

SSPP Long term plan – whole school 2024-25



		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Mini-adventures	Where in the world do I live? Percy the park keeper (Marvellous Me!) What is the past? Kings, Queens and Castles – where did kings and queens live in the past?	" Why did London burn? 'Where in the world are we?'	'What does pre-history teach us?' Stone age to Iron age 'Can there be life everywhere on Earth?	'What did the Romans do for us?' 'Journey to the river sea – why are rivers important?'	What were the similarities and differences between Ancient Maya and England in the 10 Century? How does my region in the UK differ to that of South America?	'How do the UK and USA compare? How did World War II change the landscape of Britain?'
Autumn	Writing	Week 1-4 Place Value of Punctuation and Grammar Non chronological report: Toy Man/ The human body Recount: Harry's helpful letters/ Letters from where we are Setting/ character descriptions- Stickman/ Candy House Recount: Letters from Paddington Poetry: Acrostic	Week 1-4 Place Value of Punctuation and Grammar Non chronological report: Minibeasts/ Fire service then and now Recount: Postcards from London/ Vlad's diary Narrative: Familiar stories with a twist – Ghanian Goldilocks Recount: letters from Flat Stanley Persuasive Lost posters: Where is Stanley? Poetry: Similes – Tiny little flame/ London's burning	Week 1 – 4 Place Value of Punctuation and Grammar Non- chronological reports: Prehistoric beasts Recount: Stone age Boy diary Instructions: How to catch a mammoth/ How to wash a woolly mammoth To entertain- adventure narrative (Journey trilogy) Persuasive: Save our seas/ Save the rainforest (letters stopping plastic use) Oracy: debates Poetry: kennings (Christmas)	Week 1-4 Place Value of Punctuation and Grammar Non-chronological reports: Extinct animals/ Roman inventions (Vesuvius Poovious) Recount: (Escape from Pompeii) Narrative- characterising speech: Escaping Pompeii Explanation: How does the digestive system work/ How are rivers formed? Narrative: Setting descriptions (Bear Grylls- river adventures) Non-chronological reports: Mountains Poetry: metaphors Poetry – Giant Winter, The Sun by Wes Magee	Week 1-4 Place Value of Punctuation and Grammar Non-chronological report: Ancient Civilisations across the world Narrative: Fantasy (The Lion, the witch and the wardrobe) Recount: newspaper report/ eye witness accounts Setting descriptions: stories from other cultures	Week 1 – 4 Place Value of Punctuation and Grammar Recounts: Mighty survivors (Survivors) Non-chronological reports: Famous Outlaws/ North America Recount: biographies (Carl Linnaeus Science/ David Attenborough) Poetry: Rondeau poem (Flanders field) Narrative: historical fiction (Letters from the lighthouse) Recount: Evacuee's letter/ Letters from the lighthouse Recount: Newspaper reports/ radio broadcast

History	To understand chronology – creating our own timelines What does history mean?	Great Fire of London - events beyond living memory that are significant nationally or globally significant historical events, people and places in their own locality (Great Fire of Newport as a comparison)	Comparison of - changes in Britain from the Stone Age to the Iron Age	Ancient Romans- the Roman Empire and its impact on Britain <i>The Roman Empire by AD 42 and the power of its army</i> <i>The Romanisation’ of Britain</i>	Ancient civilisation: Mayans vs Aztecs a non-European society that provides contrasts with British history – Mayan civilization (compare to British civilisation from that time) Include overview of all Civilisations – recall from Year 3	
	To know about famous individuals in the past who have contributed to national and international achievements.					Society post 1066: WW2 <i>a significant turning point in British history</i> <i>‘The bomb that nearly destroyed Newport’</i>
Geography	Where I live (The British Isles) -use basic geographical language for human and physical features; devise a simple map; compass rose.				UK comparison with South America region A study and comparison of regions within Uk and South America including human geography/ physical geographical features such as terrain/ mountains/ volcanoes/ weather/ climate	Understanding beyond local area (UK and USA) <i>Describe key aspects of physical geography (North America)</i> <i>locate the world’s countries, using maps to focus on North America, concentrating on their environmental regions,</i> Understanding beyond local area (Seven Summits) <i>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and South America</i> <i>describe and understand key aspects of physical geography- mountains</i>
		Where in the world are we?: understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	Climate and biomes of the world – Describe key aspects of biomes and climates <i>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i> <i>Study the human impact on these biomes</i>	Journey to the river sea: Rivers and hills -use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies Describe and understand key aspects of: physical geography- rivers, mountains, and the water cycle		

