tasks. Work to improve strength, balance, agility and coordination.
SCIENCE • Plants Children ask questions, observe, investigate, record results and explain findings.	RELIGIOUS EDUCATION Beginning to learn Sikhi: the Gurdwara, a place to belong
CULTURAL CAPITAL Music: The Girl from Ipanema and Chorus Number 1 Art: The Flower Carrier by Diego Rivera Poem: Carnival Jumbie by John Lyons	AT HOME Research a rainforest animal such as a jaguar, tapir, giant anteater or mountain gorilla.

This overview summarises planned learning. Teachers may adapt the sequence to respond to pupils' needs and opportunities.

ENGLISH: WRITING OUTCOMES - An adventure story inspired by Katie and the Dinosaurs - A dinosaur fact file for a museum	MATHEMATICS - Place value to 100: read, represent, compare and order numbers; explain value of digits - Money: recognise values, find totals and change, and solve money problems - Time: read, record and calculate time using age-appropriate units	
E3L Subjects: History Science Driving question: Did dinosaurs really exist? Children will learn about: - Compare dinosaurs from the Triassic, Jurassic and Cretaceous periods, including diets and habitats. - Learn how fossils form, how palaeontologists work, Mary Anning's discoveries and extinction theories. Key skills: use chronology and sources; compare periods; explain cause, consequence and change; ask questions; observe and measure; investigate; record evidence and explain conclusions.	PE OAA Use thinking skills to follow multi-step instructions. Solve more challenging problems as an individual. Comprehend that one thing can represent another. Take part in activities with increasing challenge to build confidence. Hit, Catch, Run Develop sending and receiving skills to benefit fielding as a team. Distinguish between the roles of batters and fielders. Introduce the concept of simple tactics.	
SCIENCE Everyday materials Children ask questions, observe, investigate, record results and explain findings.		RELIGIOUS EDUCATION Who celebrates what, how and where?
CULTURAL CAPITAL Music: Jurassic Park Theme by John Williams Art: Dinosaur Art by Alain Beneteau Poems: The Dinosaur's Dinner and Maggie and the Dinosaur		AT HOME Research a favourite dinosaur, build a 3D model and record fascinating facts to share.

This overview summarises planned learning. Teachers may adapt the sequence to respond to pupils' needs and opportunities.

ENGLISH: WRITING OUTCOMES • A portal story inspired by The Tunnel • A quest story inspired by Lost and Found	MATHEMATICS • Place value: read, represent, compare and order numbers; explain the value of digits • Counting and comparing: count in appropriate steps and use <, > and = accurately • 2D and 3D shape: identify, describe, compare and reason about properties of shapes
E3L Subjects: History Geography Computing Driving question: How has where we live changed over time? Children will learn about: • Compare Victorian schools with schools today. • Explore local landmarks, industry and canals. • Use maps and keys. • Examine human features, pollution and ways to care for the local environment. Key skills: use chronology and sources; compare periods; explain cause, consequence and change; use maps and atlases; locate places; compare environments; explain human and physical processes.	PE Attack, Defend, Shoot Send a ball using feet and can receive a ball using feet. Refine ways to control bodies and a range of equipment. Recall and link combinations of skills, e.g., dribbling and passing. Hit, Catch, Run Develop hitting skills with a variety of bats. Practice feeding/bowling skills. Hit and run to score points in games.
SCIENCE • Animals, including humans: life cycles Children ask questions, observe, investigate, record results and explain findings.	RELIGIOUS EDUCATION What is the 'good news' Christians believe Jesus brings?
CULTURAL CAPITAL Music: Pandemonium by Evelyn Glennie Art: The Lock by John Constable Poetry: Off by Heart anthology	AT HOME Explore the local area, notice important landmarks and talk about how places may have changed.

This overview summarises planned learning. Teachers may adapt the sequence to respond to pupils' needs and opportunities.



ENGLISH: WRITING OUTCOMES - A persuasive letter written in role as a crayon - A diary entry written in role as a crayon	MATHEMATICS - Addition and subtraction: use mental and written strategies, number facts and inverse operations - Length and height: measure, compare and solve practical problems using length and height - Position and direction: describe movement, turns, coordinates and position as appropriate	
E3L Subjects: Art & Design Science Music Driving question: Where are the patterns in art and nature? Children will learn about: - Study pattern in nature and work by Klimt, O’Keeffe, Hirst and Kandinsky. - Mix primary colours, layer colour, create symmetry and connect natural pattern to plant life cycles. Key skills: research artists; explore techniques; develop, refine and evaluate artwork; ask questions; observe and measure; investigate; record evidence and explain conclusions.		PE Send and Return Be able to track the path of a ball over a net and move towards it. Begin to hit and return a ball with some consistency. Play modified net/wall games throwing, catching and sending over a net. Run, Jump, Throw Throw and handle a variety of objects. Develop power, agility, coordination and balance. Negotiate obstacles showing increased control.
SCIENCE Plants Children ask questions, observe, investigate, record results and explain findings.		RELIGIOUS EDUCATION Beginning to learn Islam: what can we learn from Muslims in Sandwell?
CULTURAL CAPITAL Music: La Vie en Rose and Build Me Up Buttercup Art: Poppy Field by Vincent van Gogh Poetry: Pure Imagination and What is Pink?	AT HOME Go on a pattern walk or design a symmetrical garden using repeated shapes, colours and plants.	

This overview summarises planned learning. Teachers may adapt the sequence to respond to pupils’ needs and opportunities.

ENGLISH: WRITING OUTCOMES • Instructions for a concession-stand snack • A fantasy story set beyond a fairground ride	MATHEMATICS • Multiplication and division: recall facts, use arrays and grouping, and solve related problems • Mass, capacity and temperature: read scales and solve practical measurement problems
E3L Subjects: History Design & Technology Art & Design Computing Driving question: How can we have fun at the fair? Children will learn about: • Explore the history of funfairs, the 1814 Frost Fair, carousels and halls of mirrors. • Design and make a working carousel using wheels, axles and mechanisms. • Study L. S. Lowry's fairground art. Key skills: use chronology and sources; compare periods; explain cause, consequence and change; research needs; design, make, test and evaluate purposeful products.	PE Dance Apply facial expressions to music showing emotions such as fear and anger. Begin to use spatial and dynamic choices in work. Offer feedback and respond to feedback. Attack, Defend, Shoot Select and apply a small range of simple tactics. Recognise good qualities in self and others. Work with others to build basic attacking play.
SCIENCE • Uses of everyday materials Children ask questions, observe, investigate, record results and explain findings.	RELIGIOUS EDUCATION Holy places: where and how do Christians, Sikhs and Muslims worship?
CULTURAL CAPITAL Music: Fairground by Simply Red Art: Lancashire Fair: Good Friday, Daisy Nook by L. S. Lowry Poem: Carousel by Rebecca Kai Dotlich	AT HOME Design a funfair, make popcorn or toffee apples, or visit a funfair and discuss the rides and sounds.

