Sunningwell Church of England Primary School

Medium Term Plans Autumn 2

"I will show you my faith by my works" James 2:18

Class 1

Subject area	Key Skills Covered	Key Knowledge Objectives	Lesson Outlines
Understanding the World History past and present	Develop a chronological understanding, building the ability to place events in the order they occurred. Begin to develop key historical skills to understand change, continuity and cultural context.	Understand the sequence of historical periods, as we place toys in a time line, giving context to how toys have evolved. Compare toys from different periods of time and identify similarities and differences, as pupils observe both modern and old, handmade toys. Understand historical progress and continuity, exploring how toys changed over time. Begin to build up a historical vocabulary as pupils learn to articulate historical ideas, in order to connect past events with present ones (e.g antique, vintage, handcrafted, Victoria era, evolution, culture)	WK1 Understand what the terms *history* and *historian* mean. Knowledge harvest and introduction to historical toys WK2. Explore how toys were made in the past and compare materials. WK2-3 Compare toys across different periods of time; identify similarities and differences between toys from the past and toys from modern times. WK4. Understand the role of toys in children's lives (vocab. tradition, folk toys) WK.5-6 Identify favourite historical toy and describe its special features in terms of how it was made and used. WK7 Consolidation and end of topic knowledge harvest.
Geography	Develop geographical skills when locating places where specific toys came from Begin to understand the impact of geography on play	Identify origins of various toys and use interactive maps / atlases to locate where specific toys originated and where some of them were traditionally made. Find out how children from different climates might play differently.	WKS 1-7 -Find out where specific toys came from and locate those places on the map. -Learn how the geographical environment can influence the types of toys children use in their play (warmer vs colder climates) -Recognise cultural diversity reflected in toys from different regions -Understand the global diversity of toys, as children look at toys from different parts of the world.-Christmas- How do people around the world celebrate Christmas? Find out about specific traditions.

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Science	Describe what a material is and how it can be used in everyday life. Develop observational skills when looking at characteristics of different toys.	Identify different types of materials that can be used in toy making. Explore the properties of a range of materials used in toy making Explore types of materials specific toys are made from and how some of those toys move. Note similarities and differences between toys made of different materials. Experiment how different toys behave under various conditions Understand cause and effect and how the outcome might change , based on the materials we use.	WKS 1-7 -Look at toys from past and present and identify - what materials were used in manufacturing them. -Test the properties of some of these materials. -Observe and discuss the differences and similarities in toys made of different materials. - Identify the properties of these materials. -Test how specific toys behave on different surfaces -Use building blocks to explore how, by changing one aspect, can affect the stability of the structure we may wish to build.
Art	Develop colour and shape recognition Develop mark making and dexterity in using a range of tools Use of tissue paper and glue to create a special effect Develop fine motor skills by enhancing hand-eye coordination and hand and finger strength	Explore shape recognition to transform objects with paint and pattern Work with 3D objects pattern and mark making Use jars and tissue paper to create a lantern Explore colour and colour layering/decoupage, thinking about the background when applying different layers of tissue paper, in order to create contrast and achieve a particular effect. Observe how colour can change by overlapping layers of tissue paper.	WKS 1-2 Transform objects with paint WKS 3 Make a lantern with tissue paper and a glass jar WK4 Make a peg doll. WK 5 Turn a wooden spoon into a puppet. WKS 6 – 7 Make Christmas ornaments - paper snowflakes - paper chains - salt dough Christmas decorations - design and decorate Christmas cards
RE	Begin to understand that: -Christians are people who believe in God - God came to earth as Jesus.	*Who are Christians and what do they believe?* Pupils will learn about stories within the Bible and their importance to Christians. Pupils will recognise that Christians live all over the world.	Wk 1 - Lights of the World - Diwali Wk 2 – Lights of the World - Hannukah Wk 3 – Lights of the World - Advent Wk 4 – 7 – The Light of the World,

