

Key Stage 1 and 2 Long Term Plan (2 Year Cycle)

A – odd years, B – even years (Sept)

Autumn	KS1		KS2			
	Y1/Y2 A	Y1/Y2 B	Y3/4 A	Y3/4 B	Y5/6 A	Y5/6 B
Low percentage of children/families from the village – we therefore always start with a local history/geography focus	Brilliant Bury Houses 2025 School 2023 Ourselves- our body/changes	Brilliant Bury War / Farms 2024 Churches 2026 Ourselves - emotions	Brilliant Bury Houses 2025 School 2023	Brilliant Bury War /Farms 2024 Churches 2026	Brilliant Bury Houses 2025 School 2023 WOLVES	Brilliant Bury War/ Farms Churches Reactive
English	What is a sentence? (The Colour Monster Goes to School) My senses -poetry (Pumpkin Soup) Writing instructions e.g recipe Letter writing Bury Rangers – wassail linked stories	What is a sentence? I'm the Best! Beegu Jack Frost – poetry	Stone Age Boy (F) The Street beneath my feet by Yuval Zommer (NF) The Pebble in my Pocket by Meredith Hooper (NF) Narrative – portal story Explanation Instructions <i>linked to clay houses</i>	The Dark by Lemony Snickett (F) The Iron Man by Ted Hughes (F) The girl and the Robot (Lit shed animation) (F) Instructions Narrative Poetry – rhyming	Next chapter of The Girl who speaks bear(F). Should wolves be introduced to the SDNPA?	Church explanation Story of s Letters from the (NF) A day in the life
Maths	Addition/subtraction Counting to 20	Addition/subtraction Counting to 20	Place value, calculation	Place value, calculation	Place value, calculation, graphs	Place value, calculation
History	Brilliant Bury Ourselves - Timeline of changes Remembrance Day	Brilliant Bury First aeroplane flight – Wright Brothers Remembrance Day	Brilliant Bury Stone Age to Iron Age	Brilliant Bury Romans	Brilliant Bury – The village/ school (focus on war)	Brilliant Bury - churches (focus)
Geography	Brilliant Bury – The Village/The School Bury Rangers Seasons	Brilliant Bury – Farms/Churches Bury Rangers Seasons	Brilliant Bury – The Village /The School	Brilliant Bury – Farms/Churches Is it more dangerous to live in the Campania region , Italy or West Sussex?	Brilliant Bury The Village/The School Should we reintroduce wolves to the SDNP?	Brilliant Bury Farm Soil and flora quantitative ques Church
Science	Class based Human body/senses Bury Rangers - Seasonal changes Bury Rangers – Y1 materials linked to shelters	Class based Human body – parts and what they do and why. Bury Rangers – Y2 materials linked to shelters Bury Rangers - Seasonal changes Bury Rangers – Living things	Bury Rangers – Food chains (part of Y4 animals) Class based - Y3 Animals inc. humans	Bury Rangers – Food chains (part of Y4 animals) Class based Y4 States of Matter Class based Y4 Sound	Class based Y6 Electricity Class based – Full unit Earth and space + Trip to South Downs Planetarium	Class based Class based Bury Rangers – Earth and Space u Star Do

Art	<p>Spirals Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks. https://www.accessart.org.uk/spirals/</p> <p>Simple Printmaking Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry. https://www.accessart.org.uk/simple-printmaking/</p>	<p>Explore & Draw Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills. https://www.accessart.org.uk/explore-draw/</p> <p>Exploring the World Through Mono Print Using a simple mono print technique to develop drawing skills, encourage experimentation and ownership. https://www.accessart.org.uk/exploring-the-world-through-mono-print/</p>	<p>Gestural Drawing with Charcoal Making loose, gestural drawings with charcoal, and exploring drama and performance. https://www.accessart.org.uk/gestural-drawing-with-charcoal/</p> <p>Working with Shape and Colour "Painting with Scissors": Collage and stencil in response to looking at artwork https://www.accessart.org.uk/working-with-shape-and-colour/</p>	<p>Storytelling Through Drawing Explore how artists create sequenced drawings to share and tell stories. Create accordion books or comic strips to retell poetry or prose through