



## Yearly Subject / Thread Overview Cycle A (2026/27)

| Class Teachers: Alan Rix                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Class: Gilpin Class (Y3/4)                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| HT1 (7 ½ weeks)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | HT2 (7 weeks)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | HT3 (6 weeks)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | HT4 (6 weeks)                                                                                                                                                                                                                                                                                                                                                                                                      | HT5 (5 weeks)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | HT6 (7 weeks)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| History                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Why time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Geography                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | History                                                                                                                                                                                                                                                                                                                                                                                                            | Why time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Geography                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Glorious Greeks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Brilliant Builders                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Go with the Flow                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Roman Rumble                                                                                                                                                                                                                                                                                                                                                                                                       | Mix it up                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Into the Jungle                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 'Change'<br>Courage<br>Influence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 'Identity'<br>Responsibility<br>Location                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 'Justice'<br>Responsibility<br>Democracy                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 'Journeys'<br>Compassion<br>Extinction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Key Question:</b> How does Ancient Greece affect the world today?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Key Question:</b> How do designers turn ideas into successful creations?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Key Question:</b> Why are rivers important to the places and people around them?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Key Question:</b> Did the Romans make Britain better?                                                                                                                                                                                                                                                                                                                                                           | <b>Key Question:</b> What helps humans live healthy and active lives?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Key Question:</b> Why do rainforests matter to everyone?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Quality Text Stimuli</b> <ol style="list-style-type: none"> <li><b>The Iliad and the Odyssey</b> – Marcia Williams</li> <li><b>Who Let the Gods Out?</b> - Maz Evans</li> </ol> <b>Text Types</b> <ol style="list-style-type: none"> <li>Quest Tale (Myth)</li> <li>Newspaper report</li> </ol> <b>Writing Outcome</b> <ol style="list-style-type: none"> <li>Write a quest tale based on a hero's journey.</li> <li>Write a newspaper report about a Greek god causing chaos in the modern world.</li> </ol> <b>Grammar introduced</b><br><b>Year 3</b> <ul style="list-style-type: none"> <li>Coordinating conjunctions (and, but, or)</li> <li>Subordinating conjunctions (when, because, if)</li> <li>Expanded noun phrases</li> </ul> <b>Year 4</b> <ul style="list-style-type: none"> <li>Fronted adverbials</li> <li>Pronouns for cohesion</li> </ul> | <b>Quality Text Stimuli</b> <ol style="list-style-type: none"> <li><b>The 13 Storey Treehouse</b> – Andy Griffiths</li> <li><b>Once Upon a Big Idea</b> James Carter</li> </ol> <b>Text Type</b> <ol style="list-style-type: none"> <li>Humorous Story</li> <li>Poetry</li> </ol> <b>Writing Outcome</b> <ol style="list-style-type: none"> <li>Write a humorous adventure set in an imaginary building.</li> <li>Write a list poem celebrating an invention, building, machine or big idea</li> </ol> <b>Grammar introduced</b><br><b>Year 3</b> <ul style="list-style-type: none"> <li>Singular possessive apostrophes</li> </ul> <b>Year 4</b> <ul style="list-style-type: none"> <li>Standard verb forms</li> <li>Expanded noun phrases using prepositional phrases</li> </ul> | <b>Quality Text Stimuli</b> <ol style="list-style-type: none"> <li><b>The Rhythm of the Rain</b> - Grahame Baker-Smith</li> <li><b>The River Singers</b> - Tom Moorhouse</li> </ol> <b>Text Type</b> <ol style="list-style-type: none"> <li>Explanation Text</li> <li>Adventure story</li> </ol> <b>Writing Outcome</b> <ol style="list-style-type: none"> <li>Write an explanation text explaining how a river travels from its source to the sea.