| Weaverthor | pe CE (VC) | Primar | y School |
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| LTP | KS2 |
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4 Year Rolling Programme

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| Science | Design & Technology | History | Geography | Computing | RE | Art & Design | Music | Citizenship | PE | Cooking & Nutrition | Foreign Languages |
| Throughout th | emes: self-aware | ness manag | ning feelings | motivation | empathy | social skills | s | | | | |
| Working scientifically: Observing overtime Pattern seeking Identifying, classifying and grouping Comparative and fair testing Research using secondary sources | Design Make Evaluate Technical knowledge Context: Home and school Gardens and playgrounds Local community Industry and wider environment | Using common words and phrases relating to the passing of time Chronology Indentifying similarities and differences Identifying key features of events. | Geographical skills and fieldwork | Use technology safely Recognise common uses of information technology beyond school | AT1 Learning about religion and belief AT1 Learning from religion and belief | Exploring and developing ideas Investigating and making art, craft and design Evaluating and developing work Aims Produce creative work, exploring their ideas and record experiences. Become proficient in drawing, painting, sculpture and other art, crafts and design techniques. Evaluate and analyse creative works using the language of art, craft and design. Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. | Listening and Appraising skills Singing | Developing Confidence and responsibility and making the most of our abilities Preparing to play an active role as a citizen Developing a healthier, safer lifestyle Developing good relationships and respecting the differences between people | Gymnastics Dance Games Aims Develop competence to excel in a broad range of physical activities. Are physically active for sustained periods of time. Engage in competitive sports and activities. Lead healthy, active lifes. | How to cook Instilling love of cooking Apply principles of nutrition and healthy eating Affordable meals | One language focus Understand and respond to spoken and written language. Speak with increasing confidence and fluency – discussion and questions Develop pronunciation and intonation. Write for different purposes and audiences using grammatical structures. |

A - Tremendous Travellers

A - Art, Articles and Artefacts A - That's Amazing

B - Changes That Challenge

B - A Walk Through Time

B - Inventive Invaders

| | Autumn A | Spring A | Summer A | Autumn B | Spring B | Summer B |
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| Science | Light (Yr3 Yr6) Sound (Yr4) Earth and Space (Yr6) | Forces and Magnets (Yr3) Forces (Yr6) Electricity (Yr4 Yr6) | Animals, including humans (Yr3 Yr4 Yr5 Yr6) | States and Matter (Yr4) Rocks (Yr3) Properties and changes of materials (Yr5) | All living things and their habitats (Yr4 Yr5 Yr6) Evolution and inheritance (Yr6) | Plants (Yr ₃) |
| D&T | Structures | Sliders and levers | Wheels and axles | Textiles | Pulleys and gears | Food |
| History | Understanding and applying principles of healthy and varied diet Preparing and cooking using range of cooking techniques (savoury dishes) Seasonality, where and how ingredients are grown, reared, caught and processed. Study of aspect or theme in British history since 1066 | Understanding and applying principles of healthy and varied diet Preparing and cooking using range of cooking techniques (savoury dishes) Seasonality, where and how ingredients are grown, reared, caught and processed. Britain's settlement by Anglo-Saxons and Scots | Understanding and applying principles of healthy and varied diet Preparing and cooking using range of cooking techniques (savoury dishes) Seasonality, where and how ingredients are grown, reared, caught and processed. Local history study | Understanding and applying principles of healthy and varied diet Preparing and cooking using range of cooking techniques (savoury dishes) Seasonality, where and how ingredients are grown, reared, caught and processed. Changes in Britain from the Stone Age to the Iron Age | Understanding and applying principles of healthy and varied diet Preparing and cooking using range of cooking techniques (savoury dishes) Seasonality, where and how ingredients are grown, reared, caught and processed. The Roman Empire and its impact on Britain | Understanding and applying principles of healthy and varied diet Preparing and cooking using range of cooking techniques (savoury dishes) Seasonality, where and how ingredients are grown, reared, caught and processed. The Vikings and Anglo-Saxons |
| Geog | Location knowledge – Europe, North and South America Location knowledge – latitude, longitude, equator, hemispheres etc. | Human and physical geography | Place knowledge | Place Knowledge | Location knowledge – counties and cities UK | Geographical skills and fieldwork |

