

The big question in Year 3: How has the world around us shaped us as communities?

Children will understand how communities developed from individual hunter gatherer family group to farming communities and tribes. They will understand how changes in climate and weather drove changes in how humans organised themselves in order to survive. They will make links between modern community and those that existed in the past. They will begin to understand how the physical and human world interact. They will know how they can contribute positively.

Community prayer
A Safe Place For All

May our town be a safe place; by day and by night,

For young and for old, for rich and for poor,

For people of every colour and every faith,

May we be a community.

Caring for Our Community
A Fallen World

Our world is fallen, as if from heaven,

Our world is broken, and so we shall mend it,

Our world is wounded, and so we shall heal it,

Our world belongs to us and God, and so we care for it.

Term	Theme	Learning Experience	Maths	Reading	Writing Focus	Science	RE	History/ Geography	Computing	Art/DT	Music	PE	Time for change (PHSCE)	French
Autumn 1	Where are we from and how did we get here?	Shelter Building Day	Shape Place value Addition and subtraction	 	Return: Adventure Story The Iron Man: Diary writing	Rocks and soils What is our world made from?	What do Christians learn from the creation story?	How did people survive in the Stone Age?	3.1 – We are programmers Programming an animation.	Artist Focus: Hokusai What makes the Earth Angry?	Let your Spirit Fly Theme: RnB and other musical styles	Benchball	Positive	Greetings Numbers
Autumn 2	How does living with others influence us?	Trip to the Science & Media Museum: Light It Up science show	The four operations	 	How to Wash a Woolly Mammoth?: Instructional Writing My Shadow: Poetry	Light What is light and how do we use it?	What are the deeper meaning of festivals?	How did the landscape influence people living in the Stone Age?	3.2 – We are bug finders Finding and correcting Bugs in systems	Food Technology: Make salt dough biscuits	Glockenspiel: Stage One Theme: Exploring and developing playing skills.	Netball	Resilient	Greetings and numbers revision Christmas
Spring 1	How can I help people in my community?	Archaeology Day Peaceful Citizens experience	Multiplication and division Fractions	 	Stone Age Boy: Newspaper Stone Girl, Bone Girl: Biography	Magnets What is a magnet and how are they used?	What kind of world did Jesus want?	How were people influenced by communities in the Bronze Age?	3.3 – We are presenters Videoing performance	Artist Focus: Andy Warhol	Three Little Birds Theme: Reggae happiness and animals.	Hockey	Problem solver	Vocabulary revision Fruit

Spring 2	How can I help the landscape of my community?	Trip to Shipley Glen and Brackenhall: Searching for Evidence of Bronze and Iron Age	Fractions Place value Four operations		Stig of the Dump: Narrative Writing	Plants Why are plants important?	Why do Christians name the day Jesus died "Good Friday"?	What was the Iron Age and are we able to find evidence in our Community?	3.4 – We are network engineers Making a presentation a – Vlog	Model Making: Build an Iron Age Hillfort	The Dragon Song Theme: Folk tunes from around the world, diversity and kindness.	Gymnastics and dance	Reflective	Vocabulary revision Colours
Summer 1	What other communities are there?	Build an Erupting Volcano	Fractions Shape Four operations		Escape from Pompeii Unit 1: Narrative setting description Unit 2: Explanation Text	Rocks Revisited Do volcanoes only destroy?	When Jesus Left, what was the Impact on the Pentecost?	Who were the Ancient Romans and why did they come to Britain?	3.5 – We are communicators Communicating safely on the internet	Incidental Week: Art Showcase	Bringing Us Together Theme: Disco, friendship, peace and hope.	Athletics	Motivated	Vocabulary revision Days of the week
Summer 2	How is my community influenced by other communities?	Royal Armouries Workshop: Boudicca's Revolt	Place value Geometry Time		Charlotte's Web Unit 1: Non-chronological Report Unit 2: Friendship Story	Animals, Including Humans What am I made from? How does my body work?	What does it mean to be a Hindu in Britain today?	How did the Romans impact Britain?	3.6 – We are opinion pollsters Collecting and analysing data	Sewing: Create a drawstring Roman Purse	Music Showcase	Rounders and cricket	Independent	Vocabulary revision Simple Conversations

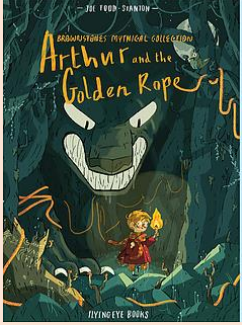
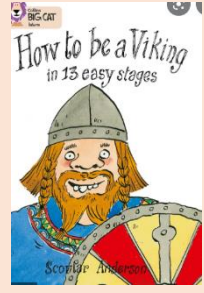
The Big Question for Year 4: Are we stronger if we are together?

