

# Whole School - Long Term Plan



Skill focus of the term	Autumn 1  	Autumn 2 	Spring 1  	Spring 2 	Summer 1 	Summer 2 
YEAR 1						
<b>Science</b>	Seasonal changes <i>How do seasons change?</i> Everyday materials <i>What are materials and what are their properties?</i>	<b>Animals</b> including humans <i>What are the different types of animal and can we describe and compare them?</i>	Animals including <b>humans</b> <i>What are the different parts of our body and what do they do?</i>	Plants <i>How are plants and trees structured?</i> Seasonal changes <i>How do seasons change?</i>	Plants <i>What are the names of common plants and tree which grow where we live?</i>	Recap of science units  Seasonal changes <i>How do seasons change?</i>
<b>History</b>		My family history <i>What was life like when our Grandparents were children?</i>		The greatest explorers <i>Who were the greatest explorers and what did they find?</i>		Great inventions – The first flight <i>How did the first flight change the world?</i>
<b>Geography</b>	Our local area -Ryhill <i>What is it like where we live?</i>		Animals and their habitats <i>Where do our favourite animals live?</i>		People and our communities <i>Where in the world do these people live?</i>	
<b>RE</b>	Who is a Christian? What do they believe in?		How and why do we celebrate special and sacred times?	What does it mean to belong to a faith community?	What makes some places sacred?	
<b>Computing</b>	Online safety	Lego builders	Animated stories	Coding	Spreadsheets	Technology outside the school

	<p><i>How can we keep safe online?</i></p> <p>Exploring Purple Mash</p> <p><i>How do we log in to a computer?</i></p> <p><i>How do we open, print and save our work?</i></p>	<p><i>How can we follow and create instructions on the computer?</i></p> <p>Maze explorers</p> <p><i>How can we create and debug a set of instructions (algorithm)?</i></p>	<p><i>How can we make stories come to life?</i></p> <p>Pictograms</p> <p><i>Why are pictograms useful and how do we create one?</i></p>	<p><i>What does coding mean and how can we use it in a program?</i></p>	<p><i>What is a spreadsheet and how can we add images?</i></p>	<p><i>What do we mean by 'technology' and Where can we find technology in our community?</i></p>
<b>Art and Design</b>	<p>Developing formal elements of art</p> <p><i>How can we explore shape, line and secondary colours to create compositions?</i></p>			<p>Developing Art and Design Skills</p> <p><i>How can we use printing techniques to create artwork based on the work of artist Louis Wain?</i></p>	<p>Sculpture and collages</p> <p><i>How can we create a 3D nature sculpture?</i></p>	
<b>Design Technology</b>		<p>Exploring mechanisms – Create a moving storybook</p> <p><i>How can we use mechanisms to make a moving picture book?</i></p> <p>Cook it</p>	<p>Exploring textiles -puppets</p> <p><i>How can we join fabric to create a puppet?</i></p>	<p>Food: Fruit and Vegetables</p> <p><i>How can we make and sell smoothies?</i></p>		<p>Exploring mechanisms - wheels and axles</p> <p><i>How do wheels and axels make our vehicles move?</i></p> <p>Cook it</p>
<b>PE</b>	<p>Multiskills</p> <p>Boot camp</p>	<p>Mighty movers</p> <p>Story time dance</p>	<p>Skip to the beat</p> <p>Groovy gymnastics</p>	<p>Brilliant ball skills</p> <p>Gymfit circuits</p>	<p>Throwing and catching</p> <p>Cool core</p>	<p>Active athletics</p> <p>Fitness frenzy</p>
<b>Music</b>	<p>Hey you!</p>		<p>Rhythm in the way we walk</p>		<p>Banana Rap</p> <p>In the Groove</p>	
<b>PSHE</b>	<p>Me and My relationships</p> <p><i>How can we be a better friend and classmate?</i></p>	<p>Valuing difference</p> <p><i>How do we celebrate and value differences?</i></p> <p><i>What is a bully and how can we get help?</i></p>	<p>Keeping myself safe</p> <p><i>How can we keep ourselves safe?</i></p>	<p>Rights and responsibilities</p> <p><i>How can we take care of things?</i></p>	<p>Being my best</p> <p><i>How can I be the best me?</i></p>	<p>Growing and changing</p> <p><i>How can we take care of ourselves and others?</i></p> <p><i>How can we be more independent?</i></p>

