

Long term Curriculum Plan for Year 1

	Autumn		Spring		Summer	
DT	<p>Me and My family</p> <p>Food tech – Buns</p> <p><b>Baking Buns for Family Afternoon</b></p> <p>Measuring, rubbing in flour and butter using fingertips. Greasing and lining a cake tin or tray</p>		<p>Great fire of London</p> <p>Food tech – Cakes</p> <p><b>Great fire on London Cakes</b></p> <p>Measuring, rubbing in flour and butter using fingertips. Greasing and lining a cake tin or tray</p>	<p>Our wonderful world</p> <p>Woodwork – Landmark structures</p> <p><b>(Creating landmarks for UK model Topic outcome)</b></p> <p><b>Design/Make/Evaluate</b></p> <p>Modelling leading to woodwork To make a structure. • To describe the materials within a structure. • To measure out and mark out materials needed for a structure. • To finish off work so it looks neat and tidy. • To screw in several screws already started using a screwdriver. • Bolts and nuts through wood.</p>	<p>People who have helped us</p> <p>Construction – Knex/ Technic Lego lamps</p> <p><b>Design/Make/ Evaluate Lego lamps in teams (Florence)</b></p> <p>To build following instructions. • To build a complex model using trickier construction toys – Knex, Technic Lego</p> <p>Think of own ideas/use pics and words to plan</p> <p>Explain what's being made and why. Select appropriate tools and equipment to use.</p> <p>Say why its good and bad/ how it could be improved/ does it meet the requirements?</p>	<p>Weather</p> <p>weather vanes.</p> <p>weather charts</p> <p>windmills</p>
ART	<p>Me and My family</p> <p>Painting – family portraits</p> <p>*Van Gough</p> <p>Concentrate on Van Gogh</p> <p>Describe the work of an artist</p> <p>Use thick and thin brushes mix primary colours to make secondary</p>	<p>London</p> <p>Printing – London</p> <p>Skyscraper</p> <p>Use repeating or overlapping shapes mimic prints from the environment</p>	<p>Great fire of London</p> <p>Collage – GFOL</p> <p>Use a combination of materials that are cut torn and glued to express collage</p> <p>Say what they like and dislike about a piece of artwork</p>	<p>Our wonderful world</p> <p>Sculpture – UK land marks</p> <p>Use a combination of shapes including lines and textures.</p> <p>Use techniques such as rolling and moulding</p> <p>Use a wide range of tools to create different textures and lines</p>	<p>People who have helped us</p> <p>Drawing - lamps</p> <p>Respond to ideas and starting points.</p> <p>Explore different methods as ideas develop</p>	<p>Holidays</p> <p>Digital Media - Postcards</p> <p>*Use a wide range of tools to create different textures and lines</p>

	Draw lines of different sizes and thickness colour neatly following the lines					
RE	Thanking God	Light Christmas	Belonging	Easter	Books and Stories	Books and Stories

