

Long Term Scheme of Learning

Upper Key Stage 2 Year 6

2025-26



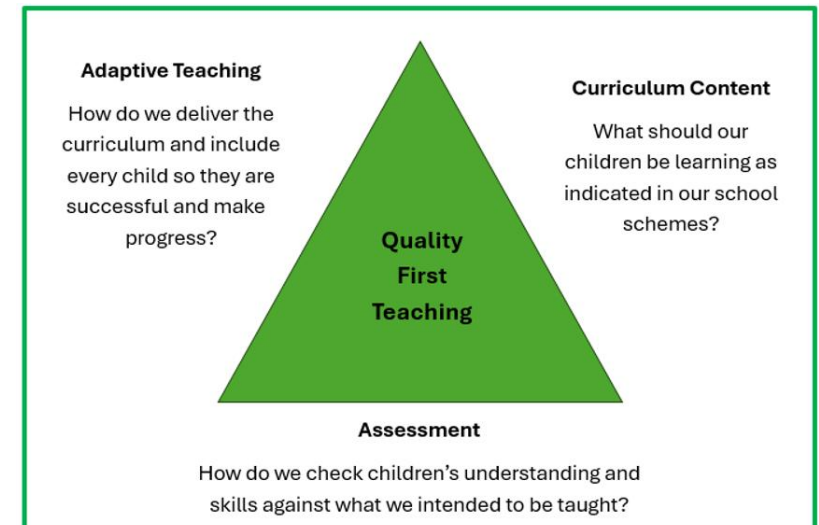
At Barley Fields Primary School, our Curriculum Promise is a guarantee that we will provide every child with access to an aspirational, high-quality and sequenced curriculum where the needs of your child across a range of developmental areas – academic, social and emotional – will always be at the centre of our provision and planning. We will provide stimulating wider curriculum where all children will benefit from a diverse range of educational experiences and residential visits during their journey through our school.

Quality first teaching is the primary function of our school and we use a teaching model that includes an inter-relationship of three pedagogical aspects: **Subject Content, Adaptive Teaching and Effective Assessment.**

Subject content for each curriculum area is coherently planned and progressively sequenced for all subjects and meets the statutory requirements of the National Curriculum and more. Differentiated layers of curriculum planning are effective in supporting teaching and learning across the school and teaching resources have been created with a consideration of the foundational knowledge, vocabulary and skills children need to achieve well. Planned lesson content is sequential and extends/builds on previously taught knowledge and skills.

We have successfully designed our curriculum to be ambitious and to meet the needs of all children, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. As our children make progress; they know more, remember more and are able to do more.

All children study the full curriculum. We have carefully considered and analysed our curriculum with regard to equality and the possible implications for pupils with protected characteristics including Special Educational Needs. We do not narrow our curriculum offer to any child but may amend the curriculum to offer bespoke provision if necessary. Our curriculum promotes high standards and excellence in all areas and is based on practical and first-hand experiential learning. We embed the use of technology across the curriculum and have excellent resources in this area. In addition to the academic and creative subject teaching, we will promote learning through growth mindset and the enhance the development of personal skills in a fun, caring and mutually supportive environment. Barley Fields Primary is a Rights Respecting School and our ethos actively promotes British Values and Global Learning.



English – Writing Composition

Autumn 1

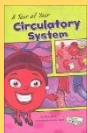
Benchmark Task
House Description



Ghost Stories



Descriptions
Dialogue
Narrative
Campfire Stories



The Circulatory System

Formal non-chronological

report
Informal information text
(choice of text type)



Autumn 2

Battle Cry

Persuasive/motivational speeches linked to WW2



Poetry



In Flanders Fields
The Witches

MacBeth

Instructions
Narrative
Court room speech



Christmas Unit

Christmas truce or Edgar

Spring 1



Monster Hunter's

Instructions
Guide (choice of formality and style)



Amazing Animals

Write the content for websites



Narrative

Wizard Of Oz
Holes
Coraline
MacBeth
The Highwayman



Spring 2



Holes

Survival Guide
Letter from Stanley to parents

Narrative
Advert
Incident report
Courtroom speech
Discussion text
News report



Summer 1



Holes

Survival Guide
Letter from Stanley to

parents
Narrative
Advert
Incident report
Courtroom speech
Discussion text
News report



