







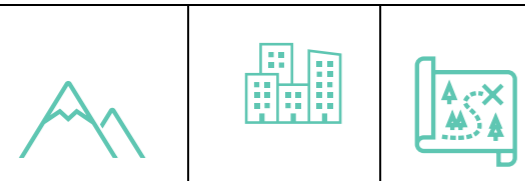





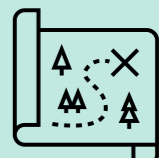





















Key





 Aspire Focus	<p>The knowledge focus (often derived from a range of subjects) that inspires the terms learning and creates cross curricula links</p>		<p>Teaching of Historical knowledge: covering chronology, local, national and worldwide events, eras and dynasties from the past. Investigated through a range of sources.</p>		<p>Teaching of knowledge linked to Religion, faith and belief systems: to know how to understand believing, living and thinking in a multi denominational world. Covering: beliefs about god, community worship and celebration, life journeys and rites of passage.</p>
 Science	<p>Teaching of Scientific knowledge that covers scientific enquiry as well as: Biology Chemistry Physics</p>  <p>Also: geology, astronomy and evolution</p>		<p>Teaching of knowledge linked to Art to know how to: explore, observe, compare, adapt and review both others and their own art via: drawing, painting, printing, textiles, sculpture, collage and digital media.</p>		<p>Teaching of knowledge/ emotional literacy linked to relationships: children’s personal, social, health and well being, including relationships and sex education.</p>
 Geography	<p>Teaching of Geographical knowledge that covers geographical understanding of the world Physical Human plus Fieldwork</p> 		<p>Teaching of knowledge linked to PE: games, dance, gymnastics, athletics, outdoor adventure, swimming including how to evaluate and improve performance plus gaining an understanding of fitness and health.</p>		<p>Teaching of knowledge required communicate in Spanish, i.e. a modern foreign language: listening and speaking, reading and writing, grammar and vocabulary plus intercultural understanding.</p>
			<p>Teaching of knowledge linked to Music: to know how to perform musically using vocals and or instruments. To know how to explore, compose and listen to music; to know how to appraise music.</p>		<p>This icon indicates where a key text in English aligns with the termly focus – e.g Beowulf links to the study of the Saxons.</p>



NB The Academy maths curriculum is covered in our calculation policy, English by separate documents due to the breadth of the subject.





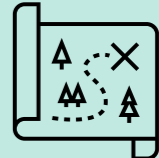
EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	LINCOLNSHIRE HERITAGE WEEK SUMMER TERM
 Aspire Focus	<p>Ourselves Foci: PSED/CLL <i>All about me, my family and where I live. Familiar stories and experiences. Rules and routines of school</i></p>	<p>Once Upon a Time Foci: CLL/EAD <i>Fairy Tales and Nursery Rhymes</i></p>	<p>Amazing Animals Foci: UW <i>Pets, farms, moving onto jungle, artic and desert animals. Incorporating animal body parts, habitats, animal care and</i></p>	<p>Superhuman/Let’s imagine! Foci: PSED/EAD <i>People within our own family and community, emergency services. Superheroes through literature.</i></p>	<p>Grow Foci: UW/PD <i>Growing our own food, From growing to the plate Being healthy, eating and being active including sports. Plants and flowers. Minibeasts. Geographical mapping.</i></p>	<p>Let’s Move Foci: EAD/PSED <i>Travel, journeys and transport. Holidays, staying safe in the sun. Exploration, travel and discovery. Looking ahead and transition to Year 1.</i></p>	<p>Geography Fieldwork</p>  <p>Exploring where we play.</p>













			<i>animals that help us.</i>				<i>Learn, practice, develop and apply a range of fieldwork skills and techniques to investigate the geography of the school grounds.</i>
PSHE & RSE 	Being Me In My World Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Celebrating Difference Identifying talents Being special Families Where we live Making friends Standing up for yourself	Dreams and Goals Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Healthy Me Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Relationships Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Changing Me Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations	<i>Orienteering</i>
	Us, our bodies and senses	Light and Materials	Pets and other animals.	How do people use science to help us?	Planting and growing	Transport, movement and forces	
	Cooking and baking	Habitats around us – who lives where?	Farming				
Daily weather charting and time, seasonal observations linked to own setting							
	Introducing the passage of time through the creation of an on-going ' Memory Box ' to share & order memories through the year which includes significant days For example; St George's Day, Remembrance Day, VE Day						
RE 	Myself <i>[Introduce people who belong to a religious group]</i>	Special people to me <i>[Introduce people who are important to members of a religious group, e.g. Jesus, Prophet Muhammad, vicar, imam, etc.]</i>	Our special books <i>[Introduce stories from religions and important books for members of a religious group]</i> Noah	Our special things <i>[Introduce objects that are important to members of a religious group, e.g. cross, subha beads, prayer mat, etc.]</i> Easter- cross	Our special places <i>[Introduce places of worship, e.g. church, mosque]</i> Bo the church Mouse	Our beautiful world <i>[Introduce stories about creation and some beliefs about the natural world, e.g. the duty to care for the environment]</i>	



