

Curriculum drivers

The curriculum is underpinned by the school's Curriculum Drivers: **Knowledge**, **Skills**, **Community** and **Self**. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are woven through the curriculum.



**Year 1/2 Year A**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic Title</b>	<b>Toy Story</b>	<b>The Great Fire of London</b>	<b>Pets at Home</b>	<b>People who help us</b>	<b>Treasure</b>	<b>Amazing Australia!</b>
<b>English Texts</b>	Lost in the Toy Museum	Toby and the Great Fire The Gingerbread Man	O! Frog! The Little Red Hen	Hoorah for Mary Seacole	Pirate Mums Where the Wild Things Are	Diary of a Wombat
<b>History/ Geography</b>	History: Toys Past and Present. Changes within living memory.	History: The Great Fire of London. Event beyond Living Memory.	Geography: Geographical Skills and Field Work Comparing homes across Dorset – suitability for pets - RSPCA	History: Significant Individuals From the Past. Mary Seacole and Florence Nightingale	History: Significant Historical Events and People in the Local Area Geog Skills - NSEW Harry Paye	Geography: Place knowledge
<b>Science</b>	Everyday Materials (Yr1) - identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a variety of everyday materials. Uses of materials (Y2) - identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Plus Science Skills	Animals including humans (Yr1) - identify a range of fish, birds, amphibians, reptiles and mammals, identify herbivores, carnivores and omnivores. Identify basic body parts. (Classification) Plus Science Skills	Animals including humans (Y2) - notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (Health) Plus Science Skills	Living things and their habitats (yr2) - explore and compare the differences between things that are living, dead, and things that have never been alive. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. Plus Science Skills		
<b>Computing</b>	Programming toys/understanding algorithms	On-line safety Using the internet	Preparing for turtle logo	Programming turtle and Scratch/Espresso coding	Presentation skills	Computer art
<b>Art</b>		Land and cityscapes – Vincent Van Gogh Bonfire night artwork, London Silhouette		Portraits Frida Kahlo Andy Warhol - pop art	Design different flags (style of Mondrian - abstract)	Aboriginal art
<b>D.T</b>	Design and make a toy vehicle		Building a run for a hamster		Design and make own pirate flag (textiles) Pirate's Lunch Making sandwiches Biscuits in different shapes?	
<b>Music</b>	Hey You!	Rhythm in the way we walk and Banana rap	Round and round	In the groove	Your imagination	Reflect, Rewind and Replay
<b>PSHE(Year 1)</b>	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationship	Changing Me
<b>PE</b>	Coordination:Footwork Dynamic Balance to Agility: Jumping and Landing	Dynamic Balance: On a Line Coordination: Ball Skills	Coordination: Sending and Receiving Agility:Ball Chasing	Static Balance: One Leg Static Balance: Seated	Static Balance: Stance Counter Balance: With a Partner	Agility: Reaction/Response Static Balance: Floor Work
<b>RE</b>	Does God want Christians to look after the world?	What gifts might Christians in my town have given Jesus if he had been born here rather than Bethlehem?	Was it always easy for Jesus to show friendship?	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday ?	Is Shabbat important to Jewish children?	Are Rosh Hashanah and Yom Kippur important to Jewish children?
<b>Cultural Capital</b>	Family members bring in old toys	Fire fighter visit – water activity and background on The Great Fire of London	Kingston Maurwood trip	Visit from Police/ Nurse/ Paramedic Immersive Florence Nightingale experience	Harry Paye the Pirate - Poole Museum Incorporate visit to lifeboat centre?	Visit Australia day – make cardboard cut outs of sites.
<b>Outdoor Learning</b>	Designing outdoor games based on knowledge of toys/games from the past. Use of everyday materials.	Outdoor Classroom Day 4.11.2021 Bonfire night artwork using natural materials. Cooking over campfire. Land and cityscapes. Exploring uses of materials.	Exploring local area. Classification of animals.	Healthy me (nature/well-being)	Animal's habitats Geo NSEW Pirate trail	Animal's habitats. Geo sketch maps



Curriculum drivers

The curriculum is underpinned by the school's Curriculum Drivers: Knowledge, Skills, Community and Self. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are woven through the curriculum.