Summer 2

The Final Year

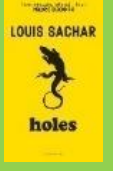


Letters
Poetry
School report
How To Survive Y6 (Nate)
Narrative

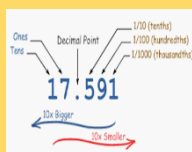


English - Reading

 Reciprical Reading  Whole Class Reading	 Reciprical Reading  Whole Class Reading	 Reciprical Reading  Whole Class Reading	 Whole Class Reading 	 Whole Class Reading 	Reading for Pleasure 
Brown books  Black books 	Black books  Free readers	Black books  Free readers	Black books  Free readers	Black books  Free readers	Brown books  Black books 
Initial Assessment D – Y5 E – Y6 F – Y7 	Skills/tools focus D – Y5 (5 times a week) E – Y6 (3 times a week) F – Y7 (twice a week) 	Mid-term assessment D – Y5 (5 times a week) E – Y6 (3 times a week) F – Y7 (twice a week) 	Skills/tools focus D – Y5 (5 times a week) E – Y6 (3 times a week) F – Y7 (twice a week) 	5 Stories a week E – Y6 F – Y7 G – Y8 – access through school alone 	Final Benchmark E – Y6 F – Y7 G – Y8 – access through school alone 
 Non-chronological reports (geography/biology) Group read: Desert Creatures Independent Read Desert Biomes Narrative / myth / information text Group read: Cyberbullying Independent read: Medusa	 Poetry & descriptive text Group read: Diwali Dreams Independent read: Bonfire Night Narrative / non-fiction (history/culture) Group read: Gothic Fiction Independent read: The Maya	 Poetry & descriptive narrative (WW2 era) Group read: A Gunner's Day Independent read: The Little Smuggler Non-chronological report (historical/biography)	 - Circle the correct option - Give one reason why - Find and copy - What does this word mean? - What/Why/How/Which/Who Where?	 - Number from 1-5 - Give 2 reasons why - Give one piece of evidence - According to the text - Impression and evidence Previous SAT papers CGP assessments	 Non-chronological report / narrative report (science/space) Group Read: New Species Discovered in the Galapagos Independent Read Moon Landing Poetry (classic) Group Read: The Listeners

	Historical narrative / biography Group Read: Katherine Ferrers Independent Read: Julius Caesar	Classic narrative extract Group read: A Christmas Carol Independent read: Bob Cratchit's House	Group read: Reginald Joseph Mitchell Independent Read: World War II Non-chronological reports (geography/economy) Imports and Exports of the UK / Biomes of the World	True or False Previous SAT papers CGP assessments		Independent Read: The Scarecrow Narrative / non-chronological report (history/social) Group Read: Migration to the UK Independent Read: Windrush Passenger
	<u>Class Readers</u> 	<u>Class Readers</u> 	<u>Class Readers</u> 	<u>Class Reader</u> 	<u>Class Reader</u> 	<u>Class Reader</u> 
	<u>Enhanced Reading for pleasure</u> Ghost stories The Circulatory System War fiction and non fiction Gothic novels/stories (Frankenstein, Jekyll and Hyde, Dracula) Author Focus: Adam Kay	<u>Enhanced Reading for pleasure</u> Mythical creatures Shakespeare for kids Beowulf Author Focus: William Shakespeare	<u>Enhanced Reading for pleasure</u> Texts about animals Poetry United States of America Myths and legends Mythical Monsters texts Author Focus: Louis Sachar	<u>Enhanced Reading for pleasure</u> Poetry Author Focus: Benjamin Zephania	<u>Enhanced Reading for pleasure</u> Skellig Author Focus: David Almond	<u>Enhanced Reading for pleasure</u> Skellig Author Focus: David Almond
	Enhanced Classroom provision Reading to learn - Books about war - Books about the body - Mountains - Healthy bodies - Netball	Enhanced Classroom provision Reading to learn - Books that link to electricity - Mountains - Healthy bodies - Netball	Enhanced Classroom provision Reading to learn - Information Texts Animals - Living things - Evolution - The internet/people in computing - Our local area - United States of America - Hockey - Exercise - Banksy - Graffiti - Bridges	Enhanced Classroom provision Reading to learn - Science – Evolution and inheritance - Charles Darwin - Data and information - Computers - Copyright - Our local area - Growing up	Enhanced Classroom provision Reading to learn - Science – Light - Programming - Global trade - Crime and punishment - Cricket - Athletics/athletes	Enhanced Classroom provision Reading to learn - Scientists - Enterprise/Biographies - Business - Global trade - Crime and punishment - Fairtrade - Art illusions - Food around the world