| Computing | Design write and debug programmes Use sequence, selection, repetition in programmes and variable | Computer networks Search technology | Logical reasoning and algorithms Select, use and combine software and digital devices. | Design write and debug programmes Use sequence, selection, repetition in programmes and variable | Computer networks Search technology | Logical reasoning and algorithms Select, use and combine software and digital devices. |
|-----------------------------|---|---|--|---|---|---|
| RE | Throughout the Year – The Big Picture L2.9 What can we learn from religions about deciding what is right and wrong? And U2.7 What matters most to Christians and Humanists? Understanding Christianity - Incarnation | Throughout the Year – The Big Picture L2.3 Why is Jesus inspiring to some people? And U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?) Understanding Christianity - Salvation | Throughout the Year – The Big Picture U2.3 What do religions say to us when life gets hard? Understanding Christianity - Creation | Throughout the Year – The Big Picture L2.1 What do different people believe about God? Christian focus and either or both Hindus and Muslims U2.1 Why do some people think God exists? Understanding Christianity - Incarnation | Throughout the Year – The Big Picture L2.5 Why are festivals important to religious communities? Easter focus possibly an RE week. Understanding Christianity - Salvation | Throughout the Year – The Big Picture L2.7 What does it mean to be a Christian in Britain today? L2.2 Why is the Bible so important for Christians today? Understanding Christianity - Creation |
| Art & Design | Textiles | Drawing Painting | Sculptures | Drawing Painting | Sculptures | Textiles |
| PSHCE | Use voices and instruments with control and expression. Play and perform - solo and ensemble. Improvise and compose music for a range of starting points. Listen with accuracy and develop aural skills. Listen to a wide variety of music. Use and understand staff notation. Develop an understanding of the History of Music. UK Parliament Week (plus Democracy Y4) Health and Wellbeing You, Me, PSHE – Dealing with feelings (y5) In the media (Y5) | Use voices and instruments with control and expression. Play and perform - solo and ensemble. Improvise and compose music for a range of starting points. Listen with accuracy and develop aural skills. Listen to a wide variety of music. Use and understand staff notation. Develop an understanding of the History of Music. Relationships You, Me, PSHE – When things go wrong (Y5) Y4 and Y6 units on RSE to be taught when children are in Y5/Y6 | Use voices and instruments with control and expression. Play and perform - solo and ensemble. Improvise and compose music for a range of starting points. Listen with accuracy and develop aural skills. Listen to a wide variety of music. Use and understand staff notation. Develop an understanding of the History of Music. Living in the wider world You, Me, PSHE – Different influences (Y5) Borrowing and earning (Y5) Stereotyping, discrimination and prejudice (Y5) | Use voices and instruments with control and expression. Play and perform - solo and ensemble. Improvise and compose music for a range of starting points. Listen with accuracy and develop aural skills. Listen to a wide variety of music. Use and understand staff notation. Develop an understanding of the History of Music. UK Parliament Week (plus democracy Y4) Health and Wellbeing You, Me, PSHE – Healthy Minds (Y6) | Use voices and instruments with control and expression. Play and perform - solo and ensemble. Improvise and compose music for a range of starting points. Listen with accuracy and develop aural skills. Listen to a wide variety of music. Use and understand staff notation. Develop an understanding of the History of Music. Relationships You, Me, PSHE – Keeping safe out and about (Y6) Y4 and Y6 units on RSE to be taught when children are in Y5/Y6 | Use voices and instruments with control and expression. Play and perform - solo and ensemble. Improvise and compose music for a range of starting points. Listen with accuracy and develop aural skills. Listen to a wide variety of music. Use and understand staff notation. Develop an understanding of the History of Music. Living in the wider world You, Me, PSHE – Weighing up risk (Y6) Human Rights (Y6) |
| Relationsh ips Education | Get Heartsmart Don't forget to let love in! | Too much selfie isn't healthy! Don't rub it in, rub it out | Fake is a mistake No way through isn't true | Get Heartsmart Don't forget to let love in! | Too much selfie isn't healthy! Don't rub it in, rub it out | Fake is a mistake No way through isn't true |
| PE | Basic Skills | Team Games Gymnastics Dance | Athletics Outdoor and adventurous activities | Basic Skills | Team Games Gymnastics Dance | Athletics Outdoor and adventurous activities |
| Foreign language | Spoken language Patterns and sounds of language Conversation Pronunciation and intonation Reading Writing Oral skills Listening Vocabulary Grammar | Spoken language Patterns and sounds of language Conversation Pronunciation and intonation Reading Writing Oral skills Listening Vocabulary Grammar | Spoken language Patterns and sounds of language Conversation Pronunciation and intonation Reading Writing Oral skills Listening Vocabulary Grammar | Spoken language Patterns and sounds of language Conversation Pronunciation and intonation Reading Writing Oral skills Listening Vocabulary Grammar | Spoken language Patterns and sounds of language Conversation Pronunciation and intonation Reading Writing Oral skills Listening Vocabulary Grammar | Spoken language Patterns and sounds of language Conversation Pronunciation and intonation Reading Writing Oral skills Listening Vocabulary Grammar |