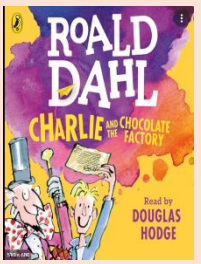

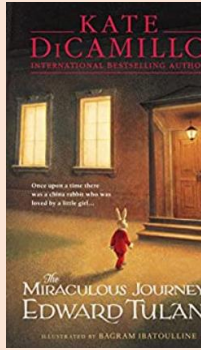
Children will demonstrate knowledge and awareness of how our country is composed of the coming together of peoples of different countries, cultures, backgrounds, ideas and belief systems. They will understand that over time there have been patterns of movement in and out of the British Isles. They will understand the unique elements that they, and others around them bring to the building of modern Britain.

Gather Us Together

O God,
Gather together as one
Those who believe in peace.
Gather together as one
Those who believe in justice
Gather together as one
Those who believe in love.

Term	Theme - Topic	Learning Experience	Maths	Reading	Writing Focus	Science	RE	History/ Geography	Computing	Art	DT	Music	PE	(PHSCE) Learning behaviours/Christian values British Values	MFL La Jolie Ronde
Autumn 1	What did the Anglo-Saxons bring to Britain?	Ryedale Folk Museum Northern Forge – Anglo-Saxon visitor	Shape		Diary Information text	Habitats	What is it like to follow God?	Roman withdrawal Scots invade Anglo-Saxon invasions, settlements and kingdoms, art and culture	4.1 – We are software developers – children develop their own simple educational game			String music – reading and playing music using guitars	Invasion games	Wellbeing	Colours Parts of the body Adjectives spelling
Autumn 2			The four operations			Retell chapter (Different perspective) Poetry	Diet and digestion	What is the trinity?		4.2 – We are toy designers Children plan, design, program, test and evaluate an interactive toy	Stained glass – Christmas Art	Children will design a toy for Christmas, making sure it is functional and appealing to a chosen audience	String music – reading and playing music using guitars	Gymnastics Dance	Lifesavers - What can we use our money for? RSE SESSION Democracy themed Sessions: Democracy for all Campaign to support the crayons Lifesavers - How does money make us feel? Christmas story – Jesus is born and The three wise men from the East Additional Safeguarding themes: Family conflict Parenting arrangements (Homophobia)

													Growing up and changing bodies (See RSE sessions) Mobile/Online safety –passwords and digital citizen pledge-ICT		
Spring 1	What did the Vikings bring to Anglo-Saxon Britain?	Archery (Jorvik Centre)	Multiplication and division Fractions		Myth Instructions	States of matter	Why do Christians name the day Jesus died “Good Friday”?	(Island nation?) Viking invasion Viking farmers and settlers Local history study - York	4.3 – We are Musicians Children produce digital music and share their composition with their peers		Weaving and other textile work linked to our Anglo Saxon work	String music – reading and playing music using guitars	Net and Wall	Mutual respect and tolerance – themed lessons Welcoming new people (Something Else) We are Britain Lifesavers- What can we use our money for? Easter	Verbs (etre)
Spring 2			Fractions Place value Four operations		Narrative in the style of Roald Dahl Explanation	Electricity	How and why do believers show their commitments during the journey of life?		4.4 –We are HTML editors Children create webpages and use HTML code to do this			String music – reading and playing music using guitars	Swimming Archery	E-safety KS1/LKS2- Caught in the web Managing hurtful behaviour/ bullying Lifesavers- How can we look after our money? Additional safeguarding themes: Water safety Additional E-safety sessions provided by West Yorkshire Police E-safety week – including cyberbullying, and showing respect online. Careers/Aspirations – See lifesavers sessions Healthy Friendships.	Receptive vocabulary through song Easter
Summer 1	How have the cities of York and New York been shaped by people coming together?		Fractions Shape Four operations		News report Adventure story		What does it mean to be a Sikh in Britain today?	Local history study of York (focus on patterns of settlement) Understanding similarities and differences through the study of human physical geography	4.5 – We are co-authors Children will plan, write, edit and improve a Wikipedia entry	Sketching city scape as stimulus 3D work – plan, design, make (building for Viking York or New York) Study of an architect		String music – reading and playing music using guitars	Swimming Athletics	Individual Liberty Themed lessons – Celebrating the uniqueness of each of us. Plan to be good Encouraging Difference (Giraffes Can’t Dance) Free to be me Mental Health <i>Expressing Feelings</i> <i>Managing feelings</i>	French story language Recognising nouns and verbs

