

Summer Term 2022

| KS2 | of the hist doc gives o in this tern lessons an content | FOCUS – the end ory progression content to cover m. Please ensure d focus on this | Term 2 <i>History focus – the end</i> <i>of the history progression</i> <i>doc gives content to cover</i> <i>in this term. Please ensure</i> <i>lessons and focus on this</i> <i>content</i> | of the histor doc gives co in this term. lessons and content | CUS – the end ry progression ntent to cover Please ensure focus on this | Term 4 Geography focus | Term 5 Geograph | hy focus | Term 6 Geography focus |
|-----------------------|---|---|---|--|---|---|--|---------------------------------------|---------------------------|
| Year A – 2020/2021 | | | ngs – to include a hment from this time and now | Anglo-Sax Vikings – comparison of punishment for and now | to include a f crime and | Africa - with a focus on Kenya | <u>Africa</u> – и | Africa – with a focus on Kenya | |
| Computing | Online safety and digital literacy What is a computer? | | al literacy | Communio multimedi | cation: text, i ia | mages and | Programn discover c | | nputer control using |
| Science | Class 3 | Forces and m States of ma | • | Class 3Light (Y3) Rocks (Y3)Class 4Animals including humans (Y4) Animals including humans (Y5) | | Class 3 | Plants (Y3) Animals including humans (Y3) | | |
| | Class 4 | Properties ar materials (Y Electricity (Y | | | | Class 4 | Living things (Y4) Living things (Y5) Sound (Y4) | | |
| | Class 5 | Electricity (Y Forces (Y5) | (6) | Class 5 | | cluding humans (Y6) Ind inheritance (Y6) | Class 5 | Living thi Earth and Light (Y6) | space (Y5) |
| Art | Sculptur | e and 3D form | | Drawing | | Painting / colour Printing and mixed media | | | |
| DT | Take ins history | , <u>,</u> | and improve design throughout cs and electronics | Design, make, evaluate and improve Take inspiration from design throughout history Materials including textiles | | Take insp history | | e and improve design throughout | |
| PE | Games Dance | | | Swimming Gym | | | Athletics Outdoor adventurous activity | | activitu |
| PHSE YEAR A | | five ways of w ny relationshi | 0 | Keeping m | ıyself self | | Being my best Growing and changing | | y |



| | | <u>Please refer to the individual subje</u> | ct progress | sion documents for specific content ar | <u>ud skills to</u> | <u>be taught.</u> |
|-----------------|------------|---|----------------------|--|---------------------|---|
| RE | Class 3 | What do Christians learn from the Creation story? L2.1 What is it like for someone to follow God? L2.2 | Class 3 | How do festivals and worship show what matters to a Muslim? L2.9 How do festivals and family life show what matters to Jewish people? L2.10 | Class 3 | What kind of world did Jesus want? L2.4 How and why do people try to make the world a better place? (C, M/J, NR) L2.12 |
| | Class 4 | What is the 'Trinity' and why is it important for Christians? L2.3 What do Hindus believe God is like? L2.7 | Class 4 | What does it mean to be Hindu in Britain today? L2.8 Why do Christians call the day Jesus died Good Friday? L2.5 | Class 4 | For Christians, when Jesus left, what was the impact of Pentecost? L2.6 How and why do people mark the significant events of life? (C, H, NR) L2.11 |
| | Class 5 | What does it mean if Christians believe God is holy and loving? U2.1 What does it mean to be a Muslim in Britain today? U2.8 | Class 5 | What do Christians believe Jesus did to 'save' people? U2.5 Why do Hindus want to be good? U2.7 | Class 5 | Christians and how to live: What would Jesus do? U2.4 Why is the Torah so important to Jewish people? U2.9 |
| French | | 9 | | • | | |
| Music Year A | Singin | ng/Performing | Listen/Ap Compose | opraise/ rs/History | | nt/Improvisation/ /play/perform/Compos |
| | Class 3 | Mamma Mia. Y4 Christmas performance singing | Class 3 | Tchaikovsky – not Charanga Bob Marley - Three Little Birds. Y3 Plenty of history for him! | Class 3 | Dragon Song. Y3 |
| | Class 4 | Livin' on a prayer. Y5 Christmas performance singing | Class 4 | Beethoven – not Charanga The Beatles – Blackbird. Y4 Plenty of history for them! | Class 4 | Fresh Prince of Bel Air – Will Smith. Y5 |
| | Class 5 | Happy. Y6 Christmas performance singing | Class 5 | Benjamin Britten – focusing on A New Year Carol Y6 Classroom Jazz 1. Y5 (Could look at history and journey of jazz music) | Class 5 | Make you feel my love – Adele. Y5 |