drawing. https://www.accessart.org.uk/storytelling-through-drawing/</p> <p>Exploring Pattern*2 Exploring how we can use colour, line and shape to create patterns, including repeating patterns. https://www.accessart.org.uk/exploring-pattern/</p>	<p>Typography & Maps Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps. https://www.accessart.org.uk/typography-and-maps/</p> <p>*Making Monotypes Combine the monotype process with painting and collage to make visual poetry zines. https://www.accessart.org.uk/making-monotypes/</p>	<p>2D Drawing to 3D Ma Explore how 2D dra transformed to 3D towards a sculptural graphic design https://www.accessart.org.uk/drawing-to-3d/</p> <p>Activism Explore how artists speak on behalf of Make art about things https://www.accessart.org.uk/activism/</p>
DT	<p>Bury Rangers – Cooking seasonal food on the fire Bury Rangers - Building shelters Y1 Class based - Pop up Christmas cards</p>	<p>Bury Rangers – Cooking seasonal food on the fire Bury Rangers - Building shelters Y2 Class based - Pop up Christmas cards</p>	<p>Bury Rangers – Cooking seasonal food on the fire Bury Rangers – Paper & cane lanterns Y3 Class based - Pop up Christmas cards</p>	<p>Bury Rangers – Cooking seasonal food on the fire Bury Rangers – Musical instruments Y4 Class based - Pop up Christmas cards</p>	<p>Bury Rangers – Cooking seasonal food on the fire Y5 Class based - Pop up Christmas cards Bury Rangers - Make a torch with electrical circuits</p>	<p>Bury Rangers seasonal food Bury Rangers - Green man s Y6 Class based Christmas</p>
PE	Multi-skills, including: listening skills, travelling/movement, small equipment games.	Multi-skills, including: listening skills, travelling/movement, small equipment games.	Hockey Hockey	Hockey Hockey	Hockey Hockey	Hockey Hockey
RE	<p><u>Understanding Christianity</u> <i>What do Christians believe that God is like?</i> <u>Emmanuel Project - Judaism</u> <i>Why is learning to do good deeds so important to Jewish people?</i></p>	<p><u>Emmanuel Project - Judaism</u> <i>Why do Jewish families talk about repentance at New Year?</i> <u>Understanding Christianity</u> <i>Why does Christmas matter to Christians?</i></p>	<p><u>Understanding Christianity</u> <i>What is it like to follow God?</i> <u>Emmanuel Project - Judaism</u> <i>What symbols and stories help Jewish people remember their covenant with God?</i></p>	<p><u>Understanding Christianity</u> <i>What do Christians learn from the Creation story?</i> <u>Understanding Christianity</u> <i>What is the Trinity?</i></p>	<p><u>Understanding Christianity</u> <i>What does it mean if God is loving and holy?</i> <u>Understanding Christianity</u> <i>Was Jesus the Messiah?</i></p>	<p><u>Emmanuel Project</u> <i>Why do humans happiness is the</i> <u>Emmanuel Project</u> <i>How do quest Brahman and atr the way a Hir</i></p>
Music	<p>Music and movement – playground singing games to support pulse/rhythm/do-so pitch</p> <p>Seasonal songs</p> <p>Developing rhythm and pulse using bucket drumming.</p> <p>Nativity Preparation – seasonal songs</p>	<p>Music and movement – playground singing games to support pulse/rhythm/do-so pitch</p> <p>Seasonal songs</p> <p>Developing rhythm and pulse using bucket drumming.</p> <p>Nativity Preparation – seasonal songs</p>	<p>Harvest Songs – John Barleycorn Across The Fields</p> <p>Sing Up LKS2[A] Term 1 "I've Been To Harlem" Wassail – traditional songs in preparation for Wassail. Sing Up LKS2[A] Term 1 "Chilled Out Clap Rap"</p>	<p>Harvest Songs – John Barleycorn Across The Fields</p> <p>Sing Up LKS2[B] Term 1 "This Little Light Of Mine" Wassail – traditional songs in preparation for Wassail. Sing Up LKS2[B] Term 1 "My Fantasy Football Team"</p>	<p>Sing Up UKS2[A] "What Shall We Do With A Drunken Sailor"/ "Introduction To Songwriting"</p> <p>Rehearsing and performing simple songs and rounds using a wider pitch range and variety of notation.</p>	<p>Sing Up UKS2[B] "Hey, Mr Miller"</p> <p>Rehearsing and performing songs and rounds using a range and variety of notation.</p>
