

The Chorus Schools Federation Broadening Horizons Curriculum 2024-2026 Year 1 & 2 Curriculum Sequence				
		Autumn	Spring	Summer
Collective Worship		Beginnings, Examples, Symbols, Preparation	Gifts and Blessings, Cleansing, New Life	Creation & Creativity, Power, Transforming
Visits	A	Forest school Colchester zoo (Science- animals))	Forest school	Forest school Hedingham Castle
	B	Forest school Mr Coopers farm- (History farming, machinery)	Forest school Warners silk mill workshops in school (weaving)	Forest school Colne Valley Railway (History-steam engine)
Oracy	A	Small group discussions with an adult	Be filmed speaking and use this for reflection	Participate in show and tell
	B	Speak in front of a larger audience e.g. Assembly	Speak to unfamiliar people e.g. Asking questions on a trip	Take part in whole class discussions
English	A	Books Gingerbread man, Red Riding Hood, Colour monster, bear hunt Hansel and Gretel, Snail and whale, Very Hungry Caterpillar The Gruffalo Handa's surprise Tiddler Disney Christmas (film) narrative recount	Books Very Hungry caterpillar, Goldilocks, olivers vegetables, rainbow fish, Funnybones, Owl babies,, The day the crayons quit, The tiger who came to tea, Goldiluck and the 3 pandas The day the crayons quit - Letters, Description, Poetry The Rainbow fish, narrative retelling Bubbles(film)- narrative, joining sentences with and	Books Paddington, Handa's surprise, gruffalo, train ride, six dinner Sid, The magic paintbrush The Giraffe the Pelly and me, Mr Gumpy's Outing Colour Monster- Narrative, Poetry Stick man- narrative, postcard, rhyming The magic paintbrush- narrative, retelling, character, mood Once in a lifetime (film) Persuasive advert, character

		Autumn	Spring	Summer
English	A + B	<u>Writing composition</u> - Consider what they are going to write before beginning-Planning or saying out loud what they are going to write about, write down ideas and or key words, including new vocabulary, encapsulating what they want to say, sentence by sentence. - Write sentences-Say what they are going to write about, compose a sentence orally, sequence sentences, re-read to check. - Discuss what they have written. - Read their writing out loud. - Develop stamina for writing-Write narratives about personal experiences, write about real events,write poetry, write for different purposes. - Make simple additions, revisions and corrections to their writing-Evaluating their writing with the teacher and other pupils, re reading to check their writing makes sense and that verbs to indicate time are used correctly and consistently, Proofreading to check for errors in spelling, grammar and punctuation.	<u>Writing composition</u> - Consider what they are going to write before beginning-Planning or saying out loud what they are going to write about, write down ideas and or key words, including new vocabulary, encapsulating what they want to say, sentence by sentence. - Write sentences-Say what they are going to write about, compose a sentence orally, sequence sentences, re-read to check. - Discuss what they have written. - Read their writing out loud. - Develop stamina for writing-Write narratives about personal experiences, write about real events,write poetry, write for different purposes. - Make simple additions, revisions and corrections to their writing-Evaluating their writing with the teacher and other pupils, re reading to check their writing makes sense and that verbs to indicate time are used correctly and consistently, Proofreading to check for errors in spelling, grammar and punctuation.	<u>Writing composition</u> - Consider what they are going to write before beginning-Planning or saying out loud what they are going to write about, write down ideas and or key words, including new vocabulary, encapsulating what they want to say, sentence by sentence. - Write sentences-Say what they are going to write about, compose a sentence orally, sequence sentences, re-read to check. - Discuss what they have written. - Read their writing out loud. - Develop stamina for writing-Write narratives about personal experiences, write about real events,write poetry, write for different purposes. - Make simple additions, revisions and corrections to their writing-Evaluating their writing with the teacher and other pupils, re reading to check their writing makes sense and that verbs to indicate time are used correctly and consistently, Proofreading to check for errors in spelling, grammar and punctuation.
	B	<u>Books</u> 3 pigs, Little red hen, Whatever next, Rosie's walk, Whatever next, Room on the broom, Giraffes can't dance, Lost and found Elves and shoemaker, Rumpelstiltskin, Cinderella, Owl babies, The owl who was afraid of the dark, The man on the moon, The wolf and the 3 bad pigs Rosie's Walk Giraffe's can't dance Room on the broom Whatever next Christmas (film) Kevin the carrot	<u>Books</u> Percy the park keeper, colour monster, owl babies, The train ride, commotion in the ocean Superworm, Tiddler, Where the wild things are, <u>Owl babies- respond to the text</u> The Train ride- respond to the text <u>Caterpillar shoes(film) - character descriptions, non chron report</u>	<u>Books</u> Don't tell lies Lucy, Jack and the beanstalk, Room on the broom, A squash and a squeeze Jolly postman,, The mixed up chameleon, Flat Stanley, The magic finger <u>A squash and a squeeze- narrative recount</u> Funnybones- Narrative, Retelling, Playscript <u>Flat Stanley- postcards, letters, information</u> <u>The magic finger- narrative, instructions, argument, persuasion</u> <u>A cloudy lesson narrative, instructions, information</u>