Mathematics



Number: Place Value

2 weeks

- Place Value Beyond 10,000
- Place Value of Decimals
- Powers of 10
- Multiply and divide by 10, 100, 1000
- Counting in Multiples
- Compare and order
- Rounding
- Negative numbers

Number – Four Operations

- Add and subtract integers
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Number – Four Operations

2 weeks

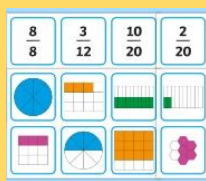
- Common factors
- Common multiples
- Rules of divisibility
- Primes to 100
- Square and cube numbers
- Multiply up to a 4-digit number by a 2-digit number
- Order of operations
- Solve problems with multiplication

Number – Four Operations

2 weeks



- Short division
- Division using factors
- Introduction to long division
- Long division with remainders
- Solve problems with division
- Solve multi-step problems
- Order of operations
- Mental calculations and estimation



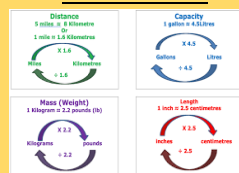
Number

Fractions A

2 weeks

- Equivalent fractions and simplifying
- Equivalent fractions on a number line
- Compare and order (denominator)
- Compare and order (numerator)
- Add and subtract simple fractions
- Add and subtract any two fractions
- Add mixed numbers
- Subtract mixed numbers
- Multistep Problems

Measurement

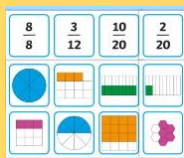


Converting Units

1 week

- Metric Measures
- Convert Metric Measures
- Calculate with metric measures
- Miles and kilometres
- Imperial measures

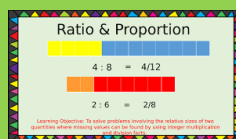
Number



Fractions B

2 weeks

- Multiply fractions by integers
- Multiply fractions by fractions
- Divide a fraction by an integer
- Mixed questions with fractions



Ratio

1 week

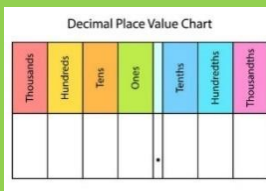
- Add or multiply?
- Use ratio language
- Introduction to the ratio symbol
- Ratio and fractions
- Scale drawing
- Use scale factors
- Similar shapes
- Ratio problems
- Proportion problems
- Recipes



Statistics – Algebra

2 weeks

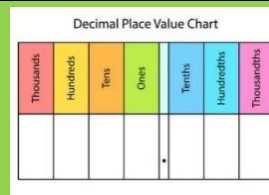
- 1-step function machines
- 2-step function machines
- Form expressions
- Substitution
- Formulae
- Form equations
- Solve 1-step equations
- Solve 2-step equations
- Find pairs of values
- Solve problems with two unknowns



Number Decimals

1 week

- Place value within 1
- Place value – integers and decimals
- Round decimals
- Add and subtract decimals
- Multiply decimals by 10, 100 and 1,000

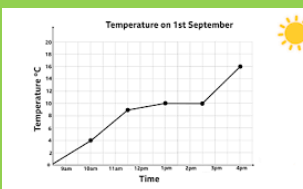


Number

Fractions, Decimals and Percentages

2 weeks

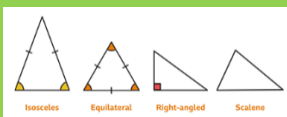
- Decimal and fraction equivalents
- Fractions as division
- Understand percentages
- Fractions to percentages
- Equivalent fractions, decimals and percentages
- Order fractions, decimals and percentages
- Percentage of an amount – one step
- Percentage of an amount – multi-step



Statistics

1 week

- Line graphs
- Dual bar charts
- Read and interpret pie charts
- Pie charts with percentages
- Draw pie charts
- Calculate the mean



