Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit Title	Lost!	Fair is Fair	Back to Baghdad	Oh Romeo, Romeo…	Groovy Greeks	
E.A.T Opportunities	**Focus** Think learning	**Focus** Explore learning	**Focus** Think learning	**Focus** Active learning	**Focus** Think learning	**Focus** Explore learning
St Mary's Pupil Passport Experiences.	• Attend a residential. • Climb a rock • Whittle something with wood. • Climb a rock		• Learn a language • Complete an act of charity • Learn some sign language	• Learn survival skills. • Shop for and cook a meal. • Complete daily exercise for 2 weeks	• Swim in a lake or the sea • Cycling proficiency • Go on a mindful walk • Listen to new music • Plan questions to interview someone	
Visit or Visitor	(Residential)	Museum Visit	Joiner Visit	Hothersall lodge visitor (orienteering session)	Organise Inter-House Sports Competitions across school	Organise Sports Day
Lead Subjects	Geography	Geography	History	Geography	History	History
History			Baghdad – Early Islamic civilisations A non- European society that provides contrasts with British history.		Ancient Greece - Athens and Sparta Ancient Greece – a study of Greek life and achievements and their influence on the western world.	
Geography	A contrasting region	Fair Trading Around the World		Mapping and Field work		
Science	Reproduction	Evolution and inherence	Scientists and Inventors	Animals including humans	Properties and changes of materials	
PSHCE	This area is currently under review.					
Art and Design Technology	Drawing		Printing and Painting		Sculpture and 3D Forms	
Physical Education	Dan (AFC Fylde)- FUNdamentals Multi-Skills Swimming	Dan (AFC Fylde)- Invasion Games Swimming	Dan (AFC Fylde)- Dance Swimming	Dan (AFC Fylde)- Outdoor Adventures Swimming	Dan (AFC Fylde)- Striking and Fielding Sports Net and Wall Sports	Dan (AFC Fylde)- Athletic Activities Gymnastics
Design Technology		Making a Gingerbread house.		Food for an athlete/hero		
Modern Foreign Language	On Holiday	Eating Out	Hobbies	School Trip	Seasons	The Environment
Music	Livin' On A Prayer	Classroom Jazz 1	Make You Feel My Love	The Fresh Prince of Bel-Air	Summer Production	Summer Production
Computing	Unit 5.1 Coding Unit 5.2 Online Safety	Unit 5.2 Online Safety Unit 5.3 Spreadsheets	Unit 5.4 Databases Unit 5.5 Game Creator	Unit 5.5 Game Creator Unit 5.6 3D Modelling	Unit 5.7 Concept Maps	Unit 5.7 Concept Maps

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit Title	**Lost!**	**Fair is Fair**	**Back to Baghdad**	**Oh Romeo, Romeo…**	**Groovy Greeks**	
E.A.T opportunities	**Focus** Think learning	**Focus** Explore learning	**Focus** Think learning	**Focus** Active learning	**Focus** Think learning	**Focus** Explore learning
St Mary's Pupil Passport experiences.	• Attend a residential. • Climb a rock • Whittle something with wood. • Climb a rock		• Learn a language • Complete an act of charity • Learn some sign language	• Learn survival skills. • Shop for and cook a meal. • Complete daily exercise for 2 weeks	• Swim in a lake or the sea • Cycling proficiency • Go on a mindful walk • Listen to new music • Plan questions to interview someone	
Visit or Visitor	Residential	Museum Visit	Joiner Visit	Hothersall Lodge visitor (orienteering session)	Organise Inter-House Sports Competitions across school	Organise Sports Day
Lead Subject	Geography	History	Geography	Geography	History	
History			Baghdad – Early Islamic civilisations **Substantive Concept: Civilisation** Disciplinary concept – historical significance How were early settlements put together? What was important to the Baghdad population during early Islamic civilisation?		Ancient Greece - Athens and Sparta **Substantive Concept: Leadership** Disciplinary concept – similarities and difference How did leadership differ between different states in Ancient Greece?	