Art	AUTUMN DRAWING ASSESSMENT	AUTUMN DRAWING ASSESSMENT	AUTUMN DRAWING ASSESSMENT	AUTUMN DRAWING ASSESSMENT	AUTUMN DRAWING ASSESSMENT	AUTUMN DRAWING ASSESSMENT
		SURFACE AND COLOUR: Great Fire London - Mixing and painting – The great fire of London – 2 weeks	SURFACE AND COLOUR: Origins of art – Lascaux cave drawings – (4 lessons/ 2 weeks)	SCULPTURE: Roman art – designing and creating mosaics. – (4 weeks/ 8 lessons)	SCULPTURE: Working in 3 dimension: Mayan Death Masks :	SURFACE AND COLOUR: Water colours of Grand Canyon Layering colours -Grand canyon
	DRAWING: Kings and Queens- portrait drawing	SURFACE AND COLOUR: John Ndambo- early modern period - African Landscape – mixed medias	SURFACE AND COLOUR: Henri Rousseau- mixed media drawing and painting	SURFACE AND COLOUR: Claude Monet impressionist– river art – compare water colours to oil paints.	SURFACE AND COLOUR: Hosukai – recreation of the Big wave – Big art	
Music (Bold = external provider Telford and Wrekin)	Sing up – Menu song • Listen and move in time to the song. • Sing this cumulative song from memory, remembering the order of the verses. • Play classroom instruments to accompany the song. • Compose and devise a dramatic group performance using props and kitchen soundmakers.	Telford and Wrekin music - Glockenspiel	Chilled Out Clap Rap Create rhythm patterns using the durations crotchet, crotchet rest, pair of quavers. • Transfer rhythm patterns to tuned instruments to create rising and falling phrases using just three notes. • Rap accurately and rhythmically with dynamic contrasts. • Perform crotchet and quaver actions ('walk' and 'jogging') on the beat and adapt these actions when the speed of the music changes.	This little light of mine improvise with the voice on the notes of the pentatonic scale D-E-G-A-B (and B flat, if you have one). • Sing in a Gospel style with expression and dynamics. • Play a bass part and rhythms ostinato along with This little light of mine. • Sing Part 1 of partner song rhythmically. • Listen and move in time to songs in a Gospel song.	Telford and Wrekin music - Guitar	Hey Mr Miller Compose a syncopated melody using the notes of the C major scale. • Sing a syncopated melody accurately and in tune. • Sing and play a class arrangement of the song with a good sense of ensemble. • Listen to historical recordings of big band swing and describe features of the music using music vocabulary.
	Colonel Haiti's March Magical, Musical Aquarium Compose music to march to using tuned and untuned percussion. • Respond to musical characteristics through movement. • Describe the features of a march using music vocabulary (e.g. that it has a steady beat, that soldiers 'march' to music, naming the instruments playing in the clips).	Telford and Wrekin music – Glockenspiel	I've been to Harlem Compose a pentatonic ostinato. • Sing a call-and-response song in groups, holding long notes confidently. • Play melodic and rhythmic accompaniments to a song. • Listen and identify where notes in the melody of the song go down and up	The pink panther theme and composing with colour Improvise and compose, creating atmospheric music for a scene with scene with a given set of instruments • Listen and appraise, recognising elements of the music that establishes the mood and character e.g. the rhythm. • Talk about the effect of particular instrument sounds (timbre).	Telford and Wrekin music - Guitar	Touch the sky Improvise extended melodies using the pentatonic scale. • Sing accurately in two parts, with dynamic contrast and expression. • Play the drone, bass note, or chord for a chorus of Sky boat song. • Identify some of the features of traditional Scottish music that have influenced the composers of the song Touch the sky.
Design & Technology STEM/ Computing	Structures (Freestanding) Design and make a moveable prototype of play equipment for the park	Food and nutrition Compare different breads from around the world/ make a flat bread	Textiles – 2D to 3D product Make a Bronze age bag to carry the beaker/ Stone age garment fit for Ug – (4/5 weeks)	Food and nutrition – prepare, cook and adapt from a recipe- adapt a Roman recipe to make it healthier – (4 lessons)	Computer aided Structures: recreate Mayan temple structures (4 lessons)	

