

# Long Term Planning – Phase 3 (Y4/5/6)

Enrichment opportunities in **bold** are also in the Enrichment Passport

Phase 3 (Y4,5 & 6)	Autumn Term	Spring Term	Summer Term
	YEAR A 2022/23 AND 2025/26		
Topic Theme	Rivers	World War II	Greece
Core Concepts	<p><b>Time, change and chronology,</b> – <i>when, what order, how have things changed?</i> What is the same? What is different? What is progress? (<i>Use of rivers on the past, settlements, transport</i>)</p> <p><b>Reasons and Results – why things happened, how people made a difference, change that followed</b> (<i>development of cities on rivers</i>)</p> <p><b>Historical evidence, – how do we know about the past? What sources are the best?</b> (<i>first hand – river Ouse, books, newspapers, photos</i>)</p> <p><b>Place - what makes up a place? What are its characteristics</b> (<i>rivers of York</i>),</p> <p><b>Space- the significance of location.</b> (<i>source and mouth of rivers, features</i>)</p> <p><b>Environment – the significance of the environment</b> (<i>impact the river has on York – positive and negative</i>)</p> <p><b>Scale – geographical outcomes on different levels – cause and effect</b>(<i>flooding – how and why</i>)</p> <p><b>Change – how geographical phenomena change over time</b> (<i>flooding impact, climate change, pollution</i>)</p> <p><b>Interconnections – how aspects of geography affect each other?</b> (<i>Water cycle, climate change, building on flood plains</i>)</p> <p><b>Sustainability – supporting life in the future</b> (<i>pollution and climate change</i>)</p>	<p><b>Time, change and chronology,</b> – <i>when, what order, how have things changed?</i> What is the same? What is different? What is progress? (<i>When in history, timeline of events, changes since the war</i>)</p> <p><b>Reasons and Results – why things happened, how people made a difference, change that followed</b> (<i>Events leading to the war, key figures and countries roles, homefront</i>)</p> <p><b>Historical evidence, – how do we know about the past? What sources are the best?</b> (<i>Eden camp, newspapers, videos, posters, exploring propaganda</i>)</p> <p><b>Interpretations, – how do we know what happened in History?</b> (<i>understanding bias</i>)</p> <p><b>Place - what makes up a place? What are its characteristics</b> (<i>countries of Europe, location</i>),</p> <p><b>Space- the significance of location.</b> (<i>neighbouring countries, impact location had on invasion</i>)</p> <p><b>Scale – geographical outcomes on different levels – cause and effect</b>(<i>spread of the war – involving other countries</i>)</p>	<p><b>Time, change and chronology,</b> – <i>when, what order, how have things changed?</i> What is the same? What is different? What is progress? (<i>The timeline of ancient Greece, How has Ancient Greece impacted the modern world</i>)</p> <p><b>Reasons and Results – why things happened, how people made a difference, change that followed</b> (<i>key developments that impact today, mathematics, writing</i>)</p> <p><b>Historical evidence, – how do we know about the past? What sources are the best?</b> (<i>archaeology, ruins, what do these things tell us about Ancient Greece</i>)</p> <p><b>Interpretations, – how do we know what happened in History?</b> (<i>What does the evidence teach us about the Ancient Greek lifestyle?</i>)</p> <p><b>Significance – what is most important?</b> (<i>What can we learn from the Ancient Greeks</i>)</p> <p><b>Place - what makes up a place? What are its characteristics</b> (<i>modern Greece – where is it and what is it like?</i>)</p> <p><b>Space- the significance of location.</b> (<i>Greece in Europe and the World – impact on climate</i>)</p>
History	A local study – a significant location beyond 1066 (River in York)	British history an extended period study (WWII)	Broader history study - Ancient Greece