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	- Christians believe that God loves people and cares for them. - Christians read the Bible to get their ideas. -Bible stories can be read in different ways.	Pupils will know that Christians believe in two key events within the Church year and countdown to celebrate these events. Pupils will know and understand the importance of Christmas(incarnation), the birth of Jesus Christ, to Christians. Pupils will know and understand the importance of Easter (salvation) and the death and resurrection of Jesus.	The Christmas Story
Computing	Understand the importance of technology in everyday life. Turn on/ off a computer Use the keyboard Select a programme	Recognise types of technology used at home and in school. Understand what a computer is and the different uses of computers i.e. learning, communicating, finding information, playing games etc. Understand how to use technology to support learning	WKS 1-7 Access a range of interactive phonics games to support identifying initial sounds in words, rhythm, rhyme, alliteration (Level 1) sounds (www.phonicsplay.co.uk) Access a range of interactive maths games to support identification of patterns and shapes, cardinality and subitising skills. (www.topmarks.co.uk)
Music Whole School	To listen to a range of instruments To develop their singing voice To clap in time	Know that there are different instrument groups and be able to name some instruments within those groups. To be able to sing traditional and modern Christmas hymns To clap in time and maintain the beat using body percussion. To be able to read rhythm notation To perform as part of the Nativity singing and/or performing Class 4 to be able to read non-standard notation when playing bells	Wk 1 – begin to learn ancient and modern carols. Introduction to wind instruments. Wk 2 – as Wk 1 with stringed instruments Wk 3 – as Wk 1 with woodwind Wk 4 – as Wk 1 with percussion Wk 5 – Gabrieli ROAR/nativity rehearsals Wk 6 – Nativity rehearsal Wk 7 – Nativity performance
PE	Develop gymnastic skills Develop stretching and curling techniques, including flexibility, balance and stability Dance Understand body coordination, balance and stability and special awareness	Curl up tightly Stretch out tall and wide Travel over / under and around apparatus Learn and show gymnastics shapes, tuck, pike ,staddle , Travel in and out of each other and in spaces using movement to express feelings. Link together 3 movements. Use of dance scarves to express feelings. Move their body to music Copy a set of movements	WK 1-6 Gymnastics and dance Learn how to use the gym equipment safely, negotiating space successfully whilst traveling over/ under and around apparatus. Follow instructions and work as a group. Link three actions to make a sequence Hold a position whilst balancing on different points of the body. Stretch and curl to develop flexibility.

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			Move with control and coordination.
PSHE Jigsaw Program	*Celebrating differences* Understand how we are unique and special in different ways Identify ways of including others in our play Understand own emotions and the feelings of others	Identify the things we are good at and understand that everyone is good at different things. Understand that being different makes us all special Learn how to take turns and negotiate resources Develop strategies for building and maintaining friendships Understand and recognise the feelings and perspectives of others in various situations.	WK 1. What am I good at? WK2. I'm special, I'm me. WK3 My family. WK4 My home Wk5 What makes a good friend WK6 How to stand up for yourself; develop strategies for solving problems Wk7 Understand the aspects of empathy (emotional recognition, perspective thinking, compassion, self-awareness and regulation)
Enrichment	Develop conversational skills as well as a love of reading, by talking to others and sharing books. Develop a love of reading for pleasure Understand how toys evolved through time Global Learning Project with the Nasio Trust - The Storybook Project- Develop a love of writing for pleasure *Sunningwell C of E Primary School and a primary school in Western Kenya* Global Learning Project with Carmen Sylva Cultural Centre, Sinaia, Romania Learn about customs and traditions from different cultures through art	Learn how to take turns when engaged in conversations; develop emotional awareness when working with children cross the school Understand the importance of reading for pleasure -Buddy Reading (Reception, Year 1, Year 5 and Year 6). Develop a love for reading by exploring a variety of stories, genres and authors. Develop an understanding of the changes in toy design, materials and functions across different historical periods Explore and enjoy writing by using own imagination to create stories, express feelings and share ideas. Recognise and understand customs and traditions from different cultures, understanding their importance and how they bring people together.	WKS 1-7Weekly Buddy Reading sessions - Year 5&6 pupils and Reception children. Weekly school visits from our volunteers who support the Reception children with their communication skills and share favourite stories. (both regular volunteers and mystery readers) Meet and talk to some of the Sunningwell residents about toys from the past. Discuss similarities and differences between toys from the past and present. Visit Beaumont Care Home (28th November 2024) and talk to the residents about the toys they used to play with when they were of primary school age. Get involved in the Storybook Project to create and publish a co-authored children's storybook written by the pupils of Sunningwell School and students from a Nasio partner primary school in Western Kenya. Reception and Year 1 and 2 students get involved in an Intercultural art project in partnership with *Carmen Sylva* Cultural Centre from Sinaia, Romania. Children from both countries exchange ideas through art and learn about customs and traditions from the UK and Romania.