</li> <li>Write an adventure story about a character travelling along a river to complete an important mission</li> </ol> <b>Grammar introduced</b><br><b>Year 3</b> <ul style="list-style-type: none"> <li>Prepositions</li> <li>Headings and subheadings</li> <li>Word families</li> </ul> <b>Year 4</b> <ul style="list-style-type: none"> <li>Paragraphs organised around a theme</li> </ul> | <b>Quality Text Stimuli</b> <ol style="list-style-type: none"> <li><b>So You Think You've Got It Bad? A Kid's Life in Roman Britain</b> - Chae Strathie</li> <li><b>Boudicca's Army</b> - Hilary McKay</li> </ol> <b>Text Type</b> <ol style="list-style-type: none"> <li>Recount (Diary)</li> <li>Historical Story</li> </ol> <b>Writing Outcome</b><br>Write a historical narrative based on a natural disaster. | <b>Quality Text Stimuli</b> <ol style="list-style-type: none"> <li><b>George's Marvellous Medicine</b> – Roald Dahl</li> <li><b>Eat Your Peas</b> – Kes Gray</li> </ol> <b>Text Type</b> <ol style="list-style-type: none"> <li>Instructions</li> <li>Discussion</li> </ol> <b>Writing Outcome</b> <ol style="list-style-type: none"> <li>Write a warning tale in which a character faces unexpected consequences.</li> <li>Write a balanced discussion answering: "Should parents make their children eat healthy food?"</li> </ol> <b>Grammar introduced</b><br><b>Year 3</b> <ul style="list-style-type: none"> <li>Adverbs to express time, place and cause</li> <li>Direct speech punctuation</li> </ul> <b>Year 4</b> <ul style="list-style-type: none"> <li>Apostrophes for plural possession</li> </ul> | <b>Quality Text Stimuli</b> <ol style="list-style-type: none"> <li><b>The Explorer</b> – Katherine Rundell</li> <li><b>The Great Kapok Tree</b> – Lynne Cherry</li> </ol> <b>Text Type</b> <ol style="list-style-type: none"> <li>Finding Tale</li> <li>Persuasive Letter</li> </ol> <b>Writing Outcome</b> <ol style="list-style-type: none"> <li>Write a finding tale about discovering something hidden deep within the rainforest.</li> <li>Write a persuasive letter arguing for the protection of an endangered habitat.</li> </ol> <b>Grammar introduced</b><br><b>Year 3</b> <ul style="list-style-type: none"> <li>Prefixes (super-, anti-, auto-)</li> </ul> <b>Year 4</b> <ul style="list-style-type: none"> <li>Possessive pronouns</li> </ul> |



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| <ul style="list-style-type: none"> <li>• Present perfect tense</li> <li>• Use of inverted commas and reporting clauses</li> <li>• Noun phrases expanded by prepositional phrases</li> </ul>                                                       |                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>People of interest:</b> <ul style="list-style-type: none"> <li>• Homer (History);</li> <li>• Ibn al-Haytham (Science)</li> <li>• Ada Lovelace (Computing)</li> <li>• Louise Goodman and Jim Irvine (Art)</li> </ul>                            | <b>People of interest:</b> <ul style="list-style-type: none"> <li>• Katherine Johnson (Computing)</li> <li>• Sir Isaac Newton (Science)</li> <li>• Buckminster Fuller (DT)</li> </ul>                                        | <b>People of interest:</b> <ul style="list-style-type: none"> <li>• Mary Anning (Science)</li> <li>• Kaffe Fassett (DT)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>People of interest:</b> <ul style="list-style-type: none"> <li>• Boudicca (History)</li> <li>• Julius Ceasar (History)</li> <li>• Mary Beard (History)</li> <li>• Emma Biggs (Art)</li> </ul>                                               | <b>People of interest:</b> <ul style="list-style-type: none"> <li>• Shigeru Miyamoto (Computing)</li> <li>• Jamie Oliver (DT)</li> </ul>                                                                                       | <b>People of interest:</b> <ul style="list-style-type: none"> <li>• Sir David Attenborough (Science)</li> <li>• Chico Mendes (Geography)</li> <li>• Caren Threlfall (Art);</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Enrichment:</b>                                                                                                                                                                                                                                | <b>Enrichment:</b>                                                                                                                                                                                                           | <b>Enrichment:</b> <ul style="list-style-type: none"> <li>• Local trip to the river</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Enrichment:</b> <ul style="list-style-type: none"> <li>• Class assembly</li> </ul>                                                                                                                                                          | <b>Enrichment:</b>                                                                                                                                                                                                             | <b>Enrichment:</b> <ul style="list-style-type: none"> <li>• Local trip to the woods</li> <li>• Camping trip</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p><b>History</b><br/><b>Ancient Greece</b></p> <ul style="list-style-type: none"> <li>• a study of Greek life and achievements and their influence on the western world.