<b>Skills builder</b>		Postal service <i>How can we spread joy?</i>	Doing good <i>How can we help people in need?</i>		Gallery opening <i>How can we celebrate art?</i>	
<b>Skill focus of the term</b>	<b>Autumn 1</b> 	<b>Autumn 2</b> 	<b>Spring 1</b> 	<b>Spring 2</b> 	<b>Summer 1</b> 	<b>Summer 2</b> 
<b>YEAR 2</b>						
<b>Science</b>	Use of everyday materials <i>How do we use different materials?</i>	<b>Animal</b> including humans <i>What do animals need to survive?</i>	Animal including <b>humans</b> <i>How do humans grow and change?</i>	Plants <i>What do plants need to grow?</i>	Living things and their habitats <i>How can we keep living things alive and healthy?</i>	Continue Living things and their habitats  Recap all science units
<b>History</b>		Bonfire Night and Great Fire of London <i>Should we still celebrate Bonfire night? Did the fire make London a better or worse place?</i>		Holidays <i>How have holidays changed over time?</i>		Our Local Heroes - Charles Waterton <i>Who are our local heroes and why?</i>
<b>Geography</b>	Seasons <i>What are the seasons and how do they change?</i>		Journeys – Food <i>Where does our food come from?</i>		Our Wonderful World <i>What are the wonders of our world?</i>	
<b>RE</b>	<i>How should we care for others and the world and why does this matter?</i>	<i>How and why do we celebrate special and sacred times?</i>	<i>Who is a Muslim and what do they believe?</i>			<i>How can we learn from sacred books?</i>
<b>Computing</b>	Online safely	Spreadsheets	Questioning	Creating pictures	Making music	Presenting ideas

	<p>Do we know how to be safe online?</p> <p>Coding</p> <p>What is an algorithm?</p>	<p>How can we organise information?</p>	<p>How can we organise and find information?</p>	<p>How can we include photos, text and sound in creations?</p> <p>Effective searching</p> <p>What is the best way to search for information?</p>	<p>How can we create music using a program?</p>	<p>How can we present our ideas?</p>
<b>Art and Design</b>	<p>Developing formal elements of art</p> <p>How can we create printed patterns using everyday objects?</p>		<p>Developing art and design skills</p> <p>How can we replicate the crockery of Clarice Cliff?</p>		<p>Use drawings, paint and sculpture – Human form</p> <p>How can we use our art and design skills to create a human form?</p>	
<b>Design Technology</b>		<p>Exploring textiles – pouches</p> <p>How can we effectively join fabric to create a pouch?</p> <p>Cook it</p>	<p>Food: A balanced Diet</p> <p>How can we ensure we eat a balanced diet?</p>	<p>Explore structures – baby bears chair</p> <p>How can we create a strong and stable chair so it doesn't break again?</p>		<p>Exploring mechanisms</p> <p>How can we bring a product to life using linkages?</p> <p>Cook it</p>
<b>PE</b>	<p>Mighty movers</p> <p>Ugly bug ball dance</p>	<p>Multi-skills</p> <p>Boot camp</p>	<p>Skip to the beat</p> <p>Groovy gymnastics</p>	<p>Brilliant ball skills</p> <p>Gymfit circuits</p>	<p>Fitness frenzy</p> <p>Active athletics</p>	<p>Cool core</p> <p>Throwing and catching</p>
<b>Music</b>	<p>Hands, feet, heart</p>		<p>I want to play in a band</p>		<p>Friendship song</p>	
<b>PSHE</b>	<p>Me and my relationships</p> <p>How can we begin to self-regulate?</p> <p>How can we be a good friend and school mate?</p>	<p>Valuing differences</p> <p>How do we celebrate difference, show respect and accept others?</p> <p>How can we develop our listening skills?</p> <p>Who are the people who help us?</p>	<p>Keeping myself safe</p> <p>What is a safe and unsafe secret?</p> <p>How can we keep ourselves safe?</p>	<p>Rights and responsibilities</p> <p>How can we look after money effectively?</p>	<p>Being my best</p> <p>How do we look after our bodies?</p>	<p>Growing and changing</p> <p>How do we grow and change?</p> <p>How do we deal with loss?</p>