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| KS2 | Term 1 | | Term 2 | Term 3 | | Term 4 | Term 5 | | Term 6 |
|-----------|--|---|--|---|---|--|--|---|-----------------------------|
| | of the histo doc gives co in this term | ons and focus | History focus – the end of the history progression doc gives content to cover in this term. Please ensure lessons and focus on this content | of the history | ntent to cover Please as and focus | Geography focus | Geography | y focus | Geography focus |
| Year B | The Ancie achievemen Britain), Ma | e <mark>nts</mark> – Greece (l ats influence and | how culture, life and I impacts present day o British history), Egypt | The Ancier (how culture achievements and impacts | ts - Greece , life and s influence present day yan (contrast tory), Egypt lisations - | Europe – each class to choose a different country to focus on | Europe – e focus on | Europe – each class to choose a different count focus on | |
| Computing | | fety and digi 1 computer? | tal literacy | Communic multimedi | cation: text, images and ia | | Programming and computer control using discover coding | | |
| Science | Class 3 | Forces and n States of ma | 5 | Class 3 | Light (Y3) Rocks (Y3) | | Class 3 | Plants (Y Animals | 3) including humans (Y3) |
| | Class 4 | Properties an materials (Y Electricity () | | Class 4 | | ncluding humans (Y4) ncluding humans (Y5) | Class 4 | Living th Living th Sound (Y | ings (Y5) |
| | Class 5 | Electricity (\ Forces (Y5) | (6) | Class 5 | | ncluding humans (Y6) and inheritance (Y6) | Class 5 | Living th Earth and Light (Y6 | d space (Y5) |
| Art | Sculpture | and 3D form | l | Drawing | | | Painting / colour Printing and mixed media | | |
| DT | Take insp history | iration from | e and improve design throughout cs and electronics | U | | ke, evaluate and improve ation from design throughout | | Design, make, evaluate and improve Take inspiration from design throughout history Cooking and nutrition | |
| PE | Games | | | Swimming | 5 | | Athletics | | |