<a href="#">P.E.</a>	<b>A Topic: Cricket</b>  <b>Skills to be taught:</b> Strike Field Throwing Catching Running Sports man ship	<b>B Topic: Net/wall games – Badminton</b>  <b>Skills to be taught:</b> Striking Running Co-ordination Agility	<b>A topic: Dance</b>  <b>Skills to be taught:</b> Agility Co-ordination Poise Evaluating performance Co-operation	<b>B Topic: Net/wall games - Tennis</b>  <b>Skills to be taught:</b> Striking Running Co-ordination Agility	<b>A Topic: Hockey</b>  <b>Skills to be taught:</b> Attack Defend Spatial Awareness Jumping/Foot work Throwing/Catching Running	<b>A topic: Games skills - Netball</b>  <b>Skills to be taught</b> Running Jumping Throwing Catching Attacking Defending
	<b>B Topic: Athletics</b>  <b>Skills to be taught:</b> Agility Running Jumping Throwing Catching	<b>B Topic: Dance – play</b>  <b>Skills to be taught:</b> Agility Co-ordination Poise Evaluating performance Co-operation	<b>B topic: Ball skills - Football</b>  <b>Skills to be taught:</b> Running Passing Throwing Attacking Defending	<b>B Topic: Gymnastics - apparatus</b>  <b>Skills to be taught:</b> Balance Agility Co-ordination Evaluation Co-operation	<b>B Topic: Striking and fielding games – rounders</b>  <b>Skills to be taught:</b> Striking Fielding Team work Tactics	<b>B Topic: Gymnastics – floor work</b>  <b>Skills to be taught:</b> Balance Agility Co-ordination Evaluation Co-operation
RE: Christianity, Islam, Hinduism and Judaism.	Which books and stories are special?	How do we celebrate special events?	What does it mean to belong to a church or mosque?	How and why do we care for others?		Who brought messages about God and what did they say?
Computing	<b>Unit 1.1 Online Safety &amp; Exploring Purple Mash Number of Weeks – 4 Tools Used – Avatar creator Paint Projects Writing Templates 2Count (Pictograms) 2Explore (Music)</b>	<b>Unit 1.2 Grouping &amp; Sorting Weeks – 2 Programs – 2Quiz</b>  <b>Unit 1.3 Pictograms Weeks – 3 Programs – 2Count 2Connect</b>  <b>Unit 1.4 Lego Builders Weeks – 3 Programs – 2Quiz Paint Projects Writing Templates</b>	<b>Unit 1.5 Maze Explorers Weeks – 3 Programs – 2Go</b>  <b>Unit 1.6 Animated Story Books Weeks – 5 Programs – 2Create A Story</b>	<b>Unit 1.7 Coding Weeks – 6 Programs – 2Code</b>	<b>Unit 1.8 Spreadsheets Weeks – 3 Programs – 2Calculate</b>	<b>Unit 1.9 Technology outside school Weeks – 2 Programs – Writing Templates</b>
PSHE	<b>Feelings</b> Pupils learn:	<b>Feeling Safe</b> Pupils learn:	<b>Me and others</b> Pupils learn:	<b>Fun times</b> Pupils learn:	<b>My money</b> Pupils learn:	<b>What do we put into our bodies?</b> Pupils learn:

	<ul style="list-style-type: none"><li>• about different types of feelings</li><li>• about managing different feelings</li><li>• about change or loss and how this can feel</li></ul>	<ul style="list-style-type: none"><li>• safety in familiar situations</li><li>• about personal safety</li><li>• about people who help keep them safe outside the home</li></ul>	<ul style="list-style-type: none"><li>• about what makes themselves and others special</li><li>• about roles and responsibilities at home and school</li><li>• about being co-operative with other</li></ul>	<ul style="list-style-type: none"><li>• about food that is associated with special times, in different cultures</li><li>• about active playground games from around the world</li><li>• about sun-safety</li></ul>	<ul style="list-style-type: none"><li>• about where money comes from and making choices when spending money</li><li>• about saving money and how to keep it safe</li><li>• about the different jobs people do</li></ul>	<ul style="list-style-type: none"><li>• about what can go into bodies and how it can make people feel</li><li>• about what can go on to bodies and how it can make people feel</li></ul>
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## Year 2 planning DT, ART and RE