YEAR 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	LINCOLNSHIRE HERITAGE WEEK SUMMER TERM
Aspire Focus 	Time Tardis <i>History; Living memory; self/parents/grandparents</i> 	Where do we live? <i>Human Geography; our location; cities and countries of UK, weather, seasonality. Simple mapping to identify human and physical geographical features.</i> 	Mary Anning / Jurassic World <i>Physical Geography; cliffs and coasts, fossils and archaeological finds.</i> 	Great Fire of London <i>History; using a range of historical sources to find out about the Great Fire and compare it's impact on individual lives with local natural disasters.</i> 	They Changed the World <i>History; using a range of sources to learn about local significant individuals and their contribution to our society. [Amy Johnson/Mae Jemison/Helen Sharman]</i> 	Be Wild <i>Geography; Understanding the importance of recognising local wildlife, plants, woods, and our local farming roots.</i> 	 Local Heritage Enquiry <i>Investigating the history of our school. Through the use of Digimap – compare 1850 to present day. Use a range of sources and age appropriate chronology 'Local History – culture on your doorstep'</i>
	SCIENCE 	Light 	Seasonal Change <i>(observing and recording throughout year)</i>	Animals including humans 	Materials 	Forces 	Plants 
	Daily weather charting and telling time, seasonal observations linked to own setting						
ART 	Drawing <i>Self-portraits; Pencil, charcoal, pastel, chalk</i>		Sculpture <i>Creating clay dinosaurs</i>		Collage <i>ICT image and manipulation software</i>		






<p>DT</p> 	<p>Textiles <i>Designing a Kite</i></p>		<p>Structures <i>Designs explore a range of joining techniques</i></p>		<p>Cookery <i>Designing dishes using locally sourced ingredients</i></p>			
<p>PE</p> 	<p>Games and Dance Evaluate and Improve Knowledge and Understanding of Health and Fitness</p>		<p>Gymnastics and Games Evaluate and Improve Knowledge and Understanding of Health and Fitness</p>		<p>Athletics and Outdoor Adventure Evaluate and Improve Knowledge and Understanding of Health and Fitness</p>			
<p>MUSIC</p> 	<p>Hey You</p>	<p>Christmas Nativity Songs – Listen, practise and perform.</p>	<p>In the Groove</p>	<p>Round and Round</p>		<p>Your Imagination</p>	<p>Reflect, Rewind and Replay</p>	
<p>RE</p> 	<p>God – Christianity <i>Believing</i> <i>What do Christians learn and understand about God through Old Testament Bible stories?</i></p> <p><i>What do stories in the New Testament tell us about Jesus?</i></p>	<p>Community – Christianity <i>Living</i> <i>What do Christians do to express their beliefs?</i></p> <p><i>Which celebrations are important to Christians?</i></p> <p><i>What are the key practices associated with these celebrations and what do they tell us about beliefs?</i></p>	<p>God – Islam <i>Believing</i> <i>How is Allah described in the Qur’an?</i></p> <p><i>What do Muslims learn about Allah and their faith through the Qur’an?</i></p>	<p>Community – Islam <i>Living</i> <i>What do Muslims do to express their beliefs?</i></p> <p><i>Which celebrations are important to Muslims?</i></p>		<p>Term 5 and 6- Places of worship <i>Believing, Living, Thinking</i> <i>(Visit to local Christian Church and Mosque*)</i></p>	<p><i>What impact they have on the community</i></p>	