		Autumn	Spring	Summer
Maths		Chorus Federation of Schools Year 1 / 2 Long Term Maths Plan White Rose Mixed Planning year 1 and 2 Year 1: Place value (10), Addition and subtraction, shape Year 2: Place value, Addition and subtraction Shape	White Rose Mixed Planning year 1 and 2 Year 1: Place value (20), Addition and subtraction, place value (50), Length and height, mass and volume Year 2: Money, Multiplication and division, lengths and height, mass, capacity and temperature	White Rose Mixed Planning year 1 and 2 Year 1: Multiplication and division, fractions, position, Place value (100), money, Time Year 2: fractions, time, statistics, position
Science	A	Animals including Humans- My family	Habitats- Forest School - Minibeasts	Everyday materials- toys Living things- Forest school-Animals, pets
	B	Forces and electricity-light and dark	Seasonal Changes- Forest School/ Light and sound-	Plants- Forest school plants and gardening

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		Autumn	Spring	Summer	
RE		Enquiry 1 & 2 See RE curriculum map for specific school and follow correct year:	Enquiry 3 & 4 See RE curriculum map for specific school and follow correct year:	Enquiry 5 & 6 See RE curriculum map for specific school and follow correct year:	
Computing	A	Year 1 Technology around us Digital painting	Year 1 Moving a robot Grouping data	Year 1 Digital writing Programming animations	
	B	Year 2 IT around us Digital photography	Year 2 Robot algorithms Pictograms	Year 2 Digital music Programming quizzes	

History	A	The First World War The Great Fire of London - Houses and homes	Jethro Tull- Forest school- farms/ Farm animals Grace Darling Boats	Queen Elizabeth II The Battle of Hastings Kings and queens
	B	The Moon landing Neil Armstrong - Space sun moon and stars	Florence Nightingale/Mary Seacole- hospitals, people who help us Local study- weaving/ Courtauld	The steam engine travel and transport Rosa Parks
Geography	A	Mapping the world 1 & 2 The United Kingdom The Uk: England, Scotland, Wales, N Ireland Capital Cities of the UK - My locality, maps, Forest school	Continent and Oceans Artic, Atlantic- Oceans, water	Climate: Weather & Extreme weather
	B	Mapping the world 1 & 2 The United Kingdom The Uk England, Scotland, Wales, N Ireland Capital Cities of the UK- My locality, maps, Forest school	Continent and Oceans Pacific, Indian, Southern- hot and cold	Australia: Aboriginal people, animals, Great Barrier Reef, Sydney, Daintree Rainforest Jungle and desert
PE	A	Target - Fair and square - Python - Beanbag Bocce - Mr Wolf	Gymnastics - Simple sequence - Vault - Apparatus	Striking and fielding - Give me five - All together now - Plank and weave
	B	Invasion - Triangle passing - Two on one - Dribble and score	Dance - Based on a book - Mystery dance - Superheroes	Net and wall - Racket fun - On the spot - Throwing tennis