	Textiles – make your own book mark for a Christmas gift (Autumn 2)		Pneumatics (Science link) – recreate the muscle movement (2 lessons)		Textiles- WW2 Make do and mend – make a _____ fit for _____
Learning for Life - PSHE	British values: Democracy / rules of law	British values: Democracy / rules of law	British values: Democracy / rules of law	British values: Democracy / rules of law	British values: Democracy / rules of law
Languages			Cognates Phonics A new start	Cognates Phonics – recap and recall stage 1 1 Welcome to school super learners	Me and my friends at school
			Calendar and celebrations	My town your town	Time in the city
Science	The human body	Everyday materials	Rocks and Soils – Mary Anning	Digestive system/ teeth	Reversible and irreversible changes
	Seasonal changes				
	Materials	Living things and their habitats	Animals and humans	Water Cycle	Forces
	Scientific enquiry – being a scientist		Science giant – Jane Goodall		
Computing NCCE	NCCE: Computing systems and networks – Technology around us	NCCE: Computing systems and networks – IT around us	NCCE Computing systems and networks – Connecting computers.	NCCE Computing systems and networks – The Internet	NCCE Computing systems and networks – Sharing information
	Programming A – Moving a robot	Programming A – Robot algorithms	Programming A – Sequence in music	Programming A – Repetition in shapes	Programming A – Selection in physical computing
ECW	Self image and identity		Online relationships Online reputation	Managing information online	Privacy and sharing
					Copyright and ownership

Spring

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Mini-advntures	<p>Where did explorers go? Where have humans explored? Who were the Victorians?</p>	<p>Who was the most significant famous nurse? What would the world be like without flowers?</p>	<p>What makes up Shropshire? 'Why is trade important? Flying food airways'</p>	<p>Polar Explorers – which pole is most successful? Anglo Saxons vs Vikings – who were the strongest leaders?</p>	<p>What's out there? Earth and Space What were the greatest achievements of the Greeks?</p>	<p>What is the economic activity of the UK, and how sustainable is it? Does the punishment fit the crime?</p>
	English	<p>Instructions: How to be a mighty explorer (Y2 model text)/ How to build a rocket</p> <p>Recount: Toys in Space/ Columbus' journey</p> <p>(Whole school book focus – poetry)</p> <p>Narrative: Stories from familiar settings (toy focused)</p> <p>Instructions: How to make the Bathing machine</p> <p>Persuasive: Buy the Bathing Machine</p> <p>Poetry – acrostic poems</p> <p>Here is the seed- John Foster</p>	<p>Recount: Diary of a nurse</p> <p>Persuasive: Clean hospitals/ wash your hands</p> <p>(Whole school book focus – poetry)</p> <p>Narrative: mighty marrow saves the day/ Evil pea (with a twist)</p> <p>Instructions: How to make a vegetable garden</p> <p>Persuasive: Join the super vegetable crew/ Help plant a tree</p>	<p>Narrative: folktales and fables (Aesops Fables/ The Wrekin giant)</p> <p>Persuasive leaflet: Visit Shropshire (The Ironbridge Ogre)</p> <p>(Whole school book focus-poetry)</p> <p>Instructions: revolting recipes</p> <p>Explanations: How is fairtrade tea farmed?/ How does the dragon catching machine work? (The boy who grew dragons)</p> <p>Performance poetry: Please Mrs Butler/ Chocolate cake</p>	<p>Recount: biography of Ernest Shackleton</p> <p>Persuasive: / Boudicca rallies support/ Shackleton rallies support to join his exploration (Whole school book focus-poetry)</p> <p>Narrative: myths and legends (Beowolf)</p> <p>Instructions: How to slay a minatur/ How to slay a...</p> <p>Non-Chronological reports: Mythical creatures</p>	<p>Recount: biography and autobiography of the Space explorers</p> <p>Non-chronological report: Planets of the Solar system (The skies above my eyes)</p> <p>Narrative: Science fiction (Whole school book focus-poetry)</p> <p>Persuasive: Allow women to take part in Ancient Athens games (Corinthian girl)</p> <p>Narrative: myths and legends (Who let the gods out)</p>	<p>To entertain - Poetry-raps-lyrics to entertain – Poetry classic: The Highway Man - Alfred Noyse</p> <p>To persuade - Public speaking To entertain - Playscripts To entertain- Classic fiction - Shakespeare Limericks to entertain - Adventure Stories to inform - explanation Texts</p> <p>(Whole school book focus-poetry)</p>
Spring	History	<p>History Timeline and significant explorers from history Neil Armstrong Christopher Columbus</p>	<p>Florence Nightingale/ Edith Cavell and Mary Seacole - <i>the lives of significant individuals in the past who have contributed to national and international achievements- comparisons from now and then</i></p>		<p>A person of significance from the past- Shackletons journey</p>	<p>History of the space race</p> <p>Significant events and how they have shaped the world today</p>	
		<p>History- significant people of the past: Queen Victoria George Stephenson How toys have changed – then and now - comparisons</p>			<p><i>Anglo-saxons and Vikings: Britain's settlement by Anglo-Saxons and Scots – Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture</i></p>	<p>Overview: Comparisons of Greeks/ Romans. Ancient Greece – a study of Greek life and achievements and their influence on the western world the legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day</p>	<p>Crime and punishment <i>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p>