	Autumn		Spring		Summer	
D & T	<p><b>Food tech- Smoothies and Fruit salads</b> Baking/Cooking Dishes from New Zealand <b>Smoothies and fruit salads using exotic native fruit.</b> (Kiwi, nectarines, Honeydew Melon, boysenberries etc) Following a simple recipe. Cutting using a small knife. Cutting using scissors. -Think of own ideas for design. -Use pictures and words to plan. -Design a product for myself, following design criteria - Explain what is being made and why</p>	<p><b>Construction – Moving pictures – Christmas card</b> Design and make moving pictures To make a structure with moving components – hinges, turn tables, wheels etc.</p>	<p><b>Amazing Arctic</b>  <b>Textiles – Plaiting scarfs</b> Use plaiting and sewing techniques to create a <b>jumper/scarf/gloves for arctic conditions.</b> Evaluate classmates’ artwork with basic justifications</p>		<p><b>Textiles - Cross stitch Sewing (Textiles)</b> To make a product out of textiles Measure out and mark the fabric To sew in a running stitch To make sure work is neat and tidy. <b>Cross stitch flowers (Using plastic needles and plastic sheeting)</b> -Think of own ideas for design. -Use pictures and words to plan. -Design a product for myself, following design criteria</p>	<p><b>Baking – Great British Bake Off</b> <b>Cooking</b> <b>Baking</b>  Following a simple recipe. Cutting using a small knife. Cutting using scissors. Mixing together. Snipping herbs Grating Following a simple recipe • Beating and folding - show children how to beat cake mixture with a wooden spoon or fold in egg whites without knocking out too much air • Cutting using a small knife • Cutting with scissors - snip herbs • Grating</p>
ART	<p><b>Collage</b> Sketching a royal portrait Shapes/colour/shading/tones Making a collage of a royal portrait  Using a range of materials to create a royal portrait</p>	<p><b>Sculpture- Landmarks in Saltire</b> Sculptures Use rolled up paper, straws, paper, card and clay as materials. Use techniques such as cutting and carving.</p>	<p><b>Amazing Arctic Arctic wildlife scene – Moving icebergs, arctic foxes, polar bears etc.</b> Why are they included? Is it realistic? Are the sizes and shapes in proportion? -Think of own ideas for design. -Use pictures and words to plan.</p>	<p><b>Construction – designing and making spaceships/rockets.</b> select from and use a wide range of materials and components, including construction materials</p>		<p><b>Drawing – seaside landscapes - charcoal</b> Comparative Seaside landscape pictures Show pattern and texture by adding dots and lines. <b>Use charcoal to shade and contrast (Older photo) Show different tones using coloured</b></p>

## Year 2 planning DT, ART and RE

			-Design a product for myself, following design criteria	Build structures considering how to make them stronger Use mechanisms such as levers, axles etc.		<b>pencils (modern day seaside)</b>
RE:	<p><b>Unit of work:</b> RE: Signs and symbols A religious symbol is a symbol that represents a religion; there are lots of different symbols and signs linked to different religions. Groups such as schools, brownies also have symbols and signs e.g. a school logo. Different religions have different symbols; <i>the six principal religions (Cross- Christianity; Aum -Hinduism; Wheel – Buddhism; Star and Crescent - Islam; Magen David - Judaism; Khanda – Sikhism)</i>. A religious artefact is an object that is important to a religion; <i>Muslim prayer beads, Qur'an stand Prayer mat - (musulla) Prayer hat- (topi or tagiyah)</i> In some religions there is certain behaviour that is seen as symbolic; <i>bowing at the altar.</i></p> <p><b>Unit of work:</b> RE: Christmas The Christmas story is important in the Christian faith. The Christmas story is the story of the birth of Jesus. There are other people involved in the Christmas story; <i>Jesus, Mary, Wise Men etc.</i> The Wise Men brought gifts; <i>gold, frankincense and myrrh.</i> Wise Men that people began to give each other gifts at Christmas; <i>Christians believe that Jesus was a gift from God.</i></p>	<p><b>Unit of work:</b> RE: Special Places A church is a special place in the Christian faith. A church is a building. Different religions have different special places; <i>church, mosque, synagogue.</i> Christians do special activities in church; <i>praying, reading the bible, celebrations.</i> Churches can look different but there are some common features; <i>having a cross, altar, inscriptions, notices, rub brasses, draw stained glass windows.</i></p> <p><b>Unit of work:</b> RE: Easter Easter is an important date in the Christian faith. Palm Sunday is the Sunday before Easter; <i>this was an exciting day.</i> The Last Supper was the last meal Jesus had before he died. Jesus died on a cross at Easter. Easter is an important event in the Christian faith because it is when Jesus died and then rose. Good Friday is when Jesus died; <i>this would have been a sad day.</i> Christians have bread and the wine as a symbol of Jesus' body and blood.</p>	<p><b>Unit of work:</b> RE: Religious leaders An authority figure is an important person who influences someone's life. Different religions have different leaders; <i>Vicar/Priest/Minister/Pastor – Christianity, Rabbi (Judaism), Granthi (Sikhism), Priest (Hinduism and Imam (Islam).</i> Religious leaders have lots of different roles; teaching others, leading ceremonies etc.</p> <p><b>Unit of work:</b> RE: Easy Questions – Difficult Answers People have different views on God and <i>who a God may be.</i> There are different traditions in different religions. People will face challenges. There can be good and bad actions. There are different views in different religions; <i>Christians believe in life after death.</i> Other religions use different names for their God; <i>Muslims have 99 names for their God.</i> There are different ways of praying to God.</p>			

