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Horton Kirby CE Primary School is incredibly passionate about ensuring that our children have **opportunities** to develop their **curiosity** through an **aspirational** and **diverse** curriculum which has been developed and adapted to meet the needs of all of our children and community. We provide a rich, broad and balanced curriculum that celebrates individuality, diversity and builds procedural knowledge to nurture talent and prepare children for the challenges and rewards of life and the wider world. Our school values of Courage, Compassion, Love, Perseverance, Respect & Responsibility are embedded into our curriculum.

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Class Text: The Skelling by David Almond						
English	**Non-fiction writing – One-sided or balanced argument on the topic of home school vs state school.** **Lesson 1:** LO: To write in the style of poetry. UKS2: EN RC2a, UKS2: EN W C1a, UKS2: EN W C1b, UKS2: EN RC2f. **Lesson 2:** LO: To understand theme 'home schooling vs state school' and how it impacts the main characters.	**Lesson 4:** LO: To explore Mina's character and her relationship with Michael and Skellig. UKS2: EN RC2c, UKS2: EN RC2e, LKS2: EN W C2a. **Lesson 5:** LO: To explore Mina's thoughts and feelings. UKS2: EN RC2c, UKS2: EN RC2e, LKS2: EN W C2a, UKS2: EN W C3a, LKS2: EN W C6, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP1e LKS2: EN W VGP2b.	**Diary Entries:** **Mina's diary – to explore Mina's feelings.** **Michael's diary – to explore the change in Michael's feelings.** **Lesson 1:** LO: To develop a stronger understanding of Mina's thoughts and feelings. UKS2: EN RC2c UKS2: EN RC2e LKS2: EN W C2a UKS2: EN W C3a, LKS2: EN W C6. LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W	**Lesson 4:** LO: To understand the theme life vs death. LKS2: EN RC1g, UKS2: EN RC2c, UKS2: EN RC2f, UKS2: EN RC2d UKS2: EN W C1c. **Lesson 5:** LO: To evaluate the whole story. LKS2: EN RC1g, UKS2: EN RC2c, UKS2: EN RC2f, UKS2: EN RC2d, UKS2: EN RC2b, UKS2: EN RC1e, EN SL 9.	**Story – to entertain.** **Lesson 1:** LO: Plan the main events of a story. UKS2: EN RC2c, UKS2: EN W C1a UKS2: EN W C1b UKS2: EN W C1c. **Lesson 2:** LO: Draft, edit and publish a story. UKS2: EN W C2a, UKS2: EN W C2b, UKS2: EN W C2c, UKS2: EN W C2d, UKS2: EN W C3a, UKS2: EN W C5, UKS2: EN W C3c, UKS2: EN W C3b, UKS2: EN W C3d, UKS2: EN W C4, UKS2: EN W	**Lesson 4:** LO: Draft, edit and publish a story. UKS2: EN W C2a, UKS2: EN W C2b, UKS2: EN W C2c, UKS2: EN W C2d, UKS2: EN W C3a, UKS2: EN W C5, UKS2: EN W C3c, UKS2: EN W C3b, UKS2: EN W C3d, UKS2: EN W C4, UKS2: EN W VGP1c UKS2: EN W VGP1d, UKS2: EN W VGP1e, UKS2: EN W VGP1f, UKS2: EN W VGP2a, UKS2: EN W VGP2b, UKS2: EN W VGP2c, UKS2: EN W VGP2d, LKS2: EN W VGP1a LKS2: EN W VGP1d LKS2: EN W VGP2b, LKS2: EN W VGP2c.