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Class 2

Subject area	Key Skills Covered	Key Knowledge Objectives	Lesson Outlines
History	To develop an awareness of the past and use chronological words and phrases to describe the passing of time. To identify differences and similarities between ways of life in different periods. To know and understand key features of an event beyond living memory that are nationally significant. To understand key features of events, choosing and using parts of stories and asking and answering questions.	Talk about how the buildings in London were different in the past. Describe how people travelled differently in London in the past. Explain how past and present London are different and similar. Describe some jobs that people have now. Discuss some jobs that people had in 1666. Explain how the jobs that people have now and jobs that people had in 1666 are similar and different. Explain how the fire started and why it spread. Put the events of the fire into the order they happened. Discuss the effect of the fire on London. Discuss different historical sources of information about the fire. Discuss the problems that caused the fire to spread. Describe how I think London should have been rebuilt after the fire. Explain the reasons why changes happened. Describe the problems that meant the fire was able to spread. Describe what happened during the fire. Explain how and why London changed after the fire.	WK 1: London: Past and Present WK 2: Life in the 17th century WK 3: The events of the Great Fire WK 4: How do we know about the Great Fire? WK 5: What happened after the Great Fire? WK 6: WHat have we learnt about the Great Fire?
Science	Asking questions and carrying out fair and comparative tests. Identifying, classifying, recording and presenting data. Drawing conclusions,	To know that objects are made from different materials depending on their use. To know the properties of materials that make them suitable or unsuitable for particular uses. To know where different materials come from and that some materials cause more or less damage to planet Earth. To know that if a material is absorbent it soaks up something, often a liquid such as water. To know that if a material is stretchy, it is able to be stretched or pulled to	Wk1: Materials and their uses Wk2: Suitable and unsuitable materials Wk3: Where materials come from Wk4: Absorbent materials Wk5: Stretchy materials Wk6: Changing shape

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	spotting patterns and presenting findings.	change its shape. To know that squashing, bending, twisting and stretching can change the shape of some materials.	
Art	Develop and apply different sketching techniques to include hatching and cross hatching Use of materials to create a collage Follow instructions Practise fine motor skills (tearing the paper) Apply paint	Design and make a collage of the Great Fire of London. Gather and sort materials focusing on whether materials chosen are appropriate and what they will look like in their final piece. Cut and tear paper and card for their collages Design and make a Tudor Rose.	WK 1-2: Design and make a collage of the great fire of London. Sketch design and think about colours and resources. WK 3: Explain the history of the Tudor Rose and show children examples. Children to make their own designs Wk 4: Create Tudor Rose based on design using paint or pastels. Wk 5 -7: Design and make small models of Tudor homes ready for recreating Pudding Lane fire.
RE	What do different Jewish people believe about God? •The Jewish religion began in Israel when Abram (Abraham) was called by God. •Jews believe that there is one God. •Jews believe that God is the creator. •They believe that God sets rules for life.	Pupils can recall that the Shema is a prayer. Pupils can describe the significance of the Shema for the Jewish people. Pupils can describe why Abraham is important to Jewish people and retell the story of the calling of Abraham in simple terms.	Wk 1: The Story of Abraham, The First Jew Wk 2: The Shema Prayer Wk 3: The Mezuzah & Tefillin Wk 4: The Jewish Foretelling of Jesus Wk 5 – 7: The Christmas Story
Computing	Classify what is and what is not technology. Explain how to stay safe online. Know the main parts of a computer. Use a mouse to open a program and create a	To know examples of technology in the classroom To know the main parts of a computer To switch on and log on to a computer To know how to use the mouse To know how to type on the keyboard To know how to save work To know how to use a computer safely	Wk1: Technology in our classroom Wk2:Using computer technology Wk3: Developing mouse skills Wk4: Using a computer keyboard Wk5: Developing keyboard skills Wk6:Using a computer responsibly