| | Dance | <u> </u> | Gym | on documents for specific content an | | idventurous activity | |
|-----------------|--|---|-----------------------|--|---|---|--|
| PHSE YEAR B | | ing differences | | d responsibilities | Growing | and changing | |
| RE | Class 3 | What is the 'Trinity' and why is it important for Christians? L2.3 What do Hindus believe God is like? L2.7 | Class 3 | What does it mean to be Hindu in Britain today? L2.8 Why do Christians call the day Jesus died Good Friday? L2.5 | Class 3 | Fr Christians, when Jesus left, what was the impact of Pentecost? L2.6 How and why do people mark the significant events of life? (C, H, NR) L2.11 | |
| | Class 4 | What does it mean if Christians believe God is holy and loving? U2.1 What does it mean to be a Muslim in Britain today? U2.8 | Class 4 | What do Christians believe Jesus did to 'save' people? U2.5 Why do Hindus want to be good? U2.7 | Class 4 | Christians and how to live: What would Jesus do? U2.4 Why is the Torah so important to Jewish people? U2.9 | |
| | Class 5 | Creation and science: conflicting or complementary? U2.2 Why do some people believe in God and some people not? (C, NR) U2.11 | Class 5 | Why do Christians believe Jesus was the Messiah? U2.3 How does faith help people when life gets hard? U2.12 | Class 5 | For Christians, what kind of king is Jesus? U2.6 What matters most to Humanists and Christians? (C, M/J, NR) U2.10 | |
| French | | | | | | • | |
| Music Year B | Singing/ | Performing | Listen/Ap Composer | praise/ rs/History | Experiment/Improvisation/ Notation/play/perform/Compos | | |
| | Class 3 | Let Your Spirit Fly. Y3 Christmas performance singing | Class 3 | Bach – not Charanga Randy Newman (Disney) - not Charanga. Lots to research and a long association with Disney. | Class 3 | Glockenspiel Stage 2. Y4 | |
| | Class 4 Stop! Y4 Christmas performance singing | | Class 4 | Saint-Saens – not Charanga Lean on Me – Bill Withers Y4. Plenty of history here. | Class 4 Classroom Jazz 1. Y5 | | |
| | Class 5 | You've Got a Friend. Y6 Christmas performance singing | Class 5 | Holst – not Charanga John Williams(film composer) – not Charanga. (Could look at the history and significance of film scores) | Class 5 | Dancing in the Street – Martha Reeves and the Vandellas. Y5 | |



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| KS2 | Term 1 | | Term 2 | Term 3 | | Term 4 | Term 5 | | Term 6 |
|-----------|--|---|--|--|--|---|---|--|----------------------|
| | History focus of the history pro- doc gives conten in this term. Plea ensure lessons an on this content | rogression at to cover base | History focus – the end of the history progression doc gives content to cover in this term. Please ensure lessons and focus on this content | History focu of the history doc gives conta in this term. P ensure lessons on this conten | progression ent to cover Please and focus | Geography focus | Geography j | focus | Geography focus |
| Year C | Iron and ston to Iron age in Br | | hanges from the stone age | Iron and sto changes from a age to Iron ag | the stone | America – each class to focus on a different region | <u>America</u> – ea | America – each class to focus on a different reg | |
| Computing | What is a con | , | | Communica multimedia | tion: text, | images and | Programmir discover cod | | nputer control using |
| Science | | Forces and magnets (Y3)Class 3Light (Y3)States of matter (Y4)Rocks (Y3) | | - | Class 3 | Plants Animal (Y3) | (Y3) s including humans | | |
| | r | Properties materials Electricity | | Class 4 | (Y4) | including humans including humans | Class 4 Living things (Y4) Living things (Y5) Sound (Y4) | | hings (Y5) |
| | | Electricity Forces (YS | | Class 5 | (Y6) | including humans n and inheritance (Y6) | Class 5 | Class 5 Living things (Y6) Earth and space (Y5) Light (Y6) | |
| Art | Sculpture and | d 3D form | | Drawing | | Painting / colour Printing and mixed media | | | |
| DT | history | ion from o | e and improve design throughout cs and electronics | Take inspira history | esign, make, evaluate and improve ake inspiration from design throughout istory aterials including textiles | | Design, make, evaluate and improve Take inspiration from design throughout history Cooking and nutrition | | |
| PE | Games Dance | | | Swimming Gym | 5 | | Athletics Outdoor adventurous activity | | |