**Year 2 planning DT, ART and RE**

	Gifts can be received and given.		
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## Year 3 planning DT, ART and RE

	Autumn		Spring		Summer
<u>D &amp; T</u>	<p>Stonehenge.(Plan, make and evaluate) Outcome – To produce a 3D model of Stonehenge based on research and plans, then evaluate.</p> <p>*Create a design that meets a range of requirements. * Consider the equipment and tools needed when planning. *Describe a design using an accurately labelled diagram, and in words. *Use a range of tools and equipment accurately. *Measure, mark out, assemble and join materials and components with some accuracy. *Evaluate own and pre-existing products. *Suggest what could be changed to improve a design, beginning to link this to the design brief.</p>		<p>Construction – Outcome Working Volcano</p> <p>*Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid material) *Use a range of tools and equipment accurately. *Measure, mark out, assemble and join materials and components with some accuracy.</p>	<p>Modelling – Woodwork Tudor House</p> <p>Modelling leading to woodwork • To join materials using permanent and temporary fixings. • To add mechanical elements to my structures to make movement. • To combine a number of components in my product. • To use simple circuits to make movement or light. • To use a vice (permanently attached to the workbench) to hold the wood in place. • To saw under high levels of supervision. • To use large nails. *Describe a design using an accurately labelled diagram, and in words. *Use a range of tools and equipment accurately. *Measure, mark out, assemble and join materials and components with some accuracy. *Evaluate own and pre-existing products. *Suggest what could be changed to improve a design, beginning to link this to the design brief.</p>	<p>Food: Greek Salad / Greek Olive Bread / Greek Feta Bread Following a simple recipe • Finding ingredients in the cupboards and fridge? • Using a peeler • Slice, grate, mix, spread *knead and bake</p> <p>Make a pulley – compound pulley (Link to Archimedes’) • To make instructions for making a basic model that moves. • To add a mechanical element to a model following instructions. (gears, pulleys, cams, levers, linkages)</p>
<u>Art</u>	<p>Outcome Sculpture– To produce a 3D model of Stonehenge based on research and plans, then evaluate.</p> <p>*Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid material)</p>	<p>Rainforest images. (Collage)</p> <p>Outcome – To produce a rainforest image using different collage techniques to a 3D effect.</p> <p>*Select and arrange materials for a striking effect Ensure work is precise</p>		<p>Tudor Portraits (Drawing/ painting)</p> <p>Outcome – To produce portraits demonstrating the skills of using different mediums.</p> <p>*Use different grades of pencils to show line, tone and texture *Annotate sketches to explain and elaborate idea. *Use layers of two or more colours. *Replicate patterns observed in natural or built environments</p>	<p>Andy Wahol (Artist study/ Digital Media)</p> <p>Outcome – To produce a piece of art in the style of Andy Wahol.</p> <p>*Replicate some of the techniques used by notable artists, artisans and designers. *Comment on artworks using visual language *Create original pieces that are influenced by studies of others. *Use layers of two or more colours. *Replicate patterns observed in natural or built environments</p>



**Year 3 planning DT, ART and RE**

					*Create images and explain why they were created *Evaluate classmates' artwork with clear justifications, understanding that opinions might differ.	
<b><u>RE:</u></b>	What do different people believe about god?		How do faith communities demonstrate what is sacred?		How do believers use symbolism to show their beliefs?	