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	simple picture. Demonstrate the ability to type. Know how to save work on a computer.		
Music Whole School	To listen to a range of instruments To develop their singing voice To clap in time	Know that there are different instrument groups and be able to name some instruments within those groups. To be able to sing traditional and modern Christmas hymns To clap in time and maintain the beat using body percussion. To be able to read rhythm notation To perform as part of the Nativity singing and/or performing Class 4 to be able to read non-standard notation when playing bells	Wk 1: Begin to learn ancient and modern carols. Introduction to wind instruments. Wk 2: As Wk 1 with stringed instruments Wk 3: As Wk 1 with woodwind Wk 4: As Wk 1 with percussion Wk 5: Gabrieli ROAR/nativity rehearsals Wk 6: Nativity rehearsal Wk 7: Nativity performance
PE	Gymnastics balance and movement Dance	To understand and show different pathways on the floor To show an understanding of different speeds and levels of movement To name understand and perform different gymnastic moves, pike, tuck straddle To observe and copy a partner To transfer and apply knowledge, understanding, individual skills and linked movements to apparatus. To develop fundamental movement skills, linking different ways of travelling to music with control. To develop the imagination and to express feelings. To share ideas to create short dances.	WKS 1-6: Gymnastics Dance
PSHE/RSE	To identify groups and communities that they belong to To explain how to be a good neighbour To pick out things that harm and things that help a neighbourhood To describe what it is	To know what rules are needed for different situations To know what is kind and what is unkind behaviour To know about different groups of people living in Britain To know the different roles and responsibilities of people in their community To know about things we can do to help look after the environment To know the ways in which we are the same and the ways in which we are different	Wk1: My School Wk2: My Community Wk3: My Neighbourhood Wk4: My Country Wk5: British people Wk6: What makes me proud of Britain?

	like to live in Britain To identify similarities and differences between British people		
Enrichment	Develop conversational skills as well as a love of reading, by talking to others and sharing books. Develop a love of reading for pleasure Global Learning Project with the Nasio Trust - The Storybook ProjectDevelop a love of writing for pleasure Sunningwell C of E Primary School and a primary school in Western Kenya Global Learning Project with Carmen Sylva Cultural Centre, Sinaia, Romania Learn about customs and traditions from different cultures through art	Learn how to take turns when engaged in conversations; develop emotional awareness when working with children cross the school Understand the importance of reading for pleasure -Buddy Reading (Reception, Year 1, Year 5 and 6). Develop a love for reading by exploring a variety of stories, genres and authors. Explore and enjoy writing by using own imagination to create stories, express feelings and share ideas. Recognise and understand customs and traditions from different cultures, understanding their importance and how they bring people together	WKS 1-6 Weekly Buddy Reading sessions - Year 5 and 6 pupils and Reception children. Weekly school visits from our volunteers who support the Year 1 and Year 2 children with their communication skills and reading. Get involved in the Storybook Project to create and publish a co-authored children's storybook written by the pupils of Sunningwell School and students from a Nasio partner primary school in Western Kenya. Reception, Year 1 and Year 2 students get involved in an Intercultural art project in partnership with Carmen Sylva Cultural Centre from Sinaia, Romania. Children from both countries exchange ideas through art and learn about customs and traditions from the UK and Romania