<b>Skills builder</b>	Community café <i>How can we bring our community together?</i>		Going green <i>What does it mean to be 'green'?</i>		Dream space <i>How can we transform a space for everyone to enjoy?</i>	
<b>Skill focus of the term</b>	<b>Autumn 1</b>  	<b>Autumn 2</b> 	<b>Spring 1</b>  	<b>Spring 2</b> 	<b>Summer 1</b> 	<b>Summer 2</b> 
<b>YEAR 3</b>						
<b>Science</b>	Animals including humans <i>What are the function of our different body parts such as our muscles and skeletons? Why is nutrition important?</i>	Plants <i>What are the functions of different parts of a plant?</i>	Forces and magnets <i>How do magnets behave and what are their uses?</i>	Light <i>Why is light important and how does it behave?</i>	Rocks <i>How can we describe, compare and group different kinds of rocks? How are fossils made?</i>	Recap on all previous science units
<b>History</b>	The Stone Age <i>What was new about the Stone Age?</i>		The Bronze Age and the Iron Age <i>Which was more impressive – The Bronze age or the Iron Age?</i>		Our Local History? <i>Why should we preserve our locality?</i>	
<b>Geography</b>		Climate and Weather <i>Why is climate important?</i>		Our World <i>Where on earth are we?</i>		Coasts <i>Do we like to be beside the seaside?</i>
<b>RE</b>	What does it mean to be a Christian in Britain today?		What do different people believe about God? Christian and Hindu focus	Why are festivals important to religious communities?	Why do people pray?	Why is the Bible so important to Christians today?
<b>Computing</b>	Online safety <i>What is safe to view on websites?</i>	Coding <i>How can we create a program with an object</i>	Touch typing <i>How can we develop touch typing effectively?</i>	Sending emails	Understand simulations <i>What are simulations and what are their purpose?</i>	Graphing

		<p><i>that repeats actions indefinitely?</i></p> <p><i>What is debugging?</i></p> <p>Spreadsheets</p> <p><i>How can we collect, analyse, evaluate and present data and information using a selection of software?</i></p>		<p><i>What is an email and how can we send one with an attachment?</i></p> <p>Branching databases</p> <p><i>What is a branching database and what do we use it for?</i></p>		<p><i>How can we present data in a graph and what does it tell us?</i></p>
<b>Art and Design</b>	<p>Developing formal elements of art</p> <p><i>How can we create form and shape using wire and practise shading neatly and from light to dark?</i></p>		<p>Developing art and design skills</p> <p><i>How can we make puppets using different materials?</i></p> <p><i>How can we create versions of a cartoon drawn by a famous illustrator?</i></p>		<p>Improving the mastery of art – Prehistoric art</p> <p><i>Why was prehistoric art created and can we make our own using natural materials?</i></p>	
<b>Design Technology</b>		<p>Exploring mechanisms – Pneumatic toys</p> <p><i>How can trapped air be used to create a product with moving parts?</i></p> <p>Food: Eating Seasonally</p> <p><i>When and where are fruits and vegetables grown?</i></p>		<p>Exploring textiles – cushions</p> <p><i>How can make a cushion using a range of sewing skills?</i></p> <p>Cook it</p>		<p>Exploring structures – shelters</p> <p><i>How can we construct a stable and strong shelter using nets and recycled materials?</i></p> <p>Cook it</p>
<b>PE</b>	<p>Active athletics</p> <p>Fitness frenzy</p>	<p>Throwing and catching</p> <p>Cool core</p>	<p>Skip to the beat</p> <p>Groovy gymnastics</p>	<p>Brilliant ball skills</p> <p>Gymfit circuits</p>	<p>Mighty movers</p> <p>African dance</p>	<p>Multi skills and boot camp</p>
<b>Music</b>		<p>Let your spirit fly</p>		<p>Glockenspiel Stage 1</p>		<p>Three Little Bird (Wakefield Music Service)</p>
<b>French</b>	<p>Numbers 0-10</p> <p>Greetings</p>	<p>Colours</p> <p>Nativity characters</p>	<p>Easter pancakes</p> <p>Easter celebrations</p>	<p>Names of fruit</p>	<p>Days of the week</p>	<p>Months of the year</p>