				  				Focus on impact of immigration and diversity in both cities						<i>LifeSavers</i> - How can we look after our money?
Summer 2		Place value Geometry Time		Alternative chapter Informal letter	Sound			4.6 –We are meteorologists Children will use data-logging to record and monitor different forms of weather They will then prepare and present their own TV-style weather forecast			String music – reading and playing music using guitars	Swimming Strike and Field	Rule of Law – Themed lessons Games without rules Physical wellbeing – Drugs/tobacco/Alcohol <i>LifeSavers</i> - How does our money help other people? Additional safeguarding themes: <i>Sun safety- using sunscreen/hats</i> <i>Food, diet and fitness –links made with PE</i> <i>athletics lessons</i> <i>Healthy and safe relationships – making them and recognising safe relationships at home.</i> <i>Plagiarism</i> <i>Temptations – Drugs/alcohol and tobacco –knowing the risks</i>	Pets Single and plural Following a text

The Big Question for Year 5: How can people come together to shape the world around them?

Children will have knowledge and awareness of how they are connected to the people around them and beyond. They will know how people across time, place and culture, have come together to create movements that have shaped the world. They will understand how they too, can be part of the process of change in the world today.

Year 5 Prayer:
Gather Us Together
 O God,
 Gather together as one
 Those who believe in peace.

For the Government
 Dear God,
 Guide those who govern this country.
 May they make wise choices.
 May they bear in mind the needs of

Gather together as one those who believe in justice.
 Gather together as one Those who believe in love.

young and old, rich and poor, men and women, people born in this country and those from overseas.
 May their decisions help everyone to live their lives usefully, happily, and at peace With one another.

Term	Theme	Learning Experience	Maths	Reading	Writing Focus	Science	RE	History/ Geography	Computing	Art / DT	Music	PE	MFL French	(PHSCE) Learning behaviours/Christian values British Values
Autumn 1	How has ancient Greece helped to shape the modern Western World? Where in the world is Greece?	City Museum trip	Shape Place value Addition and subtraction		Greek Myths Instructions	Earth and space including Greek beliefs and how these developed from flat Earth to Thales, Herodotus, Aristarchus, Eratosthenes.	What will make our city/town/village a more respectful place?	Ancient Greece Focus on systems of government comparing Athens and Sparta. How has ancient Greece influenced the modern world? Greece as a European country - location, physical features	5.1 – We are game developers -pupils can create their own computer games.	Greek influence on art and artists – Plato (imitation of life) and Aristotle (representation of essence).	Children will be learning to play guitars.	Swimming Invasion games	Asking directions Days of the week and times in the day Christmas	Wellbeing
Autumn 2			The four operations	 	Character Description Poetry	Forces - including ancient Greek science that is still relevant today.	Incarnation- Was Jesus the messiah?		5.2 – We are cryptographers	DT - Pulleys and link to ancient Greece and Archimedes. What did the Greeks use mechanisms for? Design and make a mechanism that would have been useful to Greeks	Children will be learning to play guitars.	Swimming Net and Wall		Lifesavers - What can we use our money for? RSE SESSION Democracy themed Sessions: Democracy for all Lifesavers - How does money make us feel? Christmas story – Jesus is born and The three wise men from the East Additional Safeguarding themes: Water Safety – Swimming pool Talk Mobile/Online safety – passwords and digital citizen pledge-ICT Be confident- say no, don't give in to peer pressure, you know your own mind Grooming/ domestic abuse – See RSE Peer pressure How people can persuade us (Propaganda/advertisem