</li> </ul>                                                              | <ul style="list-style-type: none"> <li>•</li> </ul>                                                                                                                                                                          | <p><b>Geography</b><br/><b>Rivers</b></p> <ul style="list-style-type: none"> <li>• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>• name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> </ul> | <p><b>History</b></p> <ul style="list-style-type: none"> <li>• the Roman Empire and its impact on Britain.</li> </ul>                                                                                                                          |                                                                                                                                                                                                                                | <p><b>Geography</b><br/><b>Rainforests</b></p> <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>• Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul> <p><b>Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul> |
| <p><b>Science</b><br/><b>Light</b></p> <ul style="list-style-type: none"> <li>• To recognise that we need light in order to see things and that dark is the absence of it.</li> <li>• To notice that light is reflected from surfaces.</li> </ul> | <p><b>Science</b><br/><b>Forces &amp; Magnets</b></p> <ul style="list-style-type: none"> <li>• To identify the forces acting on objects.</li> <li>• To investigate the effects of friction on different surfaces.</li> </ul> | <ul style="list-style-type: none"> <li>•</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p><b>Science</b><br/><b>Rocks &amp; Fossils</b></p> <ul style="list-style-type: none"> <li>• To group different types of rocks based on their appearance.</li> <li>• To compare different types of rock based on their properties.</li> </ul> | <p><b>Science</b><br/><b>Animals including Humans</b></p> <ul style="list-style-type: none"> <li>• To identify that humans cannot make their own food and that they get the nutrition they need from what they eat.</li> </ul> | <p><b>Science</b><br/><b>Plants</b></p> <ul style="list-style-type: none"> <li>• To identify and describe the functions of different parts of flowering plants.</li> <li>• To make careful observations in order to classify food plants</li> </ul>                                                                                                                                                                                                                                                                                                                                                          |



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| <ul style="list-style-type: none"> <li>To use results from enquiries to explain findings and make conclusions.</li> <li>To recognise that light from the sun can be dangerous and that there are ways to protect our eyes.</li> <li>To recognise that shadows are formed when the light from a light source is blocked by a solid object.</li> <li>To find patterns in the way that the size of shadows change.</li> <li>To set up simple practical enquiries and fair tests.</li> <li>To make careful observations and use equipment to take accurate measurements.</li> <li>To gather, record and present data in a variety of ways to help in answering questions.</li> </ul> | <ul style="list-style-type: none"> <li>To make careful observations and use equipment to take accurate measurements.</li> <li>To gather, record and present data to help in answering questions.</li> <li>To sort magnetic and non-magnetic materials.</li> <li>To investigate the strength of magnets.</li> <li>To set up simple practical enquiries and fair tests.</li> <li>To use results to from enquiries to explain findings and make conclusions.</li> <li>To explore magnetic poles.</li> <li>To explain that magnets attract some materials.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>To make systematic and careful observations.</li> <li>To report on findings from enquiries.</li> <li>To explain how fossils are formed.</li> <li>To recognise that soils are made from rocks and organic matter by explaining how soil is formed.</li> <li>To investigate soil permeability.</li> <li>To present findings using scientific vocabulary.</li> <li>To identify changes related to simple scientific ideas.</li> <li>To explain Mary Anning's contribution to palaeontology.</li> <li>To identify changes related to simple scientific ideas.</li> </ul> | <ul style="list-style-type: none"> <li>To identify that animals including humans need the right types of nutrition.</li> <li>To identify that animals, including humans, need the right amount of nutrition by comparing and grouping animal diets.</li> <li>To identify that humans and some other animals have skeletons by investigating skeleton types and naming parts of the skeleton.</li> <li>To identify that humans and some other animals have muscles for movement.</li> <li>To set up simple practical enquires.</li> <li>To record findings using simple scientific language.</li> </ul> | <p>according to the part of the plant that is eaten.</p> <ul style="list-style-type: none"> <li>To explore the requirements of plants for life and growth by investigating what plants need to grow well.</li> <li>To ask relevant questions and use different types of scientific enquiries to answer them.</li> <li>To make systematic and careful observations and measurements using standard units.</li> <li>To gather, record and present data in a variety of ways to help in answering questions.</li> <li>To investigate the way in which water is transported within plants.</li> <li>To use straightforward scientific evidence to answer questions and support their findings.</li> <li>To explore the part that flowers play in the life cycle of flowering plants.</li> <li>To use results to draw simple conclusions to raise further questions and make new predictions.</li> </ul> |