Geography			Local geography – mapping, changes over time, what do we bring? Local study Comparisons between a region in Spain and Shropshire	Polar explorers- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, and time zones use maps, atlases, globes and digital/computer mapping to locate countries		Geography To understand the local, regional and international links the UK has Know that the UK is interconnected with other countries and continents How the USA and UK use different trade routes and agreements to sustain economic harmony
	World maps – plotting journeys of explorers/ drawing maps	Geography – climates and seasons Investigating weather and climate as a local study use simple fieldwork and observational skills to study the geography of their local area and its grounds and the key human and physical features of its surrounding environment	Europe and the wider world and how transport and trade links are important across the world Have an understanding about farming across the world and the environmental and social impact on food export and import		Historical geography – climates/ locational/ features – physical and human	
Art	SPRING DRAWING ASSESSMENT	SPRING DRAWING ASSESSMENT	SPRING DRAWING ASSESSMENT	SPRING DRAWING ASSESSMENT	SPRING DRAWING ASSESSMENT	SPRING DRAWING ASSESSMENT
	SCULPTURE: J M Turner – Romanticism period weather and seas (English romantic?)			SURFACE AND COLOUR: Polar explorers painting	SURFACE AND COLOUR: Collage – Peter Thorpe inspired space art (6 lessons)	
		SURFACE AND COLOUR: Georgia O Keefe - modern / Van Gogh traditional – painting flowers	SCULPTURE AND DRAWING: Dragon eyes sculptures			SURFACE AND COLOUR AND DRAWING: Art in the courtroom – portraits – Priscella Coleman
Music	Telford and Wrekin music – Glockenspiel	Grandma Rap Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app. • Chant Grandma rap rhythmically, and perform to an accompaniment that children create. • Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick	Just three notes • Invent simple patterns using rhythms and notes C-D-E. • Compose music, structuring short ideas into a bigger piece. • Notate, read, follow, and create a 'score'. • Recognise and copy rhythms and pitches C-D-E. Samba with Sergio • Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer	Fantasy football team Identify, play from, and combine rhythm patterns to make a sequence using crotchets, quavers, and crotchet rests. • Perform a whole-class 'rondo' made up of playing and singing. • Sing a stepping melody accurately and with clear articulation and diction. • Move to music, marking the pulse with action durations:	Telford and Wrekin music – Guitar	You to me are everything Use music vocabulary and knowledge to discuss similarities and differences in pieces of music. • Learn some simple choreography to accompany a disco song. • Listen and appraise, recognising and identifying key musical features such as rhythm, tempo, timbre, structure, and instruments.