# Long Term Planning – Phase 3 (Y4/5/6)

Geography	<p>The Water Cycle</p> <p>Directions Around The UK</p> <p>Advanced Fieldwork What is the water cycle? Can you successfully locate significant places in the UK using grid references? Which fieldwork tools will help you to analyse the local environment?</p>	<p>Locating Countries Can you use different formats to find significant countries during World War 2?</p>	<p>Latitude &amp; Longitude</p> <p>Europe Characteristics</p> <p>Wider UK Comparisons Can you explain the significance of latitude and longitude? What are the key physical and human features of Europe - particularly those surrounding Greece and also including Russia? How do the physical and human characteristics of Greece, UK and an American country compare? Can you successfully locate significant places in the wider world using grid references?</p>
Art & Design	<p>Drawing from observation</p> <p>Painting (Landscapes - watercolour) (Hockney, Turner, O'Keeffe)</p>	<p>Range of materials</p> <p>Great artists - Picasso (Landscapes and people - WWII)</p>	<p>Sculpture (clay/paper mache pots - Ancient Greek)</p>
Computing	<p>Computer Science: coding (Code studio courses D-F /PM 2Code - Logo Y4 / Crumble Y5 / Scratch Y6)</p> <p>Digital Literacy: Online Safety PM Unit 4.7 Effective Searching (Also linked to PSHE – Summer term)</p>		
	IT: Spreadsheets PM Unit 4.3/5.3/6.3	<p>IT: 3D Modelling PM Unit 5.6</p> <p>IT: Quizzing PM Unit 6.7</p>	IT: Blogging PM Unit 6.4
Design & Technology	<p>Y4 Electrical Systems</p> <p>Simple circuits and switches (including programming and control)</p> <p>Y5 Electrical Systems</p> <p>Using more complex switches and circuits (including programming, control and monitoring)</p>	<p>Y4 Structures</p> <p>Shell structures (including computer-aided design)</p>	<p>Y6 Food</p> <p>Celebrating culture and seasonality (including cooking and nutrition requirements for KS2)</p>
Writing	<p>Explanation</p> <p>Narrative</p>	<p>Poetry</p> <p>Recount</p>	<p>Myths</p> <p>Non-Chronological report</p>
Class Novel	Wind in the Willows by Kenneth Grahame	Arctic Star by Tom Palmer	Shadow of the Minotaur by Alan Gibbons
Enrichment	River Study/ <b>River Boat Tour</b> River safety	<b>Eden Camp/York army museum</b> <b>Jitterbug Ema Havercroft</b>	<b>Flight, food and VR</b>
Values	Rule of Law (River rules & safety)	<p>Refugees &amp; War</p> <p>Diversity of the armed forces</p>	Democracy
PSHE (Jigsaw)	<p>BM (Being Me in My World)</p> <p>'Who am I and how do I fit?'</p> <p>CD (Celebrating Difference)</p> <p>Respect for similarity and difference.</p> <p>Anti-bullying and being unique</p>	<p>DG (Dreams and Goals)</p> <p>Aspirations, how to achieve goals and understanding the emotions that go with this</p> <p>HM (Healthy Me)</p> <p>Being and keeping safe and healthy</p>	<p>RL (Relationships)</p> <p>Building positive, healthy relationships</p> <p>CM (Changing Me)</p> <p>Coping positively with change</p>
RE	<p>Y4: L2.3 Why is Jesus inspiring</p> <p>Y5 U2.2 Why do some people believe God exists</p> <p>Y6 U2.9 What can be done to reduce racism? Can religion help?</p>	<p>Y4 L2.5 Why are festivals important</p> <p>Y5 U2.4 If God is everywhere, why go to a place of worship?</p> <p>Y6 U2.5 Is it better to express your beliefs in arts and architecture of in charity and generosity? Christians, Muslim and non-religious</p>	<p>Y4 L2.8 What does it mean to be a Hindu?</p> <p>Y5 U2.6 What does it mean to be a Muslim in Britain today?</p> <p>Y6 - U2.7 What matters most to Christians and Humanists?</p>

