

Melling St Wilfrid CE Primary School KS2 Long Term Map A (2023 – 2024)						
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Texts	Nowhere Emporium		Stig of the Dump		Iron Man	
English Y 2/3/4	Read, Write, Inc Comprehension	Read, Write, Inc Comprehension <a href="#">Stone Age Boy (JCY3) [Narr]</a>	Dear World Leaders (TES) [Pers letters] Loch Ness (3/4 transition) [Narr]	The Selfish Giant (LT) [Narr] The Lost Thing (LT) [Narr]	Varmints (JCY6/LTY4) [expl] Iron Man (LT) [narr]	Baker by the Sea (LT) [Adv] Small in the City (LT)
English Y 4/5/6	Nowhere Emporium (5/6 transition, LS+, JCY5) [Narr]	<a href="#">Mars Transmission (JCY5) [Journal]</a> <a href="#">Stone Age Boy (JCY3) [Narr]</a>	Dear World Leaders (TES) [Pers letters] The Promise (LT) [Poem]	The Selfish Giant (LT) [Narr] The Lost Thing (LT) [Narr]	Varmints (JCY6/LTY4) [expl] Iron Man (LT) [narr]	Baker by the Sea (LT) [Adv] Some Places More Than Others (LT)
Science NC Programme of Study Y3/4	<a href="#">Y3 Forces and Magnets</a> TAPS: Enquiry	<a href="#">Y3 Rocks</a> TAPS: Interpret + Report	Water cycle WS: observe + measure	<a href="#">Y3 Animals including humans: nutrition, skeleton</a> TAPS: Questions	<a href="#">Y3 Plants</a> TAPS: Evaluate	<a href="#">Y3 Light</a> TAPS: Record
Science NC Programme of Study Y5/6	<a href="#">Y5 Forces</a> TAPS: Observe + measure	<a href="#">Y5 Earth and Space</a> TAPS: Interpret + Report	<a href="#">Y5 Properties of materials:</a> solid/liquid/gas Y4 TAPS: Evaluate	<a href="#">Y5 Animals including humans: growing/changes</a> WS: Record	<a href="#">Y6 Animals including humans: circulation, nutrition</a> TAPS: Enquiry	<a href="#">Y6 light</a> TAPS: Questions
History		<a href="#">How did the lives of ancient Britons change during the Stone Age?</a>		<a href="#">What is the secret of the standing stones?</a> (Bronze Age)	<a href="#">How do artefacts help us understand the lives of people in Iron Age Britain?</a>	
Geography	<a href="#">Why do some earthquakes cause more damage than others?</a>		<a href="#">How can we live more sustainably?</a>			<a href="#">Why do so many people live in megacities?</a>
RE  Y3/4	<a href="#">3.6 Harvest</a> <a href="#">How do people of faith say thank you to God for the harvest?</a>  How do people of faith say thank you to God for the Harvest? <b>Judaism</b> <b>Hinduism</b> (5 hours)	<a href="#">4.2 Christmas, Exploring the symbolism of light.</a>  Why is light an important symbol in world faiths? <b>Judaism</b> (6 Hours 4+2)	<a href="#">4.1 David and the Psalms</a>  (6 hours)	<a href="#">Unit 4.4: Easter: A story of betrayal or trust?</a>  What do world faiths say about forgiveness? <b>Hinduism Islam Judaism</b> <b>Sikhism</b>  (6 hours 5 + 1)	<a href="#">4.5 Are all churches the same?</a>  Are all places of worship the same? Do people worship God in the same way? <b>Hinduism Islam</b> <b>Judaism Sikhism</b>  (12 hours 6 + 6)	