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Year 1 & 2 Curriculum Sequence

		Autumn	Spring	Summer
Music	A	Sparkyard Year 1 term 1 1. Exploring pulse through songs and movement 2. Controlling pulse using voices and instruments 3. Exploring the difference between pulse and rhythm 4. Copying and creating rhythmic patterns.	Sparkyard Year 1 Term 2 1. Exploring how sounds can be changed 2. Exploring the timbre of instruments and voices 3. Sequencing sounds to tell stories and create effects 4. Copying and creating rhythmic patterns	Sparkyard Year 1 Term 3 1. Recognizing changes in pitch and copying simple pitch patterns 2. Performing simple melodic patterns using voices and pitched instruments 3. Representing pitch 4. Creating music for a performance
	B	Sparkyard Year 2 Term 1 1. Performing rhythms and movement to a steady pulse 2. Copying and creating rhythmic patterns 3. Combining rhythmic patterns 4. Representing rhythmic patterns	Sparkyard Year 2 Term 2 1. Recognizing and exploring musical mood 2. Choosing sounds to match a character, mood or theme 3. Sequencing and combining sounds to tell stories and create effects 4. Creating and performing soundscapes	Sparkyard Year 2 term 3 1. Identifying and describing changes in pitch 2. Copying pitch patterns 3. Creating and notating simple melodies 4. Performing simple musical accompaniments and preparing for performance
Art	A	Love for Landscapes – Hokusai, John Constable, Monet House of Parliament	In The Dark of Night – Van Gogh Weaving - William Morris, Stoltz- Forest school	At the Seaside – Turner, Monet, In the jungle – Henri Rousseau- Forest school
	B	Portraits- Gainsborough Scenes of the sea	Weather – Turner, Signac	Food- Cezanne, Arcimboldo
PSHE/ RSHE	A	Health Sleep rest and hygiene Healthy eating Exercise	Relationships Family Friendship	Health Spiritual practices Mental health, wellbeing and emotional literacy
	B	Relationships Anti bullying	Health Screen Time and screen safety First aid	Relationships Making good boundaries
DT	A	1.1 What is design technology? 1.8 Portable snacks	1.2 Structures introduction 1.3 frame structures- Forest school	1.4 Solid structures
	B	1.5 Slider mechanisms 1.9 Couscous dish- Forest school	1.6 Lever mechanism	1.7 Wheel and axle mechanisms- Forest school

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Broadening Horizons Curriculum 2024-2026

Year 3 & 4 Curriculum Sequence

		Autumn	Spring	Summer
Collective Worship		Beginnings, Examples, Symbols, Preparation	Gifts and Blessings, Cleansing, New Life	Creation & Creativity, Power, Transforming
Visits	A	Stansted Mountfitchet Castle (History)	Gainsborough House Sudbury- Portraits	Stour valley River trust (Geography)
	B	Layer Marney Tower (History)	Cambridge Science Museum workshop - in school	West Stowe (History Anglo Saxons)
Oracy	A	Take on the role of expert e.g. deliver a talk or speech Become a storyteller	Present to a younger audience	Chair a discussion Hold a class meeting
	B	Speak in front of a large audience Collaboratively solve a problem	Film speaking and receive feedback from peer Create a TV or radio programme	Peer teaching Perform poetry by heart
English	A	<u>Books</u> <u>The tunnel</u> Firework Makers Daughter- Letter, Narrative (description, paragraphs) Fantastic Mr Fox- Newspaper, Diary, Narrative (character,building sentences) Christmas (film)	<u>Books</u> Stone age boy- Diary, Information, Narrative Rumblestar- Narrative, information <u>Soar (film) narrative, character descriptions, dialogue, non chron reports, playscripts</u>	<u>Books</u> <u>The last bear- poetry, narrative, diary, formal letter</u> Night bus hero- character profile, informal letter Home sweet home(film)- narrative, dialogue