## Year 4 planning NON-CORE subjects

	Autumn		Spring		Summer	
<u>D &amp; T</u>	<p>Outcome – Food technology Make flat breads and sweet cookies with recipes from Ancient Egypt.</p> <p>Following a simple recipe</p> <ul style="list-style-type: none"> <li>• Using heat on a hob and microwave</li> <li>• Making salads</li> </ul> <p>*Accurately use all appropriate vocabulary.</p>	<p>Outcome – Collage. To produce a piece of recycled art.</p>	<p>Outcome – Modelling. To make a working Roman Catapult.</p> <p>*Generate more than one idea for how to create a product. *Gather information to help design a successful product (i.e. by asking others' views). *Produce a detailed plan with labelled diagrams, a written explanation and step-by-step guide. *Suggest improvements to develop and refine a* select suitable tools and equipment, explain choices in relation to required techniques and use accurately *explain choices of materials * measure, mark out, cut and shape materials/components with some accuracy *assemble, join and combine materials and components with some accuracy *apply a range of finishing techniques with some accuracy planned idea.</p> <p>*Evaluate the appearance and usability of own and pre-existing products. *Explain how the original design could be improved, considering the appearance and usability and linking this to the design brief.</p>	<p>Outcome –</p> <p>• To use computer software to control a model made out of toys.</p>	<p>Create a long ship using woodwork</p>	<p>Outcome -</p>

## Year 4 planning NON-CORE subjects

<p><u>Art</u></p>	<p>Outcome – <i>Sculpture</i> – To produce a 3D model of a sarcophagus.</p> <p>*Include texture that conveys feelings or movement *Use clay and other mouldable materials *Add materials to provide interesting detail</p>	<p>Outcome – <i>Printing</i> – Use layers of colour to replicate patterns (Screen Printing)</p> <p>*Make printing blocks (e.g. from coiled glued string glued to a block) *Make precise repeating patterns</p>	<p>Outcome – <i>Digital Media</i>. To create a Roman Solider.</p> <p>*Create videos and sound recordings and explain why they were created</p>	<p>Outcome – <i>Painting</i>. Watercolour Landscapes. (Monet)</p> <p>*Use watercolour paint to produce washes for backgrounds then add detail *Experiment with creating mood with colour</p>	<p>Outcome – <i>Viking tapestry</i></p> <p>*Evaluate classmates' artwork with clear justifications, based on one part of the art (i.e. detail, mood, technique, pattern)</p>	<p>Outcome – <i>Drawing</i>. To draw a landscape using different techniques such as cross hatching.</p> <p>*Collect information, sketches and resources to enhance own ideas *Explore ideas in a variety of ways *Comment on artwork with a developing grasp of visual language</p> <p>*Sketch lightly (no need to use a rubber to correct mistakes) *Use shading to show light and shadow *Use hatching and cross hatching to show tone and texture</p>
<p><u>RE:</u></p>	<p>What do different people believe about god?</p> <p>What do you believe in? Which God? Any god? What is a god? What is a god like?</p> <p>Be able to express their own understanding of God. Summarise, with reasons, their own understanding of God and compare it to at least one other viewpoint. Divide pupils into small groups.</p> <p>Do a statement game with them: nine statements about the creation of the world which they must place in rank order. Discuss their conclusions and their reasons for their decision.</p> <p>What do Hindus believe about God? Most Hindus would say that there is one God, though he can be represented in symbolic ways. Pupils who are not Hindus may need to be helped to understand that the images of deities represent facets or aspects of the one God. They are used to help devotees worship and to focus their mind on God.</p> <p>Hinduism believes in the incarnations (also known as avatars) of Vishnu, one of the main deities of Hinduism, who is the sustainer and protector of the universe. Two of his best-known incarnations are Rama and Krishna.</p> <p>They reveal God and bring salvation, they overcome evil with good and are seen as role models for Hindus - their courage, integrity, devotion etc.</p> <p>In Hinduism there is a cycle of creation by the 'trimurti' (literally, three forms – i.e. Brahma the creator, Vishnu the preserver and Shiva the destroyer.</p> <p>Super heroes: Is Jesus a super hero? Story of the Feeding the Five Thousand</p>		<p>How do faith communities demonstrate what is sacred?</p>	<p>How do believers use symbolism to show their beliefs?</p>		