# Long Term Planning – Phase 3 (Y4/5/6)

PE	Football/Dance Netball/Basketball/Dance	Health related exercise/Gymnastics Hockey/Gymnastics	Y4 Swimming/striking and fielding Swimming/athletics Y5/6 striking and fielding/tag-rugby Dance/athletics
Music	Y4 Violin: Posture and open strings Y5 Ukulele: Posture and strumming chords C and Am Y6 Percussion: Play simple melodies in two or more parts on chime bars Composer: Smetana - Vltava (The Moldau)	Y4 Violin: Open strings and 1 <sup>st</sup> and 2 <sup>nd</sup> fingers Y5 Ukulele: 2-finger chords, tremolo and fingerpicking Y6 Percussion: Create rhythmic routines using body percussion, drumsticks and percussion instruments Composer: Glenn Miller – In the Mood	Y4 Violin: D major scale, 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> fingers Y5 Ukulele: F, C7 and G7 chords and the 12-bar blues Y6 Percussion: Samba routine Composer: Mikis Theodorakis - Zorba's Dance
Science	Y4 Electricity & Sound Y5 Earth & space & Forces Y6 Light & electricity	Y4 States of Matter Y5 Properties & changes of materials Y6 Evolution	Y4 Living Things & Animals including Humans Y5 Living things & animals including humans & Sex ed Y6 Living things & animals including humans & sex ed.
MFL	Y4 Aut 1 Zoo animals and their characteristics. Numbers to 30 Aut 2 Days of the week and transport Y5 Aut 1 Places in our town. Aut 2 Hobbies and sports Y6 Aut 1 Daily routines / telling the time Aut 2 In my school – building, subjects and timetables.	Y4 Spr 1 Face parts, describing ourselves. Spr 2 Body parts, describing others Y5 Spr 1 Going to the market, numbers to 50, using currency Spr 2 Items of food and likes/dislikes Y6 Spr 1 At the café, asking politely for things Spr 2 Describing our home town and what there is to do there	Y4 Sum 1 The weather, compass points and French cities Sum 2 Summertime – beach activities and what to wear Y5 Sum 1 Musicman – playing an instrument and musical likes/dislikes Sum 2 Clothing and accessories, sentences using a negative, the seasons Y6 Sum 1 Naming & describing the planets Sum 2 Consolidation / revision

Phase 3 (Y4,5 & 6)	Autumn Term	Spring Term	Summer Term
	YEAR B 2023/24 AND 2026/27		
Topic Theme	Heslington Past and Present	Anglo-Saxons & Scots	Egypt
Core Concepts	<p><b>Time, change and chronology,</b> – <i>when, what order, how have things changed? What is the same? What is different? What is progress?</i> (<i>Heslington village, Victorian era, what we have from Victorian times</i>)</p> <p><b>Reasons and Results – why things happened, how people made a difference, change that followed</b> (<i>Monarchy – Queen Victoria</i>)</p> <p><b>Historical evidence, – how do we know about the past? What sources are the best?</b> (<i>first hand – old school, books, newspapers, photos</i>)</p>	<p><b>Time, change and chronology,</b> – <i>when, what order, how have things changed? What is the same? What is different? What is progress?</i> (<i>When in history, timeline of events</i>)</p> <p><b>Reasons and Results – why things happened, how people made a difference, change that followed</b> (<i>Invasion – events leading up to the Anglo-Saxon reign, how it ended, rulers, law and order</i>)</p> <p><b>Historical evidence, – how do we know about the past? What</b></p>	<p><b>Time, change and chronology,</b> – <i>when, what order, how have things changed? What is the same? What is different? What is progress?</i> (<i>The timeline of ancient Egypt, How has Ancient Egypt impacted the modern world</i>)</p> <p><b>Reasons and Results – why things happened, how people made a difference, change that followed</b> (<i>why were the Egyptians so influential?</i>)</p> <p><b>Historical evidence, – how do we know about the past? What sources are the best?</b> (<i>archaeology,</i></p>