		Autumn	Spring	Summer
English	A + B	<u>Writing Composition</u> Plan their writing by:- - discussing writing similar to that which they are planning to write in order to understand and learn from it's structure, vocabulary and grammar. - discussing and recording ideas.	<u>Writing Composition</u> Draft and write by:- - Composing and rehearsing sentences orally (including dialogue). - progressively building a varied and rich vocabulary and an increasing range of sentence structures.Organising paragraphs around a theme - In narratives, create settings, character and plot. - in non-narrative material, using simple organisational devices)for example, headings and sub-headings).	<u>Writing Composition</u> Evaluate and edit by:- - Assessing the effectiveness of their own and others writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, - proofread for spelling and punctuation errors. - Read their own writing aloud to a group or the whole class- Using appropriate intonation and controlling the tone and volume so that the meaning is clear.
	B	<u>Books</u> <u>The Journey</u>- narrative dialogue setting <u>Lights on cotton rock narrative, diary, non chron, poetry</u> Christmas (film)	<u>Books</u> Charlie and the chocolate factory- narrative, explanation, character description George's Marvellous medicine- instructions, recipe, character description, lists <u>Treasure (film)-setting persuasion, diary entry</u>	<u>Books</u> The explorer- narrative, dialogue, non chronological report <u>Varjak paw- Missing poster, poetry, narrative, non-chron report</u> <u>Marshmallows(film)- non chron report, narrative opening, character description</u>

		Autumn	Spring	Summer
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	B	<u>Books</u> <u>The Journey</u>- narrative dialogue setting <u>Lights on cotton rock narrative, diary, non chron, poetry</u> Christmas (film)	<u>Books</u> Charlie and the chocolate factory- narrative, explanation, character description George's Marvellous medicine- instructions, recipe, character description, lists <u>Treasure (film)-setting persuasion, diary entry</u>	<u>Books</u> The explorer- narrative, dialogue, non chronological report <u>Variak paw- Missing poster, poetry, narrative, non-chron report</u> <u>Marshmallows(film)- non chron report, narrative opening, character description</u>

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		Autumn	Spring	Summer
Maths		White Rose Mixed Planning year 3 and 4 Year 3: Place value, Addition and subtraction, Multiplication and division year 4: Place value, Addition and subtraction, Area, Multiplication and division	White Rose Mixed Planning year 3 and 4 Year 3: Multiplication and division, length and perimeter, fractions mass and capacity Year 4: Multiplication and division, length and perimeter, fractions. decimals	White Rose Mixed Planning year 3 and 4 Year 3: Fractions, Money, time, shape, statistics Year 4: Decimals, money, time, shape, statistics, position
Science	A	States of matter inc the water cycle	Rocks and fossils- Forest school	Living things and habitats - Forest school Forces and Magnets
	B	Electricity Plants/Earth and space	Light and Sound/ Everyday materials	Animals and humans

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RE		Enquiry 1 & 2 See RE curriculum map for specific school and follow correct year:		Enquiry 3 & 4 See RE curriculum map for specific school and follow correct year:		Enquiry 5 & 6 See RE curriculum map for specific school and follow correct year:	
Computing	A	Year 3 Connecting computers Stop frame animation		Year 3 Sequencing sounds Branching databases		Year 3 Desktop publishing Events and actions in programs	
	B	Year 4 The internet Audio production		Year 4 Repetition in shapes Data logging		Year 4 Photo editing Repetition in games	
History	A	Romans		Ancient times-Stone age- Forest school		Forts and farming -Iron age Bronze age	
	B	Tudors		Egypt		Anglo Saxons/Vikings	
Geography	A	Describing maps of the world 1, 2 & 3 Europe – Population, Rivers, Mountains		Landscapes – weathering, rivers, mountains Erosion and deposition – rivers, coasts, management		Transportation – cities, national, international International trade – food, natural resources, tourism	
	B	Earthquakes and Volcanoes – plate tectonics, the pacific ring of fire, impact		The water cycle – the cycle, clouds and precipitation - Forest school		Climate change	
PE	A	Target Throw golf Corner bowls Bombardment Shark tag	Invasion End zone Too many goals Go to jail	Gymnastics Partner sequence Vault Apparatus		Athletics Take five jumps Throwing 9.58 seconds	Net and wall Pick up the trash Keep it going 3 x 3 Volleyball
	B	Striking and fielding Quick pick up Safe or sorry Round the square		Dance Based on a picture Mystery dance Traditional folk dance		Outdoor adventurous Counting cones Team building Night trail	