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	EN SL 7, EN SL 6, EN SL 11, UKS2: EN RC1e, UKS2: EN RC5. **Lesson 3:** LO: To investigate language used and its effect. UKS2: EN RC1e, UKS2: EN RC2d, UKS2: EN RC2a, UKS2: EN RC3, UKS2: EN RC2c.		VGP1e, LKS2: EN W VGP2b. **Lesson 2:** LO: To develop a stronger understanding Michael's internal thoughts and feelings. UKS2: EN RC2c UKS2: EN RC2e LKS2: EN W C2a UKS2: EN W C3a, LKS2: EN W C6. LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP1e, LKS2: EN W VGP2b. **Lesson 3:** LO: Understand how the writer evokes emotions. LKS2: EN RC1g, UKS2: EN RC2f, UKS2: EN RC2d UKS2: EN W C1c, LKS2: EN W VGP1a, LKS2: EN W VGP1d.		VGP1c UKS2: EN W VGP1d, UKS2: EN W VGP1e, UKS2: EN W VGP1f, UKS2: EN W VGP2a, UKS2: EN W VGP2b, UKS2: EN W VGP2c, UKS2: EN W VGP2d, LKS2: EN W VGP1a LKS2: EN W VGP1d LKS2: EN W VGP2b, LKS2: EN W VGP2c. **Lesson 3:** LO: Draft, edit and publish a story. UKS2: EN W C2a, UKS2: EN W C2b, UKS2: EN W C2c, UKS2: EN W C2d, UKS2: EN W C3a, UKS2: EN W C5, UKS2: EN W C3c, UKS2: EN W C3b, UKS2: EN W C3d, UKS2: EN W C4, UKS2: EN W VGP1c UKS2: EN W VGP1d, UKS2: EN W VGP1e, UKS2: EN W VGP1f, UKS2: EN W	**Lesson 5:** LO: Draft, edit and publish a story. UKS2: EN W C2a, UKS2: EN W C2b, UKS2: EN W C2c, UKS2: EN W C2d, UKS2: EN W C3a, UKS2: EN W C5, UKS2: EN W C3c, UKS2: EN W C3b, UKS2: EN W C3d, UKS2: EN W C4, UKS2: EN W VGP1c UKS2: EN W VGP1d, UKS2: EN W VGP1e, UKS2: EN W VGP1f, UKS2: EN W VGP2a, UKS2: EN W VGP2b, UKS2: EN W VGP2c, UKS2: EN W VGP2d, LKS2: EN W VGP1a LKS2: EN W VGP1d LKS2: EN W VGP2b, LKS2: EN W VGP2c.

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					VGP2a, UKS2: EN W VGP2b, UKS2: EN W VGP2c, UKS2: EN W VGP2d, LKS2: EN W VGP1a LKS2: EN W VGP1d LKS2: EN W VGP2b, LKS2: EN W VGP2c.	
SPAG (Revision)	Exclamations, commands, statements	Subject & Object Y6:G1.9	Active & Passive Voice Y6:G6.4	Progressive	Perfect Y5:G4.1	Subjunctive Form Y6:4.3
Maths	Teaching of any objectives not yet approached. Maths Investigations Consolidation of previous objectives through reasoning and problem solving activities / Active Maths	Teaching of any objectives not yet approached. Maths Investigations Consolidation of previous objectives through reasoning and problem solving activities / Active Maths	Teaching of any objectives not yet approached. Maths Investigations Consolidation of previous objectives through reasoning and problem solving activities / Active Maths	Teaching of any objectives not yet approached. Maths Investigations Consolidation of previous objectives through reasoning and problem solving activities / Active Maths	Teaching of any objectives not yet approached. Maths Investigations Consolidation of previous objectives through reasoning and problem solving activities / Active Maths	Teaching of any objectives not yet approached. Maths Investigations Consolidation of previous objectives through reasoning and problem solving activities / Active Maths

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Science	**Scientists and inventors** Lesson 1: Stephen Hawking LO: To understand Stephen Hawking's theories about black holes and report my findings.	**Scientists and inventors** Lesson 2: Libbie Hyman LO: To understand Libbie Hyman's work about classification. Y6:Sc: LT2	**Scientists and inventors** Lesson 3: Marie Maynard Daly LO: To explain how diet affects the way the body functions. Y6:Sc:A2	**Scientists and inventors** Lesson 4: Alexander Fleming LO: To record and interpret data on the effects of penicillin using a scatter graph. Y5-6:Sc:WS3	**Scientists and inventors** Lesson 5: Mary Leakey LO: To understand the life of Mary Leakey and her work about fossils. Y6:Sc:EL2	**Scientists and inventors** Lesson 6: Dr Daniel Hale Williams LO: To label the parts and functions of the heart and explain Dr Daniel Hale Williams' accomplishments. Y6:Sc:A1 Lesson 7: Steve Jobs L.O. To understand how Steve Jobs used electronics to design computers and design simple circuits. Y6:Sc:E3