	Names	Simple dialogue	Making Easter cards			
<b>PSHE</b>	Me and my relationships <i>How can we develop respectful friendships?</i> <i>What are the rules and why do we have them?</i> <i>How can we cope with loss?</i>	Valuing difference <i>How can we recognise and respect diversity in the community?</i>	Keeping myself safe <i>How can we manage risks and make decisions?</i>	Rights and responsibilities <i>Which skills do we need as we grow up?</i> <i>How can we look after the environment?</i> <i>How can we manage money effectively?</i>	Being my best <i>How can we keep ourselves healthy?</i> <i>How do we develop empathy?</i>	Growing and changing <i>How can we keep ourselves safe? Which secrets are safe and unsafe?</i>
<b>Skills builder</b>	Food, glorious food <i>How can we celebrate food?</i>		Making changes <i>How can we help our community to be healthy?</i>		Trash to treasure <i>How can we develop an environmentally-friendly product?</i>	
<b>Skill focus of the term</b>	<b>Autumn 1</b> 	<b>Autumn 2</b> 	<b>Spring 1</b> 	<b>Spring 2</b> 	<b>Summer 1</b> 	<b>Summer 2</b> 
<b>YEAR 4</b>						
<b>Science</b>	Living things and their habitats <i>Which living things are in our environment? How can these be grouped and classified?</i>	Animals including humans <i>What are the special functions of the main parts of our digestive system?</i> <i>What is a food chain?</i>	States of matter <i>What are the different states of matter and how can they be described?</i>	Sound <i>What is sound and how is it made?</i>	Electricity <i>Which appliances use electricity and how are circuits made?</i>	Recap on previous science units taught
<b>History</b>		The Ancient Egyptians <i>How much did the Ancient Egyptians achieve?</i>		Roman Britain <i>What happened when the Romans came to Britain?</i>		Crime and Punishment <i>How has crime and punishment changed over time?</i>
<b>Geography</b>	The Americas <i>Can you come on a Great American road trip?</i>		Rivers and the Water Cycle <i>How does the water go round and round?</i>		Earthquakes and Volcanoes <i>How does the Earth shake, rattle and roll?</i>	

