

| Praying Mantis (UKS2) |           | Topic Cycle year                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| Subject               |           | Autumn                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Spring                                                                                                                                                                                                                                                                                                                                                                                                                | Summer                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Topic Title           |           | Kings and Queens/ Tutors Going to Town                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | To Boldly Go                                                                                                                                                                                                                                                                                                                                                                                                          | The Story of Britain (Short) People and places                                                                                                                                                                                                                                                                                                                                                                                             |
| T<br>O<br>P<br>I<br>C | History   | <p>Pupils develop a secure chronological understanding of the Tudor period, studying the reigns of Henry VII, Henry VIII, Edward VI, Mary I and Elizabeth I. They explore significant events and changes, including the Battle of Bosworth, Henry VIII's break with Rome and the Reformation, the Dissolution of the Monasteries, religious conflict and the Spanish Armada. Pupils investigate how Tudor monarchs and events shaped Britain and explore how people's lives differed according to wealth, status, religion and gender. They develop and apply historical concepts including chronology, continuity and change, cause and consequence, similarity and difference, and significance. Through examining paintings, artefacts, texts and other sources, pupils ask and answer historically valid questions, consider evidence and recognise that different interpretations and versions of Tudor events exist.</p> <p><b>National Curriculum: 1a, 1b, 1d, 2a, 2c, 3a, 4b, 4c, 8a.</b></p> | <p>Pupils will develop their understanding of chronology, continuity and change, cause and consequence, and historical significance. They will use historical sources and evidence to ask and answer questions, investigate the past, and communicate their findings.</p> <p><b>National Curriculum: 3a, 3b, 3c, 4a, 4b, 4c</b></p>                                                                                   | <p>Pupils will develop their chronological understanding by placing events in order and identifying changes over time. They will learn about significant events, people, and developments from the past, explore cause and consequence, and use historical sources and evidence to ask and answer questions about the past.</p> <p><b>National Curriculum: 1b, 1c, 2b, 2c, 3a, 4a, 4b.</b></p>                                             |
|                       | Geography | <p>Pupils will develop their understanding of human and physical geography by exploring settlements, land use, natural resources, climate, rivers, and other geographical features. They will use maps, atlases, compass points, and fieldwork skills to locate and describe features of the UK and the wider world.</p> <p><b>National Curriculum: 2a, 3b</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Pupils will develop their location knowledge by identifying countries, regions, cities, and geographical features. They will explore key aspects of human and physical geography, including settlements, land use, natural resources, and physical features. Pupils will also develop geographical skills by using maps, atlases, globes, compass directions, symbols, and keys to locate and describe places.</p> | <p>Pupils will develop their location knowledge by identifying countries, regions, cities, and geographical features. They will compare different places and develop an understanding of their geographical similarities and differences. Pupils will explore key aspects of human and physical geography, including climate, settlements, land use, and natural resources.</p> <p><b>National Curriculum: 1a, 1b, 1g, 2a, 3a, 3b.</b></p> |

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|  |                |                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                          | <b>National Curriculum: 1a, 1d, 1e, 1h, 3b, 4a, 4b.</b>                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                              |
|  | Art and Design | Focus on Tudor portraits influenced by the artist Hans Holbein, combining his work with that of Andy Warhol. Students will develop their drawing, painting, and mixed-media skills, as well as their creative thinking, by creating a portrait of Henry VIII, Elizabeth I, or another member of the Tudor family. |                                                                                                                                                                                                                                                                                                          | To develop an understanding of landscape artwork—such as mountains, rivers, and seas—students will explore the use of colour, tone, shape, and pattern. Their work will be influenced by both an older artist, Claude Monet, and a modern artist, David Hockney, to support their creative development. The final outcome will be a painted landscape on canvas. |                                                                                                                                                                                                                                                                                                                                | Examples of artists who use nature and recycled materials include Andy Goldsworthy (a sculpture artist) and Jane Perkins (a recycled-materials artist). These artists provide inspiration for students as they explore how to create their own artwork using either natural resources or recycled materials. |
|  | DT             |                                                                                                                                                                                                                                                                                                                   | Food and Technology. Cross-curricular link with History: Pupils will learn how to cook Tudor food, follow instructions, and understand health and safety rules, as well as the importance of good hygiene. The cooking activities will include making bread rolls, pottage soup, gingerbread cake, apple |                                                                                                                                                                                                                                                                                                                                                                  | Linking with their Geography lessons, students will learn how to construct rivers, mountains, trees, and other landscape features using a variety of materials to create effective 3D forms. Their final outcome will be a 3D globe, designed and decorated with landscape features to represent different parts of the world. | Cross-curricular links will be made with Science (Habitats). Students will create animals using a variety of materials, including recycled resources, to explore texture, form, and sustainability. The final outcome will be a clay model of an animal inspired by its habitat.                             |