This overview summarises planned learning. Teachers may adapt the sequence to respond to pupils' needs and opportunities.

ENGLISH: WRITING OUTCOMES - An adventure story to save Superworm - A minibeast information report	MATHEMATICS - Addition and subtraction: use mental/written strategies, number facts, inverse operations - Money: recognise values, find totals and change, and solve money problems - Fractions: recognise, represent, compare and calculate with fractions	
E3L Subjects: Science Geography Music Driving question: Should we save creatures great and small? Children will learn about: - Explore arthropods, exoskeletons, habitats, microhabitats and living, dead and non-living things. - Investigate camouflage, communication, pollination, food chains and the importance of bees. Key skills: ask questions; observe and measure; investigate; record evidence and explain conclusions; use maps and atlases; locate places; compare environments; explain human and physical processes.		PE Gymnastics Develop body management through a range of floor exercises. Use core strength to link recognised gymnastics elements. Attempt to use rhythm while performing a sequence. Send and Return Be able to make it difficult for their opponent to score a point. Begin to choose specific tactics. Transfer net/wall skills. Improve agility and coordination and use in a game.
SCIENCE Living things and their habitats Children ask questions, observe, investigate, record results and explain findings.		RELIGIOUS EDUCATION How and why are some books holy?
CULTURAL CAPITAL Music: A Hard Day's Night by The Beatles Art: Giant Peacock Moth by Vincent van Gogh Poem: Nature Trail by Benjamin Zephaniah	AT HOME Search a garden, park or woodland for minibests, then draw or photograph them and make a tally chart.	

This overview summarises planned learning. Teachers may adapt the sequence to respond to pupils' needs and opportunities.

ENGLISH: WRITING OUTCOMES • An information leaflet about the body and keeping healthy • A recount of a sporting event	MATHEMATICS • Multiplication and division: recall facts, use arrays and grouping, and solve related problems • Fractions: recognise, represent, compare and calculate with fractions as appropriate
E3L Subjects: Science PSHE Driving question: What does it mean to be healthy? Children will learn about: • Explore human needs, growth, offspring and animal and human life cycles. • Learn how diet, exercise, hygiene and positive habits support physical and mental health. Key skills: ask questions; observe and measure; investigate; record evidence and explain conclusions; discuss choices and responsibilities; consider wellbeing, fairness and positive action.	PE Run, Jump, Throw Improve running and jumping movements over sustained periods. Reflect on activities and make connections to healthy, active lifestyles. Jump for distance and height. Fitness Work at maximum effort for short periods. Use repetition to improve movements. Identify some benefits of whole-body exercise. Improve repetitions over time.
SCIENCE • Animals, including humans: growth Children ask questions, observe, investigate, record results and explain findings.	RELIGIOUS EDUCATION Who is an inspiring person?
CULTURAL CAPITAL Music: Feeling Good by Nina Simone Art: Happy Butterfly Day by Andy Warhol Poem: The Guest House by Jalal Al-Din Rumi	AT HOME Hold a family personal-best challenge or prepare healthy salad smiley faces together.

This overview summarises planned learning. Teachers may adapt the sequence to respond to pupils' needs and opportunities.

ENGLISH: WRITING OUTCOMES • A persuasive application to join a pirate crew • An action-adventure scene inspired by The Secret of Black Rock	MATHEMATICS • Data handling: present and interpret information in charts, tables and diagrams • Time: read, record and calculate time using age-appropriate units
E3L Subjects: Geography History Driving question: Why is the sea important? Children will learn about: • Locate UK seas, world oceans and continents. • Use compass directions and investigate coastlines and erosion. • Study explorers including Columbus and Ellen MacArthur, shipwrecks, Morse code and sea rescue. Key skills: use maps and atlases; locate places; compare environments; explain human and physical processes; use chronology and sources; compare periods; explain cause, consequence and change.	PE OAA Use searching skills to find given things from clues and pictures. As a pair, navigate space. Use and explore unusual equipment to develop motor skills, coordination and problem-solving. Hit, Catch, Run Work in teams to field. Begin to play the role of wicketkeeper or backstop.
SCIENCE • Living things and their habitats: animals around the world Children ask questions, observe, investigate, record results and explain findings.	RELIGIOUS EDUCATION What can we learn from stories of the Prophet?
CULTURAL CAPITAL Music: Island in the Sun by Weezer Art: The Great Wave off Kanagawa by Katsushika Hokusai Poem: I Wish I Was a Pirate by Tony Bradman	AT HOME Research a famous shipwreck and create a fact file, or build a model of a famous ship.

This overview summarises planned learning. Teachers may adapt the sequence to respond to pupils' needs and opportunities.

ENGLISH: WRITING OUTCOMES • Character and setting description of the Iron Man emerging • Explanation of how an invention works	MATHEMATICS • Place value: read, represent, compare and order numbers; explain the value of digits • Counting and comparing: count in appropriate steps and use <, > and = accurately • Addition and subtraction: use mental and written strategies, number facts and inverse operations
E3L Subjects: Geography History Design & Technology Computing Art Driving question: How will you change the world? Children will learn about: • Use eight-point compass directions. • Locate hemispheres, the Equator and tropics. • Study inventors and explorers, Wright brothers, Amelia Earhart, Alexander Graham Bell, Sir Tim Berners-Lee, the World Wide Web and wired and wireless networks. Key skills: use maps and atlases; locate places; compare environments; explain human and physical processes; use chronology and sources; compare periods; explain cause, consequence and change.	PE Football Show basic control skills. Send the ball with some accuracy to maintain possession and build attacking play. Implement the basic rules of football. Swimming Develop water confidence, learn essential water safety skills and build their swimming technique through regular lessons.
SCIENCE • Forces and magnets Children ask questions, observe, investigate, record results and explain findings.	RELIGIOUS EDUCATION What are the deeper meanings of festivals?
CULTURAL CAPITAL Music: Explorers soundtrack and Respect Art: South Pole Monument and da Vinci flying machines Poetry: Eureka! by Joyce Sidman	AT HOME Identify a problem and sketch an invention that could help to solve it.