Computing	<p><u>Computing systems and networks – Technology around us</u> <u>Creating media – Digital painting</u></p>	<p><u>Computing systems and networks – IT around us</u> <u>Creating media – Digital photography</u></p>	<p><u>Computing systems and networks – Connecting computers</u> <u>Creating media – Animation</u></p>	<p><u>Computing systems and networks – The Internet</u> <u>Creating media – Audio editing</u></p>	<p><u>Computing systems and networks – Sharing information</u> <u>Creating media – Vector drawing</u></p>	<p><u>Computing systems and networks – Com</u> <u>Creating media –</u></p>
PSHCE	<p>Relationships and sex education Worries & asking for help Body privacy and saying yes or no (pants rule) Private and privacy Feeling happy and sad</p>	<p>Relationships and sex education Worries & asking for help Body privacy and saying yes or no (pants rule)</p>	<p>Relationships and sex education Early warning signs personal Boundaries and right to privacy Gender expectations</p>	<p>Relationships and sex education Body privacy Pressure to share and dares Digital and media literacy</p>	<p>Relationships and sex education Body safety Changing feelings Dealing with strong feelings <u>Relationships and conception</u></p>	<p>Relationships and sex education Physical contact & touch Challenging the feelings of Body changes a</p>

	<p>Changes in growth Similarities and differences</p> <p>Special people Family kindness & relationships, love</p> <p>Digital and media literacy Sources of internet information</p> <p>Emotional health and wellbeing Stereotypes – boys and girls</p>	<p>Being safe in unfamiliar situations Feelings and impact on self and others Boys, girls and stereotypes Friends and friendship</p> <p>Digital and media literacy</p> <p>Online activities</p> <p>Physical health and wellbeing Staying safe in emergencies</p>	<p>Digital and media literacy</p> <p>Communicating with others online</p> <p>Risks of sharing online</p> <p>Online security/ sharing information</p>	<p>Identities online and offline Digital footprints Privacy and information</p>	<p>Changes in relationships (when relationships go wrong)</p> <p>Digital and media literacy</p> <p>Managing time online Identities online and influence</p> <p>Online profiles and age appropriateness</p>	<p>Media influences of & femini Types of relations commitm</p>
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Spring	KS1		KS2			
	Y1/Y2 A	Y1/Y2 B	Y3/4 A	Y3/4 B	Y5/6 A	Y5/6 B
	Spring	Once upon a time (growth)	HEATHLANDS NOLA		GREEKS	EXPLORERS
English	The Way Home for Wolf – story 'S' Mr Wolf's pancakes	Jack and the Beanstalk Jim and the Beanstalk- Raymond Briggs	Narrative - Folk stories or stories to entertain The Boy Who Grew Dragons by Andy Shepherd Sussex Folk Tales by Michael O'Leary Poetry – Rhyming I am the Seed that grew the Tree Writing to inform: Biographies Greta Thornburg & David Attenborough	Narrative - adventure Firework Maker's Daughter by Philip Pullman The Girl, The Cat and the Navigator by Matilda Woods Biographies (Mountain Explorers) Poetry - rhyming	Newspaper report for Who Let the Gods Out? Re-write The Odyssey	Character profile – Litfilmfest Retell Shackleton's journey Application letter to Shackleton Journey to the River Sea/The Explorer
Maths			Time, Fractions, Geometry	Time, Fractions, Geometry	fractions	fractions
History	Florence Nightingale and Mary Seacole - Significant individuals' comparison	Rosa Parks and Emily Davison - Significant individuals' comparison			Ancient Greece	
Geography	Would you prefer to live in Rome or Bury? Bury Rangers Seasons	Why could a giraffe and a polar bear never meet? Bury Rangers Seasons	Bury Rangers – Better Planet Schools 'Plastic and Waste' project SDNP landscapes	Is it more dangerous to live in the Campania region, Italy or West Sussex?	Bury Rangers – Better Planet Schools 'Energy and Energy Saving' project – Bury Rangers	Explorers How does quality of life vary between Bury, Slindon or Bognor?