													ents) could be covered within topic	
Spring 1	How has the suffrage movement shaped our country since 1066?		Multiplication and division Fractions		Suspense story Newspaper	Animals – human and animal development (block as an off timetable unit 2 – 3 days)	What does it mean for Muslims to follow God? (block as an off timetable unit 2 – 3 days)	A study of the development of British Government from 1066 to present day. Norman conquest, Magna Carta, Civil war, glorious revolution, Peterloo, 1832 reform bill, Ballot act, 1884 representation of the people Act, The sufferettes, 1918, representation of the people, 1928 equal franchise act, 1969 representation of the people act.		DT – Textiles Decorative works based on The Bayeux Tapestry depicting an episode in the development of British parliamentary democracy. Art – Humans – portraits, moving figures.	Children will be learning to play guitars.	Swimming Gymnastics	Understanding and giving opinions	Mutual respect and tolerance – themed lessons People Equal Poem/ Performing the poem Exploring the meaning of equality using the People Equal Poem Lifesavers - What can we use our money for? Easter Story
Spring 2			Fractions Place value Four operations		Macbeth – Biography Historical fiction		Salvation- What did Jesus do to save human beings?		5.3 – We are artists		Children will be learning to play guitars.	OAA Archery Fencing	Days of the week Hobbies Easter	E-safety Cyber Ready session Managing hurtful behaviour/ bullying Lifesavers - How can we look after our money? Additional safeguarding themes: Water safety Additional E-safety sessions provided by West Yorkshire Police Getting ready for change (Moving up/on and SATS prep)
Summer 1	How is the movement for environmental change shaping our world?	The Deep	Fractions Shape Four operations		Recount (The deep) Non-chronological report	Living things and their habitat Lifecycles of plants etc. Properties and changes (two units in this half term – block time)	Gospel- What would Jesus do?	Human geography – use of natural resources – water. The water cycle	5.6- We are architects	Water – seascapes – colour – painting skills	Children will be learning to play guitars.	Athletics Invasion games	Future tense Months of the year	Individual Liberty Themed lessons – Celebrating the uniqueness of each of us. Individual liberty Exploring Human Rights Exploring my individual liberties and my values. Mental Health Mental Health and Keeping well Managing challenges and change Lifesavers - How can we look after our money?
Summer 2	How can we come together to shape our world?		Place value Geometry Time		Diary Persuasive Writing		God- What does it mean if God is holy and loving?		5.4 – We are web developers	Using Augies graduation as a starting point. Plan and create a celebration buffet for Y6 leavers.	Children will be learning to play guitars.	Strike and Field Invasion games		Rule of Law – Themed lessons Rules and laws Physical wellbeing – Drugs/tobacco/Alcohol Lifesavers - How does our money help other people? End of year reflections –

													<p>use A3 journal to look back at our learning.</p> <p>Additional Safeguarding themes:</p> <p>Social networking – developing safe relationships</p> <p>Keeping your body safe- CSE/FGM forced marriage – some coverage in WYP sessions.</p> <p>Rail safety- not playing on railway tracks</p> <p>Upper school transition – Making new friends – understanding the challenges.</p> <p>Not being a stereotype or conforming to peer pressure- make your own mind up.</p> <p>Temptations – Drugs/alcohol and tobacco –knowing the risks</p> <p>Forest Schools – keeping safe outdoors – preparing for secondary school.</p>
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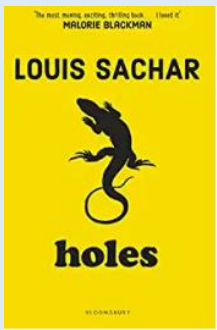
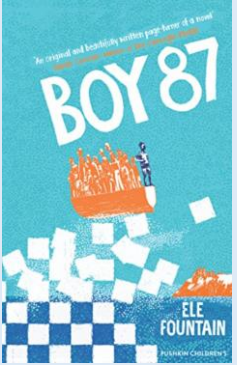
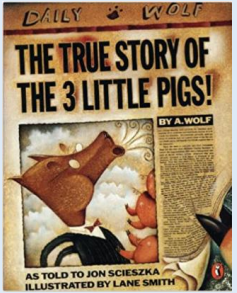
The Big Question for Year 6: How can individual people shape the world around them?