Geometry –Angles

2weeks

- Measure and classify angles
- Calculate angles
- Vertically opposite angles
- Angles in a triangle
- Angles in a quadrilateral
- Angles in polygons
- Circles

SATS Revision and Statutory

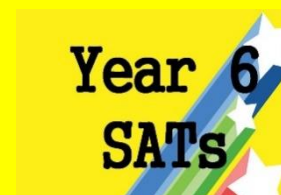
Testing

4 weeks

Revision

Reasoning booklets:

- Place value
- Four operations
- Fractions
- Ratio
- Algebra
- Geometry
- Statistics
- Measurement



Themed Projects and Problem Solving

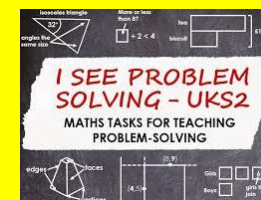
Themed Projects and Problem Solving

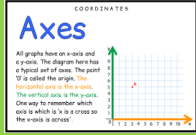
Enterprise project

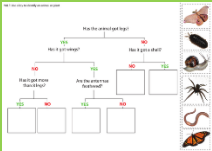
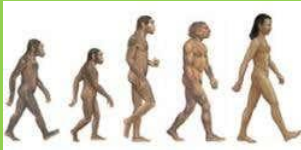
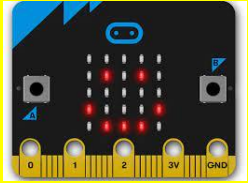
Money
Profit
Loss
Investment

Problem solving

Age Old Problems
Shape problems
Logic problems
Time problems

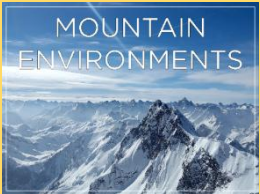


		5. Find a Fraction of an amount 6. Fraction of an amount – find the whole	5. Divide decimals by 10, 100 and 1,000 6. Multiply decimals by integers 7. Divide decimals by integers 8.  Measures Area, Perimeter and Volume 2 weeks 1. Shapes – same area 2. Area and perimeter 3. Area of a triangle – counting squares 4. Area of a right-angled triangle 5. Area of any triangle 6. Area of a parallelogram 7. Volume – counting cubes 8. Volume of a cuboid	8. Drawing Shapes accurately 9. Nets of 3D shapes  Geometry – position and direction 1 week 1. Coordinates in the first quadrant 2. Read and plot points in four quadrants 3. Solve problems with coordinates 4. Translations 5. Reflections		
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Science	Animals including Humans The Circulatory System 	Electricity Changing Circuits 	Living Things and Their Habitats Classifying Organisms 	Evolution and Inheritance 	Light and Sound Seeing Light 	Scientists and Inventors 
	1. What is the circulatory system – heart, lungs and blood vessels 2. What is blood? Investigation 3. How does blood move through the heart? 4. Heart Dissection Science Investigation 5. Science Investigation – Is there a link between heartbeat and exercise? 6. How does diet, drugs and cigarettes affect the human body?	1. How can we construct series circuits in different ways? 2. How can we construct and draw series circuits using symbols? 3. What are complete and incomplete circuits? 4. How can we change circuits to make different things happen? 5. Science Investigation – Exploring the effects of Voltage	1. What are the conditions for life? 2. How do we group and classify organisms? 3. How do we classify animals? 4. How do we classify plants? 5. What is a micro-organism? 6. Who was Carl Linnaeus? 7. Investigation – What is Yeast?	1. What are inheritance characteristics? 2. How do animals and plants adapt? 3. What is evolution? 4. Who was Charles Darwin? 5. What is natural selection? 1. Science Investigation – Darwin's Finches	1. How does the eye allow us to see things? 2. What is light and how does it travel? 3. How are shadows formed? 4. Investigation – How can we change Shadows? 5. What is reflection? 6. Spectacular Spectrum – Are there colours in white light?	1. Pioneering Science: The Human Heart – Who was Dr Daniel Hale Williams? 2. Who was Rosalind Franklin and what did she discover?? 3. Science in Action Meet 2 doctors – What is a vaccine?
Computing	Computer Science Computing Systems and Networks Communication and Collaboration 	Information Technology Creating Media 3D Modelling 	Information Technology Creating Media Web Page Creation 	Information Technology Data and Information Introduction to Spreadsheets 	Computer Science Programming Variables In Games 	Computer Science Programming Sensing 