			Why is it more crowded in the South Downs than in the Alps? NOLA		Bury rangers – John Muir Award	Mapwork - plan expedition
Science	Bury Rangers – Seasonal Changes Bury Rangers – Living things Y2	Bury Rangers – Seasonal Changes Bury Rangers – Living things Y2	Class based Y4 Animals inc. Humans – digestive system, teeth, food chains Class based Y3 Forces	Bury Rangers - Y3 Rocks Class based Y4 Electricity	Class based Y5 Properties of materials	Bury Rangers – Y6 Evolution and inheritance Class based Y5 Animals inc. humans (Babies to old age)
Art	<u>Exploring Watercolour</u> Exploring watercolour and discovering we can use accidental marks to help us make art. https://www.accessart.org.uk/exploring-watercolour-pathway/ <u>Playful Making</u> Exploring materials and intention through a playful approach http://www.accessart.org.uk/playful-making	<u>Be An Architect</u> Exploring architecture and creating architectural models. https://www.accessart.org.uk/be-an-architect/ ... <u>Expressive Painting</u> Explore how painters sometimes use paint in an expressive and gestural way. Explore colour mixing and experimental mark making to create abstract still lifes. https://www.accessart.org.uk/expressive-painting/	<u>Telling Stories Through Making*1</u> Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film https://www.accessart.org.uk/telling-stories-through-making/ <u>Cloth, Thread, Paint</u> Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a painted and stitched piece. https://www.accessart.org.uk/cloth-thread-paint/	<u>The Art of Display</u> Explore how the way we display our work can affect the way it is seen. https://www.accessart.org.uk/the-art-of-display/ <u>Exploring Still Life</u> Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired art work. https://www.accessart.org.uk/still-life/	<u>Mixed Media Land & City Scapes</u> Explore how artists use a variety of media to capture spirit of the place. https://www.accessart.org.uk/mixed-media-land-and-city-scapes/ <u>Set Design</u> Explore creating a model set for theatre or animation inspired by poetry, prose, film or music. http://www.accessart.org.uk/set-design	<u>Brave Colour</u> Exploring how artists use light, form and colour to create immersive environments. https://www.accessart.org.uk/brave-colour/ <u>Exploring Identity</u> Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait. https://www.accessart.org.uk/identity/
DT	Bury Rangers - Cooking pancakes for pancake day Bury Rangers – Wooden Pendants	Bury Rangers - Cooking pancakes for pancake day Bury Rangers – Whittling sticks (journey sticks, wish sticks)				
PE	Maypole dancing Gymnastics Dance and movement.	Country dancing Gymnastics Athletics	Maypole dancing Gymnastics Tennis	Country dancing Football Netball	Maypole dancing Football Basketball	Country dancing Tennis Leadership
RE	<u>Understanding Christianity</u> <i>Who made the world?</i> <u>Understanding Christianity</u> <i>Why does Easter matter to Christians?</i> (Core Learning)	<u>Emmanuel Project - Islam</u> <i>How do some Muslims show Allah is compassionate and merciful?</i> <u>Understanding Christianity</u> <i>Why does Easter matter to Christians?</i> (Digging Deeper)	<u>Emmanuel Project - Hinduism</u> <i>Why do Hindus want to collect good karma?</i> <u>Understanding Christianity</u> <i>What kind of a world did Jesus want?</i>	<u>Emmanuel Project - Hinduism</u> <i>How does the story of Rama and Sita inspire Hindus to follow their dharma?</i> <u>Understanding Christianity</u> <i>Why do Christians call the day Jesus died 'Good Friday'?</i>	<u>Emmanuel Project - Hinduism</u> <i>What spiritual pathways to Moksha are written about in Hindu scriptures?</i> <u>Understanding Christianity</u> <i>What did Jesus do to save human beings?</i>	<u>Understanding Christianity</u> <i>What kind of king is Jesus?</i> <u>Understanding Christianity</u> <i>What difference does the resurrection make for Christians?</i>