| PHSE | | ve ways of well-being | Keeping myse | | Being my best | | |
|-----------------|------------|--|-----------------------------|--|---|---|--|
| YEAR A | Me and m | y relationships | | | Growing and ch | anging | |
| RE | Class 3 | What do Christians learn from the Creation story? L2.1 What is it like for someone to follow God? L2.2 | Class 3 | How do festivals and worship show what matters to a Muslim? L2.9 How do festivals and family life show what matters to Jewish people? L2.10 | Class 3 | What kind of world did Jesus want? L2.4 How and why do people try to make the world a better place? (C, M/J, NR) L2.12 | |
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| French | | | | | | | |
| Music Year A | Singing/Pe | erforming | Listen/Appra Composers/H | | Experiment/Improvisation/ Notation/play/perform/Compos | | |
| | Class 3 | Mamma Mia. Y4 Christmas performance singing | Class 3 | Tchaikovsky – not Charanga Bob Marley - Three Little Birds. Y3 Plenty of history for him! | Class 3 | Dragon Song. Y3 | |
| | Class 4 | Livin' on a prayer. Y5 Christmas performance singing | Class 4 | Beethoven – not Charanga The Beatles – Blackbird. Y4 Plenty of history for them! | Class 4 | Fresh Prince of Bel Air – Will Smith. Y5 | |
| | Class 5 | Happy. Y6 Christmas performance singing | Class 5 | Benjamin Britten – focusing on A New Year Carol Y6 | Class 5 | Make you feel my love – Adele. Y5 | |



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| | Classroom Jazz 1. Y5 (Could | |
|--|-----------------------------|--|
| | look at history and journey | |
| | of jazz music) | |



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|-----------|---|--|--|-----------------------------------|---|---|--|---------------------------|
| | History focus – the of the history progress doc gives content to co in this term. Please ensure lessons and focu on this content | on of the history progression er doc gives content to cover in this term. Please | History focus of the history p doc gives conter in this term. Ple ensure lessons c on this content | rogression nt to cover ease | Geography focus | Geography | focus | Geography focus |
| Year D | Romans - to include a Cirencester as well as t military | local study of Bath or ne influence of the Roman | Romans - to in local study of B Cirencester as w influence of the military | ath or vell as the | Local Study – to include use of OS maps | Local Study | Local Study – to include use of OS maps | |
| Computing | Online safety and o What is a compute | | Communicat multimedia | ion: text, | images and | Programmi discover co | | nputer control using |
| Science | | Forces and magnets (Y3) States of matter (Y4) | | Light (Y3) Rocks (Y3) | | Class 3 | Plants (Animals (Y3) | Y3) s including humans |
| | mater | ties and changes of als (Y5) city (Y4) | Class 4 (Y4) Animals including humans (Y5) | | - | Class 4 | Living things (Y4) Living things (Y5) Sound (Y4) | |
| | Class 5 Electr Forces | city (Y6) (Y5) | Class 5 | (Y6) | ls including humans on and inheritance | Class 5 Living things (Y6) Earth and space (Y5) Light (Y6) | | nd space (Y5) |
| Art | Sculpture and 3D f | rm | Drawing | | Painting / colour Printing and mixed media | | | |
| DT | Design, make, evaluate and improve Take inspiration from design throughout history Construction, mechanics and electronics | | Design, make, evaluate and improve Take inspiration from design throughout history Materials including textiles | | Design, make, evaluate and improve Take inspiration from design throughout history Cooking and nutrition | | | |
| PE | Games | | Swimming | | | Athletics | | |



| | Dance | | Gym | | Outdoor adv | venturous activity | |
|-----------------|---------------------------|--|---------------------------|--|---|---|--|
| PHSE YEAR B | Values / fi Valuing di | ve ways of well-being fferences | Rights and | responsibilities | Growing and | d changing | |
| RE | Class 3 | Class 3 What is the 'Trinity' and why is it important for Christians? L2.3 What do Hindus believe God is like? L2.7 | | What does it mean to be Hindu in Britain today? L2.8 Why do Christians call the day Jesus died Good Friday? L2.5 | Class 3 | Fr Christians, when Jesus left, what was the impact of Pentecost? L2.6 How and why do people mark the significant events of life? (C, H, NR) L2.11 | |
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| | (Could look at the history | |
|--|----------------------------|--|
| | and significance of film | |
| | scores) | |