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Subject	WK1	WK2	WK3	WK4	WK5	WK6	WK7	Consolidation week	By the end of the unit children will know…
Science Mixtures and Separation	New Core Knowledge I know the difference between mixtures and pure substances Revisiting Core Knowledge Previous unit recap Key Vocabulary Mixture Outline of Main Tasks Sorting challenge: Give pupils trays of everyday items (rice + pasta, sand + salt, coins + buttons). Ask them to decide which are mixtures and which are pure substances. Discussion task: Pupils classify examples (air, squash, sugar, water) as mixtures or pure substances. Mini-investigation: Mix sand and salt in water and observe what happens.	New Core Knowledge I know sieving works when particle sizes differ Revisiting Core Knowledge I know the difference between mixtures and pure substances Key Vocabulary Sieving Outline of Main Tasks Practical investigation: Provide mixed dry materials (rice + flour, gravel + sand). Pupils use sieves of different mesh sizes to separate them. Prediction task: Pupils predict which sieve will work best before testing. Real-life link: Discuss sieving in cooking (e.g. flour, pasta draining).	New Core Knowledge I know that filtering only works when solids don't dissolve Revisiting Core Knowledge I know sieving works when particle sizes differ Key Vocabulary Filter Outline of Main Tasks Hands-on experiment: Mix sand and water, then filter using filter paper and funnels. Observation task: Pupils record what passes through and what is left behind. Extension: Try muddy water or juice with pulp to compare results.	New Core Knowledge I know that dissolving is reversible Revisiting Core Knowledge I know that filtering only works when solids don't dissolve Key Vocabulary Dissolving Outline of Main Tasks Investigation: Dissolve sugar or salt in water. Pupils identify solute, solvent, and solution. Comparative test: Explore factors affecting dissolving (stirring, temperature, particle size). Recording: Pupils time how long different conditions take for solutes to dissolve.	New Core Knowledge I know that evaporation leaves the solute behind and is a reversible change Revisiting Core Knowledge I know that dissolving is reversible Key Vocabulary Evaporation Outline of Main Tasks Practical activity: Leave saltwater in shallow dishes on windowsills or near a heat source. Pupils observe crystals forming as water evaporates. Observation diary: Record changes over several days. Discussion: Link to real-world examples (salt production, drying clothes).	New Core Knowledge I can choose the right method for sieving, filtering and evaporation Revisiting Core Knowledge I know that evaporation leaves the solute behind and is a reversible change Key Vocabulary Method Outline of Main Tasks Challenge investigation: Give pupils a mixture of sand, salt, and water. Ask them to plan and carry out the correct sequence of separation methods (filtering, evaporation). Group task: Pupils explain their reasoning for each step. Plenary quiz: Match mixtures to the correct separation method (sieving, filtering, evaporation).	New Core Knowledge End of block quiz / recap of unit	Outline of Main Tasks	Core Knowledge I know the difference between mixtures and pure substances I know sieving works when particle sizes differ I know that filtering only works when solids don't dissolve I know that dissolving is reversible I know that evaporation leaves the solute behind and is a reversible change I can choose the right method for sieving, filtering and evaporation Core Vocabulary
Geography Why do oceans matter?	New Core Knowledge I know how we use our oceans Revisiting Core Knowledge Previous unit recap Key Vocabulary Ocean Outline of Main Tasks Sorting task: Pupils sort cards showing different ocean uses (food, transport, leisure, climate regulation) into categories.	New Core Knowledge I know where the Great Barrier Reef is and how it is used Revisiting Core Knowledge I know how we use our oceans Key Vocabulary Great Barrier Reef Outline of Main Tasks Visual exploration: Show images/videos of the reef; pupils sketch or annotate features.	New Core Knowledge I know why our oceans are suffering Revisiting Core Knowledge I know where the Great Barrier Reef is and how it is used Key Vocabulary Pollution Outline of Main Tasks Pollution demo: Create a "polluted ocean" in a tray with water, plastic bits,	New Core Knowledge I know how we can protect our oceans Revisiting Core Knowledge I know why our oceans are suffering Key Vocabulary Single-use plastic Outline of Main Tasks Action pledges: Pupils design posters with one action they can take (e.g. reduce plastic). Sorting activity: Pupils sort everyday items into	New Core Knowledge I can explain the ocean and how it helps with global connections Revisiting Core Knowledge I know how we can protect our oceans Key Vocabulary Trade Outline of Main Tasks Trade routes map: Pupils trace shipping routes on a world map to see how oceans connect countries.	New Core Knowledge I know how we can clean our environment. Revisiting Core Knowledge I can explain the ocean and how it helps with global connections Key Vocabulary Environment Outline of Main Tasks Classroom clean-up: Pupils carry out a mini "plastic audit" of classroom waste.	New Core Knowledge End of block quiz / recap of unit	New Core Knowledge Revisiting Core Knowledge Key Vocabulary Outline of Main Tasks	Core Knowledge I know how we use our oceans I know where the Great Barrier Reef is and how it is used I know why our oceans are suffering I know how we can protect our oceans I can explain the ocean and how it helps with global connections I know how we can clean our environment. Core Vocabulary

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	Class brainstorm: Create a mind map of all the ways humans rely on oceans. Mini case study: Explore how one country (e.g. Japan) uses the ocean for food and trade.	Habitat match: Pupils match marine animals to their reef roles (e.g. clownfish, parrotfish, coral). Creative writing: Write a "day in the life" of a reef creature to highlight biodiversity.	and food colouring. Pupils discuss impacts. Cause-and-effect chart: Pupils link human actions (plastic use, overfishing, CO_2 emissions) to ocean problems. Debate: "Plastic is the biggest threat to our oceans" – pupils argue for or against.	"ocean-friendly" and "harmful" categories. Role play: Pupils act as campaigners persuading others to protect oceans.	Weather link: Explore how ocean currents affect climate (e.g. Gulf Stream). Medicine mystery: Research medicines derived from ocean organisms and present findings.	Simulation: Pupils plan a beach clean, deciding what equipment and safety measures are needed. Community project: Design a campaign leaflet or poster encouraging local action to protect oceans.			