## Year 4 planning NON-CORE subjects

	Letter writing		
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## Year 5 planning DT and ART

	Autumn		Spring	Summer	
D & T	Food – Making a family meal <ul style="list-style-type: none"> <li>• planning and preparing a family meal</li> <li>• using heat on a hob, oven and microwave</li> <li>• accurately use all appropriately</li> </ul>		Construction – CAD design <ul style="list-style-type: none"> <li>• To use computer software to control a model made out of toys.</li> <li>• To design their own model which will interact with computer software.</li> </ul>	Modelling and woodwork – Stocks and Gallows <ul style="list-style-type: none"> <li>• To join materials using permanent and temporary fixings.</li> <li>• To add mechanical elements to my structures to make movement.</li> <li>• To combine a number of components in my product.</li> <li>• To use simple circuits to make movement or light.</li> <li>• To use a vice (permanently attached to the workbench) to hold the wood in place.</li> <li>• To saw under high levels of supervision.</li> <li>• To use large nails.</li> </ul>	
DESIGN TECHNOLOGY (Skills throughout all units)	GENERATING IDEAS <ul style="list-style-type: none"> <li>*Generate a range of ideas after collating relevant information (i.e. users' views).</li> <li>*Produce a detailed plan, with step-by-step instructions, cross sectional diagrams and prototypes.</li> <li>*Suggest alternative plans, considering the positive aspects and drawbacks of each.</li> </ul> MAKING <ul style="list-style-type: none"> <li>*Use a range of tools expertly.</li> <li>*Consider the aesthetic qualities and functionality of my work when making.</li> <li>*materials /components</li> <li>* mainly accurately apply a range of finishing techniques</li> <li>* use techniques that involve a small number of steps</li> <li>* begin to be resourceful with practical problems</li> </ul> EVALUATING <ul style="list-style-type: none"> <li>*Evaluate the appearance and function of a product (own and pre-existing) against the original criteria, saying whether it is fit for purpose.</li> <li>*Suggest improvements that could be made, considering materials and methods that have been used.</li> </ul>				
Art Artist – David Hockney	Drawing and Sketching – Whitby Abbey <ul style="list-style-type: none"> <li>*Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight)</li> <li>*Use a choice of techniques to depict movement,</li> </ul>	Painting / Collage – Romero Britto Brazilian art: <ul style="list-style-type: none"> <li>*Sketch (lightly) before painting to combine line and colour</li> <li>*Create a colour palette based upon colours observed in the natural or built world</li> <li>*Use the qualities of watercolour and</li> </ul>		Digital Media – Hockney Art through App Screen Printing – Hockney Colour*Enhance digital media by editing (including sound and video) <ul style="list-style-type: none"> <li>*Build up layers of colours</li> <li>Create an accurate pattern showing fine detail</li> </ul>	Sculpture – Nature art: <ul style="list-style-type: none"> <li>*Show life-like qualities and real life proportions, or if more abstract, provoke different interpretations</li> <li>*Use tools to carve and add shapes, texture and pattern</li> </ul>