The Chorus Schools Federation

Broadening Horizons Curriculum 2024-2026

Year 3 & 4 Curriculum Sequence

		Autumn	Spring	Summer
Music	A	Sparkyard Year 3 term 1 1. Feeling the pulse and copying rhythmic patterns 2. Exploring call and response 3. Performing a simple rhythmic ostinato 4. Composing and notating rhythmic patterns	Sparkyard Year 3 Term 2 1. Identifying the interrelated dimensions of music 2. Accompanying songs with suitable timbre and expression 3. Creating sounds in response to a stimulus 4. To compose music to communicate stories and settings	Sparkyard Year 3 Term 3 1. Describing and experimenting with pitch 2. Representing pitch 3. Exploring the pentatonic scale 4. Performing songs with tuned accompaniments
	B	Sparkyard Year 4 Term 1 1. Copying rhythmic patterns and performing together 2. Exploring notation 3. Sticking to my part 4. Composing in a rhythmic framework	Sparkyard Year 4 Term 2 1. Exploring instrumental timbre and instrument families 2. Exploring major and minor tonalities 3. Recognizing and responding to musical instructions 4. Composing in a structure	Sparkyard Year 4 Term 3 1. Describing and internalizing pitch 2. Composing and improvising with a given range of notes 3. Composing and notating melodies 4. Exploring song structure and preparing for performance
Art	A	Van Gogh – linked to Harvest Cityscape art- Pissarro,	Royalty – Hans Holbein the Younger Art Deco – Picasso, Tamara de Lempicka	Abstract Art - Kandinsky Animals – Rosa Bonheur
	B	LS Lowry-All work and no play	The Renaissance – Leonardo da Vinci	Symbolism – Klimt, Munch
PSHE/ RHSE	A	<u>Health</u> Sleep, rest and hygiene Healthy eating Exercise	<u>Relationships</u> Family Friendships	<u>Health</u> Spiritual practices Mental health, wellbeing and emotional literacy Forest school
	B	<u>Relationships</u> Anti Bullying	<u>Health</u> Screen time and on screen safety First aid	<u>Relationships</u> Making good boundaries
MFL		Getting to know you, Food glorious food, all about me, family and friends	Our school, time, all around town, on the move	Going shopping, where in the world, what’s the time, holidays and hobbies
DT	A	2.1 What is design and technology? 2.2 App control	2.3 Paper circuits 2.8 Vegetable soup- Forest school	2.4 Linked levers
	B	2.5 Pneumatics	2.6 Frame structures- Forest school 2.9 Dips	2.7 Shell structures

