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<b>Year B</b>
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## Long Term Plan

### Year A EYFS

	Autumn		Spring		Summer	
<b>RE</b>	Unit 3 Being special: where do we belong? (Thematic)	Unit 2 Why do Christians perform Nativity plays at Christmas? (Why is Christmas special for Christians?) (Incarnation)	Unit 1 Why is the word God so important to Christians? (Creation)	Unit 4 Why do Christians put a cross on their Easter garden? (Why is Easter special to Christians?) (Salvation)	Unit 5 Which places are special and why? (Thematic)	Unit 6 Which stories are special and why? (Thematic)
<b>DT</b>  There are extra individual lessons that can be incorporated into each half term.	Structures  Junk modelling (Introduce then continuous provision)  Extra lesson- 1. Christmas lesson- Sliding picture		Textiles- Bookmarks  Junk modelling continuous provision. Extra lesson- 2. Spring lesson- Flower threading		Cooking and nutrition- Soup  Junk modelling continuous provision	
<b>Art &amp; Design</b>  There are extra individual lessons that can be incorporated into each half term.	Extra lesson- 1. Christmas craft- Salt dough decorations		Painting & mixed media- Paint my world  Extra lesson- 2. Easter craft- egg threading		Extra lesson- 3. summer craft- salt painting	

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<b>Real PE</b>	<b>Unit 1- Follow Instructions</b> <ul style="list-style-type: none"> <li>Coordination- Footwork</li> <li>Static Balance- One leg balance</li> </ul>	<b>Unit 2- Play with Others</b> <ul style="list-style-type: none"> <li>Dynamic balance to Agility- Jumping and landing</li> <li>Static balance- seated balance</li> </ul>	<b>Unit 3- Follow Rules</b> <ul style="list-style-type: none"> <li>Dynamic balance- dynamic balance</li> <li>Static balance- stance</li> </ul>	<b>Unit 4- Observe and Copy</b> <ul style="list-style-type: none"> <li>Coordination- ball skills</li> </ul> Counter balance- counter balance	<b>Real Dance- Move in Different Ways</b> <ul style="list-style-type: none"> <li>Artistry</li> <li>Partnering</li> <li>Circles</li> </ul> Shapes	<b>Unit 6- Exercise and Good Health</b> <ul style="list-style-type: none"> <li>Agility- ball chasing</li> <li>Static balance- floor work</li> </ul>
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### Year A KS1

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Geography</b>  Geographical skills and fieldwork permeate every topic	What is it like here?  (Includes fieldwork on school grounds)	What is the weather like in the UK? (Includes fieldwork on school grounds)	What can you see at the coast?  (Includes fieldwork at Whitby)
<b>History</b>	How am I making History?	How have toys changed?	How did we learn to fly?
<b>Art/design</b>	Painting and mixed media- Life in colour	Drawing- Make your mark	Sculpture & 3D - Clay house
<b>Science</b>	materials	animals including humans living things & habitats	Plants
	Seasonal changes →		
<b>Computing</b>	<b>Digital Literacy:</b>	<b>Information Technology:</b>	<b>Computer Science:</b>