## Year 5 planning DT and ART

	perspective, shadows and reflection	acrylic paints to create interesting pieces *Mix textures (rough and smooth, plain and patterned) *Use tessellation and montage					
Art	*Evaluate classmates' artwork with clear justifications, based on multiple parts of the art (i.e. detail, mood, technique, pattern)						
RE: Christianity, Sikhism and Judaism.	<p>Why are there different beliefs about God? Elicit prior knowledge.</p> <p>What do Jews believe about God? Special Books - Torah Story from the scriptures – David Yom Kippur or Rosh Hashanah Yom Kippur is the most sacred and solemn day in the Jewish calendar. What do Muslims believe about God? Diwali</p> <p>Special Books - Quran Story from the Quran - Story of the 2 gardens</p> <p>What do Christians believe about God? Special Books - Bible</p> <p>Story from the Bible The Parable of the lost son.</p> <p>Does everyone believe in God? - Non-religious world views</p> <p>What did the Native Americans believe?</p> <p>What did the Aboriginals believe?</p> <p>Aboriginal art about dreamtime (creation of the world)</p>	<p>What does the word sacred mean? What is sacred to you?</p> <p>Sacred People - Islam (Mohammed pbuh)</p> <p>Holocaust Memorial Day</p> <p>Sacred Places – Islam (Mosque) Mosque ceremonies</p> <p>Sacred People – Christianity (Jesus)</p> <p>Sacred Places – Christianity (Church) Christianity – church – ceremonies</p> <p>Sacred People – Judaism – (Abraham)</p> <p>Sacred Places – Judaism (Synagogue)</p> <p>Judaism – Pesach - passover synagogue ceremonies</p>	<p>What is a belief? Why do people need to express their beliefs? What do you believe in? (thought shower)</p> <p>What does responsibility mean? Initiation ceremonies – Christianity (Confirmation)</p> <p>How do Christians express their beliefs? (Marriage service)</p> <p>Ramadan What is death? Do you know anyone who has died? How do people feel when someone passes away? Why do they feel like this? How do Christians express their beliefs? (Death ceremonies)</p> <p>Initiation ceremonies - Islam</p> <p>How do Muslims express their beliefs? (Marriage service) Initiation ceremonies – Judaism</p> <p>How do Jews express their beliefs? (Marriage service)</p> <p>How do Jews express their beliefs? (Death ceremonies)</p> <p>What are Humanists? Marriage Service and Death</p>				
<a href="#">Computing</a>	Unit 5.1 Coding  Number of Weeks – 6 Main Programs – 2Code	Unit 5.2 Online Safety  Weeks – 3 Programs - 2Publish Plus Writing Templates	Unit 5.3 Spreadsheets  Weeks – 6 Programs – 2Calculate	Unit 5.4 Databases  Weeks – 4 Programs – 2Investigate (database) Avatar creator	Unit 5.5 Game Creator  Weeks – 5 Programs – 2DIY 3D Writing Templates 2Blog (Blogging)	Unit 5.6 3D Modelling  Weeks – 4 Programs – 2Design and Make Writing Templates	Unit 5.7 Concept Maps  Weeks – 4 Programs – 2Connect

## Year 5 planning DT and ART

		Display boards 2Connect (Mind Map)					
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## Year 6 DT, ART and RE

	Autumn		Spring		Summer	
<a href="#">D &amp; T</a>			<p>XXXX</p> <p>To add a mechanical element to a model following instructions</p> <p>Evaluate the appearance and test the function of a product (own and pre-existing) against the original criteria, saying whether it is fit for purpose. *Suggest improvements that could be made, considering materials, methods, sustainability of the product and how much a product costs to make.</p> <p>*Use a range of tools and equipment precisely. *Consider the aesthetic qualities and functionality of my product as making it, refining details as necessary</p>	<p>Food - Making a family meal</p> <p>planning and preparing a family meal • Using heat on a hob, oven and microwave *Accurately use all appropriate vocabulary.</p>		<p>Sewing and Textile - Map</p> <p>To combine materials to improve design for strength or visual appeal. To join materials to make products with permanent or temporary fastenings. To cross stitch or sew using a machine. To describe the qualities of materials and to say why it is the most suitable choice.</p>
<a href="#">Art</a>	<p>XXX</p> <p>Choose a style of drawing suitable for the work (e.g. realistic, or impressionistic) *Use lines to represent movement *Add 3D representations</p> <p>Collect information, sketches and resources and present ideas imaginatively in a sketchbook *Spot the potential in unexpected results as work progresses *Comment on artworks with a fluent grasp of visual language</p>	<p>Painting &amp; Printing – Disaster art (Georgia O'Keefe)</p> <p>Combine colours, tones and tints to enhance the mood of a piece *Use brush techniques and the qualities of paint to create texture *Develop a personal style of painting, drawing upon ideas from other artists Use a range of visual elements to reflect the purpose of the work</p>		<p>Sculpture- eyes</p> <p>Combine visual and tactile qualities *Use frameworks (such as wire moulds) to provide stability and form with Modroc</p>	<p>Collage - Mayan Mosaics</p> <p>Combine visual and tactile qualities *Use ceramic mosaic materials and techniques</p>	<p>Digital Media – Map enhancements</p> <p>Enhance digital media by editing (including animation, still images and installations)</p>
	<ul style="list-style-type: none"> <li>Evaluate classmates' artwork focusing on all KS2 skills elements</li> <li>Clear justifications based on if the artwork is effective or not, and why</li> </ul>					
<a href="#">P.E.</a>	Badminton	Basketball	Tag Rugby	Hockey	Cricket	Rounders



