Physical Education: Football, dance, basketball, netball
Learning objectives (inc key knowledge**:**
Football/Dance Netball/Basketball/Dance – throwing catching, control, tactics, rules, partner/group work, creation and sequencing
Learning objectives (inc key knowledge**:**
Football: dribbling, passing, kicking skills, teamwork, rules
Basketball: throwing, catching, bouncing, small team games, larger team games, rules
Yoga: breathing, positions, posture, control
Dance: Victorian workhouses/schools
Activities **(inc assessment)**
Skill development, paired work, small games, large games, individual work modelling
Assessment: observations throughout, end of term outcomes -

PSHE: Learning objectives (inc **key knowledge):** 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
Learning objectives (inc **key knowledge)**:**Y4** • attitudes and actions make a difference to the class team, my school community, the roles they play and howI fit in, how democracy works through the School Council, my actions affect myself and others; other people's feelings and try to empathise with them, democracy and having a voice benefits the school community. Y5assumptions based on what people look like, what influences me to make assumptions based on how people look, bullying and what to do if I think it is going on, what is special about me and ways in which I am unique. Y6 welcome and valued, wants and needs compared with children in different communities. my actions affect myself and others; other people's feelings and try to empathise with them. contribute to the group and function best as a whole. why our school community benefits from a Learning Charter and help others to follow it by modelling it myself.
Activities (inc assessment): Jigsaw weekly lessons - discussion, reflection, story, activities, responding, relaxation and mindfulness
Assessmen: individual responses, recap at the starts of lessons, floor books
Oracy: discussion about how the class can best work together and debating a clear set of 'class rules/expectations' - key questions e.g. What would you do if someone was being bullied?

RE: Learning objectives (inc **key knowledge**): Y4: L2.3 Why is Jesus inspiring Y5 U2.1 Why do some people believe God exists? Y6 U2.9 What can be done to reduce racism? Can religion help?
Learning objectives (inc **key knowledge)**: **Y4** pupils to learn in depth from Christianity, exploring different reasons why Jesus is considered an inspiring figure by Christians – and by many other people too. Make connections between some of Jesus' teachings and the way Christians live today, Describe how Christians celebrate Holy Week and Easter Sunday, Present their own ideas about the most important attitudes and values to have today, making links with Christian values, Ask questions raised by the stories and life of Jesus and followers today; give examples of how Christians are inspired by Jesus, Suggest some ideas about good ways to treat others, arising from their learning.**Y5** - theist, atheist, agnostic - terms and meanings, reasons why people believe in God, different views about what God is like, facts, beliefs and opinions, the question of suffering, creation. **Y6** Key ideas about racism and religion, people who have given their lives to reducing prejudice and hatred, statues of Colston and Wesley in Bristol. music, film, prayer, art and other forms of expression. scriptures encourage religious people to treat all humans with dignity, respect, equity or love,Christian traditions include important stories, Prophet Muhammad teaching, discussing how religion could make more positive contributions to justice. can prayer help reduce racism? Does God care about racism? Why are religious people sometimes racist even though they preach love for all? Is it only religious people who fail to live up to their ideals? Create a work of art and commentary
Activities **(inc assessment):** RE scheme - key questions each week, exploring facts about religions, stories and traditions, artefacts, modern news reports, discussion, key beliefs, Holy books
Assessment: observations throughout, end of term outcomes. Debates and presentation. weekly recap quizzes, end of term summative active
Oracy: Whole syllabus based around Big Questions (see above), discussion based activities, debate - seeing two sides

Design & Technology: Electrical systems and creating circuits
Learning objectives (inc **key knowledge**):
- to use simple or more complex electrical systems (buzzers, switches, computer control) in a product

Activities **(inc assessment)**
- Investigate lighthouses: history and purpose.
- Produce and explain own design- incorporating Crumble kits
- Evaluate and suggest improvements for design.
- Make group design and test individual signals
- Evaluate products for both their purpose and appearance.
- Present product.

Assessment: Quick quizzes, evaluating design and finished product.,
Oracy: Opportunities for discussion and debate: Opinions on purpose and design- what works well and why? Presentation skills.
Assessment: Final piece, ongoing observations, self and peer assessment.

Art & Design: Key Concepts - Drawing from observation/ watercolour landscape painting.
Learning objectives (inc key knowledge) study three artists and compare their works and styles (J.M.W.Turner/ Georgia O'Keefe & David Hockney) Understand and be able to identify and create secondary and tertiary colours. Create textures with pencil drawings using a range of line techniques. Use water colours, warm and/or cool colours to paint a water landscape including reflection.
Activities **(inc assessment)** •
- Study three famous artists and compare their work: J.M.W.Turner/ Georgia O'Keefe & David Hockney
- Create a colour wheel by using primary colours to create secondary and tertiary colours.
- Make pencil observations of the River Ouse using learnt techniques for texture and reflections.
- Using watercolours and techniques from previous lessons - paint a water based landscape.

Oracy: Opportunities for discussion and debate: Opinions on art work- what do you like and why? How do different artists create texture and scenes? Which styles do you prefer and why?
Assessment: Final piece, ongoing observations, self and peer assessment.

Geography: Key Concepts: place, space (features)
Learning objectives (inc key knowledge and enquiry questions)•

A local study – a significant location beyond 1066 (River in York)

identify **features of a a river** (source, mouth, tributary), locate **rivers around UK**, locate rivers using compass points for direction, understand and explain **the water cycle**, describe how rivers are used, describe the impact of **damming and climate chang**e on rivers Understand OS maps and their symbols

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?

Enquiry Questions
- What is a river?
- How are rivers formed?
- How do rivers relate to our water cycle?
- Can you successfully locate significant places in the UK using grid references?
- Where are the main rivers in the UK?
- Where are the main rivers in Europe?
- Where are the main rivers in the world?