# Long Term Planning – Phase 3 (Y4/5/6)

	<p><b>Interpretations, – how do we know what happened in History?</b> (interpreting what we can see)</p> <p><b>Significance – what is most important?</b> (What changed after the Victorian era?)</p> <p><b>Place - what makes up a place?</b> <b>What are its characteristics</b> (local area study – Heslington)</p> <p><b>Scale – geographical outcomes on different levels – cause and effect</b>(Victorian Britain)</p> <p><b>Change – how geographical phenomena change over time</b> (How Victorian era impacted human geography)</p>	<p><b>sources are the best?</b> (archaeology, photos, maps, stories)</p> <p><b>Place - what makes up a place?</b> <b>What are its characteristics</b> (counties and cities of UK and the characteristics e.g. Yorkshire),</p> <p><b>Space- the significance of location.</b> (how the counties are arranged and located across the UK, mapping skills)</p> <p><b>Change – how geographical phenomena change over time</b> (change in counties from Anglo Saxon times to now)</p>	<p>ruins, what do these things tell us about Ancient Egypt? )</p> <p><b>Interpretations, – how do we know what happened in History?</b> (What does the evidence teach us about the Ancient Egyptian lifestyle?)</p> <p><b>Significance – what is most important?</b> (What can we learn from the Ancient Greeks)</p> <p><b>Place - what makes up a place?</b> <b>What are its characteristics</b> (modern Egypt – where is it and what is it like? Comparison to UK/Americas)</p> <p><b>Space- the significance of location.</b> (Egypt location in world – climate impact)</p> <p><b>Environment – the significance of the environment</b> (climate, population, human and physical features)</p> <p><b>Scale – geographical outcomes on different levels – cause and effect</b> (Ancient Greece – what impact has it had on the wider world?)</p>
History	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Victorians)	British history Anglo Saxons and Scots	Broader history study - Earliest ancient civilisations (Ancient Egypt)
Geography	UK Characteristics What are the key physical and human features of the UK?	Name and locate counties and cities in the UK Describing Features How can maps, atlases and digital software help to identify features?	Global Knowledge World Characteristics Describe Egypt and other countries' position on Earth. What are the key human and physical features of Egypt and other countries? Can you successfully locate significant places in the wider world using grid references?
Art & Design	Great artists Printing with polystyrene blocks (William Morris)	Drawing (imaginative)	Sculpture (Canopic Jars)
Computing	Computer Science: coding (Code studio courses D-F /PM 2Code - Logo Y4 / Crumble Y5 / Scratch Y6) Digital Literacy: Online Safety PM Unit 4.7 Effective Searching (Also linked to PSHE – Summer term)		
	IT: Making Music – PM Unit 4.9	Computer Science: Binary PM Unit 6.8	IT: Animation PM Unit 4.6 / Movie Maker
Design & Technology	Y6 Mechanical Systems Pulleys, gears or cams	Y6 Textiles Combining different fabric shapes (including computer aided design)	Y4 Food Healthy and varied diet (including cooking and nutrition requirements for KS2) <b>PLANTERS</b>