**Year 1/2 Year B**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic Title</b>	<b>Ghastly events</b>	<b>Extreme Weather</b>	<b>How does your garden grow?</b>	<b>Royal Party Time!</b>	<b>Amazing Africa! Kenya</b>	<b>Sailing across the sea</b>
<b>English Texts</b>	Goldilocks and the Three Bears Little Red Riding Hood The Three Little Pigs	The Emperor's Egg?  The Great Explorer? (Chris Judge)  The Rainbow Bear?  A little bit of winter	Jack and the beanstalk  Supertatooe  How to grow a beanstalk.  Oliver's vegetables  The very Hungry Caterpillar	The Emperor's New Clothes  The Queen's Hat	Meerkat Mail  Giraffes Can't Dance We went on a Safari  Grace and Family  African Animals ?  The Enormous Crocodile	The Snail and the Whale  Hello, Sailor – Ingrid Godon
<b>History/ Geography</b>	History: Events Beyond Living Memory (events commemorated through festivals) The Gunpowder Plot - Guy Fawkes. History Focus	Geography: Human and Physical weather patterns History: significant people in locality R. Briggs Snowman Evacuee at SP.	Geography: Adventure in our local green area. Geographical skills and fieldwork	Geography and History: Our Queen and London Location Knowledge Changes in living memory.	Geography: Place knowledge Geography: Weather and Human and Physical Geography	History: Seaside past and present (similarities and differences between time periods) and changes in living memory Geography: Locational knowledge
<b>Science</b>	Seasonal changes (Y1) - observe changes across the 4 seasons. Observe and describe weather associated with the seasons and how day length varies. Living things and their habitats (yr2) Polar region Plus Science Skills	Seasonal changes (Y1) - observe changes across the 4 seasons. Observe and describe weather associated with the seasons and how day length varies. Plants (Yr1) - identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. Living things and their habitats (yr2) Local contexts Forest school Plus Science Skills	Seasonal changes (Y1) - observe changes across the 4 seasons. Observe and describe weather associated with the seasons and how day length varies. Plants (Yr1) - identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. Living things and their habitats (yr2) Local contexts Forest school Plus Science Skills	Seasonal changes (Y1) - observe changes across the 4 seasons. Observe and describe weather associated with the seasons and how day length varies. Plants (Yr2) - observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Living things and their habitats (yr2) African contexts Plus Science Skills		
<b>Computing</b>	On-line safety	Computer skills Use technology safely and respectfully	Programming toys Link with Geometry – position and direction	Painting	Programming with Scratch/Espresso coding	Databases
<b>Art</b>	Andy Goldsworthy Making own sculpture using nature.		Giuseppe Arcimboldo and Georgia O'Keafe Drawing flowers, fruits and vegetables.	Make jewellery for a king/queen (clay)	African Art - Patterns	Comparing different artists of seascapes-  Hokusai, Melly Terpening, Van Gogh
<b>D.T</b>		Lever book – based on different types of weather		Design, make and evaluate products that can be used at the Royal Party.	Finger puppet of an African animal	Seaside snacks/ Prepare a lunch for the Lighthouse keeper Fruit kebab Pastry wheel
<b>Music</b>	Hands, Feet, Heart	Hd Ho Ho	I wanna play in a band	Zootime	Friendship song	Reflect, Rewind and Replay