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|           |                                                                                                                                                                                  |                                                                                                                                           | and oat crumbles, and cheese bread.                                                                                                                                                          |                                                                                           |                                                                                                                                                                                     |                                                                                                                                                                            |  |
| Science   | <b>Forces</b><br>-Air resistance<br>-Water resistance<br>-Gravity                                                                                                                | <b>Spaces</b><br>-The solar system<br>-Planets<br>-Moon                                                                                   | <b>Properties of materials</b><br>-Electrical conductivity<br>-Insulating heat<br>-Materials                                                                                                 | <b>Animals including humans</b><br>-The human cycle<br>-Babies<br>-Adolescence<br>-Adults | <b>Reproduction</b><br>-Animals<br>-Plants                                                                                                                                          | <b>Reversible and irreversible changes</b><br>-Dissolve<br>-Materials                                                                                                      |  |
| Computing | <b>-Coding (Term1)</b><br><br><b>-Online safety (Term 2)</b><br>-Publish<br>-Writing templates<br>Displayboards<br>Mind Map<br><br><b>-Spreadsheets (Term 2-3)</b><br>-Calculate |                                                                                                                                           | <b>-Spreadsheets (Term 2-3)</b><br>-Calculate<br><br><b>-Databases (Term 4)</b><br>-Investigate<br>-Avatar creator<br><br><b>-Game Creator</b><br>-DIY 3D<br>-Writing templates<br>-Blogging |                                                                                           | <b>-Game Creator</b><br>DIY 3D<br>-Writing templates<br>-Blogging<br><br><b>-3D Modelling</b><br>-Design and make<br>-Writing templates                                             | <b>-Concept Maps</b><br>-2Connect<br>Mind Map<br><br><b>Microsoft resources</b><br>-Word<br>-Google Docs                                                                   |  |
| RE        | <b>Heroes</b><br>-Buddha<br>-Jesus<br>- How to use these religious beliefs as inspirational leaders and share their values.                                                      | <b>Christmas-Sacred/ secular</b><br>- The meaning of Christmas for Christians, and a comparison between sacred and secular celebrations . | <b>Faith in arts</b><br>-Christianity<br>-Buddism<br>- To find out how different religious groups express themselves through art, music, and drama.                                          |                                                                                           | <b>Human responsibility for the environment</b><br>-Christian<br>-Buddha<br>- To explore how different religious beliefs shape their responsibility for caring for the environment. | <b>Ideas about God.</b><br>- To discover and compare how God influences the lives of different religious groups, including their ideas and views.<br>-Christian<br>-Buddha |  |
| PSHCE     | <b>Deaf Studies</b><br>-Deaf Identity<br>- Communication<br>-Technology<br>-Community and Culture<br>-Deaf History                                                               | What is mental ill-health and how can they manage it                                                                                      | What is prejudice, discrimination and stereotypes                                                                                                                                            | How should they spend (or save) money                                                     | How will they grow and change                                                                                                                                                       | How do they keep safe online                                                                                                                                               |  |
| PE        | <b>Invasion Games</b><br>-Handball<br>-Basketball                                                                                                                                | Dance                                                                                                                                     | Gymnastics                                                                                                                                                                                   | <b>Net and Wall games</b><br>-Tennis<br>-Table Tennis                                     | <b>Striking and Fielding</b><br>-Rounders                                                                                                                                           | Athletics                                                                                                                                                                  |  |