RE  Y5/6	<a href="#">6.6 Ideas about God</a> What is the nature and character of God? (7 hours)	How does having faith affect people's lives? Hinduism Islam Humanism (3 hours)  <a href="#">5.2 Christmas. The Gospels of Matthew and Luke</a> (5 hours)	<a href="#">5.3 Why do Christians believe Jesus was a great teacher?</a>  (6 hours)	<a href="#">6.4 Easter. Who was Jesus? Who is Jesus?</a> Who was Jesus? <b>Buddhism Hinduism</b> <b>Islam Judaism Sikhism</b> 5 hours (3 + 2)	<a href="#">Unit 5.8: Daniel: Daniel, did he make the right choice?</a>  <b>Judaism</b>  (6 hours)	<a href="#">5.5 Exploring the lives of significant women in the Old Testament.</a> Did she make the right choice? <b>Judaism</b> <b>(7 hours)</b>

Computing	<a href="#">3.4 Typing and Word Processing Skills</a>	<a href="#">3.2 Online Safety (ProjectEvolve)</a>	<a href="#">3.5 Email</a> <a href="#">4.7 Effective Searching and Understanding Networks</a>	<a href="#">3.1 Coding</a>	<a href="#">3.8 Graphing</a> <a href="#">3.3, 4.3 Spreadsheets</a>	<a href="#">4.6 Animation</a>
	<a href="#">6.5 Text Adventures</a> <a href="#">5.8 Word Processing</a>	<a href="#">5.2 Online Safety</a>	<a href="#">6.4 Blogging</a> <a href="#">6.7 Quizzing</a>	<a href="#">5.1 Coding</a> <a href="#">5.5 Game Creator</a>	<a href="#">5.3, 6.9 Spreadsheets</a>	Recording Jingles
	E-Safety					
Art	<a href="#">Textiles</a> Year 6 - weaving	<a href="#">Drawing</a> Year 4 - natural form	<a href="#">3D</a> Year 5 - figures, tissue bowls and clay slabs	<a href="#">Printing</a> Year 3 - using a roller and animal prints	<a href="#">Collage</a> Year 6 - Gustav Klimt (Austrian Artist)	<a href="#">Painting</a> Year 6 - Patrick Caulfield - paintings of pottery
DT	<a href="#">Digital World - Mindful Moments Timer (yr4)</a>	<a href="#">Mechanical Systems - Pop Up Book (Yr5)</a>	<a href="#">Food - What Could Be Healthier? (Yr5)</a>	<a href="#">Textiles - Stuffed Toys (Yr5)</a>	<a href="#">Structure - Bridges (Yr5)</a>	<a href="#">Digital World - Navigating The World (Yr6)</a>
PSCHE						
French	Moi (Me)		En classe (In the classroom)		La Chasse a l'ours (We're Going On A Bear Hunt)	
<b>Music</b> Lancashire Music Hub: Model Music Curriculum Login: 34000 Password: lancashire Primary English Model Music Curriculum	<a href="#">Developing Notation Skills</a> <a href="#">Y3: How Does Music Bring Us Closer Together?</a>	Christmas & Christingle  Young Voices	Young Voices	<a href="#">Composing Using Your Imagination</a> <a href="#">Y3: How Does Music Make The World A Better Place?</a>	<a href="#">Recognising Different Sounds</a> <a href="#">Y3: How Does Music Connect Us With Our Planet?</a>	Summer Play Music Selected for School Show
PE	Football		Hockey			
Educational Visits	MOSI		Mosque			

Melling St Wilfrid CE Primary School  
KS2 Long Term Map B (2024 – 2025)

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Text	Charlie and the Chocolate Factory	The BFG		Firework Maker's Daughter	Wizards of Once	Who Let The Gods Out?