<b>PSHE (Year 2)</b>	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationship	Changing Me
<b>PE</b>	Coordination:Footwork Dynamic Balance to Agility: Jumping and Landing	Dynamic Balance: On a Line Coordination: Ball Skills	Coordination: Sending and Receiving Agility:Ball Chasing	Static Balance: One Leg Static Balance: Seate	Static Balance: Stance Counter Balance: With a Partner	Agility: Reaction/Response Static Balance: Floor Work
<b>RE</b>	Is it possible to be kind to everyone all of the time?	Why do Christians believe God gave Jesus to the World?	Does praying at regular intervals everyday help a Muslim in everyday life?	How important is it to Christians that Jesus came back to life after his crucifixion?	Does going to the mosque give Muslims a sense of belonging?	Does completing Hajj make a person a better Muslim?
<b>Cultural Capital</b>			Beanstalk growing or sunflower growing competition	Royal tea party and invite guests	African drumming and dancing. Tasting foods from Africa.	Trip to the beach Seaside day at school padding pool. Mocktails etc.
<b>Outdoor Learning</b>	Changing seasons      Weather station      Living things and their habitats					
	Andy Goldsworthy art.	Outdoor Classroom Day	Exploring local green areas. Growing sunflowers	Royal tea party.	African drumming and dance (stage area).	Beech fieldtrip studies.

Curriculum drivers

The curriculum is underpinned by the school's Curriculum Drivers: **Knowledge, Skills, Community and Self**. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are woven through the curriculum.



**Year 3 / 4 Year A**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topic Title</b>	<b>Bonjour!</b> Europe - Focus on France	<b>Remarkable Romans</b>	<b>La La La!</b>	<b>Food Glorious Food</b>	<b>Life after the Romans</b> <b>Anglo-Saxons and Scots</b>	<b>What's beneath my feet?</b> <b>Rocks and Fossils</b>
<b>English Texts</b>	<b>Hunchback of Notre-Dame</b> Disney version	<b>Romulus and Remus</b> (The Orchard book of Roman Myths)  <b>The Fatal Fire</b> T.Deary	<b>The Story Orchestra: Four Season in one day</b> (used in music)  <b>A mouse called wolf</b> D.K.Smith	<b>Charlotte's Webb</b>	<b>I was there... Viking Invasion</b> S. Hill	<b>Stone Girl, Bone Girl</b>
<b>For 2021-22 as current Y4 have already studied these texts 2019-20.</b>	<b>The Iron Man</b> (link with Science)	<b>The Goose Guards</b> - T Deary	<b>Once Upon a Tune</b>	<b>James and the Giant Peach</b>	<b>I was there... Viking Invasion</b> S. Hill	<b>Stone Girl, Bone Girl</b>
<b>History/Geography</b>	Geography place knowledge - a region in a European country Geographical skills - use of maps... Locate countries and major cities	History: <b>The Roman Empire and its impact on Britain</b>  Physical Geography-	History: A study of change in communication and a significant turning point in world and British history- The invention of the telephone Alexander Graham Bell History of music? Unit Caxton and Bell available ask LZC	Geog: <b>Where does our food come from?</b> See <i>PlanBee</i>	History: Britain's Settlement by Anglo-Saxons to The Vikings and Anglo-Saxon Struggle	Location Knowledge: UK geographical regions and key topographical features. Coastlines  <b>Field Work at Lyme Regis</b>