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Class 3

Subject area	Key Skills Covered	Key Knowledge Objectives	Lesson Outlines
History	Historical investigations and interpretations: To address and devise historically valid questions about change, cause, similarity and difference and significance. To construct informed responses that involve thoughtful selection and organisation of relevant historical information. Knowledge and understanding of Events, People and Changes in the Past: To recognise connections, contrasts and trends over time. Chronological understanding: To develop a chronologically secure knowledge and understanding of British, Local and World History.	To explore an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. To understand a significant turning point in British history. To develop a chronologically secure knowledge and understanding of British, Local and World History. To understand women in the First World War. To know the connections, contrasts and trends over time and develop the appropriate use of historical terms.	**WK1:** Can I explain 'Why did the First World War start?' **WK2:** Can I explore facts about the First World War trenches? **WK3:** Can I explore facts about the First World War rations? **WK4:** Can I understand the role of women in the First World War? **WK5:** Can I explore the events of the First World War in chronological order? **WK6:** Can I find out about the reason for Remembrance Day and its events?
Science	Asking questions and carrying out fair and comparative tests. Identifying, classifying, recording and presenting data. Drawing conclusions, spotting patterns and presenting findings. Using scientific evidence and secondary sources of information.	To recognise that soils are made from rocks and organic matter by explaining how soil is formed. To make systematic and careful observations in the context of investigating the permeability of different soils. To record findings using simple scientific language. To report on findings from enquiries, including presentations of results and conclusions.	**WK1:** Knowledge Harvest - what do I know about soil? **WK2:** Can I explain what soil is? **WK3:** Can I collect a sample of soil and identify types of soil? **WK4:** Can I explain the different layers of soil? **WK5:** Can I explain what soils are made from? **WK6:** Can I explain how Pedologists work?
Art	Create a poppy from tissue paper Explore the works of Jacqueline Hurley sketch a World War 1 background Using clay Use tissue paper for layering, brightness and luminosity to create interest and depth.	Use a range of sketching techniques for effect Hatching, cross hatching Use different tones for effect Use shading to show light and shadow Use techniques such as rolling, cutting, moulding and carvingUse of colour for design and effect using paint	WK 1 Make a remembrance poppy WKS 2-3 Create a World War 1 picture in the style of Jacqueline Hurley WKS 4-5 Make an autumn tea light holder using clay WK 6 Christmas cards

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RE	Muslims believe in one God, and they call him Allah. Allah called Muhammad to teach people to follow him. Muhammad lived in a place where people believed in many gods. Muslims believe that the Bible and the Torah teach about Allah as well.	Pupils will know that Islam was started in 610AD when Angel Jibril gave Muhammad the words of God which were later recorded in the Qu'ran. Pupils will know that Tawhid means belief in one God which is fundamental to Islam belief. Pupils will know that there are 99 names in the Qu'ran which describe Allah and help believers to know what Allah is like and how he affects people's lives. Pupils will know that the Night of Power commemorates Muhammad receiving the words of Allah from the Angel Jibril and is remembered during Ramadan. Pupils will be able to explain how the belief in Tawhid, Qu'ran and 99 words and Night of Power effect how people live their lives.	Wk 1 – The Story of Abraham, The First Jew Wk 2 – The Shema Prayer Wk 3 – The Mezuzah & Tefillin Wk 4 – The Jewish Foretelling of Jesus Wk 5 – 7 – The Christmas Story
Computing	Understand computer networks, including the internet, and the opportunities they offer for communication and collaboration. Use search technologies effectively, appreciating how results are selected and ranked, and be discerning when evaluating digital content. Select, use and combine a variety of software to design and create a range of content that presents data and information.	To understand basic computer skills: how to create and organise documents using Chromebooks/Google Docs To learn how to use a creative publishing application to create our own posters. To know how tools enable us to make and edit text and images. To know how to use an input device to give instructions to a computer. To be able to output our own poster creations using a computer monitor, laptop screen or touch screen.	**WK1:** What is Google Docs? I can open and save a document in Google docs? **WK2:** Creating Media: Desktop publishing: Poster making (by 123 ICT) **WK3:** Can I create a document using Google docs? **WK4:** Creating Media: Desktop publishing: Poster making (by 123 ICT) **WK5:** Can I insert images into a document? **WK6:** Creating Media: Desktop publishing: Poster making (by 123 ICT)
Music Whole School	To listen to a range of instruments To develop their singing voice To clap in time	Know that there are different instrument groups and be able to name some instruments within those groups. To be able to sing traditional and modern Christmas hymns To clap in time and maintain the beat using body percussion. To be able to read rhythm notation	Wk 1 – begin to learn ancient and modern carols. Introduction to wind instruments. Wk 2 – as Wk 1 with stringed instruments Wk 3 – as Wk 1 with woodwind Wk 4 – as Wk 1 with percussion Wk 5 – Gabrieli ROAR/nativity rehearsals Wk 6 – Nativity rehearsal Wk 7 – Nativity performance