The Chorus Schools Federation		Broadening Horizons Curriculum 2024-2026		Year 5 & 6 Curriculum Sequence
		Autumn	Spring	Summer
Collective Worship		Beginnings, Examples, Symbols, Preparation	Gifts and Blessings, Cleansing, New Life	Creation & Creativity, Power, Transforming
Visits/ Visitors	A	Planetarium -In school (Science earth and space)	Cambridge Mosque and Botanical gardens (History/Art/Science)	Duxford (History Local study)
	B	Cambridge science museum workshop in school	Residential trip	Audley End House (History-Victorians)
Oracy	A	Debate BBC School report	Meet professionals and ask questions Compere a show	Perform poetry Create a podcast
	B	Give a speech to an audience Mentor or teach a younger pupil	Lead an Assembly Act as tour guides for prospective parents	Record a sports commentary create mini interviews and film documentaries Record a school prospectus
English	A	<u>Books</u> Shakespeare Holes- Narrative, Informal Letter, Non Chronological Report The boy at the back of the class- Narrative, Information Text, Discussion, Formal Letter, Newspaper <u>Christmas (film)- character, dialogue</u>	<u>Books</u> The boy who biked the world Poetry A slice of the moon <u>The boy who biked the world- Viewpoint,Letter, Persuasion</u> When Hitler stole Pink Rabbit- Narrative, Diary, Letter, Persuasion, Poetry <u>Aviatrix (film) - Biographical, figurative language</u>	<u>Books</u> Poetry Bombs and blackberries, Where The river runs gold, <u>Wonder- Character, Emotive Speech, Precis, Poetry, Diary, Informal Letter</u> Room 13- Suspense narrative, persuasive advert The Piano (film)- flashback, imagery, letter, character description

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		Autumn	Spring	Summer
	A + B	<u>Writing Composition</u> Plan their writing by:- - Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. - noting and developing initial ideas, drawing on reading and research where necessary. - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	<u>Writing Composition</u> Draft and write by:- - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning, - in narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action. - precising longer passages. - using a wide range of devices to build cohesion within and across paragraphs. - using further organisational and presentational devices to structure text and to guide the reader.	<u>Writing Composition</u> Evaluate and edit by- - assessing the effectiveness of their own and others writing, - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning, - ensuring the consistent and correct use of tense throughout a piece of writing. - ensuring correct subject and verb agreement when using singular and plural. - distinguishing between the language of speech and writing and choosing the appropriate register. - Proofread for spelling and punctuation errors. Perform their own compositions-using appropriate intonation, volume, and movement so that the meaning is clear.
	B	<u>Books</u> Shakespeare Cogheart - Diary entry Newspaper reports, Beowulf- Newspaper Report, Writing a CV, Biographies, Kennings <u>The show must go on Christmas(film)</u>	<u>Books</u> Goodnight Mr Tom- Narrative, Political public address Who Let the Gods out- Press Release, Narrative <u>The Present (film)- narrative, character description, information,</u>	<u>Books</u> The Lion, the witch and the wardrobe- Narrative, persuasion, instructional text <u>Skellig- Suspense narrative, persuasive advert</u> How to train a dragon- 1st person narrative, non chronological report. <u>Beyond the lines (film)- narrative, setting, letters, poetry</u>

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Maths		White Rose Mixed Planning year 5 and 6 Year 5: Place value, addition and subtraction, multiplication and division, fractions Year 6: Place value, Four operations, fractions, measurement	White Rose Mixed Planning year 5 and 6 Year 5: Multiplication and division, fractions, decimals and percentages, perimeter and area, statistics Year 6: Ratio, algebra, decimals, fractions, area, statistics	White Rose Mixed Planning year 5 and 6 Year 5: Shape, Position, decimals, negative numbers, measures, year 6: Shape position, consolidation
Science	A	Electricity Earth and space	Forces and magnets/Light	Everyday materials
	B	Animals and humans Living things and habitats- Forest school	Properties and changes of materials	Evolution and inheritance

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RE		Enquiry 1 & 2 See RE curriculum map for specific school and follow correct year:	Enquiry 3 & 4 See RE curriculum map for specific school and follow correct year:	Enquiry 5 & 6 See RE curriculum map for specific school and follow correct year:	
Computing	A	Year 5 Systems and searching Video production	Year 5 Selection in physical computing Flat file databases	Year 5 Introduction to vector graphics Selection in quizzes	
	B	Year 6 Communication and collaboration Web page creation	Year 6 Variables in games Introduction to spreadsheets	Year 6 3D Modelling Sensing movement	