| <p><b>Computing Programming Sequence Using Sounds</b></p> <ul style="list-style-type: none"> <li>To explore a new programming environment</li> <li>To identify that commands have an outcome</li> <li>To explain that a program has a start</li> <li>To recognise that a sequence of commands can have an order</li> <li>To change the appearance of my project</li> <li>To create a project from a task description – creating an onscreen instrument</li> </ul>                                                                                                                                                                                                                | <p><b>Computing Programming Events &amp; Actions</b></p> <ul style="list-style-type: none"> <li>To explain how a sprite moves in an existing project</li> <li>To create a program to move a sprite in four directions</li> <li>To adapt a program to a new context</li> <li>To develop my program by adding features</li> <li>To identify and fix bugs in a program</li> <li>To design and create a maze-based challenge</li> </ul>                                                                                                                               | <p><b>Computing Data &amp; Information Branching Databases</b></p> <ul style="list-style-type: none"> <li>To create questions with yes/no answers.</li> <li>To identify the attributes needed to collect data about an object.</li> <li>To create a branching database.</li> <li>To explain why it is helpful for a database to be well structured.</li> <li>To plan the structure of a branching database.</li> <li>To independently create an identification tool about dinosaurs.</li> </ul> | <p><b>Computing Programming Repetition in Shapes</b></p> <ul style="list-style-type: none"> <li>To identify that accuracy in programming is important.</li> <li>To create a program in a text-based language.</li> <li>To explain what 'repeat' means.</li> <li>To modify a count-controlled loop to produce a given outcome.</li> <li>To decompose a task into small steps.</li> <li>To create a program that uses count-controlled loops to produce a given outcome.</li> </ul>                                                                                                                           | <p><b>Computing Programming Repetition in Games</b></p> <ul style="list-style-type: none"> <li>To develop the use of count-controlled loops in a different programming environment</li> <li>To explain that in programming there are infinite loops and count-controlled loops</li> <li>To develop a design that includes two or more loops which run at the same time</li> <li>To modify an infinite loop in a given program</li> <li>To design a project that includes repetition</li> <li>To create a project that includes repetition</li> </ul>                                                   | <p><b>Computing Data &amp; Information Data Logging</b></p> <ul style="list-style-type: none"> <li>To explain that data gathered over time can be used to answer questions</li> <li>To use a digital device to collect data automatically</li> <li>To explain that a data logger collects 'data points' from sensors over time</li> <li>To recognise how a computer can help us analyse data</li> <li>To identify the data needed to answer questions</li> <li>To use data from sensors to answer questions</li> </ul>                                                                                                                                                                                                                                                                                                                                                                              |



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| <p><b>Art</b><br/><b>Sculpture – Coil Pots</b></p> <p>Sculpture</p> <ul style="list-style-type: none"> <li>• Create Ancient Greek-inspired clay vases and coil pots using clay techniques.</li> <li>• Explore the properties of materials and use adhesives appropriately.</li> <li>• Add texture and detail through carving and surface decoration.</li> <li>• Develop understanding of 3D form and sculptural processes.</li> </ul> <p>Artists &amp; Evaluation</p> <ul style="list-style-type: none"> <li>• Study sculptors such as Louise Goodman and Jim Irvine, exploring their materials and techniques.</li> <li>• Use artistic vocabulary to discuss and evaluate sculptural work.</li> </ul> | <p><b>DT</b><br/><b>Structures</b></p> <p>Designing</p> <ul style="list-style-type: none"> <li>• Generate and develop ideas for shell structures based on user needs and existing products.</li> <li>• Communicate ideas through annotated sketches and prototypes.</li> </ul> <p>Making</p> <ul style="list-style-type: none"> <li>• Plan the stages of making.</li> <li>• Measure, mark, cut, shape and assemble materials accurately.</li> <li>• Select suitable materials and apply appropriate finishing techniques.