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Science Big Idea (Aspect):	Significance (Significant People) Investigation (Questioning) data, Questioning) Creativity (Report & conclude)	Significance (Significant People) Nature (Identification & classification, Identification & classification)	Significance (Significant People) Humankind (Healthy Lifestyle)	Significance (Significant People) Investigation (Gather & record data) Creativity (Gather & Record data,Report & conclude)	Significance (Significant People) Processes (Changes)	Significance (Significant People) Nature (Nutrution) Humankind (Human body) Significance (Significant People) Processes (Modelling)
Geography	Can I carry out an independent fieldwork enquiry? Lesson 1: Developing an enquiry question LO: To develop an enquiry question KS2: Ge: LK2, HP2, SF3	Can I carry out an independent fieldwork enquiry? Lesson 2: Creating data collection methods LO: To determine the most effective data collection methods for fieldwork KS2: Ge: LK2, HP2, SF3	Can I carry out an independent fieldwork enquiry? Lesson 3: Mapping a route LO: To plan a route for a fieldwork trip KS2: Ge: LK1 and 2, HP2, SF1,2 and 3	Can I carry out an independent fieldwork enquiry? Lesson 4: Collecting the data LO: To collect the data to answer an enquiry question KS2: Ge: LK2, HP2, SF1,2 and 3	Can I carry out an independent fieldwork enquiry? Lesson 5: Analysing the data LO: To determine the answer to the enquiry question KS2: Ge: HP2, SF1 and 3	Can I carry out an independent fieldwork enquiry? Lesson 6: Presenting the data LO: To present my findings KS2: Ge: HP2, SF1 , 2 and 3
Geography Big Idea (Aspect):	Investigation (fieldwork) Humankind (settlement and land use)	Investigation (data analysis, fieldwork) Humankind (settlement and land use)	Place (map) Investigation (data analysis, fieldwork) Humankind (settlement and land use)	Place (map) Investigation (data analysis, fieldwork) Humankind (settlement and land use) Change (Geographical)	Investigation (data analysis, fieldwork) Humankind (settlement and land use) Change (Geographical)	Investigation (data analysis, fieldwork) Change (Geographical)

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DT	**Food – Come dine with me.** Lesson 1: Complementary flavours (optional) LO: To explain the use of complementary flavours. KS2:DT D 1 KS2:DT D 2 KS2:DT CN 1	**Food – Come dine with me.** Lesson 2: Three ingredients; three courses LO: To research and design a three-course meal. KS2:DT CN 2 KS2:DT CN 3 KS2:DT M 1 KS2:DT M 2 KS2:DT E 2	**Food – Come dine with me.** Lesson 3: Ingredients and skills (optional) LO: To KS2:DT CN 1 KS2:DT CN 2 KS2:DT CN 3 KS2:DT M 1 KS2:DT M 2 KS2:DT E 2	**Food – Come dine with me.** Lesson 4: To Start … LO: To apply culinary skills and knowledge. KS2:DT CN 1 KS2:DT CN 2 KS2:DT CN 3 KS2:DT M 1 KS2:DT M 2 KS2:DT E 2	**Food – Come dine with me.** Lesson 4: The Main Course LO: To apply culinary skills and knowledge. KS2:DT CN 1 KS2:DT CN 2 KS2:DT CN 3 KS2:DT M 1 KS2:DT M 2 KS2:DT E 2	**Food – Come dine with me.** Lesson 4: Dessert LO: To apply culinary skills and knowledge.
DT Big Idea (Aspect):	Nature (Food preparation and cooking) Nature (Nutrition) Creativity (Generation of ideas)	Nature (Food preparation and cooking) Nature (Nutrition) Nature (Origin of food) Creativity (Generation of ideas) Investigation (Investigation) Investigation (Evaluate) Humankind (Safety)	Nature (Food preparation and cooking) Nature (Nutrition) Nature (Origin of food) Creativity (Generation of ideas) Investigation (Investigation) Investigation (Evaluate) Humankind (Safety)	Nature (Food preparation and cooking) Nature (Nutrition) Nature (Origin of food) Creativity (Generation of ideas) Investigation (Investigation) Investigation (Evaluate) Humankind (Safety)	Nature (Food preparation and cooking) Nature (Nutrition) Nature (Origin of food) Creativity (Generation of ideas) Investigation (Investigation) Investigation (Evaluate) Humankind (Safety)	Nature (Food preparation and cooking) Nature (Nutrition) Nature (Origin of food) Creativity (Generation of ideas) Investigation (Investigation) Investigation (Evaluate) Humankind (Safety)