Oracy: Opportunities for discussion and debate:

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History: Key Concepts - Time, change and chronology, Reasons and Results, Historical evidence,
Learning objectives (inc **key knowledge**): **to explore the importance of rivers in History – particularly in York.**

Enquiry Questions
- How has the River Ouse influenced where and how people settled in York over time? (Cause & consequence)
- What has changed and what has stayed the same in how York has used its river for transport and trade? (change and continuity)
- How do we know if river life and transport in York today is similar or different from the past? (similarity & difference, Handling difference)

Assessment: mini recall quizzes and activities at stats of lessons, book art		
Computing: IT: Spreadsheets PM Unit 5.3 **Computer Science: coding (Code studio courses D-F /PM 2Code - Logo Y4 / Crumble Y5 / Scratch Y6)** Learning objectives (inc **key knowledge)** columns, rows, computational model, format, count tool, formula, data, totalling tool, formula bar. Activities **(inc assessment) IT: Databases PM Unit 5.4** ● To use formulae within a spreadsheet to convert measurements of length and distance ● To use a spreadsheet to model a real-life problem. ● To use formulae to calculate area and perimeter of shapes. ● To use a spreadsheet to investigate the probability of the results of throwing many dice ● To use the created spreadsheet to make decisions about these situations ● To use the count tool to answer hypotheses about common letters in use. **Oracy: Opportunities for discussion about safe and appropriate data handling. Use of IT to help in everyday problems.** **Assessment: mini recall quizzes, final piece, use of technology. Work saved online.** Activities **(inc assessment) CS: Coding** ● To accurately sequence events using loops and conditionals. Y4 ● To add sprites and nested loops to sequences. Y5 ● To add variables and create simulations. Y6 **Oracy: Opportunities for discussion and debate: online safety. How can we debug? Q. Does coding need more accuracy than writing?** **Assessment: mini recall quizzes, final piece, use of technology. Work saved online.**	**Music** Learning objectives (inc **key knowledge)** • 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 glockenspiels Composer: Y4 Classical music - Mozart. World music - Arabic. Y5 Romantic music - Chopin & Tchaikovsky Y6 Modern music - electronic - Delia Derbyshire & Koji Kondo. Ragtime Scott Joplin Activities **(inc assessment)** Instruments, singing, following notation, listening and discussing music **Assessment:recap at the start of lessons, performance, books**	**French (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 Learning objectives (inc **key knowledge**) to know key vocabulary and how to use it in a sentence, to listen to and respond to sentences and phrases in french Activities **(inc assessment)** songs, games, stories, booklet, conversation, echo and response European food tasting, recap activities outside of French lessons e.g. word searches, flags, language recap, puzzles
Science Learning objectives (inc **key knowledge**): 4 Electricity & Sound (appliances, **circuits, conductors and insulators**, sound sources, travelling, **vibrations,** changes) Y5 Earth & space & Forces (**movement of the planets**, sun and moon, **day and night**, **gravity, air, water resistance**, levers and pulleys)Y6 Light & electricity (**light travelling**, **seeing**, magnifying equipment, understanding **circuits** – parts, **watts**, drawing circuits) Y4, Electricity & Sound - appliance hunt, safety posters, building circuits, Sound - biology of the ear, drum and rice vibrations, distance and sound experiment Y5, Earth & Space - solar system models, time zones, scientific evidence for the solar system, Forces - ramps and surfaces - friction, parachutes, boats, Y6 Electricity - the history of electricity, how circuits are drawn, investigating circuits - brightness of bulbs, loudness of buzzers ,Light - how we see, reflection with mirrors, creating and changing shadows, Activities including assessment: explorify quick activities, Big Questions, experiments, practical, links with university (Earth and Space) **Start of lesson quizzes, end of unit quiz/challenge, learning journal experiment** **Oravy:** Key questions to discuss - What would life be like without electricity? How do people hear? WHat if there was no gravity?		

Key vocabulary environmental, atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph, evaporation, water cycle, evaporation, condensation, precipitation, cooling, river, source, mouth	Big Concepts Time, change and chronology, – when, what order, how have things changed? What is the same? What is different? What is progress? (Use of rivers on the past, settlements, transport) Reasons and Results – why things happened, how people made a difference, change that followed (development of cities on rivers) Historical evidence, – how do we know about the past? What sources are the best? (first hand – river Ouse, books, newspapers, photos) Place - what makes up a place? What are its characteristics (rivers of York), Space- the significance of location. (source and mouth of rivers, features) Environment – the significance of the environment (impact the river has on York – positive and negative) Scale – geographical outcomes on different levels – cause and effect(flooding – how and why) Change – how geographical phenomena change over time (flooding impact, climate change, pollution) Interconnections – how aspects of geography affect each other? (Water cycle, climate change, building on flood plains) Sustainability – supporting life in the future (pollution and climate change)	Reading across the Curriculum Wind in the Willows - Kenneth Grahame Journey to the River Sea - Eva Ibbotson River Boy - Tim Bowler Water cycles - Dorling Kindersley A River - Marc Martic Song of the River - Jo Cowley Amazing Rivers: 100+ Waterways That Will Boggle Your Mind (Our Amazing World) Julie Vosburgh Agnone	Writing across the Curriculum Big writes – Explanation Narrative Big writes e.g. – explanation (river safety, features of a river, water cycle) Narrative Newspaper (Grace Darling) Poetry Topic work (history/geography)	Enrichment River study River boat trip Water safety - Rescue Boat visit	Oracy and Debating Explain their understanding and prepare their ideas. Make their thinking clear to themselves as well as to others. Understand and use the conventions for discussion and debate.