</li> </ul> <p>Evaluating</p> <ul style="list-style-type: none"> <li>• Investigate existing shell structures and evaluate products against design criteria, purpose and user needs.</li> </ul> <p>Technical Knowledge</p> <ul style="list-style-type: none"> <li>• Understand how to construct strong, stiff shell structures.</li> <li>• Develop knowledge of nets and 3D shapes.</li> </ul> <p>Use relevant technical vocabulary.</p> | <p><b>DT</b><br/><b>Textiles</b></p> <p>Designing</p> <ul style="list-style-type: none"> <li>• Generate ideas and design criteria for a functional product that meets user needs.</li> <li>• Communicate ideas through annotated sketches, prototypes and pattern pieces.</li> </ul> <p>Making</p> <ul style="list-style-type: none"> <li>• Plan the stages of making.</li> <li>• Use appropriate tools, fabrics and fastenings accurately.</li> </ul> <p>Evaluating</p> <ul style="list-style-type: none"> <li>• Investigate existing textile products.</li> <li>• Test products against design criteria and user feedback.</li> <li>• Consider how key people or events have influenced textile products and fabrics.</li> </ul> <p>Technical Knowledge</p> <ul style="list-style-type: none"> <li>• Strengthen, stiffen and reinforce fabrics.</li> <li>• Join fabrics securely and understand patterns and seam allowances.</li> <li>• Use relevant technical vocabulary.</li> </ul> | <p><b>Art</b><br/><b>Collage –Roman Mosaics</b></p> <p>Collage</p> <ul style="list-style-type: none"> <li>• Design and create Roman mosaic-inspired collages using cut paper shapes.</li> <li>• Explore collage techniques, materials, colours, textures, shapes and layering.</li> <li>• Cut shapes accurately using scissors and templates, including positive and negative space designs.</li> <li>• Develop confidence in creating images and arranging compositions.</li> </ul> <p>Artists &amp; Evaluation</p> <ul style="list-style-type: none"> <li>• Study collage artists and their techniques.</li> <li>• Discuss and evaluate their own work, identifying successes and areas for improvement.</li> </ul> | <p><b>Food</b></p> <p>Designing</p> <ul style="list-style-type: none"> <li>• Develop and communicate ideas for a food product, considering user needs and sensory qualities (appearance, taste, texture and aroma).</li> </ul> <p>Making</p> <ul style="list-style-type: none"> <li>• Plan recipes and select appropriate ingredients, utensils and equipment.</li> <li>• Prepare and combine ingredients to create a suitable food product.</li> </ul> <p>Evaluating</p> <ul style="list-style-type: none"> <li>• Test and evaluate ingredients and products using sensory feedback.</li> <li>• Assess work and final products against design criteria and others’ opinions.</li> </ul> <p>Technical Knowledge</p> <ul style="list-style-type: none"> <li>• Use food preparation equipment and utensils safely and effectively.</li> <li>• Understand where ingredients come from and use relevant technical and sensory vocabulary.</li> </ul> | <p><b>Art</b><br/><b>Textiles – Felt Making</b></p> <p>Textiles</p> <ul style="list-style-type: none"> <li>• Explore different fabrics, textiles and techniques, including felting, weaving, sewing, batik and tie-dye.</li> <li>• Design and create a wet-felted artwork inspired by a chosen theme.</li> <li>• Develop sewing skills, including threading needles and combining techniques.</li> <li>• Enhance work with embellishments and refine designs through adaptation.</li> </ul> <p>Artists &amp; Evaluation</p> <ul style="list-style-type: none"> <li>• Study the work of textile artist Caren Threlfall.</li> <li>• Reflect on and improve textile work through evaluation and refinement.</li> </ul> |
| <p><b>R.E.</b></p> <p>Which Values Are Considered To Be Important by People of Faith?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p><b>R.E.</b></p> <p>Why Is Light An Important Symbol In World Faiths?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><b>R.E.</b></p> <p>Why Do Christians Believe Jesus Is The Son of God?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p><b>R.E.</b></p> <p>Easter: A Story of Betrayal or Trust?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>R.E.</b></p> <p>Why Are Holy Buildings and Places Important to People of Faith?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b>R.E.</b></p> <p>What is Prayer?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p><b>PSHE and RSHE</b><br/><b>Tolerance</b><br/><b>Making Friends Online (1)</b><br/><b>Families and People Who Care For Me</b><br/><b>Caring Friendships</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p><b>PSHE and RSHE</b><br/><b>Making Friends Online (2)</b><br/><b>Stealing</b><br/><b>Respectful Kind Relationships</b><br/><b>Being Safe</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p><b>PSHE and RSHE</b><br/><b>Learning Out of Windows</b><br/><b>Grief (1)</b><br/><b>General Wellbeing</b><br/><b>Physical Health and Fitness</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p><b>PSHE and RSHE</b><br/><b>Grief (2)</b><br/><b>Looking after our World</b><br/><b>Healthy Eating</b><br/><b>Personal Safety</b><br/><b>Basic First Aid</b><br/><b>Health Protection and Prevention</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>PSHE and RSHE</b><br/><b>Touch</b><br/><b>Medicine (1)</b><br/><b>Online Safety and Awareness</b><br/><b>Drugs, Alcohol, Tobacco and Vaping</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b>PSHE and RSHE</b><br/><b>Medicine (2)</b><br/><b>Texting Whilst Driving</b><br/><b>Wellbeing Online</b><br/><b>Developing Bodies</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |