



|                                                                                  | Autumn 2025                                                                                                                                                                        |                 | Spring 2026                                                                                                                                                  |                                  | Summer 2026                                                                                                                         |
|----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| English Reading                                                                  | Shackleton's Journey<br>Secrets of a Sun King<br>If - Rudyard Kipling                                                                                                              |                 | A midsummer night's dream<br>I am not a label<br>Boy in the Tower<br>Daffodils (William Wordsworth)                                                          |                                  | The Explorer<br>Five Children and It                                                                                                |
| English Writing<br><br>Introduce = green (Block A)<br>Revisit = orange (Block B) | Formal letters of application<br>Third person stories set in another culture<br>Poems that use word play<br>Dialogue in narrative<br>Poems which explore form<br>Balanced argument |                 | Third person stories set in another culture<br>Formal letters of application<br>Playscripts (Shakespeare retelling)<br>Biography<br>Poems that use word play |                                  | Playscripts<br>Dialogue in narrative (first person myths and legends)<br>Balanced argument<br>Biography<br>Poems which explore form |
| Maths                                                                            | Place Value<br>Addition and Subtraction<br>Multiplication and Division A<br>Fractions A                                                                                            |                 | Multiplication and Division B<br>Fractions B<br>Decimals and percentages<br>Perimeter and Area<br>Statistics                                                 |                                  | Shape<br>Position and direction<br>Decimals<br>Negative numbers<br>Converting Units<br>Volume                                       |
| Science                                                                          | Properties and changes of materials                                                                                                                                                | Earth and Space | Forces                                                                                                                                                       | Living Things and their Habitats | Animals, Including Humans                                                                                                           |
| R.E.                                                                             | Branch 1: Creation and Covenant<br>CST: <i>Creation and Environment</i><br>Branch 2: Prophecy and Promise<br>CST: <i>Solidarity</i>                                                |                 | Branch 3: Galilee to Jerusalem<br>CST: <i>Option for the Poor</i>                                                                                            |                                  | Branch 5: To the ends of the Earth<br>CST: <i>Solidarity</i>                                                                        |



|           | Autumn 2025                                                                                                                              | Spring 2026                                                                                                                                                                                                                                                                                                            | Summer 2026                                                                                                                                                                                                                                                                                  |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|           |                                                                                                                                          | Branch 4: Desert to Garden<br>CST: <i>Rights and Responsibilities</i>                                                                                                                                                                                                                                                  | Branch 6: Dialogue and Encounter<br>CST: <i>Peace</i>                                                                                                                                                                                                                                        |
| Geography | Locate world countries, biomes and vegetation belts                                                                                      | 4 and 6 figure grid references and revisit world countries and environmental regions                                                                                                                                                                                                                                   | OS Maps and fieldwork                                                                                                                                                                                                                                                                        |
| History   | Ancient Greece                                                                                                                           | Study the Maya civilisation and compare to the Anglo Saxons                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                              |
| Art       | Painting and mixed media: Portraits                                                                                                      | Drawing: I need space                                                                                                                                                                                                                                                                                                  | Sculpture and 3D: Interactive Installation                                                                                                                                                                                                                                                   |
| D&T       | Doodlers<br>Analyse a product that uses a motor - the Doodler (a scribble bot), then redesign it with their own preferred configuration. | Mechanical Systems: Making a pop-up book<br><br>After choosing a simple story or nursery rhyme, children create a four-page pop-up storybook design. They will also add accompanying captions, incorporating a range of mechanisms and decorative features, including: structures, levers, sliders, layers and spacers | What could be healthier?<br><br>Focusing on nutrition, children research and modify a traditional bolognese sauce recipe to make it healthier. They will cook their new and improved versions, make appropriate packaging and also learn about the ethical considerations of farming cattle. |



|           | Autumn 2025                                                                                                                                                                                                                                                         | Spring 2026                                                                                                                                                                                                                                                                                                                                 | Summer 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Music     | <u>Lancashire Music Service - Ukelele</u><br>Use and understand staff and other musical notations and play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. | <u>Blues</u><br>Children are introduced to this famous genre of music and its history and learn to identify the key features and mood of Blues music and its importance and purpose. They also get to grips with the 12-bar Blues and the Blues scale, and combine these to create an improvised piece with a familiar, repetitive backing. | <u>Composition to represent the festival of colour</u><br>Children explore the associations between music, sounds and colour, building up to composing and, as a class, performing their own musical composition to represent Holi, the Hindu festival of colour, which celebrates the beginning of spring and the triumph of good over evil. Holi celebrations include people throwing and smearing each other with vibrant, multi-coloured paints and powders. |
| Computing | <u>Search Engines</u><br>Explain what a search engine is, suggest that things online aren't always true and recognise what to check for, Recognise the terms 'copyright' and 'fair use' and combine text and images in a poster.                                    | <u>Data Handling - Mars Rover</u><br>Identify some of the types of data that the Mars Rover could collect (for example, photos), explain how the Mars Rover transmits the data back to Earth and the challenges involved in this, read number in binary to eight bits.                                                                      | <u>Programming - Scratch</u><br>Iterate ideas, testing and changing throughout the lesson. Explain what the basic commands do. Explain how their program links to the theme. Include a loop in their work. Link musical concepts to their scene. Include a repeat and explain its function to enhance music and code a piece of music.                                                                                                                           |



|      | Autumn 2025                                                                                                                                                                 |                                                                                                                    | Spring 2026                                                                                                            |                                                                                                                            | Summer 2026                                                                                                       |
|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
|      | <u>Online Safety</u><br>Understand that passwords need to be strong, recognize different types of online communication, know what bullying is online and in the real world. |                                                                                                                    |                                                                                                                        |                                                                                                                            |                                                                                                                   |
| P.E. | Forest school<br>Athletics<br>Gymnastics/ Dance                                                                                                                             |                                                                                                                    | Skiing                                                                                                                 |                                                                                                                            | Bikeability<br>Games<br>(striking and fielding)<br>Team games<br>(basketball/ rugby)                              |
| MFL  | Phonetics 1-2<br>Seasons                                                                                                                                                    |                                                                                                                    | Ice creams<br>Presenting myself                                                                                        |                                                                                                                            | My family<br>At the tearoom<br>At the cafe<br>At the restaurant                                                   |
| PSHE | Me and my relationships                                                                                                                                                     | Valuing difference                                                                                                 | Keeping Safe                                                                                                           | Rights and respect                                                                                                         | Being my best                                                                                                     |
|      | Feelings<br>Friendship skills, including compromise<br>Assertive skills<br>Cooperation<br>Recognising emotional needs                                                       | Recognising and celebrating difference, including religions and cultural<br>Influence and pressure of social media | Managing risk, including online safety<br>Norms around use of legal drugs (tobacco, alcohol)<br>Decision-making skills | Rights, respect and duties relating to my health<br>Making a difference<br>Decisions about lending, borrowing and spending | Growing independence and taking ownership<br>Keeping myself healthy<br>Media awareness and safety<br>My community |