# Long Term Planning – Phase 3 (Y4/5/6)

Writing	Newspaper report Narrative	Legends Poetry	Persuasion Letter
Class Novel	Cogheart by Peter Bunzl	Beowulf by Michael Morpurgo	Secrets of a Sun King by Emma Carroll
Enrichment	Castle Museum - Victorian Street	Murton Park	VR York Minster Visit St Nick's Nature Reserve and Environment Centre
Values	Diversity & repression of women/role of women in society & black history month	Liberty	Rule of Law, slavery
PSHE (Jigsaw)	BM (Being Me in My World) 'Who am I and how do I fit?' CD (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique	DG (Dreams and Goals) Aspirations, how to achieve goals and understanding the emotions that go with this HM (Healthy Me) Being and keeping safe and healthy	RL (Relationships) Building positive, healthy relationships CM (Changing Me) Coping positively with change
RE	Y4: L2.3 Why is Jesus inspiring Y5 U2.2 Why do some people believe God exists Y6 U2.9 What can be done to reduce racism? Can religion help?	Y4 L2.5 Why are festivals important Y5 U2.4 If God is everywhere, why go to a place of worship? Y6 U2.5 Is it better to express your beliefs in arts and architecture of in charity and generosity? Christians, Muslim and non-religious	Y4 L2.8 What does it mean to be a Hindu? Y5 U2.6 What does it mean to be a Muslim in Britain today? Y6 - U2.7 What matters most to Christians and Humanists?
PE	Football/Dance Netball/Basketball/Dance	Health related exercise/Gymnastics Hockey/Gymnastics	Y4 Swimming/striking and fielding Swimming/athletics Y4/5 striking and fielding/tag-rugby Dance/athletics
Music	Y4 Violin: Posture and open strings Y5 Ukulele: Posture and strumming chords C and Am Y6 Percussion: Play simple melodies in two or more parts on chime bars Composer: Pachelbel - Canon in D	Y4 Violin: Open strings and 1 <sup>st</sup> and 2 <sup>nd</sup> fingers Y5 Ukulele: 2-finger chords, tremolo and fingerpicking Y6 Percussion: Create rhythmic routines using body percussion, drumsticks and percussion instruments Composer: Beethoven - Symphony no 5	Y4 Violin: D major scale, 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> fingers Y5 Ukulele: F, C7 and G7 chords and the 12-bar blues Y6 Percussion: Samba routine Composer: Scott Joplin - Maple Leaf Rag
Science	Y4 Electricity & Sound Y5 Earth & space & Forces Y6 Light & electricity	Y4 States of Matter Y5 Properties & changes of materials Y6 Evolution	Y4 Living Things & Animals including Humans Y5 Living things & animals including humans & Sex ed Y6 Living things & animals including humans & sex ed.
MFL	Y4 Aut 1 Where is French spoken, greetings, introductions Aut 2 Numbers to 10, birthdays, months of the year Y5 Aut 1 Brown Bear – describing animals with colour Aut 2 What's the weather like? Y6 Aut 1 Clothing and accessories, sentences using 3 <sup>rd</sup> person Aut 2 Our sporting life – discussing hobbies and using negatives	Y4 Spr 1 Classroom actions, pencil case contents, colours. Spr 2 Numbers to 20 Parts of the face, size adjectives Y5 Spr 1 Enjoy your meal, discussing likes and dislikes Spr 2 Music man – instruments we play and musical genres Y6 Spr 1 Food and drink preferences Spr 2 Recipes, food diary using past tense	Y4 Sum 1 Describing who is in our family, s/he is called... Sum 2 Do you have a pet? Answering and asking questions with role play Y5 Sum 1 Places around town, prepositions Sum 2 My wardrobe – clothing with colour and descriptions. Revisit determiners Y6 Sum 1 Our school – subjects and school life Sum 2 Daily routines / telling the time

Phase 3 (Y4,5 & 6)	Autumn Term	Spring Term	Summer Term
	YEAR C 2024/25 AND 2027/28		