English Y 3/4	RWI	RWI Star in The Jar (JCY3) [Narr]	Revolting Rhymes [Fairy Tales/Humorous poetry] The True Story of Three Little Pigs (JCY3) [narr]	The Magic Paintbrush (JCY3) [narr] Animal teeth [NC report]	Still I Rise (JCY4) [poetry] Aladdin (JCY4) [trad narr]	Theseus and the Minotaur (JCY3) [myth] Making a smoothie [instr]
English Y 5/6	Charlie and the Chocolate Factory (JCY4) [Narr Adv] [Advert?] Chocoplot (JCY4) [narr] Chocolate cake [Perf poetry]	The Present (JCY5) [Narr] Mayan Fact File (Plazoom) [NC Report]	Hansel and Gretel (JCY6) [Trad tale] The Graveyard Book (JCY6) [Mystery]	Thinker's Rap (JCY6) [Poetry] Firework Maker's Daughter (JCY6) [narr cult]	The Ridge (LS+) [Narr film] Everest (JCY6) [NC Report]	Y5: Faster, Higher, Stronger (Lancs) [Myth] Detailed Timeline of Ancient Greece (JCY6) [Timeline] Greek myth [play]
NC Programme of Study	<u>Y4 States of Matter</u> TAPS: Enquiry	<u>Y4 States of Matter</u> <u>Y4 Sound</u> TAPS: Questions	<u>Y4 Living things and their Habitat – Grouping and classifying</u> TAPS: Record	<u>Y4 Electricity</u> TAPS: Interpret + Report	Plants? TAPS: Observe + measure	<u>Y4 Digestive system/teeth</u> TAPS: Evaluate
	<u>Y5 Properties and changes of materials</u> (reversible/irreversible) WS: Enquiry	<u>Y5 Properties and changes of materials</u> (reversible/irreversible) TAPS: Record	<u>Y6 Living things and their habitats: sorting and classifying</u> TAPS: Interpret + Report	<u>Y6 Electricity</u> TAPS: Questions	<u>Y6 Evolution and inheritance</u> TAPS: Evaluate	<u>Y5 Living things and their habitats : life cycles</u> TAPS: Observe + measure
History		<u>Why did the Maya change their way of life?</u>		<u>How did a pile of dragon bones help to solve an Ancient Chinese mystery?</u>		<u>The story of the Trojan horse: historical fact, legend or classical myth?</u>
Geography	<u>Why is fair trade fair?</u>		<u>Beyond the Magic Kingdom: what is the Sunshine State really like?</u>		<u>Why are mountains so important?</u>	
RE Y3/4	<u>3.1 Called by God</u> What does it mean to be called by God?  Local Faith Leaders: Who are they and what do they do? <b>Hinduism Islam Judaism Sikhism</b> 8 (6+2)	<u>3.2 Christmas - How does the presence of Jesus impact people's lives?</u>  (5 hours)	<u>4.3 Jesus: Why do Christians believe Jesus is the Son of God?</u> (9 hours 7+2) <i>Why do Jewish people believe that the Sabbath/Shabbat is so important? Judaism</i>	<u>3.4 Easter</u> <u>Is the cross a symbol of sadness or joy?</u>  (5 hours)	<u>3.5 Rules for living: Which rules should we follow?</u> Does everybody follow the same rules? Why? Why not? <b>Buddhism Islam Sikhism</b> (12 hours 6+6) <u>4.6 Prayer What is prayer?</u> (Link to Rules for Living) How do people of world faiths pray? <b>Buddhism Hinduism Islam Judaism</b> 6 hours (6 + 2)	
Y5/6	<u>6.1 Life as a journey and pilgrimage</u> Is every person's journey the same?	<u>6.2 How do Christians prepare for Christmas?</u>  (5 hours)	<u>6.3A Why is the Exodus such a significant event in Jewish and Christian history?</u>	<u>5.4 Why do Christians believe that Easter is a celebration of victory?</u>  (5 hours)	<u>5.1 How and Why do Christians read the Bible? Why are sacred texts so important to people of faith?</u> <b>Hinduism Islam Judaism Sikhism</b>  (12 hours 6+6)	

	Why do people of faith make pilgrimages? Hinduism Islam Judaism Sikhism (10 hours 6 + 4)		(6 hours 4 +2)	<a href="#">Unit 6.5: Ascension and Pentecost: What is the importance of Ascension and Pentecost to Christians?</a>  (4 hours)		