Music	Singing games & rhymes to develop pulse/rhythm/pitch Composition based around Shirley Hughes' Out and About: Spring.	Traditional nursery rhymes and songs (There Was A Princess..., When Goldilocks Went...) Composition based around a fairy story.	<i>Living In The New Stone Age</i> - SingUp SingUp LKS2[A] Term 2 "Latin Dance" (ukulele skills) Easter Production Preparation	Romans – <i>Just Like A Roman</i> from SingUp SingUp LKS2[B] Term 2 "The Doot Doot Song" (ukulele skills) Easter Production Preparation	Learning and performing songs by Hilaire Beloc. SingUp UKS2[A] Term 2 "Madina Tun Nabi"	Songs of adventure – Wrecker's Island. SingUp UKS2[B] Term 2 "Dona Nobis Pacem"

Computing	Creating media – Digital writing Data and information – Grouping data	Creating media – Making music Data and information – Pictograms	Creating media – Desktop publishing Data and information – Branching databases	Creating media – Photo editing Data and information – Data logging	Creating media – Video editing Data and information – Flat-file databases	Creating media – Web page creation Data and information – Spreadsheets
PSHCE	<p><u>Physical health and wellbeing</u> Looking after our bodies safely</p> <p>Feeling safe Helping us stay safe Well, unwell and spread of germs Being healthy and activity</p>	<p><u>Physical health and wellbeing</u> Medicines and safety Fair and unfair/ right and wrong/ rules Keeping clean Food practice and choice</p>	<p><u>Physical health and wellbeing</u> Everyday substances inc caffeine Safety rules and laws Risk, hazard and emergency Sleep and health Healthier lifestyle choices <u>Emotional health and wellbeing</u> Sleep and our emotional health</p>	<p><u>Physical health and wellbeing</u> Tobacco and smoking Making decisions, taking risks and influences RESPONSIBILITY TO BE safe Cleanliness, germs and immunisation Habits and choices</p>	<p><u>Physical health and wellbeing</u> Drugs and usage Influence on exercise and consequences of choice <u>Emotional health and wellbeing</u> Feelings and emotions Image and representation Community and belonging Understanding change breathe litfilmfest</p>	<p><u>Physical health and wellbeing</u> Pressure influence <u>Emotional health and wellbeing</u> Self esteem Pressure and uncertain feelings Changes (inc puberty) <u>Relationships and sex ed</u> Body changes and puberty</p>

Summer	KS1		KS2			
	Y1/Y2 A	Y1/Y2 B	Y3/4 A	Y3/4 B	Y5/6 A	Y5/6 B
English		Space	ANCIENT EGYPT The Story of Tutankhamun by Patricia Cleveland-Peck The Legend of Tutankhamun by Sally Morgan The Miraculous Journey of Edward Tulane Narrative – Newspaper reports – Tutankhamun's tomb discovery Poetry – non-rhyming	ANGLO-SAXONS & VIKINGS Arthur and the Golden Rope by Joe Todd Stanton Odd and the Frost Giants by Neil Gaiman Beowulf by Rob Lloyd Jones Narrative – Myths and legends Poetry – non-rhyming persuasive writing. Diary writing	SDNP Interview SDNP residents and write up Hilaire Belloc Poetry Alfred Lord Tennyson Poetry Tourist brochures	MAYA Classic texts – Dracula Frankenstein