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		To perform as part of the Nativity singing and/or performing *Class 4 to be able to read non-standard notation when playing bells	
Spanish	Listen and respond to Spanish questions Write some Spanish phrases with support Spell key vocabulary	Recognise and respond to instructions. Respond with an action, *si*/*no* or single words to questions about activities they can do well. Say the month of their birthday when prompted. Say what activities they can do well with clear pronunciation. Read song lyrics to support singing and understanding. Write a party invitation from a model.	Wk 1 Recognise and say some action words. Begin to learn song Vamos Wk 2 Learn months of year with activity and song. Wk 3 Revise actions/months by playing party games and singing songs Wk 4 Write an invitation to their party Wk 5 Build on action vocab by playing 'Juan dice' Wk 6 Learn 'Campeones' song and run a 'sports day' activity Wk 7 Assessment activities and games
PE	Hockey Netball Gymnastics	Safe practice in hockey, How to hold a stick correctly How to dribble a ball and why it is used. Dribble the ball in a straight line and change direction Stop and pivot movement Understand and demonstrate a chest pass Become familiar with the ball and catching a ball Overhead pass Develop flexibility, balance and control through gymnastic moves	WK1-6 Hockey WKS1-6 Netball WKS1-6 Gymnastics
PSHE/RSE	Be able to show appreciation for their families, parents and carers. Use the 'Solve it together' technique to calm and resolve conflicts with friends and family. Empathise with people who are bullied.	To know why families are important. To know that everybody's family is different. To know that sometimes family members don't get along, and some reasons for this. To know that conflict is a normal part of relationships.	**WK1:** Can I understand that everyone's family is different, and important to them? **WK2:** Can I understand that differences and conflicts sometimes happen among family members? **WK3:** Can I understand what being a witness to bullying means?

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	Employ skills to support someone who is being bullied. Be able to 'problem-solve' a bullying situation, accessing appropriate support if necessary. Be able to recognise, accept and give compliments. Recognise feelings associated with receiving a compliment.	To know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do. To know that some words are used in hurtful ways and that this can have consequences	**WK4:** Can I understand how to solve problems in a bullying situation involving others? **WK5:** Can I recognise that some words are used in hurtful ways? **WK6:** Can I give and receive compliments and know how this feel?
Enrichment	Global Learning Project with the Nasio Trust - The Storybook Project- Develop a love of writing for pleasure Sunningwell C of E Primary School and a primary school in Western Kenya	Explore and enjoy writing by using own imagination to create stories, express feelings and share ideas.	Get involved in the Storybook Project to create and publish a co-authored children's storybook written by the pupils of Sunningwell School and students from a Nasio partner primary school in Western Kenya.