This overview summarises planned learning. Teachers may adapt the sequence to respond to pupils' needs and opportunities.

ENGLISH: WRITING OUTCOMES • Instructions for caring for a prehistoric animal • A time-travel scene based on Stone Age Boy	MATHEMATICS • Addition and subtraction: use mental and written strategies, number facts and inverse operations • Multiplication and division: recall facts, use arrays and grouping, and solve related problems
E3L Subjects: History Art & Design Driving question: How did life change during the prehistoric age? Children will learn about: • Sequence the Palaeolithic, Mesolithic and Neolithic periods, then the Bronze and Iron Ages. • Explore cave art, Beaker pottery, changing tools and technologies, settlements and hillforts. Key skills: use chronology and sources; compare periods; explain cause, consequence and change; research artists; explore techniques; develop, refine and evaluate artwork.	PE Hockey Play in a hockey-type invasion game. Improve game-based agility. Manipulate objects using a stick and ball with safety and control. Swimming Develop water confidence, learn essential water safety skills and build their swimming technique through regular lessons.
SCIENCE • Rocks and soils Children ask questions, observe, investigate, record results and explain findings.	RELIGIOUS EDUCATION Festivals and family life: what is it like to be Jewish?
CULTURAL CAPITAL Music: Sabre Dance and Diamonds on the Soles of Her Shoes Art: Lascaux Cave Paintings Poetry: Michael Rosen's prehistoric poems	AT HOME Build a miniature Stone, Bronze or Iron Age settlement, including homes, food sources and features of daily life.

This overview summarises planned learning. Teachers may adapt the sequence to respond to pupils' needs and opportunities.

ENGLISH: WRITING OUTCOMES - Adventure story based on The Barnabus Project - Voice-over transcript for a persuasive fair-trade advert	MATHEMATICS - Length and perimeter - Fractions: recognise, represent, compare and calculate with fractions as appropriate
E3L Subjects: Geography PSHE Computing Driving question: Do farmers yield what they plant? Children will learn about: - Trace food from producers around the world and understand food miles and sustainability. - Explore Fairtrade, working and living conditions, and how fair trade supports farmers and communities. Key skills: use maps and atlases; locate places; compare environments; explain human and physical processes; discuss choices and responsibilities; consider wellbeing, fairness and positive action.	PE Dance Practise and put together a performance. Perform using facial expressions. Perform with a prop. Swimming Develop water confidence, learn essential water safety skills and build their swimming technique through regular lessons.
SCIENCE Animals, including humans Children ask questions, observe, investigate, record results and explain findings.	RELIGIOUS EDUCATION What do Christians learn from the creation story?
CULTURAL CAPITAL Music: Day-O and My Favourite Things Art: Girl with a Pearl Earring by Johannes Vermeer Poem: Song of the Banana Man by Evan Jones	AT HOME Grow a food product and keep a diary, or bake bread using Fairtrade ingredients.

This overview summarises planned learning. Teachers may adapt the sequence to respond to pupils' needs and opportunities.

**ENGLISH: WRITING OUTCOMES**

- Setting description inspired by The Paperbag Prince
- Formal persuasive letter to an MP about environmental action

MATHEMATICS

- Mass and capacity: measure, compare and solve practical problems involving mass and capacity
- Addition and subtraction: use mental and written strategies, number facts and inverse operations
- Angles and shape: identify, measure and reason about angles and properties of shapes

E3L

Subjects: Geography | Science | Art & Design

Driving question: Is plastic the enemy of humans?

Children will learn about:

- Explore the ozone layer, air, noise and water pollution, smog, methane and landfill.
- Examine composting, reuse and recycling, ocean plastics, carbon footprints and sustainable choices.

Key skills: use maps and atlases; locate places; compare environments; explain human and physical processes; ask questions; observe and measure; investigate; record evidence and explain conclusions.

PE**Tennis**

Identify and describe some rules of tennis. Serve to begin a game and explore forehand hitting.

Swimming

Develop water confidence, learn essential water safety skills and build their swimming technique through regular lessons.

SCIENCE

- Plants

Children ask questions, observe, investigate, record results and explain findings.

RELIGIOUS EDUCATION

How is faith expressed in Sikh communities and traditions?

CULTURAL CAPITAL

Music: Is This the World We Created? and Yes We Can | **Art:** Café Terrace at Night by Vincent van Gogh | **Poem:** Names by Brian Moses

AT HOME

Grow vegetables and use them in a meal, or improve household recycling to reduce waste going to landfill.

This overview summarises planned learning. Teachers may adapt the sequence to respond to pupils' needs and opportunities.

ENGLISH: WRITING OUTCOMES • Character description of a Greek god or Heracles • A new labour for Heracles • Non-chronological report about Ancient Greece	MATHEMATICS • Multiplication and division: recall facts, use arrays and grouping, and solve related problems • Fractions: recognise, represent, compare and calculate with fractions as appropriate
E3L Subjects: History Geography Music Driving question: What can ancient history teach us today? Children will learn about: • Locate Greece and compare Athens and Sparta. • Study Alexander the Great and key battles. • Explore Greek gods, myths, the Labyrinth and the origins and legacy of the Olympic Games. Key skills: use chronology and sources; compare periods; explain cause, consequence and change; use maps and atlases; locate places; compare environments; explain human and physical processes.	PE Athletics Control movement in response to instructions. Demonstrate agility and speed. Jump for height and distance. Throw with speed and power and apply appropriate force. Swimming Develop water confidence, learn essential water safety skills and build their swimming technique through regular lessons.
SCIENCE • Light Children ask questions, observe, investigate, record results and explain findings.	RELIGIOUS EDUCATION What is the 'Trinity' and why is it important for Christians?
CULTURAL CAPITAL Music: Go the Distance and God Only Knows Art: The Venus de Milo Poem: How the Tortoise Got Its Shell by Judith Nicholls	AT HOME Design a mythical creature, make a Greek pot, or create artwork inspired by a Greek myth.

This overview summarises planned learning. Teachers may adapt the sequence to respond to pupils' needs and opportunities.

Catastrophe Year 3 Summer 2



ENGLISH: WRITING OUTCOMES

- Short story about a natural disaster or extreme weather event
- Live news broadcast about a natural disaster

MATHEMATICS

- Money: recognise values, find totals and change, and solve money problems
- Statistics: collect, present, interpret and compare data
- Time: read, record and calculate time using age-appropriate units

E3L

Subjects: Geography | History | Science

Driving question: Does the Earth get angry?

Children will learn about:

- Learn about the Earth's layers, tectonic plates and active, dormant and extinct volcanoes.
- Explore Pompeii, earthquakes, seismic waves, tsunamis, hurricanes and disaster relief.

Key skills: use maps and atlases; locate places; compare environments; explain human and physical processes; use chronology and sources; compare periods; explain cause, consequence and change.

PE

Gymnastics

Modify actions independently using different pathways, directions and shapes. Consolidate and improve movements and gymnastics actions. Relate tension and extension to actions. To use basic compositional ideas.

Rounders

Play simple rounders games. Apply some rules to games and develop and use simple rounders skills.

SCIENCE

- Rocks and fossils
- Children ask questions, observe, investigate, record results and explain findings.

RELIGIOUS EDUCATION

Keeping the Five Pillars of Islam

CULTURAL CAPITAL

Music: Dance of the Earth and We Are the World 25 for Haiti

Art: The Great Day of His Wrath by John Martin **Poem:**

Earthquake by Bharati Nayak

AT HOME

Create a first-hand account of an escape from Pompeii, or draw and label a detailed volcano diagram.

This overview summarises planned learning. Teachers may adapt the sequence to respond to pupils' needs and opportunities.



ENGLISH: WRITING OUTCOMES

- Character and setting description based on The Bear and the Piano
- Biography of Evelyn Glennie

MATHEMATICS

- Place value: read, represent, compare and order numbers; explain the value of digits
- Counting and comparing: count in appropriate steps and use $<$, $>$ and $=$ accurately
- Addition and subtraction: use mental/written strategies, number facts, inverse operations

E3L

Subjects: Music | Science

Driving question: What is the soundtrack to your life?

Children will learn about:

- Explore vibrations, sound waves, hearing and decibels, and how sound creates atmosphere.
- Recognise orchestral families, note values and clefs.
- Compose with sound effects and notation.

Key skills: listen critically; perform, compose, notate, rehearse and evaluate; ask questions; observe and measure; investigate; record evidence and explain conclusions.

PE

Golf

Develop coordination, accuracy and control as they learn key golf skills, including putting, chipping and striking techniques, while demonstrating focus, resilience and sportsmanship.

Gymnastics

Become increasingly competent and confident to perform skills more consistently. Perform in time with a partner and group. Use compositional ideas in sequences.

SCIENCE

- Sound

Children ask questions, observe, investigate, record results and explain findings.

RELIGIOUS EDUCATION

What kind of world did Jesus want?

CULTURAL CAPITAL

Music: If I Were a Rich Man and Pomp and Circumstance **Art:** The Kiss by Gustav Klimt **Poem:** At the Pantomime by John Mole

AT HOME

Listen to different musical genres and share which pieces your family enjoys and why.

This overview summarises planned learning. Teachers may adapt the sequence to respond to pupils' needs and opportunities.

ENGLISH: WRITING OUTCOMES - Imaginative next chapter for The Sword in the Stone - Suspense story inspired by Wolves in the Walls	MATHEMATICS - Multiplication and division: recall facts, use arrays and grouping, and solve related problems 2D and 3D shape: identify, describe, compare and reason about properties of shapes
E3L Subjects: History Science Computing Driving question: Could it be magic? Children will learn about: - Explore Arthurian legends, castles and defensive features. - Investigate solids, liquids and gases, viscosity, melting, freezing, evaporation and condensation. Key skills: use chronology and sources; compare periods; explain cause, consequence and change; ask questions; observe and measure; investigate; record evidence and explain conclusions.	PE Volleyball Consistently perform basic pairs volleyball skills such as rainbow pass and switching. Implement the basic rules of pairs volleyball. Develop tactics and apply them competitively. Increase accuracy and power during gameplay. Fitness Show determination to keep moving even when tired. Challenge themselves to improve scores. Develop strength in a range of exercises. Understand how to target specific muscle groups when exercising.
SCIENCE States of matter: solids, liquids, gases, heating and cooling Children ask questions, observe, investigate, record results and explain findings.	RELIGIOUS EDUCATION Why does the Prophet matter to Muslims?
CULTURAL CAPITAL Music: A Spoonful of Sugar and Love Potion No. 9 Art: The Alchemist Discovering Phosphorus Poetry: Fire, Burn and Cauldron Bubble	AT HOME Find examples of solids, liquids and gases, then keep a log of materials that melt, freeze, evaporate or condense.

This overview summarises planned learning. Teachers may adapt the sequence to respond to pupils' needs and opportunities.

Romans Year 4 Spring 1

ENGLISH: WRITING OUTCOMES

- Battle scene using a conquer-the-enemy structure
- Persuasive speech in role as a Roman emperor
- Non-chronological report about the Romans

MATHEMATICS

- Fractions: recognise, represent, compare and calculate with fractions as appropriate
- Decimals

E3L

Subjects: History | Geography

Driving question: What did the Romans ever do for us?

Children will learn about:

- Trace the growth of the Roman Empire, emperors, soldiers, legions and battle formations.
- Explore the invasion of Britain, Boudicca and the Roman legacy in roads, towns and language.

Key skills: use chronology and sources; compare periods; explain cause, consequence and change; use maps and atlases; locate places; compare environments; explain human and physical processes.

PE

Dance

Work to develop a solo secret agent phrase and explore relationship variations through trio dance, such as action and reaction. Practice and perform a variety of different formations.

Tag Rugby

Consistently perform basic tag rugby skills. Implement rules and develop tactics in competitive situations. Increase speed and build endurance during gameplay.

SCIENCE

- Electricity

Children ask questions, observe, investigate, record results and explain findings.

RELIGIOUS EDUCATION

Why do Christians call the day Jesus died 'Good Friday'?

CULTURAL CAPITAL

Music: Nessun dorma performed by Luciano Pavarotti **Art:** Trajan's Column **Poem:** I Am a Roman Soldier by Josiah Wedgewood

AT HOME

Make a Roman shield, helmet or emperor sculpture, or learn and perform a song about the Romans.

This overview summarises planned learning. Teachers may adapt the sequence to respond to pupils' needs and opportunities.



ENGLISH: WRITING OUTCOMES

- Fantasy scene inspired by The Lost Happy Endings
- Persuasive holiday brochure for a coastal or mountain resort

MATHEMATICS

- Angles: identify, compare, measure and calculate angles as appropriate
- Measure and conversions: choose appropriate units and convert between measures
- Perimeter and area: measure and calculate perimeter and area
- Statistics: collect, present, interpret and compare data

E3L

Subjects: Geography | Science | Computing

Driving question: Why are mountains and rivers important?

Children will learn about:

- Locate major mountain ranges and rivers.
- Identify peaks, slopes, valleys, summits, sources, mouths and meanders.
- Explore mountain formation, contour lines, coastal erosion, the water cycle, canyons and gorges.

Key skills: use maps and atlases; locate places; compare environments; explain human and physical processes; ask questions; observe and measure; investigate; record evidence and explain conclusions.

PE

Football

Introduce some defensive skills. Dribble in different directions using different parts of their feet. Passing for distance. Evaluating skills to aid improvement.

Netball

Introduce netball positions. Acquire and apply basic shooting techniques. Demonstrate and implement some basic rules of netball. Develop netball skills such as marking and footwork. Introduce the concept of preliminary moves.

SCIENCE

- States of matter: the water cycle
- Children ask questions, observe, investigate, record results and explain findings.

RELIGIOUS EDUCATION

For Christians, what was the impact of Pentecost?

CULTURAL CAPITAL

Music: Ain't No Mountain High Enough **Art:** Napoleon Crossing the Alps by Jacques-Louis David **Poem:** Looking Glass River by Robert Louis Stevenson

AT HOME

Make a 3D mountain range or create a fact file about famous rivers of the world.

This overview summarises planned learning. Teachers may adapt the sequence to respond to pupils' needs and opportunities.

ENGLISH: WRITING OUTCOMES

- Diary entries showing Eric's emotions
- Non-chronological report sharing historical learning

MATHEMATICS

- Multiplication and division: recall facts, use arrays and grouping, and solve related problems
- Fractions and decimals: connect fractions and decimals and use equivalence

E3L

Subjects: History | Geography | Art & Design | Computing

Driving question: What did the settlers leave behind?

Children will learn about:

- Study Anglo-Saxon and Viking invasions, Lindisfarne, Danelaw, settlement and beliefs.
- Compare Britain with Baghdad and other civilisations.
- Explore the Silk Road, trade and weaving.

Key skills: use chronology and sources; compare periods; explain cause, consequence and change; use maps and atlases; locate places; compare environments; explain human and physical processes.

PE

Cricket

Develop and apply a range of skills in a competitive context. Choose and use a range of simple tactics in isolation and game context. Consolidate existing skills and apply them with consistency.

Dodgeball

Increase confidence in a range of throwing, catching, blocking and dodging skills such as tunnel catch, duck dodge and blocking for a teammate. Develop team tactics such as a team throw and play to the return line.

SCIENCE

- Animals, including humans: digestion and teeth
- Children ask questions, observe, investigate, record results and explain findings.

RELIGIOUS EDUCATION

What is it like to be a Hindu in Britain today?

CULTURAL CAPITAL

Music: Fanfare for the Common Man by Aaron Copland **Art:** Monument to the Discoveries **Poem:** History of Vikings by Paul Perro

AT HOME

Research an Anglo-Saxon or Viking, make a fact file, design a family shield or build a longship.

This overview summarises planned learning. Teachers may adapt the sequence to respond to pupils' needs and opportunities.

ENGLISH: WRITING OUTCOMES • Third-person portal story based on The Journey • Newspaper report about a world-record circumnavigation	MATHEMATICS • Time and money • Position and direction: describe movement, turns, coordinates and position as appropriate • Consolidation: apply prior learning independently in varied problems
E3L Subjects: Geography Science Music Driving question: Why are the world's environments so diverse? Children will learn about: • Locate continents, hemispheres, tropics and Russia across Europe and Asia. • Compare tundra, savannah, woodland, desert, rainforest and grassland biomes and ways people live in them. Key skills: use maps and atlases; locate places; compare environments; explain human and physical processes; ask questions; observe and measure; investigate; record evidence and explain conclusions.	PE Athletics Investigate ways of performing running, jumping and throwing activities. Use a variety of equipment to measure, time and compare different styles of runs, jumps and throws. OAA Work well in a team or group within defined and understood roles. Plan and refine strategies to solve problems. Identify the relevance of and use maps, compasses and symbols. Identify what they do well and suggest what they could do to improve.
SCIENCE • Living things and their habitats Children ask questions, observe, investigate, record results and explain findings.	RELIGIOUS EDUCATION What matters most to Christians and Humanists?
CULTURAL CAPITAL Music: Fly Away and Leaving on a Jet Plane Art: The World by Paula Scher Poem: A Prayer for Travellers, an Irish blessing	AT HOME Choose a place in the world and create a presentation about its landscape, climate and culture.

This overview summarises planned learning. Teachers may adapt the sequence to respond to pupils' needs and opportunities.

ENGLISH: WRITING OUTCOMES - Suspense story based on The Painting or The Heist - Balanced argument: Is graffiti art or vandalism?	MATHEMATICS - Place value: read, represent, compare and order numbers; explain the value of digits - Addition and subtraction: use mental and written strategies, number facts and inverse operations - Multiplication and division: recall facts, use arrays and grouping, and solve related problems
E3L Subjects: Art & Design Driving question: Is graffiti art or vandalism? Children will learn about: - Compare murals, graffiti and work by Banksy and Blek le Rat. - Explore Art Nouveau, Gaudí's architecture and mosaics, and Antony Gormley's human-form sculpture. Key skills: research artists; explore techniques; develop, refine and evaluate artwork.	PE Tennis Introduce volley shots and overhead shots. Apply new shots into game situations. Play with others to score and defend points in competitive games. Further, explore tennis service rules. Basketball Use strength, agility and coordination when defending. Increase power and strength of passes, moving the ball accurately in a variety of situations. Select and apply a range of tactics and techniques to play with consistency.
SCIENCE Living things and their habitats Children ask questions, observe, investigate, record results and explain findings.	RELIGIOUS EDUCATION What does it mean if Christians believe God is holy and loving?
CULTURAL CAPITAL Music: Rhapsody in Blue and Rapper's Delight Art: Marilyn Monroe by Andy Warhol Poem: Daffodils by William Wordsworth	AT HOME Look at art from different movements and create artwork inspired by a favourite style.

This overview summarises planned learning. Teachers may adapt the sequence to respond to pupils' needs and opportunities.

ENGLISH: WRITING OUTCOMES - Persuasive leaflet for a theme park - Formal letter of complaint about a disappointing visit	MATHEMATICS - Fractions, decimals and percentages: recognise equivalence and solve calculations and problems - Measure and conversions: choose appropriate units and convert between measures
E3L Subjects: Design & Technology Science Computing Driving question: Is there a need for speed? Children will learn about: - Study land-speed records, Andy Green and the Bloodhound car. - Investigate air resistance, friction, braking and electric vehicles. - Design, build and test a model vehicle. Key skills: research needs; design, make, test and evaluate purposeful products; ask questions; observe and measure; investigate; record evidence and explain conclusions.	PE Football Play effectively in a variety of positions and formations. Relate a greater number of attacking and defensive tactics. Become more skillful when performing movements at speed. Netball Make choices about which pass to use and where to shoot from. Implement some tactics to get free. Move quickly around the court.
SCIENCE Forces: gravity, air resistance and friction Children ask questions, observe, investigate, record results and explain findings.	RELIGIOUS EDUCATION Atheists and believers in God: what are the arguments?
CULTURAL CAPITAL Music: Mustang Sally, Fun Fun Fun and Drive My Car Art: Old Car by Seth Johnson Poem: The Highwayman by Alfred Noyes	AT HOME Research electric cars or build a model battery-powered car with working wheels and axles.

This overview summarises planned learning. Teachers may adapt the sequence to respond to pupils' needs and opportunities.



ENGLISH: WRITING OUTCOMES

- Suspense story about an alien encounter
- Biography of an astronaut

MATHEMATICS

- Rounding and estimating: round numbers and estimate calculations to check reasonableness
- Factors, multiples and primes: identify number properties and use them in reasoning
- Multiplication and division: recall facts, use arrays and grouping, and solve related problems

E3L

Subjects: Science | History

Driving question: What's beyond the stars?

Children will learn about:

- Explore the Solar System, galaxies, the Big Bang and astronomers including Galileo and Newton.
- Explain gravity, rotation, day and night, seasons and the phases of the Moon.

Key skills: ask questions; observe and measure; investigate; record evidence and explain conclusions; use chronology and sources; compare periods; explain cause, consequence and change.

PE

Gymnastics

Create longer and more complex sequences and adapt performances. Take the lead in a group. Develop symmetry. Compare performances and judge strengths and areas for improvement. Select a component for improvement.

Hockey

Combine basic hockey skills such as dribbling and push passes. Select and apply skills in a game. Play effectively in different positions on the pitch, including in defence. Increase the power and strength of passes, moving the ball over longer distances.

SCIENCE

- Earth and space

Children ask questions, observe, investigate, record results and explain findings.

RELIGIOUS EDUCATION

What kind of world did Jesus want?

CULTURAL CAPITAL

Music: Eine kleine Nachtmusik, Moonlight Sonata and Space Oddity **Art:** The Starry Night by Vincent van Gogh **Poem:** The Light of Stars by Henry Wadsworth Longfellow

AT HOME

Keep a Moon log, make astronaut-inspired food or create a star projector to explore light and shadows.

This overview summarises planned learning. Teachers may adapt the sequence to respond to pupils' needs and opportunities.

ENGLISH: WRITING OUTCOMES - Non-chronological report about Ancient Egypt - Newspaper report on the discovery of Tutankhamun's tomb	MATHEMATICS - Angles and shape: identify, measure and reason about angles and properties of shapes - Fractions, decimals and percentages: recognise equivalence and solve calculations and problems - Perimeter, area and volume: calculate and compare perimeter, area and volume
E3L Subjects: History Geography Design & Technology Driving question: What were the pyramids used for? Children will learn about: - Locate Egypt and explore the Nile, pharaohs, social hierarchy, daily life and hieroglyphics. - Compare ancient civilisations and investigate how levers and pulleys helped move heavy materials. Key skills: use chronology and sources; compare periods; explain cause, consequence and change; use maps and atlases; locate places; compare environments; explain human and physical processes.	PE Dance Perform different genres of dance with confidence, displaying key stylistic features of both Bollywood and Line Dance styles. Perform with strength, stamina and emotion, offering detailed feedback for others to improve their work. Handball Use specific handball skills in games. Begin to play effectively in different positions. Increase power and strength of passes, moving the ball over longer distances. Use a wide range of handball rules consistently.
SCIENCE Forces, levers and pulleys; properties of materials Children ask questions, observe, investigate, record results and explain findings.	RELIGIOUS EDUCATION What do Christians believe Jesus did to save human beings?
CULTURAL CAPITAL Music: Pharaoh's Story, Grand March and Walk Like an Egyptian Art: Bust of Nefertiti Poetry: Egyptian Afterlife and Pyramid	AT HOME Build a reconstruction of Tutankhamun's tomb, including a mummified pharaoh and treasures.

This overview summarises planned learning. Teachers may adapt the sequence to respond to pupils' needs and opportunities.