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	Unit 1.1- Online Safety & Exploring PurpleMash Unit 1.9- Technology Outside School		Unit 1.2- Grouping & Sorting Unit 2.6 - Creating Pictures		Unit 1.7 & 2.1 - Coding	
<b>Real PE</b>	<b>Yr1 Unit 1- Stay on Task (Personal)</b> <ul style="list-style-type: none"> <li>Coordination- Footwork</li> <li>Static Balance- One leg balance</li> </ul>	<b>Real Dance- Understand Others (Social)</b> <ul style="list-style-type: none"> <li>Artistry</li> <li>Partnering</li> <li>Circles</li> <li>Shapes</li> </ul>	<b>3- Observe and Describe (Cognitive)</b> <ul style="list-style-type: none"> <li>Dynamic balance- dynamic balance</li> <li>Static balance- stance</li> </ul>	<b>Unit 4 Explore and Describe (Creative)</b> <ul style="list-style-type: none"> <li>Coordination- ball skills</li> <li>Counter balance- counter balance</li> </ul>	<b>5- Control Movement (Physical)</b> <ul style="list-style-type: none"> <li>Coordination- Sending and receiving</li> <li>Agility Reaction/response</li> </ul>	<b>6- Exercise and the Body (Health and Fitness)</b> <ul style="list-style-type: none"> <li>Agility- ball chasing</li> <li>Static balance- floor work</li> </ul>
<b>Sports: Applying Skills</b>	<b>Ball Games-</b> passing, throwing & kicking		<b>Invasion Games/Forest School</b>		<b>Forest School/Athletics</b>	
<b>RE</b>	Unit 7 Who do Christians say made the world? (Creation)	Unit 8 Why does Christmas matter to Christians? (Incarnation)	Unit 9 Who is Jewish and how do they live? (Judaism)	Unit 10 What do Christians believe God is like? (God)	Unit 11 What does it mean to belong to a faith community? (Thematic)	Unit 12 How should we care for the world and for others, and why does it matter? (Thematic)
<b>DT</b>	Mechanisms- moving monsters		Cooking and nutrition- balanced diet		Textiles- pouches	
<b>PSHE</b>	Citizenship	Economic Wellbeing	Safety and the Changing Body	Health and Wellbeing	Families and Relationships	
<b>Music</b>	Sing Up Y1 - sing 1, listening 1, musician ship 1		Sing Up Y1 - sing 3, listening 3, musician ship 3		Sing Up Y1 - sing 5, listening 5, musician ship 5	

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## Long Term Plan

### Year A

#### LKS2

	Autumn	Spring	Summer
<b>Geography</b>  Geographical skills and fieldwork permeate every topic	Why do people live near volcanoes?  (Includes fieldwork on school grounds)	Why are rainforests important to us?  (Includes fieldwork in local woodland - Studley Royal/ Hackfall woods?)	Where does our food come from?  (Includes fieldwork on school grounds)
<b>History</b>	Would you prefer to live in the Stone Age, Iron Age or Bronze Age?	Why did the Romans settle in Britain?	How hard was it to invade and settle in Britain?
<b>Art/design</b>	Drawing- Growing artists	Sculpture & 3D- Mega materials	Painting & mixed media - Light and dark
<b>Science</b>	animals including humans	Living things & their habitats	Rocks Forces
<b>Computing</b>	<b>Digital Literacy:</b> Unit 3.2- Online Safety Unit 3.5- Email (including email safety)	<b>Information Technology:</b> Unit 3.4 - Touch Typing Unit 3.3 - Spreadsheets	<b>Computer Science:</b> Coding *See breakdown below



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## Long Term Plan

	Coding Breakdown					
	YEAR 3 & 4 - CYCLE A					
	Using Flowcharts Unit 3.1, Lesson 1	Using Timers Unit 3.1, Lesson 2	'if' statements Unit 4.1, Lesson 2	Coordinates Unit 4.1, Lesson 3	Code, Test and Debug – Unit 3.1, Lesson 4	Design, Code, Test and Debug Unit 4.1, Lesson 1
<b>Real PE</b>	<b>Unit 1- Know Where I am in my Own Learning</b> <ul style="list-style-type: none"><li>Coordination-Footwork</li><li>Static Balance-One leg balance</li></ul>	<b>Real Dance- Share Ideas</b> <ul style="list-style-type: none"><li>Artistry</li><li>Partnering</li><li>Circles</li><li>Shapes</li></ul>	<b>Unit 3- Recognise Success</b> <ul style="list-style-type: none"><li>Dynamic balance-dynamic balance</li><li>Coordination-Balls skills</li></ul>	<b>Unit 4- Respond Differently</b> <ul style="list-style-type: none"><li>Coordination-Sending and receiving</li><li>Counterbalance-Counter balance</li></ul>	<b>Unit 5- Perform and Repeat</b> <ul style="list-style-type: none"><li>Agility-Reaction/response</li><li>Static balance-Floor work</li></ul>	<b>Unit 6- Know How and Why the Body Changes</b> <ul style="list-style-type: none"><li>Agility- ball chasing</li><li>Static balance-stance</li></ul>
<b>Sports:</b> <i>Applying Skills</i>	Swimming		Swimming		Swimming	
<b>RE</b>	Unit 19 What is it like for someone to follow God? (People of God)	Unit 20 What is the Trinity and why is it important for Christians? (Incarnation/God)	Unit 21 How do festivals and worship show what matters to a Muslim? (Islam)	Unit 22 How do festivals and family life show what matters to Jewish people? (Judaism)	Unit 26 For Christians, when Jesus left; what was the impact of Pentecost? (Kingdom of God)	Unit 24 How and why do people try to make the world a better place? (Thematic)
<b>DT</b>	Cooking and nutrition- adapting a recipe		Textiles- fastenings		Mechanical systems- a slingshot car	
<b>PSHE</b>	Citizenship	Economic Wellbeing	Safety and the Changing Body	Health and Wellbeing		Families and Relationships