History	A	Aztecs		Islamic civilisation		WW2 Local study	
	B	Explorers- Neil Armstrong, Roald Amundsen, Columbus, Leif Erikson, Amelia Earhart- Forest school		Ancient Greece		Victorians	
Geography	A	Using maps – features, 4 grid and 6 grid references- Forest school Ocean currents		Biomes and climate zones – tropical rainforest, temperate deciduous forest, desert, tundra, taiga, grassland, savannah		North America – population, rivers, mountains	
	B	Biomes and climate zones - desert, tundra, taiga, grassland, savannah.		Biomes and climate zones - marine, freshwater, ice.- Forest school		South America – population, rivers, mountains	
PE	A	Target Boccia Koolchee Target challenge	Tag Peg tag	Gymnastics Rhythmic gymnastics Vault Partner and group balances	Swimming Children go to Kingfisher pool for lessons	Striking and fielding Coninuous cricket Mini tee ball Face the bowler	Tennis and Rounders
	B	Invasion Kabaddi Outlet pass Ultimate frisbee	Net and wall Seated volleyball In the zone Rebound ball	Dance Base on a traditional dance Mystery dance From different eras	Swimming Children go to Kingfisher pool for lessons	Athletics Running Throwing Long jump and triple jump	Outdoor and adventurous River crossing Symbol match up Pitch orienteering

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Music	A	Sparkyard Year 5 Term 1 1. Exploring time signatures and performing together 2. Performing rhythms expressively 3. Exploring rhythmic texture 4. Creating and notating musical texture		Sparkyard Year 5 Term 2 1. Developing an understanding of the inter-related dimensions and musical vocabulary 2. Improvising musical patterns 3. Exploring Jazz 4. Composing and notating music inspired by lyrics and poetry		Sparkyard Year 5 Term 3 1. Exploring melodic layers 2. Exploring scales, intervals and chords 3. Creating and playing harmonic accompaniments (drones, chords and basslines) 4. Combining lyrics, melody and harmony			
	B	Sparkyard Year 6 Term 1 1. Exploring time signatures and performing together 2. Performing rhythms expressively 3. Performing polyrhythms with expression 4. Organizing rhythmic ideas in a structure		Sparkyard Year 6 Term 2 1. Improvising and exploring vocal and instrumental effects 2. Using harmony to create moods and atmosphere 3. Exploring musical styles and performance skills 4. Composing and performing music to create moods and atmosphere		Sparkyard Year 6 Term 3 1. Investigating song ingredients 2. Exploring scales and sequences 3. Playing and creating chord sequences and basslines 4. Composing and performing music for an occasion			
Art	A	Amazed by architecture – Zaha Hadid, Canaletto Cultural tradition in art – Richard Kimbo		Art and religion – Islamic art, El Greco A study of surrealism – Dali		The art of anatomy – da Vinci, Albrecht Durer			
	B	Exploring Expressionism – Matisse,		Capturing conflict - Paul Nash		The explosion of Pop art – Andy Warhol			
PSHE/ RSHE	A	<u>Health</u> Sleep, rest and hygiene. Healthy eating Exercise		<u>Relationships h</u> Family Friendships Relationships and marriage		<u>Health</u> Spiritual practices Mental health, well being and emotional literacy First aid			
	B	<u>Relationships</u> Anti bullying		<u>Health</u> Screen time and on screen safety Alcohol, smoking and drugs. Puberty		<u>Relationships</u> Making good boundaries			
MFL		Getting to know you, all about ourselves,that's tasty, family and friends		School life, time travelling, Let's visit a French town, Let's go shopping		This is France, all in a day, Our precious planet			
DT	A	3.1 What is design and technology? 3.2 Artificial intelligence		3.3 Electronic motors 3.4 Arch structures		3.8 Food throughout the year			
	B	3.5 Frame structures- Forest school		3.6 Pulleys and gears- Forest school 3.7 Cams		3.9 Bread- Forest school			