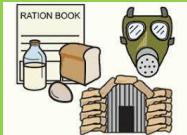
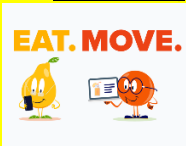
	1. What is an internet address? 2. How is data sent? 3. How do computer systems work together? 4. How do computer systems share information? 5. How do we communicate using a computer? 6. How can we communicate responsibly?	1. What is 3D Modelling? 2. How can I manipulate a 3D model? 3. Can I duplicate, resize and reorient 3D shapes? 4. Can I create a 3D model for a given purpose? 5. Can I plan a 3D model? 6. Can I create a 3D model?	1. What makes a good website? 2. How would you lay out your web page? 3. Copyright or copyWRONG? 4. Can I review how my website looks? 5. What is a navigation path? 6. What is linked content? Why do I need to be careful with this?	1. What is a Spreadsheet? 2. How can I create a spreadsheet? 3. What's the formula? 4. How can I calculate and duplicate? 5. Can I plan an event using Excel? 6. How can I present data using Excel?	1. What is a variable? 2. What are variables in programming? 3. How can I improve a game? 4. Can I design a game? 5. Can I code my design into a game? 6. How can I improve and share my work?	1. What is a micro:bit? 2. Go with the flow. 3. How do I sense inputs? 4. How do I plan a program? 5. Can I design a step counter program? 6. Can I make a step counter program?
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History	 The Second World War The Battle of Britain	 Local Study – Our Local Area During the Second World War	 Crime and Punishment through the Ages
	1. What do historical sources tell us about the past? 2. Why did Britain go to war with Nazi Germany? 3. When and where did the Battle of Britain take place? 4. Why was the Battle of Britain a significant turning point in British history? 5. Who were 'The Few' and why do we owe them so much? 6. Which aircraft fought in the Battle of Britain?	1. What can local street names and local landmarks tell us about our area during the Second World War? 2. How was our local area significant during the Second World War? 3. What can we discover about Thornaby Aerodrome? 4. How can we use historical evidence to build a picture of the past? 5. What do we know about the last flight of Lockheed Hudson NR-E?	1. What is Crime? What is the British legal system? 2. What are historical time periods? 3. What did crime and punishment look like in the Roman era? 4. How were punishments different in the Anglo-Saxon and Viking period? 5. How were crime and punishments implemented in the Medieval and Tudor periods? 6. Why did so much change happen in crime and punishment in the 19th century? 7. Do today's punishments fit the crimes committed?

Geography	 Mountain Environments	 United States of America	 Global Traders
	1. What are the key features of mountains? 2. Where are the world's major mountain ranges located? 3. How can I locate famous mountains using longitude and latitude? 4. How are fold mountains formed? 5. What is a mountain's climate? 6. Where are the UK's highest peaks?	1. What are the key human and physical features of the USA? 2. How was the Grand Canyon formed? 3. Where are all the people? 4. What is the impact of floods and droughts in the USA? 5. What are the factors that affect farming in the USA? 6. How has the development of New York changed through time?	1. How did trade get global? 2. Where do the food products we buy come from? 3. What does the journey of goods look like from source to sale? 4. What does the UK export and to where? 5. What is Fairtrade?