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<b>Music</b>	Sing Up Y3 - sing 1, listening 1, compose 1	Sing Up Y3 - sing 3, listening 3, compose 3	Sing Up Y3 - sing 5, listening 5, compose 5
<b>French</b>	French greetings with puppets French adjectives of colour, size and shape	Playground games - numbers and age In a French classroom	Bon appétit Shopping for French food

### Year A

#### UKS2

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Geography</b>  Geographical skills and fieldwork permeate every topic	Why does population change?  (Includes fieldwork in town centre)	Why do oceans matter?  (Includes fieldwork at Saltburn)	Independent fieldwork enquiry  (Includes fieldwork in local area)
<b>History</b>	Were the Vikings raiders, traders or settlers?	What was life like in Tudor England?	What was the impact of World War II on the people of Britain?
<b>Art/design</b>	Sculpture & 3D- Making memories	Drawing- I need space	Painting & mixed media - Artists study
<b>Science</b>	Forces Earth & space	Animals including humans	Evolution & inheritance
<b>Computing</b>	<b>Digital Literacy:</b> Unit 5.2- Online Safety	<b>Information Technology:</b> Unit 5.6 - 3D Modelling Unit 5.4 - Databases	<b>Computer Science:</b> Coding

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			*See breakdown below									
	<div>Coding Breakdown</div> <div>YEAR 5 &amp; 6 - CYCLE A</div> <table><tr><td>Coding Efficiently Unit 5.1, Lesson 1</td><td>Simulating a physical system Unit 5.1, Lesson 2</td><td>Friction and Functions Unit 5.1, Lesson 4</td><td>Introducing Strings Unit 5.1, Lesson 5</td><td>Text Variable and Concatenation Unit 5.1, Lesson 6</td><td>User Input Unit 6.1, Lesson 5</td></tr></table>						Coding Efficiently Unit 5.1, Lesson 1	Simulating a physical system Unit 5.1, Lesson 2	Friction and Functions Unit 5.1, Lesson 4	Introducing Strings Unit 5.1, Lesson 5	Text Variable and Concatenation Unit 5.1, Lesson 6	User Input Unit 6.1, Lesson 5
Coding Efficiently Unit 5.1, Lesson 1	Simulating a physical system Unit 5.1, Lesson 2	Friction and Functions Unit 5.1, Lesson 4	Introducing Strings Unit 5.1, Lesson 5	Text Variable and Concatenation Unit 5.1, Lesson 6	User Input Unit 6.1, Lesson 5							
Real PE	<div>Unit 1- React Positively to Challenge</div> <ul style="list-style-type: none"><li>Coordination- Balls skills</li><li>Agility- Reaction/response</li></ul>	<div>Real Dance- Provide Helpful Feedback</div> <ul style="list-style-type: none"><li>Artistry</li><li>Partnering</li><li>Circles</li><li>Shapes</li></ul>	<div>Unit 3- Judge Performance</div> <ul style="list-style-type: none"><li>Static balance- Stance</li><li>Coordination- Footwork</li></ul>	<div>Unit 4- Express Ideas</div> <ul style="list-style-type: none"><li>Static balance- seated balance</li><li>Static balance- Floorwork</li></ul>	<div>Unit 5- Combining Skills in Specific Contexts</div> <ul style="list-style-type: none"><li>Dynamic balance to agility- Jumping and landing</li><li>Static balance- One leg balance</li></ul>	<div>Unit 6- Describe Basic Fitness Components</div> <ul style="list-style-type: none"><li>Coordination- Sending and receiving</li><li>Agility- ball chasing</li></ul>						
Sports: Applying Skills	Ball Games- passing, throwing & kicking/Forest School		Invasion Games		Forest School/Athletics							
RE	Unit 31 What does it mean if Christians believe God is Holy and loving? (God)	Unit 32 What does it mean to be a Muslim in Britain today? (Islam)	Unit 33 Why is the Torah so important to Jewish people? (Judaism)	Unit 34 Creation and science, conflicting or complimentary? (Creation/Fall)	Unit 35 How can following God bring freedom and justice? (People of God)	Unit 36 What matters most to Humanists and Christians? (Thematic)						

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DT	Textiles- waistcoats			Cooking and nutrition- come dine with me			Mechanical systems- Automata toys		
PSHE	Citizenship	Economic Wellbeing	Safety and the Changing Body		Identity	Health and Wellbeing		Families and Relationships	
Music	Sing Up Y5 - sing 1, listening 1, compose 1			Sing Up Y5 - sing 3, listening 3, compose 3			Sing Up Y5 - sing 5, listening 5, compose 5		
French	Portraits - describing in French Meeting my French family			Clothes: getting dressed in France French weather			Exploring the French speaking world Planning a French holiday		

### Year B EYFS

	Autumn		Spring		Summer	
<b>RE</b>	Unit 3 Being special: where do we belong? (Thematic)	Unit 2 Why do Christians perform Nativity plays at Christmas? (Why is Christmas special for Christians?) (Incarnation)	Unit 1 Why is the word God so important to Christians? (Creation)	Unit 4 Why do Christians put a cross on their Easter garden? (Why is Easter special to Christians?) (Salvation)	Unit 5 Which places are special and why? (Thematic)	Unit 6 Which stories are special and why? (Thematic)
<b>DT</b>	Structures-		Structures-		Food and Nutrition-	



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There are extra individual lessons that can be incorporated into each half term.	Junk modelling (Introduce then continuous provision)  Extra lesson- 1. Autumn lesson- Hibernation box		Boats  Extra lesson- 2. Easter lesson- Hanging decoration  Junk modelling continuous provision		1 x summer lesson- Make a rainbow salad  Junk modelling continuous provision	
<b>Art and Design</b>	Extra lesson 1. Autumn crafts- Autumn wreaths 2. winter crafts- threaded snowflakes		Extra lesson 1. spring crafts- suncatchers		Sculpture & 3D- Creation station	
<b>Real PE</b>	<b>Unit 1- Follow Instructions</b> <ul style="list-style-type: none"><li>Coordination- Footwork</li><li>Static Balance- One leg balance</li></ul>	<b>Unit 2- Play with Others</b> <ul style="list-style-type: none"><li>Dynamic balance to Agility- Jumping and landing</li><li>Static balance- seated balance</li></ul>	<b>Unit 3- Follow Rules</b> <ul style="list-style-type: none"><li>Dynamic balance- dynamic balance</li><li>Static balance- stance</li></ul>	<b>Unit 4- Observe and Copy</b> <ul style="list-style-type: none"><li>Coordination- ball skills</li><li>Counter balance- counter balance</li></ul>	<b>Real Dance- Move in Different Ways</b> <ul style="list-style-type: none"><li>Artistry</li><li>Partnering</li><li>Circles</li><li>Shapes</li></ul>	<b>Unit 6- Exercise and Good Health</b> <ul style="list-style-type: none"><li>Agility- ball chasing</li><li>Static balance- floor work</li></ul>

### Year B KS1

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
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<b>Geography</b>  Geographical skills and fieldwork permeate every topic	Where am I?  (Includes fieldwork on school grounds)	Would you prefer to live in a hot or cold place?  (Includes fieldwork on school grounds)	What is it like to live in Shanghai?  (Includes fieldwork in local area)			
<b>History</b>	What is History?	How was school different in the past?	What is a monarch?			
<b>Art/design</b>	Painting and mixed media- Colour splash	Drawing - tell a story	Sculpture & 3D- Paper play			
<b>Science</b>	materials	animals including humans living things & habitats	Plants			
	Seasonal changes					
<b>Computing</b>	<b>Digital Literacy:</b> Unit 2.2 - Online Safety Unit 2.5 - Effective Searching	<b>Information Technology:</b> Unit 1.6 - Animated Story Books Unit 2.7 - Making Music	<b>Computer Science:</b> Unit 1.5 - Maze Explorers Unit 1.4 - Lego Builders			
<b>Real PE</b>	<b>Yr1 Unit 1- Stay on Task (Personal)</b> • Coordination- Footwork Static Balance- One leg balance	<b>Real Dance- Understand Others (Social)</b> • Artistry • Partnering • Circles Shapes	<b>3- Observe and Describe (Cognitive)</b> • Dynamic balance- dynamic balance Static balance- stance	<b>Unit 4 Explore and Describe (Creative)</b> • Coordination- ball skills Counter balance- counter balance	<b>5- Control Movement (Physical)</b> • Coordination- Sending and receiving Agility Reaction/response	<b>6- Exercise and the Body (Health and Fitness)</b> • Agility- ball chasing Static balance- floor work
<b>Sports: Applying Skills</b>	<b>Ball Games-</b> passing, throwing & kicking	<b>Invasion Games/Forest School</b>	<b>Forest School/Athletics</b>			

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<b>RE</b>	<b>Unit 13</b> What is the good news Christians believe Jesus brings? (Gospel)	<b>Unit 14</b> What is the good news Christians believe Jesus brings? (Gospel)	<b>Unit 15</b> Who is a Muslim and how do they live? (Part 1) (Islam)	<b>Unit 16</b> Why does Easter matter to Christians? (Salvation)	<b>Unit 17</b> Who is a Muslim and how do they live? (Part 2) (Islam)	<b>Unit 18</b> What makes some places special to believers? (Thematic)
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<b>DT</b>	Structures- Baby bear's chair		Food and Nutrition- Smoothies		Mechanical systems- Fairground wheel	
<b>PSHE</b>	Citizenship	Economic Wellbeing	Safety and the Changing Body	Health and Wellbeing	Families and Relationships	
<b>Music</b>	Sing Up Y2 - sing 1, listening 1, musician ship 1		Sing Up Y2 - sing 3, listening 3, musician ship 3		Sing Up Y2 - sing 5, listening 5, musician ship 5	
<b>French</b>	Expectations and comments; numbers; greetings and personal information; alphabet; Christmas		Days, months, birthdays; colours, Easter		Weather; Sport; Bastille Day and La Marseillaise	

### Year B

#### LKS2

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Geography</b>	Who lives in Antarctica?	Are all settlements the same?	What are rivers and how are they used?
<b>Geographical skills and fieldwork permeate every topic</b>	(Includes fieldwork on school grounds)	(Includes fieldwork in local area)	(Includes fieldwork at local river)
<b>History</b>	How have children's lives changed?	What did the Ancient Egyptians believe?	How did the achievements of the Ancient Maya impact their society and beyond?
<b>Art/design</b>	Drawing- Power prints	Sculpture & 3D- Abstract shape and space	Painting & mixed media - Prehistoric painting

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Science	States of matter sound		electricity light		Plants	
Computing	<b>Digital Literacy:</b> Unit 4.2 - Online Safety Unit 4.6- Animation		<b>Information Technology:</b> Unit 4.3 - Spreadsheets Unit 3.9- Presenting (MS PowerPoint)		<b>Computer Science:</b> Coding *See breakdown below	
			YEAR 3 & 4 - CYCLE B			
			Using Repeat Unit 3.1, Lesson 3	Repeat Until and 'if/else' Statements Unit 4.1, Lesson 4	Number Variables Unit 4.1, Lesson 5	Design and Make an Interactive scene Unit 3.1, Lesson 5-6
Real PE	Unit 1 - Accept Challenge Unit 2 - Support Others		Real Dance Unit 4 - Recognise and Respond		Unit 5 - Select and Apply Unit 6 - Prepare for Activity	
Sports & *Competitions	Ball games- passing, throwing & kicking *Football *Cross Country		Invasion games *Dance *Striking Games		Athletics *Dodgeball *Athletics	
	Swimming					
RE	Unit 25 What kind of world did Jesus want? (Gospel)	Unit 23 What do Christians learn from the creation story? (Creation/Fall)	Unit 27 What do Hindus believe God is like? (Hindus)	Unit 28 Why do Christians call the day that Jesus died 'Good Friday'? (Salvation)	Unit 29 What does it mean to be a Hindu in Britain today? (Hindus)	Unit 30 How and why do people mark the significant events of life? (Thematic)