Computing	<a href="#">4.4 Writing for different audiences</a> <a href="#">3.9 Presenting Skills</a>	<a href="#">4.2 Online safety</a> <a href="#">4.9 Making music</a>	<a href="#">3.7 Simulations - still images and sound</a>	<a href="#">4.8 Hardware Investigators</a>	<a href="#">3.6 Branching Databases</a>	<a href="#">4.1 Coding</a>  <a href="#">4.5 Logo</a>
	<a href="#">5.6 3D Modelling</a>	<a href="#">6.2 Online safety</a>	<a href="#">6.6 Networks</a> <a href="#">6.8 Binary</a>	<a href="#">6.1 Coding</a> <a href="#">5.7 Concept Maps</a>	<a href="#">5.4 Databases</a>	I-Movie Broadcasting and podcasts
E-Safety						
Art	<a href="#">3D Year 3 - bowls and clay tiles</a>	<a href="#">Drawing Year 5 - Hundertwasser</a>	<a href="#">Textiles Year 3 - exploring pattern</a>	<a href="#">Painting Year 5 - Chris Ofili</a>	<a href="#">Collage Year 3 - lines</a>	<a href="#">Printing Year 4 - African prints</a>
DT	<a href="#">Structure - Playground (Yr6)</a>	<a href="#">Electrical Systems - Electronic Greetings Cards (Yr5)</a>	<a href="#">Mechanical Systems - Making a Slingshot Car (Yr4)</a>	<a href="#">Textiles - Fastenings (Yr4)</a>	<a href="#">Electrical Systems - Torches (Yr4)</a>	<a href="#">Food - Come Dine With Me (Yr6)</a>
PSCHE						
French	Getting to Know You Y3	Time Travelling	Time	All in a Day	Bastille Day	
Music	<a href="#">Interesting Time Signatures Y4: How Does Music Bring Us Closer Together?</a>	Young Voices and Christingle	Young Voices	<a href="#">Creating Simple Melodies Together Y4: How Does Music Teach Us About Our Community?</a>	<a href="#">Connecting Notes and Feelings Y4 How Does Music Shape Our Way of Life?</a>	<a href="#">Purpose, Identity and Expression in Music Y4 How Does Music Connect Us with the Environment Summer Concert</a>
PE						
French	Ma famille (My family)		Quel temps fait-il? (What's the weather like?)		Jacques et les haricots magiques (Jack and the Beanstalk)	
Educational Visits	History Museum		Local Castle		Local Landmark	

Melling St Wilfrid CE Primary School  
KS2 Long Term Map C (2025 – 2026)

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Text	Cosmic			The Explorer	Boy at the Back of the Class	How to Train Your Dragon
English Y 3/4	RWI <a href="#">Street Beneath my Feet (JCY3) [Explanation]</a> Ever changing Earth (LT) Hidden Forest (LT)	RWI <a href="#">My Christmas Star (JCY2) [narr]</a> Y3: What the Romans Did For Us (Lancs) [Non-chron]	<a href="#">Big Cats (JCY2) [NC Report]</a> <a href="#">Journey (JCY3)[narr]</a>	The Great Kapok Tree [Narr dilemma] [letter] <a href="#">National Parks (JCY4) [Debate]</a> Lorax[Playscript]	Y4: Passport to Europe (Lancs) [Novel as theme] <a href="#">Sicily (JCY4) [Brochure]</a>	<a href="#">I asked the Little Boy (JCY3) [Poetry]</a>
English Y 5/6	<a href="#">Alien Landing [Newspaper]</a> Y5: Earthlings (Lancs) [Space poetry] <a href="#">Cosmic (JCY5) [Narr Sci Fi]</a>	<a href="#">Moth (JCY6) [Poetry]</a> <a href="#">Origin of the Species [NC Report]</a>	<a href="#">Anglo Saxon Battle (JCY6) [Speech]</a>	<a href="#">The Explorer (JC) [Narr Adv]</a> <a href="#">Hope-to-docus (JCY6) [poetry]</a> <a href="#">National Parks (JCY4) [Debate]</a>	Wonder (Y6 writing) [Letters/Emails, Poetry, Biog]	Life Cycle of a Dragon [Expl] Y5: A Kingdom United: Beowolf (Plazoom/Lancs / LS+) [Narr Legend]
NC Programme of Study Y3/4	<a href="#">Y3 Rocks</a> TAPS: Interpret + Report	<a href="#">Y3 Forces and Magnets</a> TAPS: Enquiry	<a href="#">Y3 Animals including humans: nutrition, skeleton</a> TAPS: Questions	Water cycle WS: observe + measure	<a href="#">Y3 Plants</a> TAPS: Evaluate	<a href="#">Y3 Light</a> TAPS: Record
NC Programme of Study Y5/6	<a href="#">Y5 Earth and Space</a> TAPS: Interpret + Report	<a href="#">Y5 Forces</a> TAPS: Observe + measure	<a href="#">Y5 Animals including humans: growing/changes</a> WS: Record	<a href="#">Y5 Properties of materials</a> Y4 TAPS: Evaluate	<a href="#">Y6 Animals including humans: circulation, nutrition</a> TAPS: Enquiry	<a href="#">Y6 light</a> TAPS: Questions
History		<a href="#">How did the arrival of the Romans change Britain?</a>	<a href="#">Who were the Anglo Saxons and how do we know what was important to them?</a>			<a href="#">What did the Vikings want in Britain and how did Alfred help to stop them getting it?</a>
Geography	<a href="#">How and why is my local environment changing?</a>			<a href="#">Why are jungles so wet and deserts so dry?</a>	<a href="#">How do volcanoes affect the lives of people on Hiemaey?</a>	
RE Y3/4	<a href="#">3.6 Harvest</a> <a href="#">How do people of faith say thank you to God for the harvest?</a>  How do people of faith say thank you to God for the Harvest? <b>Judaism Sikhism</b> (5 hours)	<a href="#">4.2 Christmas, Exploring the symbolism of light.</a>  Why is light an important symbol in world faiths? <b>Judaism</b> (6 Hours 4+2)	<a href="#">4.1 David and the Psalms</a>  (6 hours)	<a href="#">Unit 4.4: Easter: A story of betrayal or trust?</a>  What do world faiths say about forgiveness? <b>Hinduism Islam Judaism Sikhism</b>  (6 hours 5 + 1)	<a href="#">4.5 Are all churches the same?</a>  Are all places of worship the same? Do people worship God in the same way? <b>Hinduism Islam Judaism Sikhism</b>  (12 hours 6 + 6)	

RE Y5/6	<a href="#">6.6 Ideas about God</a> What is the nature and character of God? (5 hours)	How does having faith affect people's lives? Buddhism Hinduism Islam (3 hours)  <a href="#">5.2 Christmas. The Gospels of Matthew and Luke</a> (5 hours)	<a href="#">5.3 Why do Christians believe Jesus was a great teacher?</a>  (6 hours)	<a href="#">6.4 Easter. Who was Jesus? Who is Jesus?</a> Who was Jesus? <b>Buddhism Hinduism Islam Judaism Sikhism</b> 5 hours (3 + 2)	<a href="#">Unit 5.8: Daniel: Daniel, did he make the right choice?</a>  <b>Judaism</b> (6 hours)	<a href="#">5.5 Exploring the lives of significant women in the Old Testament.</a> Did she make the right choice? <b>Judaism (7 hours)</b>
Computing 3/4	<a href="#">3.4 Typing and Word Processing Skills</a>	<a href="#">3.2 Online Safety</a> (ProjectEvolve)	<a href="#">3.5 Email</a> <a href="#">4.7 Effective Searching and Understanding Networks</a>	<a href="#">3.1 Coding</a>	<a href="#">3.8 Graphing</a> <a href="#">3.3, 4.3 Spreadsheets</a>	<a href="#">4.6 Animation</a>
Computing 5/6	<a href="#">6.5 Text Adventures</a> <a href="#">5.8 Word Processing</a>	<a href="#">5.2 Online Safety</a>	<a href="#">6.4 Blogging</a> <a href="#">6.7 Quizzing</a>	<a href="#">5.1 Coding</a> <a href="#">5.5 Game Creator</a>	<a href="#">5.3, 6.9 Spreadsheets</a>	Recording Jingles
E-safety						
Art	<a href="#">3D</a> Year 6 – clay figures	<a href="#">Drawing</a> Year 6 - enlarging	<a href="#">Textiles</a> Year 5 - hangings	<a href="#">Painting</a> Year 3 – Starry Night	<a href="#">Collage</a> Year 5 – natural forms	<a href="#">Printing</a> Year 6 - Batik