<b>RE</b>	<i>What does it mean to be a Hindu in Britain today?</i>	<i>Why are festivals important to religious people?</i>	<i>What can we learn from religions about deciding what is right and wrong?</i>	<i>Why is Jesus inspiring some people?</i>	<i>Why do some people think that life is a journey and what experiences mark this?</i>	
<b>Computing</b>	Online safely <i>How can we stay safe online and report inappropriate content?</i>	Coding <i>How can we create and improve solutions to a problem based on feedback?</i> Spreadsheets <i>How can we make and use a spreadsheet to model a real-life situation and answer questions?</i>	Writing for different audiences <i>How can we use a simulated scenario to write for a community campaign?</i>	Logo <i>Can we 'read' programs with several steps and predict the outcome accurately?</i> Animation <i>What makes a good cartoon and how can we share this?</i>	Effective searching <i>What is the function, feature and layout of a search engine?</i>	Investigating hardware <i>Can we recognise the main component parts of hardware which allow computers to join and form a network?</i>
<b>Art and Design</b>	Developing formal elements of art <i>How can we develop texture through printing?</i>		Developing art and design skills <i>What is the role of a 'curator'?</i>		Developing sculpture with a range of materials <i>How can create drums and maracas from recycled materials?</i>	
<b>Design Technology</b>		Exploring mechanisms – slingshot cars <i>How can we construct and launch a vehicle?</i> Food: Adapting a recipe <i>What makes the tastiest biscuit and how can we make a profit from selling them?</i>		Exploring textiles – fastenings <i>How can we design and create a book sleeve, exploring a variety of fastenings and selecting the most appropriate one?</i> Cook it		Exploring electrical systems – torches <i>How can we apply our scientific understanding of electrical circuits to create a torch made from different materials and objects?</i> Cook it
<b>PE</b>	Cool core Nimble nets	Invaders Boot camp	Gym sequences Step to the beat	Dynamic dance Mighty movers	Striking and fielding Gymfit circuits	Young Olympians Fitness frenzy
<b>Music</b>		Mamma Mia		Glockenspiel Stage 2		Stop!

<b>French</b>	Colours Parts of the body	Parts of the body Zoo animals	Members of the family Pets	Vocabulary for story Receptive vocabulary from song	Word classes Hobbies	Numbers Leisure activities Weather
<b>PSHE</b>	Me and my relationships <i>What is a healthy relationship?</i> <i>What is bullying?</i> <i>How can we develop assertive skills?</i>	Valuing difference <i>How can we recognise and celebrate differences in religions and cultural differences?</i> <i>How do we understand and challenge stereotypes?</i>	Keeping myself safe <i>What is drug use?</i> <i>How can we manage risks and stay safe online?</i>	Rights and responsibilities <i>How can we make a difference by helping others or the environment?</i> <i>What decisions can we make about spending money?</i> <i>How are we influenced by the media?</i>	Being my best <i>What choices and decisions can we make about our health?</i> <i>What are my skills and interests?</i> <i>How can we take care of the environment?</i>	Growing and changing <i>How does my body change during puberty?</i> <i>How can we manage difficult feelings?</i> <i>What kinds of relationships are there?</i>
<b>Skills builder</b>	Number crunching <i>How can we create a product that people will love?</i>		Brilliant books <i>How can we inspire young people to read more?</i>		Design company <i>How can logos help sell products?</i>	
<b>Skill focus of the term</b>	<b>Autumn 1</b> 	<b>Autumn 2</b> 	<b>Spring 1</b> 	<b>Spring 2</b> 	<b>Summer 1</b> 	<b>Summer 2</b> 
<b>YEAR 5</b>						
<b>Science</b>	Forces <i>How and Why do objects move?</i>	Properties and changes of materials <i>How can we explore and compare the properties of materials?</i> <i>What are reversible and irreversible changes?</i>	All living things and their habitats <i>What are the life cycles of animals and plants?</i>	Recap of units so far or continuation of previous units	Earth and space <i>How do we get day and night?</i>	Animals including humans <i>What changes take place as humans age?</i>
<b>History</b>	The Anglo-Saxons <i>Was the Anglo-Saxon period really a Dark Age?</i>		The Vikings <i>Would the Vikings do anything for money?</i>		Journeys <i>What makes people go on a journey?</i>	