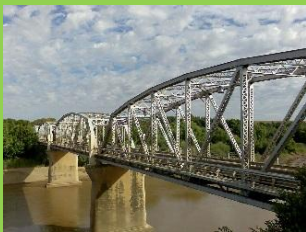
Physical Education	 Games (Consolidating Invasion Games through Tag Rugby) 1. Develop passing and moving to create space 2. Explore different passes that can be used to outwit defenders 3. Refine defending as a team 4. Create and apply defending tactics, develop officiating 5. Level 1 tournament	 Dance and Movement 1. Exploring prejudice and discrimination. 2. Prejudice: Exploring Sexism through dance 3. Prejudice: Exploring Classism through dance 4. Other Prejudices: Exploring other Prejudices through dance 5. The power of unity through Dance: Tackling Prejudices 6. Final performance: Delivering a message through dance.	 Games (Consolidating Invasion games through Netball) 1. Refine passing and receiving 2. Apply passing, footwork and shooting into mini games, introduce officiating 3. Introduce defending 4. Introduction to Stinger Netball, consolidating learning 5. Explore the function of other passing styles	 Gymnastics Matching and Mirroring 1. Introduction to matching 2. Application of matching learning onto apparatus 3. Introducing mirroring 4. Application of mirroring learning onto apparatus 5. Sequence development 6. Performance	 Athletics "My Personal Best" 1. Level 1: Running for speed competition 2. Level 1: Throwing competition 3. Level 1: Jumping competition 4. Consolidating Hurdles 5. Competitive Sports Day	 Games – Net and Wall Tennis 1. Consolidate sequence of learning from year 5: Recap doubles. 2. Game application: Cone tennis. 3. Game application: Round robin games. 4. Game application: Mixed ability doubles, round robin games. 5. Game application: Tag team tennis. 6. Level 1 tournament
	 Athletics Sports Hall Athletics Cross Country 1. Develop running for speed, introduction to kick boards. 2. Develop running for speed using under/over obstacles 3. Refine relay change overs and tactics. 4. Refine indoor athletics events in preparation for local competitions. 5. Explore running for distance 6. Understand and apply tactics when running for distance Cross Country	 Games – Invasion Hockey 1. Refine dribbling 2. Recap and refine dribbling and passing creating attacking opportunities 3. Develop defending: Blocking and tackling 4. Refine shooting 5. Refine defending skills, developing transition from defence to attack 6. Level 1 tournament	 Health Related Exercise (Methods of training) 1. Cardiovascular Endurance 2. Speed 3. Muscular Endurance 4. Muscular Strength 5. Balance and Flexibility 6. Circuit Training	 Outdoor Adventurous Activities Orienteering 1. Introduction to Maps 2. Introduction – Netball Cone orienteering 3. Team Orienteering Challenges 4. Introducing Point and return 5. Point to point 6. Timed Course	 Games (Consolidating Striking and Fielding through Rounders) 1. Consolidate sequence of learning from year 5: Refining our understanding of rounders 2. Introduction to rounders (full version) 3. Consolidate fielding tactics 4. Refine our understanding of what happens if the batter misses or hits the ball backwards 5. Batting considerations 6. Level 1 Tournament	 Health Related Exercise Enrichment -Live it get active. 1. Recap the components of fitness and explore the effects of boxing/boxercise training affects each one. 2. Cardio 1 workout through boxercise, developing correct technique. 3. Cardio 2 – boxercise circuit. 4. Explore RHR and WHR through a boxercise circuit. 5. Pupils to create a boxercise fitness circuit. 6. Perform boxercise circuit.

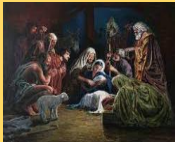
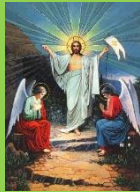
	Competition					
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MFL	At School (A L'école)	Le Weekend – The Weekend	Me in the World - (<i>Moi dans la Monde</i>)	WW2 (La Seconde Guerre Mondiale) Progressive Language Unit	Manger et Bouger (Eat and Move)	French Culture
						
	- Which subjects do you study at school? - Which subjects do you like and dislike in school? - What is the time? - What time do you study each subject? - What have you learnt in the unit A L'école? - End of Unit Assessment	- Can you tell the quarterly times on a clock? - Which activities do you like to do at the weekend? - What do you do at the weekend and when? - What are your opinions of your weekend activities? - What have you learnt in the unit, Le Weekend?	- What are the other French-speaking countries around the world? - What are the key celebrations and festivals in French-speaking countries? - What do you know about religious celebrations in French-speaking countries? - What are the similarities and differences between Paris and Port-au-Prince? - What could you do to be a more responsible global citizen? - What have you learnt in the unit <i>Moi dans la Monde</i>?	- Can you decode unknown language in longer pieces of French text? - Which countries are associated with WWII and what is the language spoken in each? - What was Ralph's experience of WWII? - What was Vera's experience of WWII? - What was Daisy's experience of WWII - What have you learnt in the unit, <i>La Seconde Guerre Mondiale</i>?	- Can you name ten healthy food and drink items? - Can you name ten unhealthy food and drink items? - Can you name the healthy and unhealthy food and drink items? - Can you say key phrases for activities you do to keep fit? - What have you learnt in the unit, <i>L'ancienne histoire de la Grande Bretagne</i>?	- How is Le Carnaval celebrated in France? - How is La Galette Des Rois celebrated in France? - How is Le Poisson d'Avril celebrated in France? - How is Le Bleu de France celebrated? - Can you write a letter to a pen pal in France?