<b>Science</b>	Forces and magnets y3 Plus Science Skills		Sound Y4 Plus Science Skills	Animals including Humans nutrition YR3 - identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement. (Skeletons) Plus Science Skills	Living things and their habitats Y4 - recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things. Plus Science Skills	Rocks (YR3) Plus Science Skills
<b>Computing</b>	On-line safety	Word processing skills	Internet research and communication	Drawing and desktop publishing	Presentation skills, programming Turtle, Logo and Scratch	Programming Turtle Logo and Scratch
<b>Art</b>	Study of Monet and Berthe Morisot - Impressionism	Roman bust (clay). Mosaics			Anglo-Saxon Shields/brooches Illuminated letters	Fossils Art work Sketching - on field trip
<b>D.T</b>	Make a quiche Process of making pastry.  (2021 – flamiche)	Investigate the use of columns and arches. Make a stand to display Roman bust.	Make own instruments which can change in volume and pitch.	Seasonal food Summer. Cooking and nutrition Packaging Bread		
<b>Music</b>	Let your spirit fly	Glockenspiel Stage 1	Three little birds	The dragon song	Bringing us together	Reflect, Rewind and Replay
<b>PSHE (YEAR 3)</b>	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>PE</b>	Skill – Coordination: Footwork Cool Down – Static Balance: One Leg Tag Rugby/Swimming	Skill – Dynamic Balance to Agility: Jumping and Landing Cool Down – Static Balance: Seated Football	Skill – Dynamic Balance: On a Line Cool Down – Coordination: Ball Skills Hockey	Skill – Coordination: Sending and Receiving Cool Down – Counter Balance: With a Partner Netball	Skill – Agility: Reaction/Response Cool Down – Static Balance: Floor Work Tennis	Skill – Agility: Ball Chasing Cool Down – Static Balance: Stance Athletics/Swimming
<b>RE</b>	Does joining the Khalsa make a person a better Sikh?	Has Christmas lost its true meaning?	Could Jesus really heal people? Were these miracles or is there some other explanation?	What is 'good' about Good Friday?	How important is sharing to Sikhs?	What is the best way for a Sikh to show commitment to God?
<b>Languages</b>	Alphabet Numbers 0-12 Greetings: asking and saying how you are. Classroom instructions	Colours Christmas – songs and stories (learn a French Christmas song)	Numbers 13-31 Simple conversations (name, age, where live)	Answering and asking simple questions. Pets Rhymes and poems	Days of the week and months of the year. Birthdays, Clothes	Fruit Food and healthy eating
<b>Cultural Capital</b>	French Day – cooking a Flamiche, chef invited into demonstrate chopping skills		Stower Provost has got talent	Visit the Trim's dairy farm Fairtrade event	Pinch Pot making Anglo-Saxon Boats competition	Go to Lyme Regis Fossil hunting. Have a fossil expert come into school with fossils.
<b>Outdoor Learning</b>	Impressionist art	Outdoor Classroom Day 4.11.2021 Roman soldier formations. Roman living experiences and crafts.	Investigate sending messages	Cooking based on outdoor living (mock foraging). Farm visit.	Exploring plants and animal habitats. Saxon crafts/ roundhouse building.	Soil experiments. Rock hunting in school grounds. Fossil hunting beech trip.

Fit other Crumble projects in to link with computing - spinner for Maths

**Curriculum drivers**

The curriculum is underpinned by the school's Curriculum Drivers: Knowledge, Skills, Community and Self. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are woven through the curriculum.



**Year 3/4 Year B**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic Title</b>	<b>Stone Age - Iron age</b>	<b>Extreme Survival!</b>	<b>Journey to Ancient Egypt</b>		United Kingdom	Europe – Eastern Europe

