| Term 1<br>Citizenship | Term 2<br>Leadership | Term 3<br>Exploration | Term 4<br>Expression | Term 5<br>Flourishing | Term 6 |
|---|---|---|---|---|---|
| **Compassion & Drive**<br>Make a difference to my home, school, community and the wider world through showing compassion, empathy and drive | **Integrity & Determination**<br>Act with integrity, authenticity and determination and through this inspire others | **Aspiration & Resilience**<br>Follow my passions and seek challenges in order to aspire to be the best version of myself | **Confidence & Honesty**<br>Have the confidence to present myself in an honest and insightful way that reflects what I value | **Responsibility & Courage**<br>Seek a purpose for life; take responsibility for my own well-being and support others with theirs | School's discretion |
| **Independence:**<br>See-Saw Map | **Creativity:**<br>Mind Map | **Collaboration:**<br>Socratic Questions 3 | **Independence:**<br>Cause and Consequence Map | **Creativity:**<br>SWAT | **Collaboration:**<br>Socratic Questions 4 |

## Science

| Forces and magnets | Animals, including humans | Light and sound, Electricity |
|---|---|---|
| Types of forces<br>Magnets | Animal needs<br>Vertebrates and invertebrates<br>Skeleton and digestive system | Light and dark<br>Shadows<br>How we hear sound<br>Common appliances<br>Simple circuits<br>Conductors and insulators |

## Geography

| A European Region | Contrasting non-European region at risk |
|---|---|
| Countries in Europe<br>Understanding the physical geography of a European region<br>Understanding similarities and differences between European countries<br>Recording and interpreting data | What constitutes risk?<br>Understanding an area that is at risk<br>Recognising what actions have been taken to minimise risk |

## History

| Viking raids and Saxon settlements | Historical impact (Tudors/Victorians) |
|---|---|
| King Alfred's impact<br>Influences and religion<br>Causes of conflict<br>Why people settled | Victorians and Tudors on a timeline<br>How individuals made a significant change<br>Life and living<br>Role of authority |

## Design Technology

| Make something that has been trialled | Make something with seasonal and local produce |
|---|---|
| Using prototypes<br>Applying different finishing techniques to preserve and decorate<br>Recycling and reusing | Seasonality and locality<br>Vitamins and minerals<br>Cooking temperature requirements |

## Music

| Design, compose and annotate | Singing from memory |
|---|---|
| Basic composition<br>Using standard symbols<br>Musical notation | Pitch and harmony<br>Digital technology<br>About a composer |

## PE

| Competitive games | Dance/Gymnastics | Athletics | Outdoor/Adventurous | Swimming |
|---|---|---|---|---|
| Positions in a team game<br>Timing of games<br>Space and passing<br>Lob and volley | Develop phrase in a group<br>Dance is interpretative and expressive<br>Improve performance | Sprint effectively<br>Receive a relay baton<br>Hurdles technique | Identify when a team is not working<br>Motivate others<br>Use adventurous equipment<br>Risk assessment to minimise risk | Different strokes<br>Leg kicks and associated pull and push techniques<br>Breathing techniques<br>Push, glide and float in water<br>Stay safe in water<br>Rescue in water |

## Art

| Drawing and Painting | Sculpture |
|---|---|
| Using different tools to create a variety of textures<br>Understanding tertiary colours<br>Properties of different types of media | Carve, shape, coil and mould<br>Attaching materials to each other<br>Work of a known sculptor |

## MFL

| All around the town | Going shopping |
|---|---|
| Places around town<br>Gestures and expression<br>Asking people to repeat something | Asking questions<br>How much and what size?<br>Weights and measures |

## Computing

| Gathering information | Presenting data and ideas | Programming with goals |
|---|---|---|
| Storing images<br>Using a search engine<br>Data collection and formulas | Creating ebooks<br>Digital conferencing<br>Sharing ideas on social networking sites | Writing instructions<br>Writing simple programmes |
| E-safety throughout | | |

## Relationships Education

| Family | Friends | Safety |
|---|---|---|
| Being empathetic<br>Understanding tolerance<br>Understanding intent | Understanding self-respect<br>Strategies to avoid conflict when resolving issues<br>Understanding violence | Protecting personal data<br>Identifying dangers<br>Physical contact |