		notation. • Learn a clapping game to Hi lo chicka lo that shows the rhythm. • Show the following durations with actions: 'walk' (crotchet) and 'jogging' (quavers).	rhythms to body percussion/instruments. • Perform vocal percussion as part of a group. • Move in time with the beat of the music. • Talk about what they have learnt about Brazil and Carnival (e.g. samba batucada instruments, playing in call-and-response, samba schools, that in Brazil music helps communities thrive, that word rhythms are an important way to learn rhythm patterns, that you can freely express yourself at Carnival).	'walk' (crotchets), 'jogging' (quavers), 'stride' (minims), 'skippy' (dotted quaver/semiquaver), and 'shh' (crotchet rest).		Twinkle variations Create variations using a wide variety of composing techniques. • Improvise on top of a repeating bassline. • Decipher a graphic score. • Play Twinkle, twinkle little star.
	Telford and Wrekin music – Glockenspiel	Play percussion Hold beaters and instruments correctly, achieving a good tone from the instruments. Play the triangle, tambourine and clave rhythms over a steady beat; Sing and play a C major scales. Play part 1 and 2. Participate in an ensemble	Fly with the stars Play the chords of Fly with the stars on tuned percussion as part of a whole-class performance. • Sing solo or in a pair in call-and-response style. • Respond to and recognise crotchets and quavers and make up rhythms using these durations to create accompaniment ideas for the song.	The doot doot song 'Doodle' with voices over the chords in the song. • Sing swung rhythms lightly and accurately. • Learn a part on tuned percussion and play as part of a whole-class performance. • Sing Part 2 of a partner song rhythmically. Adopt a rhythmic accompaniment while singing. • Listen and identify similarities and differences between acoustic guitar styles.	Telford and Wrekin music – Guitar	Aint gonna let no body • Improvise over the chords C minor and G7. • Sing accurately in three parts. • Play chords on tuned percussion, ukulele, keyboard, or apps. • Develop knowledge and understanding of the origins, history, and social context of a song used in the civil rights movement in the USA.
Design & Technology Forest School		Textiles – make a pinny that is useful for a nurse (Spring 1)			Electrical- Complex circuits- create an automatic light for space craft (Spring 1)	Mechanisms/ Electrical: Pulleys and gears – make a prototype of an electrically-powered car (Spring 1)
	Mechanisms- sliders and levers Moving storyboard – Easter/ RE/ Science (Spring 2)		Food and nutrition Seasonal produce- superfood smoothies Structures using computer aided design: CAD design linked to Computing unit – Packaging for smoothies	Mechanisms- design and make a catapult that will launch successfully (Spring 2)	Food and nutrition – healthy Greek menu – hot and cold (Spring 2)	
PSHE						

Languages- PLN			Animals I like and don't like	Family tree and faces	Healthy eating and going to the market.	Investigating sports	
			Fruits, vegetables and the hungry giant	Faces and body parts	Clothes	Funfairs and favourites	
Science	Planting and growing	Animals needs and survival (humans)	Magnets and forces	States of matter	Earth and Space	Electricity	
	Materials Seasonal changes	Plants- bulbs and seeds	Plants	Living things and their habitats – Food Chains	Living things and their habitats	CSI investigations – crime and punishment	
Computing NCCE EOW	Creating media – Digital painting	Creating media – Digital photography	Creating media – Animation	Creating media – Audio editing	Creating media – Vector drawing	Creating media – 3D Modelling	
	Data and information – grouping data						Data and information – Branching databases
		Data and information – pictograms					
	Online reputation Online bullying	Online bullying 2:5 Managing online information	Online bullying 3:5 Online relationships	Online reputation Online relationships	Online reputation Online relationships	6:4 Online reputation Online bullying	
EC W	Online reputation Online bullying	Online bullying 2:5 Managing online information	Online bullying 3:5 Online relationships	Online reputation Online relationships	Online reputation Online relationships	6:4 Online reputation Online bullying	

Summer

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Mini-adventures	<p>I wonder who that can be? Where did you come from?</p> <p>How would you survive on a desert island? (Compare seaside town to our local area)</p>	<p>How has technology changed in the last 60 years?</p> <p>What makes our town unique?</p>	<p>How did the Egyptians shape our world today?</p>	<p>Oliver Twist – could you be a Victorian street child? Who pays the price?</p>	<p>How did the Industrial Revolution impact our towns? – local study</p> <p>How did the Industrial Revolution impact our region?</p>	<p>How have key historical events shaped our world now?</p> <p>How has life evolved?</p>