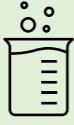








PSHE & RSE 	Being Me In My World Feeling special and safe, Being part of a class Rights and responsibilities, Rewards and feeling proud, Consequences, Owning the Learning Charter	Celebrating Difference Similarities and differences, Understanding bullying and knowing how to deal with it, Making new friends, Celebrating the differences in everyone	Dreams and Goals Setting goals, Identifying successes and achievements, Learning styles, Working well and celebrating achievement with a partner, Tackling new challenges, Identifying and overcoming obstacles, Feelings of success	Healthy Me Keeping myself healthy, Healthier lifestyle choices, Keeping clean, Being safe, Medicine safety/safety with household items, Road safety, Linking health and happiness	Relationships Belonging to a family, Making friends/being a good friend, Physical contact preferences, People who help us, Qualities as a friend and person, Self-acknowledgement, Being a good friend to myself, Celebrating special relationships	Changing Me Life cycles – animal and human, Changes in me, Changes since being a baby, Differences between female and male bodies (correct terminology), Linking growing and learning, Coping with change Transition	
	COMPUTING 	Digital Literacy and Online Safety	Computer Science and Coding	Computer Science and Coding	Computer Systems (Technology around us)	Digital Data Handling	Digital Media (Text, images, multi media)
Online Safety runs throughout all units							
Drawing & opportunities for digital media use across all units of art							




YEAR 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	LINCOLNSHIRE HERITAGE WEEK SUMMER TERM
Aspire Focus 	Forest Rangers <i>Human Geography; land use and human impact. Comparisons with Lincolnshire woodland, UK forests and non-European rainforests. Using knowledge of physical geography intertwined with scientific and historical learning.</i> 		Who built our castles? <i>Investigating the significance of the Norman Conquest, blending historical and geographical knowledge to investigate the impact of these invaders on our current landscape.</i> 		Shipwrecked <i>Applying historical and geographical knowledge to explore the legacy of exploration by some of our local ancestors. Investigating and comparing the UK with Australia following in the footsteps of Captain Cook and Joseph Banks.</i> 		Geography Fieldwork  Mapping our school, supporting our new arrivals to school























SCIENCE 	Living things and their habitats 	Animals including humans 	Materials 	Forces 	Plants 	Electricity 	<p><i>Build on experience from EYFS Following our fieldwork enquiry framework, children will learn, practice, develop and apply a range of fieldwork and mapping skills and techniques to investigate the geography of the school grounds</i></p> <p><i>Orienteering; building on prior experience</i></p>
Daily weather charting and telling time, seasonal observations linked to own setting							
ART 	Printing <i>Exploring dyes and textiles</i>		Painting <i>Classic depiction of castles</i>		Textiles <i>Weaving, threading using ropes and textiles</i>		
DT 	Cookery <i>Using medieval ingredients and forest skills</i>		Levers <i>Using simple levers design a working picture for a child demonstrating, for example 'cut-out' castle or a working portcullis</i>		Electrical circuits <i>Design a working lighthouse</i>		
PE 	Games and Dance Evaluate and Improve Knowledge and Understanding of Health and Fitness		Gymnastics and Games Evaluate and Improve Knowledge and Understanding of Health and Fitness		Athletics and Outdoor Adventure Evaluate and Improve Knowledge and Understanding of Health and Fitness		
MUSIC 	Hands, Feet, Heart	Christmas Nativity Songs – Listen, practise and perform.	I Wanna Play in a Band	Zootime	Friendship Song	Reflect, Rewind and Replay	
RE 	Academy Designed Unit Community Celebration Part 1 <i>Believing, Living, Thinking</i> <i>Thankfulness linked to Harvest... How do Christians and Jews thank their God for the Harvest?</i> <i>Think about the importance of gratitude – Do you only have to</i>	Life Journey – Christianity <i>Living</i> <i>What do Christians do to celebrate birth? What does it mean and why does it matter to belong?</i>	Life Journey – Islam <i>Living</i> <i>What do Muslims do to celebrate birth? What does it mean and why does it matter to belong?</i>	Academy Designed Unit Community Celebration Part 2 <i>(Thankfulness) Believing, Living, Thinking</i> <i>Why do Christians celebrate Easter (Christianity)? Why do Jews celebrate Passover (Judaism)?</i> <i>What are the links between these two celebrations? (Visiting Minster from both religions)</i>	Being Human – Christianity <i>Believing</i> <i>What does the Bible say about how Christians should treat others and live their lives?</i> <i>How can Christian faith and beliefs be seen in the actions of</i>	Being Human – Islam <i>Believing</i> <i>What does the Qur'an say about how Muslims should treat others and live their lives? How can Muslim faith and beliefs be seen in the actions of inspirational Muslims?</i>	






