

Educational Visits

Educational Visit 1	Educational Visit 2
Luminous Light	Gurdwara
<p>Children will be taking part in the <i>Luminous Light</i> workshop at Thinktank, where they will explore how light and shadows work.</p> <p>They will discover how light reflects, how shadows change and why materials behave differently when light shines on them.</p> <p>This links closely to their science lessons, helping them to see classroom learning in action with exciting experiments.</p> <p>The trip makes science memorable by allowing pupils to investigate light in a real science setting.</p>	<p>Children will be visiting a Sikh Gurdwara to see how the beliefs they have been learning about are lived out in practice.</p> <p>They will discover how Sikhs worship, why the Guru Granth Sahib is treated with such respect, and how everyone is welcomed to share food in the langar.</p> <p>These experiences will make their RE lessons more meaningful and memorable.</p> <p>The visit will also encourage children to reflect on values such as service, fairness and belonging in different communities.</p>

Geography

Unit 1	Unit 2	Unit 3
Natural hazards: Why do people live near volcanoes?	Polar regions: Who lives in Antarctica?	Settlements: Are all settlements the same?
Explains how volcanoes and mountains form, the effects of earthquakes, and the advantages and disadvantages of living near them.	Describes Antarctica's physical and human geography, Shackleton's expedition, and uses mapping skills to plot and navigate.	Compares settlements in the UK and India, exploring land use changes, features, and differences using maps and fieldwork.

History

Unit 1	Unit 2	Unit 3
Prehistory: Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age?	Empire: Why did the Romans invade and settle in Britain?	How have children's lives changed?
Describes features of prehistoric periods, uses archaeological evidence to explain trade and settlements, and compares changes over time.	Explains Roman invasion causes, army success, and legacies, comparing Roman and Celtic life.	Uses sources to explore how childhood changed from Tudor to Victorian times, explains why many children worked, and evaluates Lord Shaftesbury's impact on children's lives.

Science

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Animals Including Humans: Movement and Nutrition	Forces and Space: Forces and Magnets	Materials: Rocks and Soil	Energy: Light and Shadows	Living Things: Plant Reproduction
Describes the role of the skeleton and muscles in movement and explains the importance of a balanced diet for maintaining health.	Investigates magnetic attraction and repulsion, friction, and how different surfaces and magnetic strengths affect movement.	Classifies rocks by their properties, explains how fossils form, and compares different soils using practical investigations.	Explores how light travels in straight lines, reflects off surfaces, and casts shadows, investigating how shadows change with distance.	Describes the functions of different parts of flowering plants and explains how pollination, fertilisation, and seed dispersal occur.

Art & Design

Unit 1	Unit 2	Unit 3
Drawing: Understanding tone and texture	Painting and mixed media: Life in colour	Sculpture and 3D: Clay houses
Explores a range of drawing materials to create tonal contrast, refining observational drawings with pressure control and detail.	Develops purposeful use of texture and colour in painting and collage, exploring composition and layering for visual impact.	Uses shaping and joining techniques to create clay tiles, enhancing designs with applied marks and patterns.

Design & Technology

Unit 1	Unit 2	Unit 3
Structures: Constructing a castle	Cooking and nutrition: Eating seasonally	Textiles: Egyptian collars
Designs and constructs castles using nets, tabs and key structural features for stability and strength.	Plans and prepares seasonal tarts, developing cutting skills and understanding food origins and benefits.	Sews and decorates Egyptian-style collars using cross-stitch, appliqué and symmetrical templates.

Computing

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Microsoft Office 365: Computing systems and networks: Collaborative learning	Programming 1: Further coding with Scratch	Data handling: Investigating weather	Computational thinking	Online safety
Covers collaborative working in Microsoft Office 365, including sharing and commenting on documents, creating surveys in Forms, and analysing data in spreadsheets.	Builds on previous Scratch knowledge to create scripts, introduce and use variables, and design quiz games through decomposition and coding skills.	Teaches how to collect, record, and present weather data using spreadsheets, design weather stations, and create forecasts with digital tools.	Explores the four strands of computational thinking, applying skills such as decomposition, abstraction, and algorithm design to solve problems in Scratch.	Focuses on evaluating online search results, recognising persuasive online techniques, understanding bots, and managing digital distractions.

Religious Education

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Sanatani: Would visiting the River Ganges make someone a better Sanatani?	Christianity: Has Christmas lost its true meaning?	Christianity: Could Jesus heal people? Did he perform miracles or is there another explanation?	Christianity: What is good about Good Friday?	Sanatani: What do some deities tell Sanatanis about God?	Sanatani: What is the best way for a Sanatani to lead a good life?
Explores the significance of the River Ganges in Sanatani belief, considering rituals, respect and the meaning of pilgrimage.	Examines the celebration of Christmas, questioning whether its true meaning has been lost and how Christians connect it to Jesus' mission.	Investigates the stories of Jesus' healing, reflecting on miracles as signs of divinity and considering alternative explanations.	Considers the events of Good Friday, explaining salvation, sacrifice and the hope Easter brings to Christians.	Explores how Sanatanis understand deities such as Ganesha and Lakshmi, linking their qualities to beliefs about Brahman.	Examines how beliefs in karma, atman and moksha shape Sanatani ideas about living well through prayer, worship and service.