Geography	**A contrasting region** **How amazing is the Amazon?** • Locate the world's countries using maps to focus on Europe (and North and South America) • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Sothern Hemisphere, the Topics of cancer and Capricorn, Arctic and Antarctic Circle. • Understand geographical similarities and differences between the United Kingdom and a region within South America.	**Fair Trading Around the World** **How can we trade fairly around the World?** • Physical Geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. • Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. • Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.		**Mapping and Field work** **What can we do about litter in Preston?** • To use the eight points of a compass, four and six figure grid references, symbols and key. (Including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. • Litter survey and data collection • Scaled maps creation		
PSHCE	This area is currently under review.					

Science	**Reproduction.** • To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. • To describe the life process of reproduction in some plants and animals. • Describe the changes as humans develop to old age.	**Evolution and inherence.** • To recognise that living things have changed over time and that fossils provide information about living things inhabited the Earth millions of years ago. • To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. • To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	**Scientists and Inventors** • To report and present findings from enquiries, including causal relationships, in oral and written forms such as displays and other presentations • To give reasons for classifying plants and animals based on specific characteristics • To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • To record data using scatter graphs • To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • To use recognised symbols when representing a simple circuit in a diagram	**Animals including humans** • To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. • To recognise the impact diet, exercise, drugs and lifestyle have on the way their bodies function. • To describe the ways in which nutrients and water are transported within animals, including humans.	**Properties and changes of materials.** • To compare and group together everyday materials on the basis of their properties including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. • To know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. • To use knowledge of solids, liquids and gasses to decide how mixtures might be separated, including through filtering, sieving and evaporated. • To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. • To demonstrate that dissolving, mixing and changes of state are reversible changes. • To explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.
Art and Design	**Drawing** • To know that tone can help show the foreground and background in artwork • To know that a silhouette is a shape filled with a solid flat colour that represents an object. • To know that lines can be used by artists to draw the viewer to the art work. • To explore different drawing techniques to create texture.		**Printing and Painting** • To know that pattern can be created in different ways e.g in the rhythm of brushstrokes or in a repeated shape within a composition. • To know that colours can be symbolic and have meanings that vary according to culture or background. E.g red for danger or celebration • To know how an understanding of a shape and space can support creating effective composition.		**Sculpture and 3D Forms** • To know that the size and scale of a three dimensional art work changes the effect of the pieces.
Design Technology		**Making a Gingerbread house** • Select form and use a wider range of tools and equipment to perform practical tasks. (For example, cutting, shaping, joining and finishing).		**Food for an athlete/hero** • To understand and apply the principles of a healthy ad varied diet. • To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.	
Physical Education	Dan (AFC Fylde)- FUNdamentals Multi-Skills Swimming	Dan (AFC Fylde)- Invasion Games Swimming	Dan (AFC Fylde)- Dance Swimming	Dan (AFC Fylde)- Outdoor Adventures Swimming	Dan (AFC Fylde)- Striking and Fielding Sports Net and Wall Sports	Dan (AFC Fylde)- Athletic Activities Gymnastics

Music	**Livin' On A Prayer** Theme: Rock anthems. Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience. Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.	**Classroom Jazz 1** Themes: Jazz, improvisation and Swing. Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience. Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.	**Make You Feel My Love** Theme: Pop ballads. Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience. Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.	**The Fresh Prince of Bel-Air** Theme: Old-school Hip Hop. Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience. Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.	**Summer Production** • To play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression.	