Music	 Happy	 Christmas Performance	 Classroom Jazz	You've got a Friend 	Music and Me 	Reflect, Rewind and Replay 
	1. Have you heard the song 'Happy' By Pharrell Williams? 2. Can you play alongside the song? 3. Can you improvise alongside the song? 4. Can you compose with the song? 5. Do you know the song 'When You're Smiling' sung by Frank Sinatra? 6. Do you know the song 'Love Will Save The Day' sung by Brendan Reilly? Consolidation of composition of musical sections.	1. What is a production? How will this production look different from your end of year production in Year 3? 2. How do we communicate thoughts and feelings of a character or songs? 3. What do you do if you lose your part? 4. How can we make sure that the audience can hear and understand us? 5. Look at your performance. What went well? What would you change? How could you improve it? 6. Are you ready to perform?	1. Have you heard 'Bacharach Anorak' by Ian Gray? 2. Can you play alongside the song? 3. Can you improvise alongside the song? 4. Have you heard 'Meet The Blues' by Ian Gray? Can you compose with the song? 5. Do you know 'Back o' town blues' by Earl 'Fatha' Hines? 6. Do you know 'Things Ain't What They Used To Be' by Ellington and Parsons? Can you perform your piece? Consolidation of composition of musical sections.	1. Have you heard the song 'You've Got a Friend' by Carole King? 2. Can you play alongside the song? 3. Can you improvise alongside the song? 4. Can you compose with the song? 5. Do you know the song 'Will You Still Love Me Tomorrow' by The Shirelles? 6. Do you know the song 'You Make Me Feel Like A Natural Woman'? Consolidation of composition of musical sections.	1. Can you create a piece of music that explores your identity? 2. Do you remember who Anna Meredith is? 3. Do you remember who Shiva Feshareki is? 4. Do you remember who Eska is? 5. Do you remember who Afrodeutsche is? 6. Can you perform your composition? Can you reflect on your learning?	1. What is a production? How will this production look different from your end of year production in Year 5? 2. How do we communicate thoughts and feelings of a character or songs? 3. What do you do if you lose your part? 4. How can we make sure that the audience can hear and understand us? 5. Look at your performance. What went well? What would you change? How could you improve it? 6. Are you ready to perform?

Art & Design	In Flanders Fields Painting and Textile 	Street Art Banksy – Artist Study 	Art Illusions / Bridgit Riley Drawing 
	1. What do the children already know about WW1 Art? 2. Who was Paul Nash? 3. Can I create art using a wet on wet water colour technique? 4. Can I create Art work in the style of Paul Nash? 5. How can I create textile art – felt pictures?	1. What do you already know about graffiti? What is street art? 2. How do graffiti artists create their lettering? 3. How can street art be used to improve a space? 4. Can street art have a message? 5. How are stencils made? 6. How can stencil design be enhanced?	1. What is an illusion? 2. What is perspective and how-to artists use this to trick our eyes? 3. What is a vanishing point and horizon line? 4. Who is the artist Bridget Riley? 5. What can be designed using optical illusion art?

Design Technology	Textiles Christmas Advent Calendar 	Structures Bridges 	Food Great British Dishes 
	1. What are we learning in DT? 2. Investigating the market 3. How can I join textiles? 4. How and why do I use a template? 5. Can I design a decoration for a Christmas Advent Colander? 6. Can I make a decoration for a Christmas Advent calendar? 7. How did my decoration turn out?	1. What are we learning in DT? 2. What do I know about Bridges? 3. What is a Truss used for? 4. What is an Arch bridge? 5. What is a suspension bridge? 6. Can I design a bridge? 7. Can I make a bridge? 8. How did my bridge turn out?	1. What are national dishes? 2. Are some English sweet national dishes healthy? 3. What are Scotland's national dishes? 4. What are national dishes in Wales? 5. How have other countries and cultures influenced the British diet?