Physical Education

Unit 1	Unit 3	Unit 5	Unit 7	Unit 9	Unit 11
Football	Tag Rugby	Netball	Basketball	Athletics	Tennis
Focuses on accurate passing, dribbling, and controlling the ball to maintain possession and create scoring chances.	Develops evasion skills, passing backwards, and teamwork to create attacking opportunities while applying simple game rules.	Introduces positions, passing and catching techniques, and basic rules to create scoring opportunities as a team.	Builds skills including dribbling, passing, and shooting, while understanding and applying rules in games.	Improves running, jumping, and throwing techniques, applying agility and coordination to compete and record performance in events.	Teaches forehand shots, serving, and returning, applying tactics to score points against opponents.
Unit 2	Unit 4	Unit 6	Unit 8	Unit 10	Unit 12
Gymnastics Unit 1	Gymnastics Unit 2	Dance Unit 1	Dance Unit 2	Rounders	Cricket
Develops gymnastic sequences with balances, rolls, and jumps, focusing on strength, flexibility, and smooth transitions.	Extends gymnastic skills with dynamic movements, flexibility, and partner work to create fluent, controlled sequences.	Encourages creativity in dance through thematic movement, using formations and action/reaction techniques.	Explores storytelling in dance, applying dynamics, formations, and collaborative choreography.	Introduces striking, fielding, and basic rules, developing batting, bowling, and teamwork skills.	Builds batting, bowling, and fielding skills, with emphasis on the long barrier technique and running between wickets.

Personal, Social & Health Education

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 11
Behaviour: Leading with Respect and Responsibility	Online Safety: Thinking Critically and Acting Safely Online	Anti-Bullying: Standing Up and Speaking Out	Conflict Resolution: Calming, Restoring, Resolving	Safeguarding: Staying Safe in Friendships and Communities	Transition: Moving Forward with Confidence
Learners understand how rules, routines, and role modelling influence others, show respect for differences, and celebrate positive behaviour in all contexts.	Pupils develop skills to follow social media rules, judge online accuracy, recognise persuasion, understand bots, identify harmful contact, and resist peer influence.	Children explore how stereotypes lead to bullying, practise helping others through mediation, and review their role as upstanders against unkindness.	This unit supports managing strong emotions, using restorative conversations, and practising peer mediation to rebuild relationships.	Learners recognise unsafe friendships, respond to risks in the community, set group boundaries, understand exploitation, and resist extremist influence.	Learners reflect on strengths, explore new environments, meet teachers, and build resilience, independence, and leadership for the next stage of learning.
Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	
Families and Relationships: Building Trust and Respect	Health and Wellbeing: Knowing Ourselves and Staying Healthy	Safety and the Changing Body: Responding Safely in Everyday Situations	Citizenship: Rights, Responsibilities, and Community Action	Economic Wellbeing: Choices, Careers, and Challenging Stereotypes	
Children learn about healthy families, resolving friendship conflict, communicating effectively, knowing who to trust, and respecting differences in others.	In this unit, pupils plan healthy lifestyles, practise relaxation, explore identity and strengths, build resilience, communicate feelings, and maintain diet and dental health.	Learners practise first aid for emergencies and bites or stings, make safe choices, recognise influences, and stay safe out and about.	Children investigate children's rights, responsibilities, recycling, local groups, charities, and the workings of local democracy and rules.	Pupils explore payment methods, budgeting, how money affects feelings, ethical spending, career options, and challenging workplace stereotypes.	

Music

Unit 1	Unit 2	Unit 3
Samba and Carnival Sounds	Changes in Pitch, Tempo and Dynamics (Rivers)	Instrumental: Caribbean
Singing, listening and composing activities enable pupils to explore how pitch, tempo and dynamics shape expression, leading to performances built around vocal and instrumental ostinatos.	A study of samba follows, as children clap and play syncopated rhythms, compose rhythmic breaks and experience the cultural context of carnival music.	Instrumental work continues through Caribbean music, with learners singing calypso songs, reading notation including quavers, and improvising in a pentatonic style.

French

Unit 1	Unit 2	Unit 3
This is me	School days	Gourmet tour of France
Extends basic conversations to include emotions, birthdays and classroom objects.	Explores routines and subjects, comparing French and UK schools using sentence structures	Introduces regional foods and dining experiences while embedding essential food-related vocabulary and verb structures through a cultural storyline.

Additional Learning

Unit 1	Unit 3	Unit 5	Unit 7
St George's Day	Eid Learning	Local History	Refugee
Children trace the historical origins of St George's Day and learn about his identity as a Christian martyr. They reflect on how stories from the past inspire courage and faith, and why traditions continue to be remembered today.	Children deepen their understanding of the Five Pillars of Islam, focusing on fasting during Ramadan and the celebrations of Eid. This builds knowledge of religious practice while developing respect for commitment, faith and joy in community.	A visit to Edgbaston Reservoir teaches children why reservoirs matter and how they support Birmingham's growth. They discover how water management shapes daily life and learn to value local landmarks in their community.	By learning about why people leave their countries, children hear stories of migration caused by war, disasters and hope for a better life. They grow in empathy, seeing the courage it takes to move and the importance of welcome.
Unit 2	Unit 4	Unit 6	Unit 8
Sustainability	Science Day	Shakespeare	Together, We Belong
By asking how we can use plastic more sustainably, pupils learn about reducing, reusing and recycling. They begin to understand how small daily choices make a big difference to the planet, encouraging thoughtful responsibility for the environment.	Pupils investigate through practical experiments that encourage questioning and prediction. They experience the excitement of discovery, strengthen their problem-solving skills and see science as a way of making sense of the world.	Exploring the play <i>Hamlet</i> , pupils encounter a story of revenge, grief and choices. They reflect on how emotions influence actions and why thinking carefully before acting is an important part of wisdom.	Children discuss stereotypes and reflect on how differences should be respected. They design affirming messages and symbols that show all families and people matter, building an understanding of unity and fairness.