# Long Term Planning – Phase 3 (Y4/5/6)

Topic Theme	Anglo Saxons & Vikings	Stone Age	Chocolate
Core concepts	<p><b>Time, change and chronology,</b> – <i>when, what order, how have things changed?</i> What is the same? What is different? What is progress? (<i>When was the Anglo-Saxon and Viking period, significant event within the period</i>)</p> <p><b>Reasons and Results – why things happened, how people made a difference, change that followed</b> (<i>Why did the Vikings come? How did their invasion end? What did they leave behind?</i>)</p> <p><b>Historical evidence, – how do we know about the past? What sources are the best?</b> (<i>Museums, archaeology</i>)</p> <p><b>Interpretations, – how do we know what happened in History?</b> (<i>understanding the evidence</i>)</p> <p><b>Significance – what is most important?</b> (<i>What can we learn about the Vikings and our interpretation of History – what is true?</i>)</p> <p><b>Place - what makes up a place? What are its characteristics</b> (<i>Settlements - features</i>),</p> <p><b>Space- the significance of location.</b> (<i>Why were settlements located where they were? Key needs</i>)</p> <p><b>Environment – the significance of the environment</b> (<i>the growth of settlements – human geography</i>)</p> <p><b>Scale – geographical outcomes on different levels – cause and effect</b>(<i>How settlements and trade have expanded around the world</i>)</p> <p><b>Change – how geographical phenomena change over time</b> (<i>how trade affected the Vikings and Anglo-Saxons</i>)</p>	<p><b>Time, change and chronology,</b> – <i>when, what order, how have things changed?</i> What is the same? What is different? What is progress? (<i>Pre-historic times, change from pre-historical to stone-age, bronze-age, iron age</i>)</p> <p><b>Reasons and Results – why things happened, how people made a difference, change that followed</b> (<i>Discoveries and changes that made time periods move on</i>)</p> <p><b>Historical evidence, – how do we know about the past? What sources are the best?</b> (<i>difficulty with pre-historic evidence, where do we get it?</i>)</p> <p><b>Place - what makes up a place? What are its characteristics</b> (<i>continental shift</i>),</p> <p><b>Space- the significance of location.</b> (<i>creation of the continents</i>)</p> <p><b>Environment – the significance of the environment</b> (<i>layers of the earth and the impact – volcanoes, earthquakes, tsunamis</i>)</p> <p><b>Change – how geographical phenomena change over time</b> (<i>continental shift, creation of mountains and volcanoes</i>)</p> <p><b>Interconnections – how aspects of geography affect each other?</b> (<i>how plate movement creates mountains, volcanoes and causes</i>)</p>	<p><b>Time, change and chronology,</b> – <i>when, what order, how have things changed?</i> What is the same? What is different? What is progress? (<i>Ancient Maya, timeline of chocolate from Maya to today</i>)</p> <p><b>Reasons and Results – why things happened, how people made a difference, change that followed</b> (<i>How chocolate became what it is today</i>)</p> <p><b>Historical evidence, – how do we know about the past? What sources are the best?</b> (<i>archaeology, ruins</i>),</p> <p><b>Significance – what is most important?</b> (<i>What is the impact of the Maya civilisation – chocolate, maths, writing</i>)</p> <p><b>Place - what makes up a place? What are its characteristics</b> (<i>Rainforest, location and features</i>)</p> <p><b>Space- the significance of location.</b> (<i>The Americas, longitude and latitude, climate</i>)</p> <p><b>Environment – the significance of the environment</b> (<i>climate and biomes</i>)</p> <p><b>Change – how geographical phenomena change over time</b> (<i>deforestation</i>)</p> <p><b>Interconnections – how aspects of geography affect each other?</b> (<i>How deforestation affects the world</i>)</p> <p><b>Sustainability – supporting life in the future</b> (<i>deforestation</i>)</p>
History	British history Anglo Saxons and Vikings	Changes in Britain from the Stone Age to Iron Age	Broader history study non-European society (Mayans)