English Texts	<b>Stig of the Dump</b>	<b>Ice-Trap</b> Shackleton's Story By Merridith hooper	<b>The Egyptian Cinderella</b>		<b>Akimbo and the Lions</b>	<b>Babushkas Dolls</b>
Need to choose new texts for 2022-23 as Y2 (2020-21) would have already come across the above texts.	<b>Stone Age Boy</b> <b>Woolly mammoth</b> M.Manning <b>The dog who could dig</b> K.Paul <b>Cave Boy</b> J. Donaldson	<b>The Last Polar Bears</b> – H Horse	<b>Diary of Egyptian Scribe</b>  <b>The Story of Tutankhamun: Patricia Cleveland-Peck?</b>		<b>Hodgeheg</b>	
History/ Geography	History: <b>Stone age - Iron age</b>	Geography: <b>Location knowledge - identify the position and significance of latitude, longitude... Geographical skills and fieldwork - use maps...</b>	History: <b>Ancient Egyptians (The achievements of early civilizations)</b>  Geog: <b>The River Nile (Rivers)</b>  Ask LZC – comparing civilisations pack available		Geography place knowledge - a region in a European country Geographical skills - use of maps... Locate countries and major cities	Geography: Location knowledge (counties and cities of U.K and key topographical features) Following the river. Geographical skills and fieldwork - use maps... Use the 8 points of a compass ...  Place knowledge comparing how we use our rivers to Egypt and River Nile.
Science	<b>Electricity Y4</b> Plus Science Skills	<b>States of matter (YR4)</b> Plus Science Skills	<b>Light Y3</b> (Crumble -light painting) Plus Science Skills	<b>Plants Y3</b> Plus Science Skills	Animals, including humans Y4 - describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey. Plus Science Skills	
Computing	<b>On-line safety</b>	<b>Word Processing</b>	<b>Animation</b>	<b>Scratch: questions and quizzes</b>	<b>Programming Turtle Logo</b>	<b>Databases</b>
Art	<b>Cave Paintings Stone Age</b> (jewellery, coil pot)		<b>Cartouche - Hieroglyphics</b>  <b>Pharaoh Portraits</b>		<b>Antony Gormley, Barbara Hepworth - Sculptors</b>	<b>Study of an artist from the European country Kandinsky</b>
D.T	<b>Make a torch/disco light</b> (Crumble - night light)	<b>Making a winter hat/scarf</b>	<b>Make a shaduf</b> (levers). And/or make paper (as they did from papyrus) understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages)		<b>Share time with Art</b> <b>Healthy and varied diet</b> <b>Look at Jamie Oliver and Healthy School Meals</b>	<b>Food – link to an Eastern European country</b>
Music	<b>Mamma Mia</b>	<b>Glockenspiel Stage 2</b>	<b>Stop!</b>	<b>Lean on Me</b>	<b>Blackbird</b>	<b>Reflect, Rewind and Replay</b>
PSHE (YEAR 4)	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationship	Changing Me
PE	<b>Skill – Coordination:</b> Footwork <b>Cool Down – Static Balance:</b> <b>One Leg</b> <b>Tag Rugby/Swimming</b>	<b>Skill – Dynamic Balance to Agility:</b> Jumping and Landing <b>Cool Down – Static Balance: Seated Football</b>	<b>Skill – Dynamic Balance:</b> <b>On a Line</b> <b>Cool Down – Coordination:</b> <b>Ball Skills</b> <b>Hockey</b>	<b>Skill – Coordination:</b> <b>Sending and Receiving</b> <b>Cool Down – Counter Balance:</b> <b>With a Partner</b> <b>Netball</b>	<b>Skill – Agility:</b> <b>Reaction/Response</b> <b>Cool Down – Static Balance:</b> <b>Floor Work</b> <b>Tennis</b>	<b>Skill – Agility:</b> <b>Ball Chasing</b> <b>Cool Down – Static Balance:</b> <b>Stance</b> <b>Athletics/Swimming</b>
RE	<b>Is it possible for everyone to be happy?</b>	<b>What is the most significant part of the Nativity story for Christians today?</b>	<b>Could the Buddha's teachings make the world a better place?</b>	<b>Is forgiveness always possible for Christians?</b>	<b>What is the best way for a Buddhist to lead a good life?</b>	<b>Do people need to go to church to show they are Christians?</b>
Languages	<b>Parts of the body. Animals.</b>	<b>Adjectives used to describe animals and people.</b> Christmas – songs and stories (learn a French Christmas song)	<b>Asking and answering simple questions. Telling the time.</b>	<b>Members of the family. Simple conversations about the family. Opinions on food. Rhymes and poems</b>	<b>Weather</b>	<b>Hobbies</b>
Hooks, Trips and Visitors	Shaftesbury Museum - workshop at school	Adventurers/Survival day: Archery Tent Building etc. Alston?	Ancient Egypt Day Mummifying an orange	Visit to Tutankhamun museum Dorchester		
Outdoor Learning	Experience Stoneage living (fire, weapon making, moving large objects, jewellery,	Outdoor Classroom Day Orienteering around the school.	Large scale shaduf for 'transferring water challenge' Light experiments in the Forest School area.	Plant experiments.	Large sculptures in the school grounds.	Sketch maps and to scale maps.

