



*'We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high aspirations to: 'Dream big, love God and live well.'*

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Church school value</b>	Truth	Compassion	Perseverance	Trust	Forgiveness	Peace
<b>British value</b>	Democracy	Mutual Respect	Tolerance of those of different faiths and beliefs	The Rule of Law	Individual liberty	All British Values
<b>English</b>	Recovery Curriculum with short bursts of writing to support SPaG Expanded noun phrases Complex sentences Fronted adverbials Relative clauses and parenthesis Commas for clarity	Explanation Text : Can I build another me?  Narrative unit: The bear and the hare	Newspaper report : Linked to WW11 Lincolnshire event  Instructions on what to do in an air raid	Non—chronological report – The Whale by Ethan and Vita Morrow  Setting description  Poetry	Persuasive speech  Narrative perspective	Persuasive letter  Narrative: The Arrival by Shaun Tan
<b>Mathematics</b>	Recovery Curriculum focusing on: Number Place Value Four Operations Multiples, Factors Fractions Geometry: Position and Direction	Place Value  Multiplication and Division  Fractions  Geometry: Position and Direction and Properties of Shape	Measurement Converting Units  Statistics  Decimals  Properties of Shape	Position and Direction  Percentages  Algebra	Addition and Subtraction  Properties of Shape  Statistics  Position and Direction  Multiplication and Division	Fractions  Measurement  Position and Direction
<b>Science</b>	Recovery Curriculum: Animals, including humans Working scientifically Light	Electricity Working scientifically	Evolution and inheritance Working scientifically	Light Working scientifically	Living things and their habitats Working scientifically	

RE	<p>God: UC What does it mean if God is loving and holy?</p>	<p>Salvation: UC What difference does the Resurrection make for Christians?</p>	<p>Humanism:  Additional Unit Why do people believe in God?</p>	<p>Creation: UC Creation and Science Conflicting or Complimentary</p>	<p>Life Journey: Hinduism and Islam How do people mark important events in life?</p>	
History/ Geography	<p><b>History:</b> World War II – Theme: The Battle of Britain</p>	<p><b>Geography:</b> Ernest Shackleton</p> <p><b>Locational knowledge:</b> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p><b>Geographical skills and fieldwork:</b> Use maps, atlases and globes and digital/computer mapping to locate countries and describe featured studied.</p>	<p><b>History:</b> Lincoln’s part in World War II Local study</p>	<p><b>Geography:</b> <b>Protecting our Planet</b></p> <p><b>Human and physical geography:</b> Describe and understand key aspects of: Human geography: natural energy resources</p> <p><b>Geographical skills and fieldwork:</b> Use fieldwork to observe, record, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Use the eight points of a compass, four and <b>six</b> 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.</p>	<p><b>History:</b> Crime and Punishment across the ages</p>	<p><b>Geography:</b> <b>Geographical Skills</b></p> <p>Geographical skill and fieldwork: Use the eight points of a compass, four and six figure grid references, symbols and key to build their knowledge of the UK and the wider world. Identify human and physical characteristics, key topographical features and land use patterns. Understand how some human and physical characteristics have changed over time. Use maps, atlases and digital maps to locate countries and describe features studied. Locate the world’s countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p>

<b>DT/Art</b>	<b>DT:</b> Textiles Combining different fabric shapes including computer aided design	<b>Art &amp; design:</b> World War Two Posters	<b>DT:</b> Food Celebrating culture seasonality including cooking and nutrition requirements for KS2	<b>Art &amp; design:</b> Batik and embellished pollution scene	<b>DT:</b> Electrical systems More complex circuits and switches including programming and control	<b>Art &amp; design:</b> Printing/Photography Light and Dark Monoprints
<b>Computing</b>	Online Safety Networks	Blogging	Networks	Text Adventures	Spreadsheets	Coding
<b>PE</b>	Y6F – Gymnastics Y6M – Games (Hockey)	Y6F – Sports Leadership Playmaker Award Y6M – Gymnastics	Y6F – Stand Up Speak Up Y6M – Dance	Y6F – Dance Y6M – Invasion Games (Rugby)	Y6F – Cricket Y6M – Cricket	Y6F – Athletics Y6M – Athletics
<b>Music</b>	<b>Charanga</b> – recovery curriculum <b>Happy</b> Music that makes you happy!	<b>Charanga:</b> <b>Classroom jazz 2</b> Jazz and improvisation.	<b>Charanga:</b> <b>A New year carol</b> Benjamin Britten’s music.	<b>Charanga:</b> <b>I’ll be there</b> Michael Jackson’s music and his influence on Pop music.	<b>Charanga:</b> <b>You’ve got a friend</b> Carole King’s music - her life as a composer.	<b>Charanga:</b> <b>Reflect, rewind and replay</b> Revision and deciding what to perform. Listen to Western Classical Music. The language of music.
<b>PSHE/RSE</b>	Class rules Recovery Curriculum: Relationships Refugees linked to class reader: The Boy at the Back of the Class Emotions Global project – Habitats and environments Personal hygiene and puberty	Routines Remembrance Service Keeping Safe LGBT workshops	Routines Internet Safety	Routines Meditation and Stress Prevention	Routines	Routines World Environment Week – Plastic Pollution Road Safety Sex and Relationship Education Transition

<p style="text-align: center;"><b>Foreign Languages</b></p>	<p style="text-align: center;">Classroom Routines (Following instructions, asking for objects etc.)</p>	<p style="text-align: center;">Justifying opinions <i>J'aime, Je n'aime pas</i> Occupations Vocabulary</p>	<p style="text-align: center;">Phrases to use when playing games <i>'Donne-moi, a toi, a moi, s'il te plait, merci'</i></p>	<p style="text-align: center;">Furniture Vocabulary</p>	<p style="text-align: center;">Use and understand verb form '<i>aller</i>'</p>	<p style="text-align: center;">Describing a holiday</p> <p style="text-align: center;"><u>3 parts:</u></p> <ul style="list-style-type: none"> <li>- travel and transport</li> <li>- places to visit</li> </ul> <p style="text-align: center;">cultural information</p>
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