Class 4

Subject area	Key Skills Covered	Key Knowledge Objectives	Lesson Outlines
History – World War 2	I will develop my investigation and evaluation skills. I will learn to organise information chronologically. I can understand how past events have shaped the world we know today.	I can describe what evacuation and rationing were, explain how they worked and how different people were affected. I can learn when and why World War 2 began and find out about the key individuals and countries involved. I can describe some of the jobs women did during the war. I can describe what the holocaust was and who suffered as a result. I can recall details about some events.	Week 1: Evacuation – Experience what it was like to be evacuated and make a suitcase. Week 2: Outbreak of war – Learn about Neville Chamberlain and Hitler using primary sources. Use the information sheet to create and order their own timeline. Week 3: Rationing – Compare their weekly meal plan to that of a wartime meal plan. Use information to create own wartime recipe book. Week 4: Role of Women – Discuss and compare role of women and men in early 1930s. Research a given job and write a letter in reply to offer of employment. Design own propaganda poster about role. Week 5: The Holocaust – Explore Ann Frank and her family to understand discrimination against Jewish

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			people in Europe. Week 6: Key events – Use event cards to discuss events and order chronologically. Depict key turning points in the war and create a television programme which investigates and reports on these.
Science – It's all material!	Working Scientifically. Properties and changes of materials. Forces	Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Using test results to make predictions to set up further comparative and fair tests.	Week 1: To investigate how strong paper is using weights. Focus on reliability of testing. Week 2: Children have completed their forensic training and will now analyse evidence from police. To hypothesise why the victim had blistered lips. Week 3: To investigate mysterious liquid found at the scene. Test liquid for acid. Week 4: Design and carry out a fair test to investigate the insulation properties of different cups. Week 5: Design a fair test to investigate which shoes have the least friction. Week 6: Share evidence of culprit's note. Test the ink in the pen used with chromatography paper. Write a report including all the evidence investigated.
Art	Using foam boards to create a visual tile Explore use of rice paper Create a stencil Use of chalk for art	The properties and use of foam boards The effect watercolour and ink can create on foam board Shape, tessellation and design in making a foam tile Fine drawing create a unique mixed media collage using rice paper Explore colour, tones with watercolour acrylic and oil pastel Create a landscape stencil Use of white chalk to act as a contrast and effect Effect of smudging chalk	Weeks 1-2: Create a tile using tessellation from foam boards Weeks 3-4: Create an autumnal mobile using rice paper Weeks 5-6: The Blitz- chalk landscape Week 6: Christmas crafts
RE	Why is it important to Muslims that Muhammad is known as the 'Seal of the Prophets'? Muslims have regard for the prophets of the Old Testament	Pupils can explain why Muhammad is called the 'Seal of the Prophets'. Pupils can understand the importance of Muhammad for Muslims.	Week 1: The Story of Muhammad Week 2: The Qu'ran & The Hadith Week 3: What is a prophet? Who are prophets?

	and Jesus. Muhammad is known as the 'Seal of the Prophets'. The Hadith, which contains the saying of Muhammad as well as tales of his life, is as important for many Muslims as the Qu'ran. Islamic diversity stems largely from debates over the caliphate.	Pupils can identify prophets that are important for Islam, Christianity and Judaism and give reasons for their importance. Pupils will know the roles that Isa and Muhammad have in Islam. Pupils can explain the importance of Scripture for Muslims and how the Hadith helps Muslims. Pupils can explain the basic divisions in Islam and some of the reasons behind them.	Week 4: Sunni & Shi'a Muslims Week 5-7: The Christmas Story
Computing	We are computational thinkers: Mastering algorithms for searching and sorting math.	To use Microbits to create a game. To test and debug a program to make improvements. To program basic inputs, variables and random maths functions. To apply knowledge of inputs and outputs to create their own program.	Week 1-2: Use Microbits with MakeCode block language and created a variable. To use the built-in movement sensor to create a simple step counter. To test and debug the program to make the counter more reliable. Week 3-4: Use Microbits to create a hot potato game. The program will start using a basic input and a variable and the random maths function to choose a random time length and to count down before indicating the player was out. Pupils will test and debug the programs then introduces the If/Then Selection with another variable to create multiple random outcomes instead of saying the player was out such as a free life or playing on one leg. Week 5-6: Pupils will choose to use inputs or outputs to create Christmas Decorations or to follow a tutorial of their choice on the Makecode page. Some pupils will use radio communication using bluetooth, most used inputs and outputs. Some will revisit earlier projects such as rock, paper, scissors.
Music Whole School	To listen to a range of instruments To develop their singing voice	Know that there are different instrument groups and be able to name some instruments within those groups. To be able to sing traditional and modern Christmas	Week 1: begin to learn ancient and modern carols. Introduction to wind instruments. Week 2: as Week 1 with stringed instruments