DT	<a href="#">Digital World - Monitoring Devices (Yr5)</a>	<a href="#">Electrical Systems - Electric Poster (Yr3)</a>	<a href="#">Structure - Pavilions (Yr4)</a>	<a href="#">Mechanical Systems - Automata Toys (Yr6)</a>	<a href="#">Textiles - Cushions (Yr3)</a>	<a href="#">Food - Adapting a recipe (Yr4)</a>
PSCHE						
French	Moi (Me)		Qu'est-ce que tu portes? (What are you wearing?)		La Chenille qui a tres faim (The Very Hungry Caterpillar)	
Music	<a href="#">Getting Started With Music Tech</a> <a href="#">Y5 How Does Music Bring Us Together?</a>	Christmas & Christingle Music Selected for Christingle Service.	<a href="#">Emotions &amp; Musical Styles</a> <a href="#">Y5 How Does Music Connect Us With Our Past?</a> Lancaster Singing Festival	Lancaster Singing Festival	<a href="#">Introducing Chords</a> <a href="#">Y5 How Does Music Teach Us About Our Community?</a>	<a href="#">Identifying Important Music Elements</a> <a href="#">How Does Music Connect Us With The Environment?</a> <a href="#">Summer Concert</a>
PE						
Educational Visits	Science Museum/ Observatory		Samba Workshop		History Museum	

Melling St Wilfrid CE Primary School  
KS2 Long Term Map D (2022– 2023)

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Text	Demon Headmaster	The Lion, The Witch and The Wardrobe	Railway Children	Kensuke's Kingdom	Bill's New Frock	Mr Stink
English Y 3/4	RWI	RWI Star in The Jar (JCY3) [Narr]	Bike Boy (JCY4) [Narr adv] Nicola Tesla (JCY4) [biog]	How a Robot Dog Works (JCY3) [Expl]  Easter poems	George and the Dragon (JCY2) [trad narr]	The Plague (JCY4) [Play] Princess and the Pea (JCY4) [Trad] [diary] Flooded (LT)
English Y 5/6	Screen Use (JCY5) [Debate] Computer Dad (JCY5) [Narr] Greta (JCY6) [Speech] The Last Bear (LT)	The Lion, The Witch and The Wardrobe (4/5 transition) [Classic fiction] Letters from the Lighthouse (JCY6) [Recount]	Emperor Penguins (JCY5) [NC report] Varmints (JCY6) [narr]	Kensuke's Kingdom (JCY6) [narr]  Easter poems	Highwayman (JCY5) [Narr poem] Goldilocks (JCY6) [Newspaper] Postcard from Prison (JCY6) [Postcard]	Healthy Recipes (Plazoom) [Instructions] Macbeth [play] <a href="#">Digestion (JCY4) [Expl]</a> Flooded (LT)
NC Programme of Study Y3/4	<a href="#">Y4 States of Matter</a> TAPS: Enquiry	<a href="#">Y4 States of Matter</a> TAPS: Enquiry <a href="#">Y4 Sound</a> TAPS: Questions 2022 Sound in BSW 2022 <a href="#">Y3 Light</a> TAPS: Record	<a href="#">Y4 Living things and their Habitat – Grouping and classifying</a> TAPS: Record	<a href="#">Y4 Electricity</a> TAPS: Interpret + Report	Plants? TAPS: Observe + measure	<a href="#">Y4 Digestive system/teeth</a> TAPS: Evaluate
NC Programme of Study Y5/6	<a href="#">Y5 Properties and changes of materials</a> WS: Enquiry	<a href="#">Y5 Properties and changes of materials</a> (reversible and irreversible) WS: Enquiry 2022 <a href="#">Y6 light</a> TAPS: Questions	<a href="#">Y6 Living things and their habitats: sorting and classifying</a> TAPS: Interpret + Report	<a href="#">Y6 Electricity</a> TAPS: Questions	<a href="#">Y6 Evolution and inheritance</a> TAPS: Evaluate	<a href="#">Y5 Living things and their habitats : life cycles</a> TAPS: Observe + measure
History		<a href="#">Why was winning the Battle of Britain in 1940 so important?</a>		<a href="#">Why did Britain once rule the largest empire the world has ever seen?</a>	<a href="#">Crime and punishment in Lancaster: Local history study of Lancaster Castle</a>	
Geography	<a href="#">How is climate change affecting the world?</a> [water cycle]		<a href="#">What is a river?</a>			<a href="#">Who are Britain's National Parks for?</a>