	<i>say thank you if you believe in God?</i>				<i>inspirational Christians</i>		
PSHE & RSE 	Being Me In My World Hopes and fears for the year, Rights and responsibilities, Rewards and consequences, Safe and fair learning environment, Valuing contributions, Choices, Recognising feelings	Changing Me Life cycles in nature, Growing from young to old, Increasing independence, Differences in female and male bodies (correct terminology,) Assertiveness Preparing for transition	Dreams and Goals Achieving realistic goals, Perseverance, Learning strengths, Learning with others, Group co-operation, Contributing to and sharing success	Healthy Me Motivation, Healthier choices, Relaxation, Healthy eating and nutrition, Healthier snacks and sharing food		Relationships Different types of family, Physical contact boundaries, Friendship and conflict, Secrets Trust and appreciation, Expressing appreciation for special relationships	Celebrating Difference Assumptions and stereotypes about gender, Understanding bullying, Standing up for self and others, Making new friends, Gender diversity, Celebrating difference and remaining friends
COMPUTING 	Digital Literacy and Online Safety	Computer Science and Coding	Computer Science and Coding	Computer Systems (Technology around us)		Digital Data Handling	Digital Media (Text, images, multi media)
Online Safety runs throughout all units							
Drawing & opportunities for digital media use across all units of art							
















YEAR 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	LINCOLNSHIRE HERITAGE WEEK SUMMER TERM
Aspire Focus 	Stone Age to Iron Age <i>Investigating the earliest 'periods of history, children will know the journey that the human race has taken since it's beginning when we lived alongside the dinosaurs.</i> 		Our Active Planet <i>Physical Geography; understanding our planet, why natural disasters occur and their impact on people's lives.</i> 		The Legacy of the Ancient Romans <i>Investigating the legacy of the Roman culture up to 410 AD on our world through a range of sources, identifying where we see Roman influence in our locality today.</i> 		Local Heritage Enquiry  Investigating the history of The Boston May Fair or The Spalding Tulip Festival <i>Using Digimaps to compare our locality to the area in the 19th Century</i>





GEOGRAPHY 	Telling time including 24-hour clock at home and around the world. During the year to add to, enhance and revise knowledge of climate both locally and around the world as the concept links with other learning and experiences across the curriculum				<i>Use a range of sources and chronology to explore 'Local History, the culture on your doorstep'</i>			
SCIENCE 	Animals including humans 	Materials 	Rocks and soils	Magnets 			Plants 	Light 
ART 	Painting and collage <i>Using colour wash techniques inspired by our ancestor's cave paintings</i>		Drawing <i>The Great Wave inspires pen & ink graphic illustration</i>				Mosaic <i>Using Mosaics to create a 3D design</i>	
DT 	Cooking <i>Making root veg soup, comparing our ancestors diet to present day</i>		Levers <i>Applying geographical knowledge to make moving graphics to explain the power of our planet</i>				Axles, wheels and frame structures <i>Applying historical learning to design vehicles with axels and wheels</i>	
PE 	Games and Dance Evaluate and Improve Knowledge and Understanding of Health and Fitness		Gymnastics and Games Evaluate and Improve Knowledge and Understanding of Health and Fitness				Athletics and Outdoor Adventure Evaluate and Improve Knowledge and Understanding of Health and Fitness	
MUSIC 			Three Little Birds	The Dragon Song		Bringing Us Together	Reflect, Rewind and Replay	
RE 	God – Hinduism <i>Believing</i> <i>How are deities and key figures described in Hindu sacred texts and stories?</i> <i>What might Hindus understand about the Divine through these stories?</i>	God – Islam <i>Believing</i> <i>What do the main concepts in Islam reveal about the nature of Allah?</i> <i>What is the purpose of visual symbols in a mosque?</i>	Term 3 and 4 God – Christianity <i>Believing</i> <i>How do symbols in the Bible help Christians relate to God?</i> <i>What do symbols in the story of Jesus' baptism reveal about the nature of God?</i> <i>What visual symbols and symbolic acts can be seen in a Christian church?</i> <i>How might language within worship express Christian beliefs?</i>		Term 5 and 6 Academy Designed Unit – Spirited Arts - Expressing Beliefs through the Arts <i>Believing, Living, Thinking</i> <i>How do religious and non-religious people understand the value of creativity?</i> <i>How do religious and non-religious people understand the connection between beliefs about human beings and human creativity?</i> <i>How do religious and non-religious people express their beliefs creatively?</i>			

	<i>What is the purpose of visual symbols in the mandir?</i>	<i>(Seven features of a mosque as opposed the three at KS1)</i>			<i>Why might some religious people not use pictorial representation to express their beliefs?</i>	
PSHE & RSE 	Being Me In My World Setting personal goals, Self-identity and worth, Positivity in challenge,s Rules, rights and responsibilities, Rewards and consequences, Responsible choices, Seeing things from others' perspectives	Celebrating Difference Families and their differences, Family conflict and how to manage it (child-centred), Witnessing bullying and how to solve It, Recognising how words can be hurtful, Giving and receiving compliments	Dreams and Goals Difficult challenges and achieving success, Dreams and ambitions, New challenges, Motivation and enthusiasm, Recognising and trying to overcome obstacles, Evaluating learning processes, Managing feelings, Simple budgeting	Healthy Me Exercise, Fitness challenges, Food labelling and healthy swaps, Attitudes towards drugs, Keeping safe and why it's important- online and off line scenarios, Respect for myself and others, Healthy and safe choices	Relationships Family roles and responsibilities, Friendship and negotiation, Keeping safe online and who to go to for help, Being a global citizen, Being aware of how my choices affect others, Awareness of how other children have different lives, Expressing appreciation for family and friends	Changing Me How babies grow, Understanding a baby's needs, Outside body changes, Inside body changes, Family stereotypes, Challenging my ideas, Preparing for transition
	COMPUTING 	Digital Literacy and Online Safety	Computer Science and Coding	Computer Science and Coding	Computer Systems (Technology around us)	Digital Data Handling
	Online Safety runs throughout all units					
	Drawing & opportunities for digital media use across EVERY unit of art					
MFL 	Spanish as per Linguascope Planning					













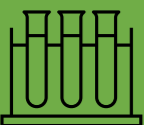




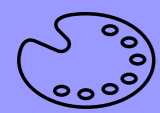
YEAR 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	LINCOLNSHIRE HERITAGE WEEK SUMMER TERM
Aspire Focus 	Anglo-Saxon Invasion <i>Exploring the impact of the Anglo-Saxons on UK culture following Roman rule. Using historical sources to know where we find their legacy around us today.</i>  	Lincolnshire Farming <i>Human and Physical Geography: Investigating land use and settlements locally and within the UK.</i>  	River Deep and Mountain High <i>Using a range of geographical sources to know the location and key physical features of the major countries, continents, mountains and rivers of the world. Geographical knowledge is applied to compare local and world rivers.</i> This includes a local fieldwork study  		Ancient Civilisations; Ancient Egyptian culture <i>An investigation of Ancient Civilisations of the world followed by an in-depth study of the Ancient Egyptians. Using historical sources to understand the significance the culture has had on the world as we know it today.</i>   		Geography Fieldwork  Mapping changes in our local area <i>Focussing geographical enquiry on the school grounds and land use around the school: children will learn, practice, develop and apply a range of fieldwork skills and techniques to investigate the local human geography around the school.</i> <i>Orienteering; building on experience from Y2</i>
GEOGRAPHY 	Telling time including 24 hour clock, discussion of climate zones – on going across subjects from Year 3						
SCIENCE 	Electricity 	Forces 	Living things and their habitats 	Animals including humans 	States of Matter 	States of Matter 	
ART 	Weaving <i>Learning to use Anglo Saxon 'Branch' weaving techniques</i>		Painting <i>Applying knowledge of the Impressionists and Pointillism to create an aquatic watercolour</i>		Printing <i>Applying knowledge of Egyptian symbols and printing techniques to design and build tiles for printing unique designs influenced by the Pharaohs</i>		
DT 	Cooking <i>Using the knowledge of local farming to design a dish that would have been served in Anglo-Saxon Lincolnshire</i>		Pulleys <i>Designing a cable car that would transport people up a mountain and across a valley</i>		Levers and frame structures <i>Applying knowledge of Egyptian irrigation methods to build working models of a Shaduf.</i>		
PE 	Games and Dance Evaluate and Improve Knowledge and Understanding of Health and Fitness		Gymnastics and Games Evaluate and Improve Knowledge and Understanding of Health and Fitness		Athletics and Outdoor Adventure Evaluate and Improve Knowledge and Understanding of Health and Fitness		
MUSIC							