<b>Geography</b>		Changes in our Local Environment <i>How is our country changing?</i>		Europe – A Study of the Alpine Region <i>Where should we go on holiday?</i>		Journeys – Clothes <i>Where does our stuff come from?</i>
<b>RE</b>	<i>Why do some people think God exists?</i>	<i>If God is everywhere, why go to places of worship?</i>	<i>What would Jesus do? Can we live by the values of Jesus in the twenty-first century?</i>		<i>What does it mean to be Muslim in Britain today?</i>	
<b>Computing</b>	Online safely <i>How can we demonstrate an understanding of our responsibility to others as well as to ourselves when communicating and sharing content online?</i>  Coding <i>How can we create a storyboard when planning a program that will retell part of a story?</i>	Spreadsheets <i>How can we use a spreadsheet to model a real-life situation and answer questions?</i>	Databases <i>How can we create a database around a chosen topic?</i>	Game creator <i>How can we create a game with a scene, game environment, quest and finish?</i>	Modelling <i>Can we explore effects of moving points when designing? What is 3D printing?</i>	Concept maps <i>How can we create a concept map that can be used to retell stories and present information?</i>
<b>Art and Design</b>	Developing formal elements of art <i>How can we observation, create a print and draw from different perspectives?</i>  <i>What is an architect and what do they do?</i>		Developing art and design skills <i>Can we 'think' like an artist?</i>		Great artists in history - Every picture tells a story <i>What can we learn from great artists in the past and present?</i>	
<b>Design Technology</b>		Exploring textiles – stuffed toys <i>How can we use the blanket stitch to create a toy?</i>  Food: What could be healthier?		Exploring structures – bridges <i>Can we make a wooden bridge and test its durability?</i>  Cook it		Monitoring Devices <i>How can we create a device to help keep an animal safe?</i>  Cook it

		<i>How can we make a traditional recipe healthier? What is meant by the term 'ethical'?</i>				
<b>PE</b>	Gym sequences Step to the beat	Invaders Boot camp	Mighty Movers Dynamic dance	Swimming Nimble nets	Swimming Gymfit circuits	Swimming Young Olympians
<b>Music</b>	Livin' On A Prayer	Classroom Jazz 1	Make You Feel My Love	The Fresh Prince of Bel Air	Dancing in The Street	Reflect, Rewind and Replay
<b>French</b>	Listening and speaking	Listening and speaking	Pronunciations Conversations Food, exercise, months	Pronunciations Conversations Food, exercise, months	Speaking and Presenting Understanding basic grammar	Speaking Presenting Understanding basic grammar
<b>PSHE</b>	Me and my relationships <i>What is compromise? What skills do we need to become a good friend? What are our emotional needs?</i>	Valuing difference <i>How can we recognise and celebrate differences including religious and cultural influences and pressure of social media?</i>	Keeping myself safe <i>How can we manage risks include online risks? What is legal drug use? How can we develop our decision-making skills?</i>	Rights and responsibilities <i>What are our rights and responsibilities relating to health? How can we make decisions about lending, borrowing and spending?</i>	Being my best <i>How are we growing and changing? How do we take responsibility for our independence? How can we keep ourselves healthy? What is our community? What is being 'media aware'?</i>	Growing and changing <i>How can we manage difficult feelings and change? How can we get help if we need it? How can our feelings help to keep us safe?</i>
<b>Skills builder</b>	Number games <i>How can we make learning fun?</i>		Breaking news <i>How can we share important information with our local community?</i>		Active minds <i>How can we encourage members of our community to keep fit?</i>	
<b>Skill focus of the term</b>	<b>Autumn 1</b> 	<b>Autumn 2</b> 	<b>Spring 1</b> 	<b>Spring 2</b> 	<b>Summer 1</b> 	<b>Summer 2</b> 