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<b>DT</b>	Structures- Pavilions		Electrical systems- Torches		Digital world- Mindful moments timer	
<b>PSHE</b>	Citizenship	Economic Wellbeing	Safety and the Changing Body	Health and Wellbeing		Families and Relationships
<b>Music</b>	Sing Up Y4 - sing 1, listening 1, compose 1		Sing Up Y4 - sing 3, listening 3, compose 3		Sing Up Y4 - sing 5, listening 5, compose 5	
<b>French</b>	This is me School days		Birthday celebrations Colourful creatures		Fabulous French food Gourmet tour of France	

### Year B

#### UKS2

	Autumn	Spring	Summer
<b>Geography</b>  Geographical skills and fieldwork permeate every topic	What is life like in the Alps?  (Includes fieldwork in local area)	Would you like to live in the desert?  (No fieldwork)	Where does our energy come from?  (Includes fieldwork on school grounds)
<b>History</b>	What does the census tell us about the local area?	What did the Greeks ever do for us?	Who should go on the banknote?
<b>Art/design</b>	Sculpture and 3D- Interactive installation	Drawing- make a voice heard	Painting & mixed media - portraits

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Science	materials		Electricity light		Living things and their habitats		
Computing	Digital Literacy: Unit 6.2 - Online Safety Unit 6.4 - Blogging		Information Technology: Unit 6.7 - Quizzing		Computer Science: Coding *See breakdown below		
	YEAR 5 & 6 - CYCLE B						
		Designing and writing a more complex program Unit 6.1, Lessons 1 & 2		Decomposition and Abstraction Unit 5.1, Lesson 3	Using Functions Unit 6.1, Lesson 3	Flowcharts and control simulations Unit 6.1, Lesson 4	Text Adventure Unit 6.1, Lesson 6
Real PE	Unit 1- React Positively to Challenge <ul style="list-style-type: none"><li>Coordination- Balls skills</li></ul> Agility- Reaction/response	Real Dance- Provide Helpful Feedback <ul style="list-style-type: none"><li>Artistry</li><li>Partnering</li><li>Circles</li></ul> Shapes	Unit 3- Judge Performance <ul style="list-style-type: none"><li>Static balance- Stance</li></ul> Coordination- Footwork	Unit 4- Express Ideas <ul style="list-style-type: none"><li>Static balance- seated balance</li></ul> Static balance- Floorwork	Unit 5- Combining Skills in Specific Contexts <ul style="list-style-type: none"><li>Dynamic balance to agility- Jumping and landing</li></ul> Static balance- One leg balance	Unit 6- Describe Basic Fitness Components <ul style="list-style-type: none"><li>Coordination- Sending and receiving</li></ul> Agility- ball chasing	
Sports: Applying Skills	Ball Games- passing, throwing & kicking/Forest School		Invasion Games		Forest School/Athletics		
RE	Unit 37 Christians and how to live: what would Jesus do? (Gospel)	Unit 38 Why do Christians believe that Jesus was the	Unit 39 Why do Hindus want to be good? (Hindus)	Unit 40 What difference does the resurrection make to Christians? (What	Unit 41 For Christians, what kind of king is Jesus? (Kingdom of God)	Unit 42 Why do some people believe in God and some not? How does faith help people	

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		Messiah? (Incarnation)		do Christians believe Jesus did to 'save' people? (Salvation)		when life gets hard? (Thematic)
<b>DT</b>	Electrical systems- Steady hang game		Digital world- Navigating the world		Structures- Playgrounds	
<b>PSHE</b>	Citizenship	Economic Wellbeing	Safety and the Changing Body	Identity	Health and Wellbeing	Families and Relationships
<b>Music</b>	Sing Up Y5 - sing 1, listening 1, compose 1		Sing Up Y5 - sing 3, listening 3, compose 3		Sing Up Y5 - sing 5, listening 5, compose 5	
<b>French</b>	French Transport In my French house		French music celebrations Verbs in a French week		Visiting a town in France French sport and the Olympics	