RE Y3/4	<a href="#">3.1 Called by God</a> What does it mean to be called by God?  Local Faith Leaders: Who are they and what do they do? <b>Hinduism Islam Judaism Sikhism</b> 8 (6+2)	<a href="#">3.2 Christmas - How does the presence of Jesus impact people's lives?</a>  (5 hours)	<a href="#">4.3 Jesus: Why do Christians believe Jesus is the Son of God?</a> (9 hours 7+2) <i>Why do Jewish people believe that the Sabbath/Shabbat is so important? Judaism</i>	<a href="#">3.4 Easter Is the cross a symbol of sadness or joy?</a>  (6 hours)	<a href="#">3.5 Rules for living: Which rules should we follow?</a> Does everybody follow the same rules? Why? Why not? <b>Buddhism Islam Sikhism</b> (12 hours 6+6) <a href="#">4.6 Prayer What is prayer?</a> (Link to Rules for Living) How do people of world faiths pray? <b>Buddhism Hinduism Islam Judaism</b> 6 hours (6 + 2)	
Y5/6	<a href="#">6.1 Life as a journey and pilgrimage</a>	<a href="#">6.2 How do Christians prepare for Christmas?</a>	<a href="#">6.3A Why is the Exodus such a significant event in</a>	<a href="#">5.4 Why do Christians believe that Easter is a celebration of victory?</a>	<a href="#">5.1 How and Why do Christians read the Bible? Why are sacred texts so important to people of faith?</a> <b>Hinduism Islam Judaism Sikhism</b>	

	Is every person's journey the same?  Why do people of faith make pilgrimages? Hinduism Islam Judaism Sikhism (10 hours 6 + 4)	(5 hours)	<a href="#">Jewish and Christian history?</a>  (6 hours 4 +2)	(5 hours) <a href="#">Unit 6.5: Ascension and Pentecost: What is the importance of Ascension and Pentecost to Christians?</a>  (4 hours)	(12 hours 6+6)	
Computing	<a href="#">4.4 Writing for different audiences</a> <a href="#">3.9 Presenting Skills</a>	<a href="#">4.2 Online safety</a> <a href="#">4.9 Making music</a>	<a href="#">3.7 Simulations - still images and sound</a>	<a href="#">4.8 Hardware Investigators</a>	<a href="#">3.6 Branching Databases</a>	<a href="#">4.1 Coding</a> <a href="#">4.5 Logo</a>
	<a href="#">5.6 3D Modelling</a>	<a href="#">6.2 Online safety</a>	<a href="#">6.6 Networks</a> <a href="#">6.8 Binary</a>	<a href="#">6.1 Coding</a> <a href="#">5.7 Concept Maps</a>	<a href="#">5.4 Databases</a>	I-Movie Broadcasting and podcasts
	E-Safety					
Art	<a href="#">3D</a> Year 4 - model shoes	<a href="#">Painting</a> Year 4 - flowers	<a href="#">Collage</a> Year 4 - portraits	<a href="#">Printing</a> Year 5 - reduction blocks	<a href="#">Drawing</a> Year 3 - marks & shading	<a href="#">Textiles</a> Year 4 - monoprints
DT	<a href="#">Mechanical Systems - Pneumatic Toys (Yr3)</a>	<a href="#">Textiles - Waistcoats (Yr6)</a>	<a href="#">Digital World - Electronic Charm (Yr3)</a>	<a href="#">Electrical Systems - Steady Hand Game (Yr6)</a>	<a href="#">Structures - Constructing a Castle (Yr3)</a>	<a href="#">Food - Eating Seasonally (Yr3)</a>
PSCHE	Zones of regulation					
French	Comment vas-tu en France? (How do you travel to France?)		Les sports et la sante (sport and health)		Le Gros Navet (The Enormous Turnip)	
Music	<a href="#">Developing Melodic Phrases</a> <a href="#">Y6: How Does Music Bring Us Together?</a>	Young Voices	Young Voices	<a href="#">Gaining Confidence Through performance</a> <a href="#">Y6: How Does Music Improve Our World?</a>	<a href="#">Using Chords and Structure</a> <a href="#">Y6: How Does Music Shape the Way of Life?</a>	Performing Together: Summer Play
PE						
Educational Visits	Lancashire museum		River study / Heysham power station		Lancaster Castle/ Cumbria University Sports Day	