Maths			Measure, statistics	Measure, statistics		
History	Transport - (changes within living memory) Trip to Amberley Museum	Neil Armstrong and Tim Peake - (comparison of significant individuals and local link)	First half: Ancient Egypt and overview of other ancient civilizations	Anglo-Saxons and Vikings. Weald and Downland Museum		Maya (non-European)
Geography	Bury Rangers Seasons	Bury Rangers Seasons	Rivers Second half: How do people use the Arun and the Nile differently?	Coasts Why are some places more popular for beach holiday than others?	SDNPA tourism and trade Is being part of a national park good for businesses?	
Science	Bury Rangers – Seasonal Changes Bury Rangers – Y1 Plants Bury Rangers – Y1 Animals inc. humans	Bury Rangers – Seasonal Changes Bury Rangers – Y2 Plants Bury Rangers – Y2 Animals inc. humans	Bury Rangers Y4 Living things (Classification) Class based Y3 Light	Bury Rangers - Y3 Plants	Bury Rangers – Y5 Living things (Life cycles) Class based Y6 Animals inc. humans (circulatory system)	Bury Rangers – Y6 things (Classification)
Art	Making Birds Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2d to 3d to make a bird. https://www.accessart.org.uk/pathway-making-birds/ Inspired by Flora & Fauna Explore how artists make art inspired by flora and fauna. Make collages of MiniBeasts and display as a shared artwork. https://www.accessart.org.uk/flora-and-fauna/	Stick Transformation Project* Explore how you can transform a familiar object into new and fun forms. https://www.accessart.org.uk/stick-transformation-project/ Music & Art** Explore how we can make art inspired by the sounds we hear. https://www.accessart.org.uk/music-and-art/	Using Natural Materials to Make Images*4 – See Art LTP for specific plan Using natural pigments and dyes from the local environment to make art. Exploring Cyanotype and Anthotype – use own school planning, not this https://www.accessart.org.uk/using-natural-materials-to-make-images Making Animated Drawings Explore how to create simple moving drawings by making paper “puppets” and animate them using tablets. https://www.accessart.org.uk/animated-drawings/	Sculpture, Structure, Inventiveness & Determination*3 What can artists learn from nature? https://www.accessart.org.uk/sculpture-and-structure Festival Feasts How might we use food and art to bring us together? https://www.accessart.org.uk/sculptural-food	Architecture: Dream Big or Small? Explore the responsibilities architects have to design us a better world. Make your own architectural model. http://www.accessart.org.uk/architectural-design Fashion Design Explore contemporary fashion designers and create your own 2d or 3d fashion design working to a brief. http://www.accessart.org.uk/fashion	Take a Seat Explore how craftspeople designers bring personality to work https://www.accessart.org.uk/seat/ Shadow Puppets Explore how traditional contemporary artists use cut shadow puppets https://www.accessart.org.uk/puppets/
DT	Bury Rangers: Make a salad from leaves grown in science Bury Rangers – Bird Feeders	Bury Rangers: Make a salad from leaves grown in science Bury Rangers – Bug hotels	Bury Rangers – picture frames	Bury Rangers – making a board game '9-Man Morris'	Bury Rangers – Reactive project – pioneering projects (Camp gadgets)	Bury Rangers – Shed building inc. Pulleys and Add crumbles to create sensor alarms for sheds