								
<p>RE</p> 	<p>Community – Hinduism <i>Living</i></p> <p><i>How is Hindu belief expressed personally and collectively? How does Hindu worship and celebration build a sense of community? Explore the ways in which worship and celebration engage with/affect the natural world.</i></p>	<p>Community – Islam <i>Living</i></p> <p><i>How is Muslim worship expressed collectively (community)? How does Muslim worship and celebration build a sense of community? Beliefs about creation and natural world.</i></p>	<p>Community – Christianity <i>Living</i></p> <p><i>Worship within different Christian denominations: Catholic, CofE, Baptist, Methodist, Evangelical. How is Christian belief expressed collectively? How does Christian worship and celebration build a sense of community? Explore the ways in which worship and celebration engage with/affect the natural world. Explore beliefs about creation and natural world</i></p>			<p>Academy Designed Unit Pilgrimage <i>Believing, Living, Thinking</i></p> <p><i>What is a pilgrimage? What does pilgrimage involve? E.g. Christian pilgrimage to Walsingham. Muslim pilgrimage to Makkah. Jewish pilgrimage to Jerusalem. Hindu pilgrimage to the Ganges Do you need to be religious to go on a pilgrimage? What is the environmental impact of pilgrimage? Where would you go on a pilgrimage? (Where matters to you?) E.g. football grounds)</i></p>		
<p>PSHE & RSE</p> 	<p>Being Me In My World Being part of a class team, Being a school citizen, Rights, responsibilities and democracy (school council), Rewards and consequences, Group decision-making, Having a voice, What motivates behaviour</p>	<p>Celebrating Difference Challenging assumptions, Judging by appearance, Accepting self and others, Understanding influences, Understanding bullying, Problem-solving, Identifying how special and unique everyone is, First impressions</p>	<p>Dreams and Goals Hopes and dreams, Overcoming disappointment, Creating new, realistic dreams, Achieving goals, Working in a group, Celebrating contributions, Resilience, Positive attitudes</p>	<p>Healthy Me Healthier friendships, Group dynamics, Smoking, Alcohol, Assertiveness, Peer pressure, Celebrating inner strength</p>		<p>Relationships Jealousy, Love and loss, Memories of loved ones, Getting on and Falling Out, Girlfriends and boyfriends, Showing appreciation to people and animals</p>	<p>Changing Me Being unique, Having a baby, Girls and puberty, Confidence in change, Accepting change, Preparing for transition, Environmental change</p>	
<p>COMPUTING</p> 	<p>Digital Literacy and Online Safety</p>		<p>Computer Science and Coding</p>	<p>Computer Systems (Technology around us)</p>	<p>Digital Data Handling</p>	<p>Digital Media (Text, images, multi media)</p>		
<p>Online Safety runs throughout all units</p>								
<p>Drawing & opportunities for digital media use across EVERY unit of art</p>								
<p>MFL</p> 	<p>Spanish as per Linguascope Planning</p>							


YEAR 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	LINCOLNSHIRE HERITAGE WEEK SUMMER TERM
Aspire Focus 	Viking Conflicts <i>Building on learning about the Anglo-Saxons to identify the role the Vikings played in shaping our way of life. Using historical sources to find evidence of their legacy around us today.</i> 	The Mayan Civilisation <i>Building on knowledge of Ancient civilisations to investigate similarities and differences between the Mayans and civilisations we know about and to explore how indigenous cultures influence the world we live in today.</i> 	Nature's Energy <i>Applying knowledge of human and physical geography to explore how using renewable energy is shaping our lives and landscapes around us.</i> Includes a coastal fieldwork study 		Ancient Greek Legacy <i>Investigating the legacy of the Ancient Greek culture, it's achievements and the impact still seen in the Western World today.</i> 		
GEOGRAPHY 	Understanding and applying time, 12/24h clock and international time zones , understand Greenwich Mean Time (Prime Meridian, the centre of World Time: local links to Boston Meridian)						Local Heritage Enquiry Investigating the history behind street and road names around our school. <i>Using Digimaps to compare our streets in 1850 to present day.</i> <i>Use a range of sources and chronology to explore 'Local History, the culture on your doorstep'</i>
SCIENCE 	Materials 	Earth and Space	Sound 	Living things and their habitats 	Animals including humans 		
ART 	Pencil drawing and painting <i>Develop knowledge of depth and tone</i>	3D Sculpture & collage <i>Application of knowledge of the Mayan culture</i>			Pencil Drawing <i>Exploring the human body through lines and movement influenced by observations from the Ancient Greeks</i>		
DT 	Frame Structures <i>Application of knowledge of the Viking culture</i>	Cooking <i>Using knowledge of the Mexican culture to design a traditional savoury dish – chilli, tacos etc.</i>			Computer Aided Design <i>Application of knowledge of Greek architecture</i>		
PE 	Games and Dance Evaluate and Improve Knowledge and Understanding of Health and Fitness	Gymnastics and Games Evaluate and Improve Knowledge and Understanding of Health and Fitness			Athletics and Outdoor Adventure Evaluate and Improve Knowledge and Understanding of Health and Fitness		

MUSIC 	Livin' On a Prayer	Classroom Jazz 1	Make You Feel My Love	The Fresh Prince of Bel-Air	Dancing in the Street	Reflect, Rewind and Replay	
RE 	Being Human – Hinduism <i>Believing</i> <i>How do Hindus reflect their faith in the way they live? What is karma and how does it drive the cycle of samsara? How might a Hindu seek to achieve moksha?</i>	Being Human – Islam <i>Believing</i> <i>What does the Qur'an teach Muslims about how they should treat others? How do Muslim teachings guide the way Muslims act in the world? How are Muslim beliefs expressed in practice?</i>	Being Human – Christianity <i>Believing</i> <i>In what ways does the Bible teach Christians to treat others? How is this expressed in practice? How do beliefs impact on actions?</i>	Being Human – Sikhism <i>Believing</i> <i>In what ways does the Guru Granth Sahib teach Sikhs about how to live? How do beliefs impact on actions?</i>	Academy Designed Unit Do you have to believe in God to be good? <i>Believing, Living, Thinking</i> <i>Opportunity to study Humanism/atheism/Buddhism and explore e.g. issues of social justice; opportunity to explore how valid various religious truth claims are, e.g. that you have to be good because God exists and he wants you to be good.</i>		
PSHE & RSE 	Being Me In My World Planning the forthcoming year, Being a citizen, Rights and responsibilities, Rewards and consequences, How behaviour affects groups, Democracy, having a voice, participating	Celebrating Difference Cultural differences and how they can cause conflict, Racism, Rumours and name-calling, Types of bullying, Material wealth and happiness, Enjoying and respecting other cultures	Dreams and Goals Future dreams, The importance of money, Jobs and careers, Dream job and how to get there, Goals in different cultures, Supporting others (charity) Motivation	Healthy Me Smoking, including vaping, Alcohol and anti-social behaviour, Emergency aid, Body image, Relationships with food, Healthy choices, Motivation and behaviour	Relationships Self-recognition and self-worth, Building self-esteem, Safer online communities, Rights and responsibilities online, Online gaming and gambling, Reducing screen time, Dangers of online grooming, SMARRT internet safety rules	Changing Me Self- and body image, Influence of online and media on body image, Puberty for girls, Puberty for boys, Conception (including IVF), Growing responsibility Coping with change, Preparing for transition	
COMPUTING 	Digital Literacy and Online Safety	Computer Science and Coding	Computer Science and Coding	Computer Systems (Technology around us)	Digital Data Handling	Digital Media (Text, images, multi media)	
Online Safety runs throughout all units							
Drawing & opportunities for digital media used across all units of art							