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	To clap in time	hymns To clap in time and maintain the beat using body percussion. To be able to read rhythm notation To perform as part of the Nativity singing and/or performing Class 4 to be able to read non-standard notation when playing bells	Week 3: as Week 1 with woodwind Week 4: as Week 1 with percussion Week 5: Gabrieli ROAR/nativity rehearsals Week 6: Nativity rehearsal Week 7: Nativity performance
Spanish	Unit 24 ¿Que noticias hay? Speak and write in Spanish with increased confidence and accuracy. Use known punctuation and grammar correctly.	Respond using short phrases or single words. Express an opinion orally to justify their opinion. Copy short phrases with support. Express an opinion in writing, contribute to a news report. Retrieve and understand information in a short text. Work independently some of the time to retrieve original material. Remember some key vocabulary and phrases. Show confident recall of known language and structures. Use a dictionary or online translation unaided to assist with unknown vocabulary. Speak and write Spanish with some degree of grammatical accuracy.	Week 1: read a short passage from the news and identify known vocab and cognates. Translate. Revise ¿Que hora es? Week 2: look at new vocab and consider active ways to remember it. Week 3: write questions for authentic use (draw on previous learning). Week 4: practice and read a short passage with confidence. Draw on learning from songs Week 5: using a model to write sentences on a topic. Week 6: Extension of Week 5 Week 7: Assessment and celebration
PE	Hockey Netball Gymnastics	To demonstrate and understand push and hit passes Receive the ball on the open side stick Can pass accurately To be able to tackle safely Understanding the correct technique required to execute passes Know when and what situation to use each pass Understand the footwork rule Understand landing and catching Develop flexibility ,strength ,techniques, balance and control during gymnastic moves	Weeks 1-6: Hockey Week 1-6: Netball Week 1-6: Gymnastics
PSHE/RSE	Celebrating Difference: Am I normal? Accept that everyone is different.	I understand there are different perceptions about what normal means. I understand how being different could affect someone's	Week 1: I can empathise with people who are different. Week 2: I am aware of my attitude towards people who are different to me.

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	Understanding difference - Include others when working and playing. Power struggles - Know how to help if someone is being bullied. Why bully? Try to solve problems. Celebrating difference - Try to use kind words and know how to give and receive compliments	life. I can explain some of the ways in which one person or a group can have power over another. I know some of the reasons why people use bullying behaviours. I can give examples of people with disabilities who lead amazing lives. I can explain ways in which difference can be a source of conflict and a cause for celebration.	Week 3: I know how it can feel to be excluded or treated badly by being different in some way. Week 4: I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one. Week 5: I appreciate people for who they are. Week 6: I can show empathy with people in either situation.
Enrichment	Managing Big Feelings Assembly Year 6 Primary Schools' Business Challenge Gabrieli ROAR Cathedral Event Sunningwell Christmas Nativity	I can recall Zones of Regulation knowledge and build upon this. I can work as a team to design and market a product. I can present our ideas to a judging panel and answer questions about our design process and final product. I can learn music and perform to an audience at Coventry Cathedral. I can take part in the whole school nativity.	Strategies to recognise and manage big feelings. A day event to compete against other primary schools to design and market a product that fits the criteria given. A day event to perform songs at Coventry Cathedral. Whole School performance in local theatre of the nativity with readings and songs.