Curriculum drivers

The curriculum is underpinned by the school's Curriculum Drivers: Knowledge, Skills, Community and Self. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are woven through the curriculum.



**Year 5/6 Year A LZC edit 8.8.21**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic Title</b>	<b>Poor and Privilege</b>  Crime and punishment – thematic study How has crime and punishment changed since 1066?  How do we know? Why might that be?		Around the world in 80 days ?	<b>Victorious Vikings</b> Viking and Anglo Saxon	<b>Shaking and exploding</b> Earthquake, zones and volcanoes	Local study - Gillingham /SP How we are linked
<b>English Texts</b>	<b>Oliver Twist</b> - Dickens <b>Street child</b> -Berlie Docherty (Main text?)  People of the Abyss – Jack London Tom's Midnight Garden - Phillipa Pearce (Great Expectations – Miss Havisham)		<b>Around the world in 80 days</b> J. Verne	<b>Odd and the Frost Giants</b> N. Gaiman  Beowulf M.Morphurgo Beowulf other versions	<b>The Firemaker's daughter</b> P. Pullman  Escape from Pompeii book Secrets of Vesuvius	<i>Study the text which the end of year play is based on?</i>  Narrative poetry (Hamilton)
<b>History/ Geography</b>	History - Aspect or theme beyond 1066 - <b>crime and punishment 1000-present</b> Significant turning point in history - <b>first use of the railways – Brunel</b> <b>Link with Bristol visit</b> <b>Visit to Dorchester? Octoberish?</b> <b>Tolpuddle Martyrs museum, Shire Hall Old Court House Museum, and Dorchester Museum (Refurbished)</b>		<b>Geo</b> graphy - locating the world's countries and major cities	<b>History - The Viking and Anglo-Saxon Struggle for the Kingdom of England to the time of Edward the Confessor</b>	<b>Physical Geography - volcanoes and earthquakes, climate zones, water cycle</b>	<b>Human geography - types of settlement and land use...</b> <b>Geographical skills and fieldwork - Gillingham</b>
<b>Science</b>	<b>Electricity Y6</b> <b>Plus Science Skills</b>	<b>Forces Y5</b> <b>Plus Science Skills</b>	Animals including humans Y6 - identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans. <b>Plus Science Skills</b>	<b>Evolution Y6 - Charles Darwin?</b> <b>Plus Science Skills</b>	<b>Y5 Living things and their habitats</b> Year 6 'Talk' Animals including humans - identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans. <b>Plus Science Skills</b>	
<b>Computing</b>	<b>On-line safety</b>	<b>Scratch – developing games</b>	<b>Flowol</b>	<b>Internet research and webpage design</b>	<b>Radio Station / using and applying</b>	<b>3D modelling sketch-up</b>
<b>Art</b>	<b>William Morris - wallpaper designs</b> Printing own wrapping paper <b>Victorian Silhouettes</b>		<b>Painted elephants/Indian elephant mobile.</b> <b>Peacocks - water colours</b>	<b>Viking long ship collage</b> <b>Bayeux tapestry</b> <b>Drawing designs for buckles and purse lids</b>		<b>Sketching landscapes (Constable/Turner)</b>  <b>Romantism</b>
<b>D.T</b>		<b>Crumble – Royal portraits with moving eyes?</b>			<b>Building a structure - withstand an earthquake</b> <b>Look at designers and buildings in countries where Earthquakes often happen.</b> <b>What ideas can they make use of in their own designs?</b>	(1 or 2 sessions on Art) <b>Food - savoury dishes - where ingredients are grown/reared</b> <b>Shepherd's Pie</b>
<b>Music</b>	<b>Living On a Prayer</b>	<b>Classroom Jazz 1</b>	<b>Make you feel my love</b>	<b>The Fresh Prince of Bel-Air</b>	<b>Dancing in the street</b>	<b>Reflect, Rewind and Replay</b>
<b>PSHE (YEAR 5)</b>	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationship	Changing Me
<b>PE</b>	<b>Coordination:</b> <b>Ball Skills</b> <b>Agility:</b> <b>Reaction/Response</b> <b>Tag Rugby/Swimming</b>	<b>Static Balance:</b> <b>Seated</b> <b>Static Balance:</b> <b>Floor Work</b> <b>Football</b>	<b>Dynamic Balance:</b> <b>On a Line</b> <b>Counter Balance:</b> <b>With a Partner</b> <b>Hockey</b>	<b>Static Balance:</b> <b>One Leg Dynamic</b> <b>Balance to Agility:</b> <b>Jumping and Landing</b> <b>Netball</b>	<b>Static Balance:</b> <b>Stance</b> <b>Coordination:</b> <b>Footwork</b> <b>Tennis</b>	<b>Agility:</b> <b>Ball Chasing</b> <b>Coordination:</b> <b>Sending and Receiving</b> <b>Athletics/Swimming</b>