ENGLISH: WRITING OUTCOMES - Adventure action scene based on Kensuke's Kingdom - Persuasive speech demanding global environmental action	MATHEMATICS - Decimals and percentages: compare, order and solve problems using decimals and percentages - Angles and shape: identify, measure and reason about angles and properties of shapes
E3L Subjects: Geography Science Computing Driving question: Are humans improving the world? Children will learn about: - Locate world islands and explore volcanic, erosive, tectonic and artificial island formation. - Study the Galápagos, Darwin and Wallace, adaptation, conservation, climate change, tourism and rising seas. Key skills: use maps and atlases; locate places; compare environments; explain human and physical processes; ask questions; observe and measure; investigate; record evidence and explain conclusions.	PE Rounders Link together a range of skills and use in combination. Collaborate with a team to choose, use and adapt rules in games. Recognise how some aspects of fitness apply to rounders. OAA Explore ways of communicating in a range of challenging activities. Navigate and solve problems from memory. Develop and use trust to complete the task and perform under pressure.
SCIENCE Animals, including humans Children ask questions, observe, investigate, record results and explain findings.	RELIGIOUS EDUCATION Hindu, Jewish and Islamic prayer: what, when, how, where and why?
CULTURAL CAPITAL Music: He's a Pirate by Hans Zimmer and Klaus Badelt Art: Moai sculptures Poem: Invictus by William Ernest Henley	AT HOME Choose an island to research and create a papier-mâché model showing its landmarks and physical features.

This overview summarises planned learning. Teachers may adapt the sequence to respond to pupils' needs and opportunities.

What The Dickens?



Year 5 Summer 2



ENGLISH: WRITING OUTCOMES

- Non-chronological report about the Victorians
- Historical narrative scene based on Street Child

MATHEMATICS

- Statistics: collect, present, interpret and compare data
- Position and direction: describe movement, turns, coordinates and position as appropriate
- Time: read, record and calculate time using age-appropriate units

E3L

Subjects: History | Art & Design | Music | Computing

Driving question: Was the Victorian era a golden age or a dark time?

Children will learn about:

- Explore Queen Victoria, industrialisation, workhouses and the divide between rich and poor.
- Study reformers, Brunel and the railways, William Morris, suffrage and Victorian writers.

Key skills: use chronology and sources; compare periods; explain cause, consequence and change; research artists; explore techniques; develop, refine and evaluate artwork.

PE

Athletics

Sustain pace over short and longer distances. Run as part of a relay team. Perform a range of jumps and throws.

Badminton

Use different types of serves and shots in-game. Play with others to score and defend points in competitive games. Move confidently around the playing area using footwork techniques.

SCIENCE

- Changes of materials
- Children ask questions, observe, investigate, record results and explain findings.

RELIGIOUS EDUCATION

Can Christian Aid and Islamic Relief change the world?

CULTURAL CAPITAL

Music: Nimrod from Elgar's Enigma Variations **Art:** A Village Street by Helen Allingham **Poem:** Jabberwocky by Lewis Carroll

AT HOME

Create a timeline of Victorian inventions, or make a working model of a Victorian bathing machine.

This overview summarises planned learning. Teachers may adapt the sequence to respond to pupils' needs and opportunities.

ENGLISH: WRITING OUTCOMES • Modern issue-or-dilemma story inspired by The Balaclava Boys • Crime newspaper report about a fictional high-value theft	MATHEMATICS • Place value: read, represent, compare and order numbers; explain the value of digits • Estimation: round and estimate to check whether answers are reasonable • Four operations: choose efficient methods and solve multi-step problems
E3L Subjects: Science History Computing Driving question: Who do you think you are? Children will learn about: • Explore inheritance, variation, dominant and recessive traits, fossils, evolution and adaptation. • Connect identity with rules, crime and punishment. • Use searchable databases and forensic-style evidence. Key skills: ask questions; observe and measure; investigate; record evidence and explain conclusions; use chronology and sources; compare periods; explain cause, consequence and change.	PE Netball Choose and implement a range of strategies to attack and defend. Perform a wider range of more complex skills. Recognise and describe good performances. Tag Rugby Choose and implement a range of strategies and tactics to attack and defend. Combine and perform more complex skills at speed. Observe, analyse and recognise good individual and team performances.
SCIENCE • Evolution and inheritance Children ask questions, observe, investigate, record results and explain findings.	RELIGIOUS EDUCATION An enquiry into visiting places of worship
CULTURAL CAPITAL Music: This Is Me, Grieg's Piano Concerto and I Am What I Am Art: Magritte and the Mona Lisa Poetry: Allan Ahlberg and Benjamin Zephaniah	AT HOME Build a family tree using photographs and discuss similarities and differences across generations.

This overview summarises planned learning. Teachers may adapt the sequence to respond to pupils' needs and opportunities.

ENGLISH: WRITING OUTCOMES • Diary entry in role as a Titanic passenger • Non-chronological report about the Titanic • Adventure story based on Shackleton's Journey	MATHEMATICS • Fractions: recognise, represent, compare and calculate with fractions as appropriate • Angles: identify, compare, measure and calculate angles as appropriate • Properties of shape • Ratio: use ratio language and solve proportional problems
E3L Subjects: Geography History Computing Driving question: How does the movement of people affect places? Children will learn about: • Study the Titanic's voyage, sinking, discovery and the factors behind the disaster. • Explore immigration, the Gold Rush, US states and time zones, the Mississippi and national parks. Key skills: use maps and atlases; locate places; compare environments; explain human and physical processes; use chronology and sources; compare periods; explain cause, consequence and change.	PE Tennis Develop backhand shots. Introduce the lob shot. Begin to use full tennis scoring systems. Continue developing doubles play and tactics to improve. Gymnastics Experience flight on and off high apparatus. Develop and perform a range of partner balances. Use equipment and formations confidently in a rhythmic gymnastics style sequence.
SCIENCE • Living things and their habitats Children ask questions, observe, investigate, record results and explain findings.	RELIGIOUS EDUCATION Christians and how to live: 'What would Jesus do?'
CULTURAL CAPITAL Music: What a Wonderful World, Winter and Let It Be Art: Winged Victory of Samothrace Poem: Warned by Sylvia Stults	AT HOME Build a model of the Titanic or research an American city and share its important geographical features.

This overview summarises planned learning. Teachers may adapt the sequence to respond to pupils' needs and opportunities.