# Long Term Planning – Phase 3 (Y4/5/6)

Geography	Settlements & Trade How did the Anglo-Saxons and Vikings trade?	Tectonic Plates, Volcanoes and Earthquakes Compass points/grid references - Directions In The Wider World How do tectonic plates affect the world?	The Americas The Americas' Characteristics Biomes Where are the largest populated countries and their cities in the Americas? What are the key physical and human features of these countries? How do the major biomes of the world differ? Can you successfully locate significant places in the wider world using grid references?
Art & Design	Painting - (Viking Scene - combining techniques - wax resist, watercolour, textured paint, shading, collage)	Pastel and charcoal (Lascaux cave paintings)	Collage and pencil drawing/digital images (Chocolate wrappers)
Computing	Computer Science: coding (Code studio courses D-F / PM 2 Code - Logo Y4 / Crumble Y5 / Scratch Y6) Digital Literacy: Online Safety PM Units 4.2/5.2/6.2 & PM Unit 4.7 Effective Searching (Also linked to PSHE – Summer term)		
	IT: Game Creator PM Unit 5.5	IT: Animation – PM Unit 4.6 / Movie Maker	IT: Databases PM Unit 5.4
Design & Technology	Y4 Electrical Systems Simple circuits and switches (including programming and control) Y5 Electrical Systems Using more complex switches and circuits (including programming, control and monitoring)	Y5 Structures Frame structures	Y5 Food Celebrating culture and seasonality (including cooking and nutrition requirements for KS2)
Writing	Narrative Instructions	Diary Information Text	Poetry Letter
Class Novel	Odd and the Frost Giants by Neil Gaiman	Stig of the Dump by Clive King	Explorer by Katherine Rundell
Enrichment	<b>Jorvik Viking Centre and the Dig</b>	Forest – fire building <b>Bradford Visit – RE Centre</b>	<b>Chocolate Story, Chocolate tasting and making day</b>
Values	Differing religions/gods tolerance and respect	Diversity	Diversity – indigenous people & Fairtrade
PSHE (Jigsaw)	BM (Being Me in My World) 'Who am I and how do I fit?' CD (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique	DG (Dreams and Goals) Aspirations, how to achieve goals and understanding the emotions that go with this HM (Healthy Me) Being and keeping safe and healthy	RL (Relationships) Building positive, healthy relationships CM (Changing Me) Coping positively with change
RE	Y4: L2.3 Why is Jesus inspiring Y5 U2.2 Why do some people believe God exists Y6 U2.9 What can be done to reduce racism? Can religion help?	Y4 L2.5 Why are festivals important Y5 U2.4 If God is everywhere, why go to a place of worship? Y6 U2.5 Is it better to express your beliefs in arts and architecture of in charity and generosity? Christians, Muslim and non-religious	Y4 L2.8 What does it mean to be a Hindu? Y5 U2.6 What does it mean to be a Muslim in Britain today? Y6 - U2.7 What matters most to Christians and Humanists?
PE	Football/Dance Netball/Basketball/Dance	Health related exercise/Gymnastics Hockey/Gymnastics	Y4 Swimming/striking and fielding Swimming/athletics Y4/5 striking and fielding/tag-rugby Dance/athletics

# Long Term Planning – Phase 3 (Y4/5/6)

<b>Music</b>	<p>Y4 Violin: Posture and open strings Y5 Ukulele: Posture and strumming chords C and Am Y6 Percussion: Play simple melodies in two or more parts on chime bars Composer: Hildegard Von Bingen – O pastor animarum</p>	<p>Y4 Violin: Open strings and 1<sup>st</sup> and 2<sup>nd</sup> fingers Y5 Ukulele: 2-finger chords, tremolo and fingerpicking Y6 Percussion: Create rhythmic routines using body percussion, drumsticks and percussion instruments Composer: Flintstones - Hoyt Curtin &amp; William Hanna</p>	<p>Y4 Violin: D major scale, 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> fingers Y5 Ukulele: F, C7 and G7 chords and the 12-bar blues Y6 Percussion: Samba routine Composer: Rachel Portman - Chocolat</p>
<b>Science</b>	<p>Y4 Electricity &amp; Sound Y5 Earth &amp; space &amp; Forces Y6 Light &amp; electricity</p>	<p>Y4 States of Matter Y5 Properties &amp; changes of materials Y6 Evolution</p>	<p>Y4 Living Things &amp; Animals including Humans Y5 Living things &amp; animals including humans &amp; Sex ed Y6 Living things &amp; animals including humans &amp; sex ed.</p>
<b>MFL</b>	<p>Y4 Aut 1 Zoo animals and their characteristics. Numbers to 30 Aut 2 Days of the week and transport Y5 Aut 1 Places in our town. Aut 2 Hobbies and sports Y6 Aut 1 Daily routines / telling the time Aut 2 In my school – building, subjects and timetables.</p>	<p>Y4 Spr 1 Face parts, describing ourselves. Spr 2 Body parts, describing others Y5 Spr 1 Going to the market, numbers to 50, using currency Spr 2 Items of food and likes/dislikes Y6 Spr 1 At the café, asking politely for things Spr 2 Describing our home town and what there is to do there</p>	<p>Y4 Sum 1 The weather, compass points and French cities Sum 2 Summertime – beach activities and what to wear Y5 Sum 1 Musicman –playing an instrument and musical likes/dislikes Sum 2 Clothing and accessories, sentences using a negative, the seasons Y6 Sum 1 Naming &amp; describing the planets Sum 2 Consolidation / revision</p>