## Year 6 DT, ART and RE

	Football	Floor Gym	Dance	Gym Apparatus	Volley	Athletics
RE:	<p>Why are there different beliefs about God? Be able to express their own understanding of God. Summarise, with reasons, their own understanding of God and compare it to at least one other viewpoint.</p> <p>What do Hindus believe about God? Who is Krishna?</p> <p>Special Books - The Bhava Gita</p> <p>Story from the scriptures – Bhava Gita Pupils could explore some of the key teachings in Hinduism around harmlessness (ahimsa) and the importance of giving hospitality and being generous</p> <p>Bodhi Day</p> <p><b>Bodhi Day</b> is the Buddhist holiday that commemorates the day that the historical Buddha, Siddhartha Gautama (Shakyamuni), experienced enlightenment, also known as <i>bodhi</i> in Sanskrit and Pali. According to tradition, Siddhartha had recently forsaken years of extreme ascetic practices and resolved to sit under a peepal tree and simply meditate until he found the root of suffering, and how to liberate oneself from it</p> <p>What do Sikhs believe about God?</p> <p>Halloween (Pagan beliefs).</p> <p>Special Book s - Guru Granth sahib</p> <p>What do Buddhists believe about God?</p> <p>Special Books – Buddhism</p> <p>Who are Humanists?</p> <p>Create a class display of identified key words and explore what religions and Humanism teach about them. Illustrate with appropriate symbols and quotations</p>		<p>What does the word sacred mean? What is sacred to you?</p> <p>Look at key leaders from different faiths. Look at their appearance and qualities. What kind of beliefs did they have?</p> <p>Sacred People - Sikhism (Guru Nanak).</p> <p>Sacred Places - Gurdwara</p> <p>Gurdwara ceremonies</p> <p>Sacred people - Buddhism (Buddha).</p> <p>Chinese New Year</p> <p>Sacred Places – Buddhist temple and ceremonies</p> <p>Sacred people in Hinduism – Prahlad (Holi)</p> <p>Sacred Places – Hinduism (Mandir)</p> <p>Mandir ceremonies</p>		<p>Vaisakhi</p> <p>Initiation ceremonies – Buddhism</p> <p>How do Buddhists express their beliefs? (Marriage service)</p> <p>How do Buddhists express their beliefs? (Death ceremonies)</p> <p>Buddha Day</p> <p>Initiation ceremonies – Hinduism</p> <p>Eid and Ramadan</p> <p>How do Hindus express their beliefs? (Marriage service)</p> <p>How do Hindus express their beliefs? (Death ceremonies)</p> <p>Initiation ceremonies – Sikhism</p> <p>How do Sikhs express their beliefs? (Marriage service)</p> <p>How do Sikhs express their beliefs? (Death ceremonies)</p>	

## Year 6 DT, ART and RE

	<p>Know the key values which many worldviews share: love; forgiveness; fairness</p> <p>Does everyone believe in God? - Non-religious world views Who are agnostic and what is atheism?</p> <p>What did people believe in before there were the six main religions?</p> <p>Look at historical pagan beliefs and practices in Britain – What did the Celts in Britain believe in?</p> <p>Hanukkah</p> <p>Christmas – Pagan beliefs</p>		
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