ENGLISH: WRITING OUTCOMES • Informal letter from an evacuee and formal wartime appeal • Historical action scene describing the Blitz	MATHEMATICS • Fractions: recognise, represent, compare and calculate with fractions as appropriate • Measure and conversion: choose appropriate units and convert between measures
E3L Subjects: History Citizenship Music Driving question: How did British people show resilience in wartime? Children will learn about: • Build a World War II chronology and study the Blitz, evacuation, rationing and the Home Front. • Evaluate propaganda and bias. • Explore Churchill, Anne Frank, the Holocaust and VE Day. Key skills: use chronology and sources; compare periods; explain cause, consequence and change; explore values, rights, responsibilities and respectful participation.	PE Fitness Take part in a variety of exercises to improve. Show an understanding of the importance of rest when exercising. Working out the whole body. Handball Work as a team to improve group tactics and gameplay. Play within the rules using screening to break down offensive play. Develop defensive skills.
SCIENCE • Animals, including humans Children ask questions, observe, investigate, record results and explain findings.	RELIGIOUS EDUCATION What will make Sandwell a more respectful community?
CULTURAL CAPITAL Music: We'll Meet Again by Vera Lynn Art: The Blitz by L. S. Lowry Poem: The Evacuee by Shirley Tomlinson	AT HOME Make a 3D Anderson shelter or 1940s room, or research how the local area was affected by World War II.

This overview summarises planned learning. Teachers may adapt the sequence to respond to pupils' needs and opportunities.



ENGLISH: WRITING OUTCOMES • Biography of a famous musician • Fantasy narrative inspired by The Sorcerer's Apprentice	MATHEMATICS • Fractions, decimals and percentages: recognise equivalence and solve calculations and problems • Statistics: collect, present, interpret and compare data • Area, perimeter and volume
E3L Subjects: Music History Driving question: Can music ever be too old to be popular? Children will learn about: • Trace music from Gregorian chant and Mozart to jazz, global traditions and synthesiser music. • Use pulse, pitch, scales, triads, glissando, staves and notation to perform and compose. Key skills: listen critically; perform, compose, notate, rehearse and evaluate; use chronology and sources; compare periods; explain cause, consequence and change.	PE Dance Perform demonstrating key features of Street Dance and Physical Theatre. Use choreographic devices to show conflict. Bring performance skills to their work and interpret in detail another pair's dance. Football Choose and implement a range of strategies to attack and defend. Perform a wider range of more complex skills. Recognise and describe good performances. Suggest, plan and lead simple drills for given skills.
SCIENCE • Light Children ask questions, observe, investigate, record results and explain findings.	RELIGIOUS EDUCATION What impact do people's beliefs have in their lives?
CULTURAL CAPITAL Music: Symphony No. 5 by Beethoven Art: Violinist at the Window by Henri Matisse Poem: Music by Walter de la Mare	AT HOME Listen to music from different decades and discuss family preferences, or make a model thumb piano.

This overview summarises planned learning. Teachers may adapt the sequence to respond to pupils' needs and opportunities.

The Globe Year 6 Summer 1



ENGLISH: WRITING OUTCOMES

- Non-chronological report about William Shakespeare
- Narrative version of a Shakespeare play
- Frankenstein-inspired setting and character description

MATHEMATICS

- Algebra: use simple formulae, sequences and missing-number relationships
- Position and direction: describe movement, turns, coordinates and position as appropriate
- Shape
- SATS preparation

E3L

Subjects: History | Art & Design | Music | Computing

Driving question: How is Shakespeare remembered today?

Children will learn about:

- Study Shakespeare's life, Elizabethan England, Stratford-upon-Avon and the Globe Theatre.
- Use historical sources.
- Explore Tudor portraits, printing techniques and musical elements.

Key skills: use chronology and sources; compare periods; explain cause, consequence and change; research artists; explore techniques; develop, refine and evaluate artwork.

PE

OAA

Use information given by others to complete tasks and work collaboratively. Undertake more complex tasks. Take responsibility for a role. Use knowledge of PE and physical activities to suggest design ideas & amendments to games.

Athletics

Apply strength and flexibility to throwing, running and jumping. Accurately and confidently judge across a variety of activities. Work in collaboration to demonstrate improvement.

SCIENCE

- Electricity

Children ask questions, observe, investigate, record results and explain findings.

RELIGIOUS EDUCATION

Why do Hindus want to be good?

CULTURAL CAPITAL

Music: Greensleeves **Art:** Scene from A Midsummer Night's Dream by Edwin Landseer **Poetry:** Famous quotations from Shakespeare's plays

AT HOME

Build a 3D model of a Tudor house, Stratford-upon-Avon or the Globe Theatre.

This overview summarises planned learning. Teachers may adapt the sequence to respond to pupils' needs and opportunities.

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ENGLISH: WRITING OUTCOMES

- Double-page report about endangered animals
- Persuasive charity pitch
- Balanced argument about children's screen time and mobile phones

MATHEMATICS

- Consolidation: apply prior learning independently in varied problems
- Going deeper: reason, explain and make connections across mathematical ideas
- Numeracy investigations: select strategies, test ideas and justify conclusions

E3L

Subjects: PSHE | Art & Design | Computing | English

Driving question: What difference could you make?

Children will learn about:

- Compare local, national and global charities including RSPB, RSPCA, WaterAid, Oxfam and UNICEF.
- Design logos and website ideas, use persuasive media and prepare and deliver a charity pitch.

Key skills: discuss choices and responsibilities; consider wellbeing, fairness and positive action; research artists; explore techniques; develop, refine and evaluate artwork.

PE

Swimming

Pupils refine their swimming techniques, improve stamina and strengthen their understanding of water safety, helping them to become confident and competent swimmers.

Cricket

Apply cricket rules in a variety of styles of games. Attempt a small range of recognised shots. Use a range of tactics for attacking and defending in the role of bowler, batter and fielder.

SCIENCE

- Looking after our environment
- Children ask questions, observe, investigate, record results and explain findings.

RELIGIOUS EDUCATION

Can religions help people when times get hard?

CULTURAL CAPITAL

Music: He Ain't Heavy, He's My Brother and Bridge over Troubled Water **Art:** The Terracotta Army **Poem:** If by Rudyard Kipling

AT HOME

Support a local charity by volunteering time, or sort unwanted belongings to donate to a charity shop.

This overview summarises planned learning. Teachers may adapt the sequence to respond to pupils' needs and opportunities.