**YEAR 6**

<p><b>Science</b></p>	<p>Animals including humans <i>How does the circulatory system enable the body to function and how can we keep healthy? How might your body be damaged?</i></p>	<p>Living things and their habitats <i>How can we classify living things?</i></p>	<p>Light <i>How does light behave?</i></p>	<p>Electricity <i>How does a circuit work and how can I represent different components?</i></p>	<p>Evolution <i>How and why have things changed over time?</i></p>	<p>Recap on all previously taught science units</p>
<p><b>History</b></p>		<p>The Maya Civilisation <i>Why should we remember the Mayans?</i></p>		<p>The Ancient Greeks <i>What did the Greeks do for us?</i></p>		<p>The Impact of War <i>Did WWI or WW2 have the biggest impact on our locality?</i></p>
<p><b>Geography</b></p>	<p>South America – The Amazon <i>What is life like in the Amazon?</i></p>		<p>Protecting the Environment <i>Are we damaging our world? Charles Waterton revisit</i></p>		<p>Our World in the Future <i>How will our world look in the future?</i></p>	
<p><b>RE</b></p>	<p>Is it better to express your beliefs in art and architecture or in charity and generosity?</p>	<p>What difference does it make to believe in Ahimsa Grace and/or Ummah?</p>	<p>What matters most to Christians and humanists?</p>		<p>What do religions say to us when life gets hard?</p>	
<p><b>Computing</b></p>	<p>Online safety <i>How accurate and reliable is what we access online and how can we demonstrate safe and respectful use of a range of different technologies and online services?</i>  Coding <i>How can we create a complex code and how can we identify problems</i></p>	<p>Spreadsheets <i>How can we use spreadsheets to organise information?</i></p>	<p>Blogging <i>What is the purpose of a blog and how can I contribute to one?</i></p>	<p>Text adventure <i>How can we use coding to help create text adventure?</i></p>	<p>Networks <i>How do networks work?</i></p>	<p>Quizzing <i>How can we combine a variety of software (including internet services) on a range of digital devices to design and create a quiz that accomplishes given goals?</i></p>

	<i>in our coding and fix them?</i>					
<b>Art and Design</b>	Developing art and design skills <i>What is a zentangle pattern?</i>		Exploring sculpture – Make my voice heard <i>How can my artwork speak to the view?</i>		Art through photography <i>How can we capture and present images in different ways?</i>	
<b>Design Technology</b>		Exploring structures - playgrounds <i>How can we use a variety of structures to create a playground?</i> Food: Come dine with me <i>'What does the term 'farm to fork' mean?</i>		Exploring electrical systems – steady hand games <i>How can we use our knowledge of circuits to create a game?</i>  Cook it		Exploring mechanism- Automata toys <i>How can we produce a mechanical shop display?</i>  Cook it
<b>PE</b>	Gym sequences Step to the beat	Dynamic dance Mighty movers	Nimble nets Cool core	Invaders Boot camp	Striking and fielding Gym fit circuits	Young Olympians Fitness frenzy
<b>Music</b>	Happy	Classroom Jazz 2	A new year carol	You've got a friend in me	Music and Me	Reflect, Rewind and Replay
<b>French</b>	Classroom routines	Clothes Family members Rooms	Prepositions Requests	Months of the year	Accommodation	Travel
<b>PSHE</b>	Me and my relationships <i>What is assertiveness and cooperation?</i> What are safe and unsafe touches? How do we know if a relationship is positive?	Valuing difference <i>How can we recognize and celebrate differences?</i> <i>What is prejudice-based bullying?</i> <i>What is bystander behavior?</i> <i>What do we mean by gender stereotyping?</i>	Keeping myself safe <i>What are our emotional needs and how can we understand them better?</i> <i>How can we stay safe online?</i> <i>What risks are associated with drugs and what is the law?</i>	Rights and responsibilities <i>What is media (including social media bias)?</i> <i>How can we care for the environment and community?</i> <i>How can we earn and save money?</i> <i>What is democracy?</i>	Being my best <i>What are our aspirations and goals for the next stage in our lives?</i> <i>How can we manage risks?</i> <i>How can we look after our mental health?</i>	Growing and changing <i>What strategies can we use to cope with changes?</i> <i>How can we keep ourselves safe?</i> <i>What do we mean by 'body image'?</i> <i>How can we work on our self-esteem?</i>

<b>Skills builder</b>	Legal eagles <i>How do laws help to create a fair society?</i>		Construction counts <i>What makes a community successful?</i>		Big business counts <i>How can businesses make a positive contribution to the community?</i>	
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