Children will have knowledge and awareness of who they are, their place in time, space and culture. They will know how people across time, place and culture, through courageous advocacy, have shaped the world. They will understand how they too, can shape the world around them.

Year 6 Prayer
 God grant me the serenity
 to accept the things I cannot change;
 courage to change the things I can;
 and wisdom to know the difference.

Term	Theme	Learning Experience	Maths	Reading	Writing	Science	RE	History/ Geography	Computing	Art	DT	Music	PE	(PHSCE) Learning behaviours/Christian values British Values
Autumn 1	Who was Charles Darwin and how did he change the world?		Place value Calculation Fractions		Diary Instructions	Evolution and inheritance Darwin, Anning, Wallace	U2.2 Creation and science: conflicting or complementary?	Charles Darwin Victorian science and culture, including Christmas traditions.	We are adventure gamers	Observational drawing. Natural History drawings Darwin's finches Relief Printing from Natural history drawings		Samba music – drumming Victorian Musical	Invasion games	Wellbeing
Autumn 2		Trip to Ilkley			Adventure story Setting description									

														Grooming/ domestic abuse – See RSE Peer pressure How people can persuade us (Propaganda/adve rtisements) could be covered within topic
Spring 1	How did Howard Carter change the world?	Visitor to come into school acting as Lord Carnarvon	Fractions Decimals Percentages Algebra Ratio Position and direction	 	Newspaper Poetry	Animals including humans	How does religion help people live through good times and bad?	Ancient Egypt Rivers – the wharfe/ the Nile Biomes - desert	We are advertisers			Charanga website – create music in Egyptian theme.	Net and Wall	Mutual respect and tolerance – themed lessons People Equal Poem/ Performing the poem Exploring the meaning of equality using the People Equal Poem Lifesavers- What can we use our money for? Easter Story
Spring 2	How did John Lloyd Stevens change the world?	Visitor to come into school for a 'Mayans day'			Discursive Writing	Animals and their habitats	U2.7 What difference does the resurrection make to Christians	Mayans Biomes - Rainforest	We are network technicians	In the context of Mayan and Egyptian art and architecture: Representing 3d shape in drawing and painting using shading, light and dark. Produce own 3D work	Food tech - chocolate	OAA Archery Fencing	E-safety Cyber Ready session Managing hurtful behaviour/ bullying Lifesavers- How can we look after our money? Additional safeguarding themes: Water safety Additional E-safety sessions provided by West Yorkshire Police Getting ready for change (Moving up/on and SATS prep)	

Summer 1	How did William Wilberforce, Rosa Parks, Martin Luther King, Paul Stephenson, Floella Benjamin, Amelia Gentleman and David Lammy Shape the world we live in?	Visit to Bradford Town Hall – meet policy makers- discuss ways people can influence social justice.	SATs revision Time Problem solving	  	Non-chronological report Informal Letter	Electricity	U2.3 How can following God bring freedom and Justice?	Changes in concepts of equality and social justice in employment and race since 1066 Serfdom – the slave trade – modern day – Windrush	We are publishers	Social Justice in Art e.g. Banksy, William Morris, Children investigate artists and produce work in the style of ...			Athletics Strike and Field	Individual Liberty Themed lessons – Celebrating the uniqueness of each of us. Individual liberty Exploring Human Rights Exploring my individual liberties and my values. Mental Health Mental Health and Keeping well Managing challenges and change LifeSavers- How can we look after our money?
Summer 2		Littondale			First Person Narrative Persuasive writing		Pilgrimage		We are travel writers		Use of textiles in social justice and protest movements e.g. 'Kick it Out' Children create textile banners	Create and perform our own songs	Invasion games / Strike and Field	Rule of Law – Themed lessons Rules and laws Physical wellbeing – Drugs/tobacco/Alcohol Lifesavers- How does our money help other people? End of year reflections – Year 6 – what can help you moving to your next school? use A3 journal to look back at our learning. Additional Safeguarding themes: Social networking – developing safe relationships Keeping your body safe- CSE/FGM forced marriage – some coverage in WYP sessions. Rail safety- not playing on railway tracks Upper school transition – Making new friends – understanding the challenges. Not being a stereotype or conforming to

															peer pressure- make your own mind up. Temptations – Drugs/alcohol and tobacco –knowing the risks Forest Schools – keeping safe outdoors – preparing for secondary school.
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