RE	Beliefs and Practices What are Rites of Passage? 	Festivals/ Sacred Texts: What do the Gospel stories tell us about the birth of Jesus? 	Sacred Texts/ Founders and Leaders: What is the Bible's big story? 	Festivals/Beliefs and Practices: How far can the death of Jesus be seen as a victory? 	Beliefs and Practices Freedom and justice – which is the most important? 	Beliefs and Practices/ Places of Worship: How do people express religion and spirituality through the arts? 
	1. What is a Rite of Passage? 2. What rites of Passage welcome a new baby? 3. What rites of passage welcome children into adulthood? 4. How is the rite of passage known as marriage celebrated in different religions? 5. What are the final rites of passage in people's lives?	1. What happens in the Christmas Story? 2. Do accounts of the nativity vary in the Gospels? 3. What were the differences in accounts of the nativity in the Bible? 4. What does Art linked to the Gospel accounts tell us about the Nativity? 5. How can modern Art tell us about the Nativity?	1. What is the big story of the Bible? 2. What is the Judeo-Christian story of Creation? 3. What is sin? 4. What does the story of Moses and the Passover represent? 5. Why did Christians believe that Jesus was the Messiah? 6. What do Christians believe the Kingdom of God is like?	1. What is meant by Victory? 2. How is Jesus' death seen by Christians as a victory? 3. How can Christian beliefs be seen in Easter hymn lyrics? 4. What is meant by redemption? 5. What are the connections between Easter and Christmas beliefs?	1. What is Freedom? 2. Is life fair? 3. What is Justice? 4. How do our human rights link to Freedom and Justice? 5. Can individuals make a difference – what does it mean to protest? 6. Is Freedom or Justice more important?	1. What makes Art religious? 2. What meaning can be taken from Christian religious art? 3. What meaning can be taken from Islamic religious art? 4. How do Buddhists and Hindus express their religion through art? 5. How can I express my faith/worldview through art?

PSHE	Health and Well Being - Think Positive 	Health and Well Being - Safety First 	Relationships - VIPs 	Relationships - Growing Up 	Living in the Wider World - Respecting Rights 	Living in the Wider World - One World 
	1. What are thoughts, feelings and behaviours? How do thoughts, feelings and behaviour influence each other? 2. How do our emotions respond to certain events and how our feelings can change over time 3. What does it matter what we think of ourselves? 4. How can our thoughts and feelings help us have a positive attitude to learning and what strategies can we use to overcome difficulties and challenges?	1. What is a risk? 2. What does it mean to take responsibility for our own safety and how can we do this? 3. How can we decide if a situation is risky or dangerous and what can we do if we feel we are in a risky situation? 4. How do we know if there is an emergency and what should we do in an emergency? 5. Why do we need to keep our online profile private?	1. What does love mean and who are the people we love? 2. What are the consequences of behaving unkindly to the people around us and how can we calm down when we are feeling angry or upset with other people? 3. When might we feel under pressure to do something that we feel unsure about or don't want to do and what can we do when this happens? 4. What are some of the signs of an unhealthy or risky relationship and when might it be best to end a relationship and how can we do this?	1. How might our thoughts and feelings change during puberty and how can we deal with difficult feelings and moods? 2. Is there an ideal kind of body and what information can affect how we think and feel about ourselves and our bodies? 3. What are stereotypes? 4. Should gender stereotypes be challenged?	1. What are some of the ways that ideas about human rights have changed and how have those changes happened? 2. What do we need to do to respect the human rights of others and what are the consequences of not respecting these rights? 3. What are human rights activists and what do they do?	1. What does it mean to be a global citizen and how can we be responsible global citizens? 2. What is global warming and what can we do to help? 3. How does energy we use contribute to global warming and what can we do to help? 4. What is biodiversity and why is it important and what can we do to encourage biodiversity?
RSE	Puberty and Human Reproduction 				 Communication in Relationships Online Relationships	

	1. Describe how the body changes during puberty 2. Describe why the body changes during puberty in preparation for reproduction 3. What are the main stages of human reproduction?		1. Explore the importance of communication and respect in relationships 2. Explain differences between healthy and unhealthy relationships 3. Know that communication and permission seeking are important 4. Explore positive and negative ways of communicating in a relationship 5. Consider when it is appropriate to share personal / private information in a relationship 6. Know how and where to get support if an online relationship goes wrong
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