



Science

Intent: To know how animals and organisms are classified.

SEQUENCE OF LESSONS

1. To explain how organisms are classified using the Linnaean system.
2. To classify the cold-blooded vertebrate groups using their common characteristics.
3. To classify the warm-blooded vertebrate groups using their common characteristics.
4. To classify invertebrates using their characteristics.
5. To describe how the plant kingdom is organised (based on shared characteristics).
6. To describe and classify microorganisms.

Key Vocabulary: amphibian, bird, characteristic, classification key, classify, cold-blooded, conifer, exoskeleton, fern fish, flowering plant, insect, invertebrate, life processes, mammal, micro-organism moss organism reptile, snail, spider, vertebrate, warm-blooded worm

Impact: Children will understand how to classify animals and organisms, using classification keys and the Linnaeus system.

History - Roman Britain

Intent: To understand how we find out about Roman Britain from a range of sources

SEQUENCE OF LESSONS

1. Romans invade Britannia.
2. Caratacus
3. Boudicca
4. Roman town Aquae Sulis
5. Hadrian's Wall
6. Black Romans

Key Vocabulary: Britannia veni, vedi, vici invasion Celtic tribes Claudius chieftain Caratacus warriors forces fort ascend breast-plates defeat placed in chains heavy taxes capital city Colchester stationed revolt Icenii Boudicca raised an army razed to the ground Londinium Watling Street increased in number heavily outnumbered without delay showed no mercy Aquae Sulis spring fortune strigil hypocaust furnaces palestra intersecting branched grid forum basilica theatre temple frontier Hadrian Hadrian's Wall approaching Vindolanda wooden tablets garrison

Impact: Children can recall key facts about Roman Britain and how we find information from sources

Geography - Coastal processes

Intent: To understand how coasts change

SEQUENCE OF LESSONS

1. Coastal processes
2. Transporting and Depositing
3. Landforms
4. Jurassic coast
5. Coastal habitats
6. West coast Wales

Key Vocabulary: coastline waves erosion transport transportation groyne depositing deposit deposition landforms bay cliffs headland shingle Jurassic Coast preserved fossils cave arch stack habitat rock pools sand dunes coral reefs Cardigan Bay

Impact: Children can identify coastal landforms and the processes that shape the coastline.

RE - The Life and Teaching of Jesus

Intent: To understand how the stories about Jesus affect the way Christians live

SEQUENCE OF LESSONS

1. Jesus is baptised and tempted
2. The disciples and the Sermon on the Mount
3. The miracles of Jesus
4. The parables of Jesus
5. The transfiguration of Jesus
6. Why are these stories important for Christians?

Ky Vocabulary: Childhood, Jesus of Nazareth, prepare, baptised, sins, forgiven, John the Baptist, baptism, devil, tempt, Sea of Galilee, disciples, tax collectors, sinners, mercy, peacemakers, Beatitudes, an eye for an eye, turn the other cheek, love your enemies, the Lord's Prayer, forgive, authority, Sermon on the Mount, leprosy, lepers, healed, miracles, blind, deaf, paralysed, faith, Lazarus, resurrection, Samaritan, eternal life, parables, repents, transfigured, beloved, transfiguration, the good shepherd, resisted, sinner

Impact: Children can recall stories about Jesus and explain how they help to shape how Christians live

Year Spring 1 2026

PSHE

Intent: Children learn about how to plan for dreams and goals and to explore their aspirations for the future.

SEQUENCE OF LESSONS

1. To know my learning strengths and set goals for myself.
2. To work out the learning steps I need to reach my goal.
3. To identify problems in the world that concern me and talk to others about them.
4. To work with other people to help make the world a better place.
5. To describe some ways in which I can help to make the world a better place.
6. To know what people in my class like or admire about me and to accept praise.

Key Vocabulary: dream, goal, achievement, success, personal realistic criteria, empathy, hardship, unrealistic, personal, praise.

Impact: Children know how to set goals and plan for achieving them.

Computing

Intent: to be able to use different software to program.

SEQUENCE OF LESSONS

1. To tinker with a new piece of software.
2. To understand nested loops.
3. To understand basic Python commands.
4. To use loops when programming.
5. To understand the use of random numbers.

Key Vocabulary: algorithm, code, command, design, import, indentation, loop, output, patterns, random, remix, repeat, loops, coding, input, instructions.

Impact: children can use different software to program.

DT

Intent: for children to learn woodwork skills to design and build an automata.

SEQUENCE OF LESSONS

1. To prepare wood for assembly by measuring, marking and cutting each piece.
2. To assemble the automata frame components and supports with the help of an exploded diagram.
3. To explore the relationship between cam profiles and follower movement to inform a design decision.
4. To apply the housing and finishing touches to the automata frame.

Key Vocabulary: accurate, assembly-diagram, automata, axle, bench hook, cam, clamp, component, cutting list, diagram, hand drill, linkage

Impact: Children understand how to reinforce structures and can build a truss bridge.

PE

Intent To play in competitive games and apply attacking and defending skills.

SEQUENCE OF LESSONS

Net and Wall - Volleyball

1. To develop movement and passing skills in volleyball and use the dig technique.
2. To understand how to perform an underarm volleyball serve.
3. To perform a set shot with accuracy.
4. To perform a spike shot with control and accuracy.
5. To use a range of skills within a volleyball match situation.
6. To participate in a game of sitting volleyball.

Key Vocabulary: spike, serve, dig, set, net, return.

Children can play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending in the context of competing in a sitting volleyball game.



Music

Intent: To be able use rhythms to match music with pop art.

SEQUENCE OF LESSONS

1. To explore the musical concept of theme and variations.
2. To compare and contrast different variations in the piece 'The Young Person's Guide to the Orchestra'.
3. To use complex rhythms to be able to perform a theme.
4. To play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time.
5. To use music notation to create visual representations of TIKI-TIKI, TI-TIKI and TIKI-TI rhythms.

Key Vocabulary: 3/4 time, 4/4 time, accidentals, body percussion, diaphragm, legato, motif, orchestra, percussion, phrases, pitch, pizzicato, pulse, quaver, rhythm, rhythmic, elements, section, semi-quaver, staccato, tempo, theme, TIKI-TIKI, TI-TIKI, TIKI-TI, translate, variations, vocal, line, woodwind

Impact: Children can compose rhythms that match with artwork including pop art.