<b>RE</b>	What is the best way for a Hindu to show commitment to God?	Is the Christmas story true?	How can Brahman be everywhere and in everything?	How significant is it for Christians to believe God intended Jesus to die?	Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?	What is the best way for a Christian to show commitment to God?
<b>Languages</b>	Numbers to 50. Places in towns i.e. shops etc.	Asking and giving directions. Christmas – song and stories (learn a French Christmas song)	Revision of hobbies/sports – likes and dislikes. Rhymes and poems	Revision of weather. Weather forecast. Use of the future tense	Opinions and conversations	Revision of fruit, food and breakfast items. Apply use of opinions
<b>Hooks, Trips and Visitors</b>	Residential – Bristol  Possible Beam House in March/April	Longbows visit  Dorchester visit?  Tolpuddle Martyrs Shire Hall courts Dorset county museum	Toy box from Shaftesbury museum?	Playing with their toy they made	Making a volcano - bicarb soda	Visiting Gillingham - Local study Cooking a savoury dish
<b>Outdoor Learning</b>	Dorchester visit, Tolpuddle Martyrs, Shire Hall courts and Dorset County Museum. Outdoor Classroom Day Making bows and arrows.		Classification charts (animals, plants and trees)	Beam House trip Viking and Anglo-Saxon living, crafts, jewellery, tools, building etc.	Building outdoor structures exploring strength, positioning, materials etc.	Applying geo map skills. Sketching landscapes. Living things and their habitats.

**Curriculum drivers**

The curriculum is underpinned by the school's Curriculum Drivers: **Knowledge, Skills, Community and Self**. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are woven through the curriculum.



**Year 5/6 Year B**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topic Title</b>	<b>To infinity and beyond</b>	<b>Battle of Britain</b> Aspect or theme beyond 1066 - significant turning point in British History WWII	<b>MAYANS</b> Non-European Society	<b>Vanishing Rainforests</b> -Link to (Kenya) Brazil– Amazon rainforest/river	<b>Ancient Greeks</b>	<b>Shaftesbury</b> A local history study - Gold Hill/ St Peter's Church/The Abbey
<b>English Texts</b>	<b>Dr Maggie's tour of the solar system</b>  Star Wars - Land of Hope Literacyshed – Avatar UFOs and Aliens UFO diary	<b>Diary of a BOB pilot</b> Goodnight Mr Tom Carrie's War	<b>Popol Vuh</b> translated Hero Twins story The Jaguar Stones Heart of Darkness History text (CGP) The Corn Grows High (Maya child)	<b>Jungle Book</b> <b>Journey to the River Sea</b>	<b>Percy Jackson and the Lightning Thief</b>  Who Let the Gods Out?  History text (CGP)  History play (drama production?) Theseus and the Minotaur  Greek Myths book  (From Hamilton recommendation)	<b>Study the text which the end of year play is based on?</b>
<b>History/ Geography</b>	<b>History - study an aspect of history since 1066 (moon landing and other space visits)</b> <b>Women of colour in NASA</b>  IQ:  What role did WOC have in the space race (focus US)	<b>History - Aspect of theme beyond 1066 - significant turning point in British History - Battle of Britain</b> IQ: <b>Was the BOB an important factor in the allied victory?</b>  What factors affected the outcome of the BOB?	<b>Geography: Location Knowledge (South America, Equator, Tropics). Place Knowledge</b> <b>Region - Brazil/Amazon Rainforest biomes, vegetation belts</b> Locate countries and major cities Rainforest destruction  IQ:  What are rainforests and why does it matter? Who needs them most?		<b>History: Study of Greek life and their achievements.</b>  IQ: <b>What did the Greeks do that changed our world?</b>  <b>How did they do it?</b> How do we know?	Geography  Local study