MFL 	Spanish as per Linguascope Planning						
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YEAR 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	PHASE TRANSITION SUMMER TERM
ASPIRE Focus 	The Industrious Victorians <i>Using historical enquiry to understand this turning point in the development of society with a focus on industrialisation and subsequent population migration, it's positive impact on cities, transport and technological progress.</i> Learning includes a geography fieldwork study to witness the impact the era had on our locality.   		WW2: A Battle for Britain <i>Using a wide range of historical sources this is an overview of WW2, to know the impact the war had on families and children both nationally and in our locality and investigate the legacy of the individuals, policy and technology that we see around us today.</i>    		Pushing Boundaries 'Earth Heroes' <i>A geographical study to explore how individuals across the globe have single-handedly tackled the environmental impact of climate change and changed the fortunes of their communities.</i>   		PHASE TRANSITION* Y6/7 science and maths transition specific projects Enquiry based learning to bridge learning from Year 6 to Year 7 <i>* Transition academic workbook is also available to support effective preparation for the KS3 curriculum</i>
GEOGRAPHY 	Understanding and applying time, 12/24h clock and international time zones , understand Greenwich Mean Time (Prime Meridian, the centre of World Time: local links to Boston Meridian)						
SCIENCE 	Evolution and Inheritance	Living things and their habitats 	Light 	Forces 	Animals including humans 	Transition project	
ART 	Printing & textiles <i>Applying the influence of William Morris into individual textile pattern design</i>		Drawing & Painting <i>Applying knowledge of landscapes, silhouette and perspective to create a wartime masterpiece</i>		Digital Imagery <i>Combining knowledge of digital manipulation with the influence of Pop Art to create unique artwork</i>		

DT 	Cams and frame structures <i>Using knowledge of typical Victorian toys to design a cam-based moving toy suitable for a child of the era</i>		Textiles <i>Knowledge of the 'Make do and mend' wartime ethos is applied to create thrifty garments and accessories</i>		Digital Control <i>Knowledge of digital circuitry and design is applied to design and programme 'Crumble' vehicles and lights</i>			
PE 	Games and Dance Evaluate and Improve Knowledge and Understanding of Health and Fitness		Gymnastics and Games Evaluate and Improve Knowledge and Understanding of Health and Fitness		Athletics and Outdoor Adventure Evaluate and Improve Knowledge and Understanding of Health and Fitness			
MUSIC 	Happy	Classroom Jazz 2	A New Year Carol	You've Got a Friend		Music and Me	Reflect, Rewind and Replay	
RE 	Academy Designed Unit - Big Questions: What does it mean to live a good life? <i>Believing, Living, Thinking</i> <i>Opportunity to look at guidelines and laws in various religions and non-religious worldviews. Chance to explore whether 'good' means the same thing to everybody e.g. that you have to be good because God exists and he wants you to be good</i>		Life Journey – Hinduism/Islam <i>Living</i> <i>Hinduism: How do Hindus show they belong?</i> <i>Islam: How do Muslims show they belong?</i> <i>Rites of passage: include other religions e.g. Amrit in Sikhism. Teaching about marriage, death - use of discussion and debate to embed tolerance and respect for views and opinions. Links to Term 3.</i>		Life Journey – Christianity <i>Living</i> <i>How do Christians show they belong?</i> <i>How do we know if religious claims are true or not, does truth or otherwise actually matter?</i> <i>What impact does religion have on people's lives, regardless of whether they can prove their beliefs to be true or not?</i> <i>Rites of passage; include other religions e.g. Bar/Bat Mitzvah</i>			
PSHE & RSE 	Being Me In My World Identifying goals for the year, Global citizenship, Children's universal rights, Feeling welcome and valued, Choices, consequences and rewards, Group dynamics, Democracy, having a voice, Anti-social behaviour, Role-modelling	Celebrating Difference Perceptions of normality, Understanding disability, Power struggles, Understanding bullying, Inclusion/exclusion, Differences as conflict, difference as celebration, Empathy	Dreams and Goals Personal learning goals in and out of school, Success criteria, Emotions in success, Making a difference in the world, Motivation, Recognising achievements, Compliments	Healthy Me Taking personal responsibility, How substances affect the body, Exploitation, including 'county lines' and gang culture, Emotional and mental health, Managing stress		Relationships Mental health, Identifying mental health worries and sources of support, Love and loss, Managing feelings, Power and control, Assertiveness, Technology safety, Take responsibility with technology use	Changing Me Self-image, Body image, Puberty and feelings, Conception to birth, Reflections about change, Physical attraction, Respect and consent, Boyfriends/girlfriends, Sexting, Transition	
COMPUTING 	Digital Literacy and Online Safety	Computer Science and Coding	Computer Science and Coding	Computer Systems (Technology around us)		Digital Data Handling	Digital Media (Text, images, multi media)	
Online Safety runs throughout all units								
Drawing & opportunities for digital media used across all units of art								

MFL 	Spanish as per Linguascope Planning						