Modern Foreign Language	**On Holiday** • Recognise and use some basic holiday vocabulary in spoken and written sentences. • Understand and participate in a short conversation about animals at the zoo, responding to questions in full sentences and giving simple opinions, with help. • Be able to prepare and deliver a short talk about a holiday, adapting sentences from the unit that differ from the English sentence structure. • Translate French and English words using a bilingual dictionary, with help, and pronounce the unfamiliar words accurately using knowledge of French phonics.	**Eating Out** • Understand some unfamiliar vocabulary and the main points of a story, including opinions, in its spoken and written versions. • Recognise subject pronouns, and use "il" and "elle" with verbs in speech and writing to form sentences about what someone is having to eat/drink, from memory. • Perform a short role-play, using and adapting sentence structures from the unit. • Use formal language, e.g. the "vous" form, in appropriate situations, e.g. to a restaurant customer	**Hobbies** • Express their likes and dislikes, and use "tu" to ask others for their opinion in a short conversation. • Read the unit's story aloud and recognise and understand some of its key points without reading the English text. • Be able to talk and write about what they and others do or like doing, giving more complex opinions when prompted. • Recognise the difference between "le"/ "la" and "un"/ "une" in the context of the unit and apply them to nouns with little help. • Understand and recognise some irregular plural nouns in French.	**School Trip** • Identify the difference between "mon", "ma" and "mes" in the French story text. • Identify and form new sentences, with some help, based on existing knowledge of French sentence structure, e.g. forming negative sentences from positive sentences. • Recognise the future tense with little help. • Say and write about what they do and don't like to do in the context of school trips. • Join in with the unit's song, pronouncing all the words clearly and accurately.	**Seasons** • Understand the meaning of the pronoun "on" in sentences relating to the date. • Respond to questions requiring a more complex opinion, using sentence models from the lesson. • Understand a set of French instructions to make a Chinese lantern with little help. • Recognise and use adjectives, understanding that they need to change according to a noun's gender and number. • Understand that French sentence structure often differs from in English, and use adjectives that go after the noun in French appropriately and with little help.	**The Environment** • Understand and use articles, selecting them according to the gender and number of the noun, with some accuracy. • Use the third person singular form of the present tense to describe what an animal eats. • Prepare from memory, and present, a short weather report, using sentence structures that differ from English structures, with little help. • Write some regular plurals when provided with the singular noun and recognise some irregular plural nouns.
Computing	Unit 5.1 Coding • To begin to simplify code. • To create a playable game. • To understand what a simulation is. • To program a simulation using 2Code. • To know what decomposition and abstraction are in computer science. • To a take a real-life situation, decompose it and think about the level of abstraction.	Unit 5.2 Online Safety • To gain a greater understanding of the impact that sharing digital content can have. • To review sources of support when using technology and children's responsibility to one another in their online behaviour. • To know how to maintain secure passwords. • To understand the advantages, disadvantages, permissions and	Unit 5.4 Databases • To learn how to search for information in a database. • To contribute to a class database. • To create a database around a chosen topic. Unit 5.5 Game Creator • To plan a game. • To design and create the game environment. • To design and create the game quest.	Unit 5.5 Game Creator • To plan a game. • To design and create the game environment. • To design and create the game quest. • To finish and share the game. • To self and peer evaluate. Unit 5.6 3D Modelling • To be introduced to 2Design and Make and the skills of computer aided design.	Unit 5.7 Concept Maps • To understand the need for visual representation when generating and discussing complex ideas. • To understand the uses of a 'concept map'. • To understand and use the correct vocabulary when creating a concept map. • To create a concept map.	Unit 5.7 Concept Maps • To understand the need for visual representation when generating and discussing complex ideas. • To understand the uses of a 'concept map'. • To understand and use the correct vocabulary when creating a concept map. • To create a concept map.

• To understand how to use friction in code. To begin to understand what a function is and how functions work in code. • To understand what the different variables types are and how they are used differently. • To understand how to create a string. • To understand what concatenation is and how it works. Unit 5.2 Online Safety • To gain a greater understanding of the impact that sharing digital content can have. • To review sources of support when using technology and children's responsibility to one another in their online behaviour. • To know how to maintain secure passwords. • To understand the advantages, disadvantages, permissions and purposes of altering an image digitally and the reasons for this. • To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online. • To learn about how to reference sources in their work. • To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information. • To ensure reliability through using different methods of communication.	purposes of altering an image digitally and the reasons for this. • To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online. • To learn about how to reference sources in their work. • To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information. • To ensure reliability through using different methods of communication. Unit 5.3 Spreadsheets • To use formulae within a spreadsheet to convert measurements of length and distance. • To use the count tool to answer hypotheses about common letters in use. • To use a spreadsheet to model a real-life problem. • To use formulae to calculate area and perimeter of shapes. • To create formulae that use text variables. • To use a spreadsheet to help plan a school cake sale.	• To finish and share the game. • To self and peer evaluate.	• To explore the effect of moving points when designing. • To design a 3D Model to fit certain criteria. • To refine and print a model.	• To understand how a concept map can be used to retell stories and information. • To create a collaborative concept map and present this to an audience.	• To understand how a concept map can be used to retell stories and information. • To create a collaborative concept map and present this to an audience.