<b>Science</b>	Earth and Space Y5 Plus Science Skills	Light Y6 Plus Science Skills	Properties and changes of materials Y5 Plus Science Skills		Living things and their habitats Y6 - describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics. Plus Science Skills	Year 6 'Talk' Animals including humans Y5 - describe the changes as humans develop to old age. Plus Science Skills
<b>Computing</b>	On-line safety	Film making	Spreadsheets	Scratch animated stories	Kodu Programming	Using and applying
<b>Art</b>		Henry Moore / Stanley Spencer Art to commemorate people who fought in wars	Mayan mural/frescoes Sculptures - Scenes - carved into pottery/panels		Greek Portraits	
<b>D.T</b>	Orbiting planets - Crumble project			Moving rainforest animals with cams		Textiles-sewing - tapestry Dorset buttons
<b>Music</b>	Happy	Classroom Jazz 2	A New Year Carol	You've got a friend	Music and Me	Reflect, Rewind and Replay
<b>PSHE (YEAR 6)</b>	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationship	Changing Me
<b>PE</b>	Coordination: Ball Skills Agility: Reaction/Response Tag Rugby/Swimming	Static Balance: Seated Static Balance: Floor Work Football	Dynamic Balance: On a Line Counter Balance: With a Partner Hockey	Static Balance: One Leg Dynamic Balance to Agility: Jumping and Landing Netball	Static Balance: Stance Coordination: Footwork Tennis	Agility: Ball Chasing Coordination: Sending and Receiving Athletics/Swimming
<b>RE</b>	What is the best way for a Muslim to show commitment to God?	How significant is it that Mary was Jesus' mother?	Is anything ever eternal?	Is Christianity still a strong religion 2000 years after Jesus was on Earth?	Does belief in Akhirah (life after death) help Muslims lead good lives?	
<b>Languages</b>	Conversational French using the vocabulary taught so far. Occupations.	Giving information or preferences with details. Christmas - songs and stories (learn a French Christmas song)	Where I live, types of houses with adjectives and detail Prepositions and requests Creating longer conversations	School and subjects - likes and dislikes Rhymes and poems	Countries. Transport	Holidays and holiday destinations, including conversations and reservations/bookings using the future tense. Things to do on holiday - travel brochure
<b>Hooks, Trips and Visitors</b>	Residential? Planetarium (£200 hire 1/2 day)	Invite a guest speaker	Finding out about and then trying foods from the rainforest (like chocolate etc)Could make chocolates.		Greek day	Visit Gold Hill Museum, Tour of Shaftesbury
<b>Outdoor Learning</b>	Residential Drama presentations using the school grounds.	Outdoor Classroom Day. Allotments? Exploring effects of light on vegetation in the outdoor school environment.	Investigating materials Mayan art and sculptures using natural resources How and why are UK forests different to rainforests. Study of Duncton woods.		Living things and their habitats.	Shaftesbury local study.