PE	Invasion games and athletics/Sports Day	Small invasion games: attacking and defending. Tennis	Tag Rugby Rounders Swimming	Athletics Stoolball	Tag Rugby Stoolball	Athletics Rounders

RE	<u>Emmanuel Project - Judaism</u> <i>Why do Jewish families say so many prayers and blessings?</i> <u>Islam – additional unit from the Diocese of Guildford.</u> <i>What is important for Muslim children?</i>	<u>Emmanuel Project - Judaism</u> <i>Why is the Torah such a joy for the Jewish community?</i> <u>Understanding Christianity</u> <i>What is the good news that Jesus brings?</i>	<u>Understanding Christianity</u> <i>When Jesus left, what was the impact of Pentecost?</i> <u>Emmanuel Project - Islam</u> <i>How does a Muslim show their <u>submission</u> and <u>obedience</u> to Allah?</i>	<u>Emmanuel Project - Islam</u> <i>Why do Muslims call Muhammad the 'seal' of the <u>prophets</u>?</i> <u>Emmanuel Project - Sikhism</u> <i>How do Sikhs put their beliefs about <u>equality</u> into practice?</i>	<u>Emmanuel Project - Buddhism</u> <i>How did Buddha teach his followers to find enlightenment?</i> <u>Emmanuel Project - Islam</u> <i>What does the Qur'an <u>reveal</u> about Allah and his guidance?</i>	<u>Emmanuel Project -</u> <i>How does <u>tawhid</u> create a sense of belonging to the Muslim community?</i> <u>Understanding Christianity</u> <i>Creation and science: conflicting or complementary?</i>
Music	Ukulele: Units 1 and 2 of Ukulele Magic: -Parts of ukulele -Strumming -Picking -C chord -Am chord	Ukulele: Pages 1-7 of Ukulele Basics -Parts of ukulele -Strumming -Picking -C chord -Am chord	BBC Ten Pieces Mars The Bringer Of War – compose own piece of music based on Egyptian God using classroom percussion.	'We Are Anglo Saxons' BBC Music scheme, and 'Saxon Sea Shanty' composition.	Preparations for Bury Folk Festival (16th June) Folk songs of The Copper Family and those collected locally by Lucy Broadwood Summer production preparation.	Preparations for Bury Folk (16th June) Folk songs collected across South Downs. Summer production preparation.
Computing	<u>Programming A – Moving a robot</u> <u>Programming B – Introduction to animation</u>	<u>Programming A – Robot algorithms</u> <u>Programming B – An introduction to quizzes</u>	<u>Programming A – Sequence in music</u> <u>Programming B – Events and actions</u>	<u>Programming A – Repetition in shapes</u> <u>Programming B – Repetition in games</u>	<u>Programming A – Selection in physical computing</u> <u>Programming B – Selection in quizzes</u>	<u>Programming A – Variations in games</u> <u>Programming B – Selection in quizzes</u>
PSHCE	<u>Emotional health and wellbeing</u> Recognising feelings Managing feelings Secrets and privacy Well and unwell Right/wrong friends/bullying Coping with loss and changing situations	<u>Emotional health and wellbeing</u> Recognising feelings Managing feelings Uniqueness ,similarities, difference Being good at things and achievement Belonging and responsibilities. Changing behaviours	<u>Emotional health and wellbeing</u> Achievements and goals	<u>Emotional health and wellbeing</u> Health and wellbeing Friendships and bullying Learning & achievement	<u>Digital and media literacy</u> Validity of information <u>Emotional health and wellbeing</u> Saying goodbye and moving on	<u>Digital and media literacy</u> Online vs real world Knowing people online Cyberbullying and new behaviours Legal use of information Masters of the digital world litfilmfest <u>Emotional health and wellbeing</u> Saying goodbye and moving on