Summer	English	<p>Narrative: Fables</p> <p>Non-chronological report: Hot and cold countries/ All about penguins</p> <p>Recount: Postcards/ letters – Victorian seaside/ Letter from the Lighthouse keeper</p> <p>Persuasive: Visit A desert Island/ Visit beautiful Blackpool</p>	<p>Narrative: Setting descriptions (Flotsam)</p> <p>Non-chronological report: Significant inventors and inventions</p> <p>Explanation: What is the life cycle of a plant?/ What is the life cycle of a dragon?</p> <p>Recount: Postcards and letters from a holiday in my town</p>	<p>Narrative: Mystery/adventure (Marcy and the riddle of the sphinx)</p> <p>Recount: News reports (Discovery of Tutankarhmun's tomb – Howard Carter)</p> <p>Recount: Letters and diaries from Stanley's adventure Narrative with similar themes: Egyptian Cinderella</p>	<p>Playscripts: Oliver Twist</p> <p>Narrative: Historical fiction – with speech (Oliver Twist)</p> <p>Explanation: How does sound travel? (Science)</p> <p>performance poetry (figurative language – Varmints)</p> <p>Narrative: Stories with dilemmas (Varmints)</p> <p>Persuasive: Letters about the environmental issues (not deforestation or plastic)</p>	<p>Narrative-characterising speech for effect- (Alice in Wonderland)</p> <p>Explanation: Does the size of sugar affect how quickly it dissolves in water?</p> <p>Persuasive: Should Newport keep building homes?</p> <p>Narrative: Historical fiction (Maggie's diary)</p> <p>Recount: The diary of Maggie</p> <p>Instructions: How to raid an Anglo-Saxon settlement/ How to survive Year 6</p>	<p>(In Year 6 we challenge the writer to use cross genre techniques – ensuring the purpose fits the audience)</p> <p>Recount: Charles Darwin's diary</p> <p>Persuasive: Protect the puffins</p> <p>Non-chronological reports: The Galapagos flying lizards</p>
	History	<p>Changes to technology – starting from modern day and tracking back through history</p> <p>Comparisons of entertainment and transport over the years</p>	<p>Changes to technology – starting from modern day and tracking back through history</p> <p>Comparisons of entertainment and transport over the years</p>	<p>Ancient civilisations Egyptians: the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</p> <p>Finding the ancient civilisations and identifying key features from the maps: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Key physical features</p>	<p>History</p> <p>Impact and significance of a period of history</p> <p>Women and children in history. Dr Barnardo</p>	<p>The Industrial revolution – a local study</p> <p>Post 1066 study – why was the Industrial revolution a turning point in British History?</p> <p>Trade and distribution changing over time in and around the Newport area and Ironbridge</p>	<p>History – significant events or people.</p> <p>Learning about significant turning points in history that have had an impact on how we live our lives today – railways / windrush linked to trade links</p> <p>History:</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>
	Geography	<p><u>I wonder who that could be? Where did you come from?</u> Identify...the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>	<p>Changes of the seaside within living memory and beyond</p>	<p><i>What makes up Shropshire?:</i> local study maps and changes around us</p> <p><i>use fieldwork to observe, measure record and present the human and physical</i></p>			

				<i>features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</i>			
		<i>Maps – comparing physical and human features in two regions</i>	Geography: Locate Newport on a map. Physical and human features of Newport UK countries, oceans	<u>Flying food airways:</u> <i>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</i>	<u>Who pays the price? - the impact on the Environment:</u> <i>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</i>	<i>The Industrial revolution – a local study</i> <i>Trade and distribution changing over time in and around the Newport area and Ironbridge</i>	Geography Galápagos Islands and comparing to different biomes and islands around the world A study of physical geography, including climate zones and biomes.
	Art	SUMMER DRAWING ASSESSMENT	SUMMER DRAWING ASSESSMENT	SUMMER DRAWING ASSESSMENT	SUMMER DRAWING ASSESSMENT	SUMMER DRAWING ASSESSMENT	SUMMER DRAWING ASSESSMENT
		SURFACE AND COLOUR: Colour mixing Kolam patterns – colour wheels		SURFACE AND COLOUR: Megan Coyle – Cat art		DRAWING/ SURFACE AND COLOUR: Watercolour river art (artist needed)	
			Contemporary - Drawing streets and colours and towns – Paul Klee	SCULPTURE: Canopic jars- design and make	SURFACE AND COLOUR: Artist study: Piet Mondrian (4 LESSONS)		SCULPTURE: Human forms using clay and other media
	Music	<u>Come dance with me</u> Create musical phrases from new word rhythms that children invent. • Sing either part of a call-and-response song. • Play the response sections on tuned percussion using the correct beater hold. • Echo sing a line independently with teacher leading, then move on to pair singing in echo format. • Copy call-and-response patterns with voices and instruments	<u>Play percussion</u> Hold beaters and instruments correctly, achieving a good tone from the instruments. Play the triangle, tambourine and clave rhythms over a steady beat; mSing and play a C major scales. Play part 1 and 2. Participate in an ensemble	<u>Telford and Wreking- Recorder</u>	<u>Play percussion – Ripples</u> Explore creating timbre effect on tuned percussion instruments. Create sound pictures in response to images. Learn a range of tuned percussion techniques: stepping, glissando, shimmer, rolling, bouncing Learn to play 2 or 3 parts fluently with ripples Take part in an ensemble.	<u>Three little birds</u> Sing the verse in unison and the chorus in harmony. • Know what a triad is and how to play one. • Play the chords D and G major, following a score of the chorus. • Organise and rehearse for a performance. • Play the melodic riff (or melody of the chorus) by ear. • Listen and appraise, demonstrating knowledge and understanding of the origins, history, and social context of Reggae music.	<u>Race</u> Create an accompaniment. • Create an extended melody with four distinct phrases. • Experiment with harmony. • Structure ideas into a full soundtrack <u>Exploring identity through song</u> Identify ways songwriters convey meaning: through lyrics, the music, and the performance. • Understand different ways that rhymes work in songs. • Identify different elements of a song's structure. • Understand the concept of identity and how you can express that in songs.
		<u>As I was walking down the street</u>	<u>The Rockpool rock</u> Sing and learn new songs	<u>Telford and Wreking- Recorder</u>	<u>Play percussion – Ripples</u>	<u>Kisne Banaaya</u> Compose a simple accompaniment using	<u>Nobody knows:</u> In groups, compose a short song on the theme of leavers. •