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MFL	MFL (French): Planning a French holiday. Lesson 1: To go to France and other countries LO: To begin using the future tense. UKS2:MFL12	MFL (French): Planning a French holiday. Lesson 2: French in the near future LO: To identify present and future tense using aller - to go. UKS2:MFL7	MFL (French): Planning a French holiday. Lesson 3: Clothes for my French holiday LO: To describe what you will pack in your suitcase for a holiday. UKS2:MFL1, UKS2:MFL4	MFL (French): Planning a French holiday. Lesson 4: Holiday Story LO: To read and understand a story about a summer holiday. UKS2:MFL7	MFL (French): Planning a French holiday. Lesson 5: Planning my French holiday LO: To plan a holiday to France. UKS2:MFL11, UKS2:MFL6	
PE	Outdoor learning and adventurous activities Y6 Residential trip activities: Abseiling. Rock Climbing, Skiing, Bouldering, Kayaking. Canoeing, Raft Building, Archery, Orienteering, Low / High Ropes, Zip Wire, Team Building, Team Challenge, Problem Solving, Bushcraft, Campfire.	**Athletics** Lesson 1: Throwing & Jumping techniques. LO: To understand why we need to throw overarm with power and accuracy, jump applying the correct technique (long jump) & apply the correct hop, skip and jump technique (triple jump).	**Athletics** Lesson 2: Athletics Competition: Jumping and Throwing LO: To collaborate as a team and apply their understanding of throwing and jumping into a competition.	**Sports Week including Sports Day**	**Athletics** Lesson 3: Sprinting races & Long Distance Racing LO: To apply the correct technique when sprinting and to understand why they need to pace themselves when running over a longer distance.	**Athletics** Lesson 4: Athletics Competition: Running LO: To collaborate as a team and apply their understanding of running into a competition.
Big Idea (Aspect) PE	Nature (Outdoor Adventurous Activities)	Processes (Athletics) Investigation (Data Analysis) **Creativity (Evaluation)**	Processes (Athletics) Investigation (Data Analysis) **Creativity (Evaluation)**		Processes (Athletics) Investigation (Data Analysis) **Creativity (Evaluation)**	Processes (Athletics) **Creativity (Evaluation)**

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PSHE	**Changing Me:** Lesson 1: My self-image LO: To be aware of my own self-image and how my body image fits into that.	**Changing Me:** Lesson 2: Puberty LO: To explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally.	**Changing Me:** Lesson 3: Babies: Conception to Birth LO: To describe how a baby develops from conception through the nine months of pregnancy, and how it is born.	**Changing Me:** Lesson 4: Boyfriends and girlfriends. LO: To understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/ boyfriend.	**Changing Me:** Lesson 5: Real self and ideal self LO: To be aware of the importance of a positive self-esteem and what I can do to develop it.	**Changing Me:** Lesson 6: The Year Ahead LO: To explain ways in which difference can be a source of conflict and a cause for celebration.
Big Idea (Aspect)	Creativity (Speaking, Listening, Sharing)	Creativity (Vocabulary)	Change (Physical Development) Creativity (Vocabulary)	Significance (Relationships) Creativity (Vocabulary)	Comparison (compare and contrast) Creativity (Speaking, Listening, Sharing)	Humankind (Setting Goals) Change (Life Changes)
Computing	Programming B - Sensing movement Lesson 1: LO: To create a programme to run on a controllable device. KS2: CO 1, 2, 3, 6	Programming B - Sensing movement Lesson 2: LO: To explain that selection can control the flow of a programme. KS2: CO 1, 2, 3, 6	Programming B - Sensing movement Lesson 3: LO: To update a variable with a user input. KS2: CO 1, 2, 3, 6	Programming B - Sensing movement Lesson 4: LO: To use a conditional statement to compare a variable to a value. KS2: CO 1, 2, 3, 6	Programming B - Sensing movement Lesson 5: LO: To design a project that uses inputs and outputs on a controllable device. KS2: CO 1, 2, 3, 6	Programming B - Sensing movement Lesson 6: LO: To develop a programme to use inputs and outputs on a controllable device. KS2: CO 1, 2, 3, 6
Big Idea (Aspect)	**Investigation** (Data and Computational Thinking) Materials (Hardware) Processes (Physical Interactions)	**Investigation** (Data and Computational Thinking) Materials (Hardware) Processes (Physical Interactions)	**Investigation** (Data and Computational Thinking) Materials (Hardware) Processes (Physical Interactions)	**Investigation** (Data and Computational Thinking) Materials (Hardware) Processes (Physical Interactions)	**Investigation** (Data and Computational Thinking) Materials (Hardware) Processes (Physical Interactions)	**Investigation** (Data and Computational Thinking) Materials (Hardware) Processes (Physical Interactions)

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RE	Living - What matters most to Christians and Humanists? Lesson 1: LO: Do rules matter? Why? What is a code of living? Y6: Living Lesson 1	Living - What matters most to Christians and Humanists? Lesson 2: LO: Who is a humanist? What codes for living do non-religious people use? Y6: Living Lesson 2	Living - What matters most to Christians and Humanists? Lesson 3: LO: What can we learn from discussion and drama about good and bad, right and wrong? Y6: Living Lesson 3	Living - What matters most to Christians and Humanists? Lesson 4: LO: What codes for living do Christians try to follow? Y6: Living Lesson 4	Living - What matters most to Christians and Humanists? Lesson 5: LO: Peace: is it more valuable than any money? Y6: Living Lesson 5	Living - What matters most to Christians and Humanists? Lesson 6: LO: Can we create a code for living that would help the world? Y6: Living Lesson 6