		Compose new words for the greeting section of the song. • Sing a song that includes a time change from march to a jig. • Play untuned percussion instruments and use movement to show the beat changing. • Perform a song and dance simultaneously. • Listen to a jig and move in time to the music.	Call and response pterns with voices and instruments Perform and evaluate		Explore creating timbre effecton tuned percussion instruments. Create sound pictures in response to images. Learn a range of tuned percussion techniques: stepping, glissando, shimmer, rolling, bouncing Learn to play 2 or 3 parts fluently with ripples Take part in an ensemble.	tuned instruments. • Create and perform their own class arrangement. • Sing and play the melody of Kisne banaaya. • Sing in a 4-part accompanied with a pitched ostinato.	Create an arrangement of a song considering the texture and structure. • Perform expressively as part of a group and make a recording of their songs.
	D & T		Mechanisms – wheels and axles Transport (Summer 1)	Mechanisms – make a shaduf that can transport water to a different place – 6 lessons	Electrical: Simple circuits – create a torch		Food and nutrition-research, plan and cook a Spanish tapas meal from adapted recipes (Summer 1)
		Food and nutrition-Design and make ice-cream sundaes (Summer 2)			Shell Structures- Recyclable lunchbox/packageing	Textiles: Make a pillow for a workhouse child with left over fabric... (Summer 2)	Framed structures – Bird hides for adapted creatures/ Picture frames for photography pieces (Summer 2)
	Learning for Life - PSHE						
	Languages			Festivals and using numbers	Feeling unwell Jungle animals	Out of this world	Café culture
				Going on a picnic Aliens in Spain Language Puzzle	The weather Ice creams Language Puzzle	Going to the seaside Language Puzzle	Spanish presentations Transition project with BBS
	Science	Animals	Growing up	Light and shadows	Electricity	Properties of materials	Light
		Plants Seasonal changes	Plants – light and dark	Light and shadows – investigation and enquiry	Sound and Noise Pollution	Animals including humans - Reproduction Plastic pollution Global warming	Evolution and Inheritance

	Computing	Creating media – Digital writing	Creating media – Digital photography	Creating media – Desktop publishing	Creating media – Photo editing	Creating media – Video editing	Creating media – Web page creation
		Programming B – Introduction to animation	Programming B – An introduction to quizzes	Programming B – Events and actions	Programming B – Repetition in games	Programming B – Selection in quizzes	Programming B – Sensing
	ECW	Managing online information Self image and identity Online relationships	Privacy and security Copywrite and ownership	3:2 Privacy and security Copywrite and ownership	4:7 Managing online information Privacy and security Copywrite and ownership	Managing online information Privacy and security Copywrite and ownership	Managing online information Privacy and security Copywrite and ownership