Art Sculpture & 3D – Interactive Installation	New Core Knowledge I understand that installation art is often interactive and encourages participation. Revisiting Core Knowledge Previous unit recap Key Vocabulary Interactive Outline of Main Tasks Gallery walk: Show pupils images of famous installation artworks (e.g. Yayoi Kusama, Cornelia Parker). Pupils discuss how each transforms the space. Class debate: "Is installation art really art?" Pupils argue for/against, using examples. Sketch response: Pupils sketch their own idea for an installation that changes a classroom space.	New Core Knowledge I know the difference between 2D art (flat) and 3D art (form and volume). Revisiting Core Knowledge I understand that installation art is often interactive and encourages participation. Key Vocabulary 2D art 3D art Outline of Main Tasks Material exploration: Pupils experiment with card, wire, clay, or found objects to create small 3D forms. Texture hunt: Pupils press materials into clay to explore surface textures. Mini challenge: Build a freestanding structure from paper/card in 10 minutes.	New Core Knowledge I know that installations often involve movement, touch, or participation. Revisiting Core Knowledge I know the difference between 2D art (flat) and 3D art (form and volume). Key Vocabulary Audience immersive Outline of Main Tasks Design sheets: Pupils sketch installation ideas, labelling how the audience will interact. Role play: Pupils act as "visitors" and describe how they would move through or use the installation. Peer feedback: Share plans in pairs and suggest improvements for interaction.	New Core Knowledge I know how to make 3D forms stand or hang securely. Revisiting Core Knowledge I know that installations often involve movement, touch, or participation. Key Vocabulary Structure balance Outline of Main Tasks Hands-on build: Pupils create individual 3D components using joining techniques (folding, gluing, tying). Stability test: Pupils test how to make structures stand securely (e.g. wider bases, supports). Scale experiment: Pupils compare small vs large forms and discuss impact.	New Core Knowledge I know how to arrange work to guide audience movement and interaction. Revisiting Core Knowledge I know how to make 3D forms stand or hang securely. Key Vocabulary Movement Interaction Outline of Main Tasks Collaborative build: Groups combine their 3D elements into one larger installation. Space planning: Pupils decide how to arrange pieces to guide audience movement. Walk-through rehearsal: Pupils practise interacting with the installation as if they were visitors.	New Core Knowledge I can evaluate their work against intentions Revisiting Core Knowledge I know how to arrange work to guide audience movement and interaction. Key Vocabulary Evaluate- Outline of Main Tasks Class exhibition: Pupils present their installation to peers or another class. Visitor feedback: Audience members share how they experienced the installation. Reflection task: Pupils write or discuss how their work transformed the space and invited interaction.	New Core Knowledge End of block quiz / recap of unit	New Core Knowledge	By the end of the unit children will.... Core Knowledge I understand that installation art is often interactive and encourages participation. I know the difference between 2D art (flat) and 3D art (form and volume). I know that installations often involve movement, touch, or participation. I know how to make 3D forms stand or hang securely. I know how to arrange work to guide audience movement and interaction. I can evaluate their work against intentions .
Music South and West Africa	New Core Knowledge Learn to sing Shosholoza, a traditional South African song sung in Ndebele. Revisiting Core Knowledge Previous unit recap Key Vocabulary	New Core Knowledge Explore pulse and rhythm while accompanying the song. Revisiting Core Knowledge Learn to sing Shosholoza, a traditional South African song sung in Ndebele.	New Core Knowledge Perform Shosholoza as an ensemble, combining vocals and percussion. Revisiting Core Knowledge Explore pulse and rhythm while accompanying the song.	New Core Knowledge Explore African drumming traditions, focusing on call and response rhythms Revisiting Core Knowledge Perform Shosholoza as an ensemble, combining vocals and percussion.	New Core Knowledge Learn about West African musical traditions, especially the use of the djembe drum. Revisiting Core Knowledge Explore African drumming traditions, focusing on call and response rhythms	New Core Knowledge Combine singing, percussion, and drumming in a structured piece. Revisiting Core Knowledge Learn about West African musical traditions, especially the use of the djembe drum.	New Core Knowledge End of block quiz / recap of unit	New Core Knowledge	By the end of the unit children will.... Core Knowledge Learn to sing Shosholoza, a traditional South African song sung in Ndebele. Explore pulse and rhythm while accompanying the song.

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	Outline of Main Tasks Pupils practise singing unaccompanied (a cappella).	Key Vocabulary Outline of Main Tasks Pupils learn how instruments can support singing.	Key Vocabulary Outline of Main Tasks Pupils practise listening to each other and maintaining their part.	Key Vocabulary Outline of Main Tasks Learn about polyrhythms (different rhythms played at the same time).	Key Vocabulary Outline of Main Tasks Practise layering rhythms and maintaining a steady pulse.	Key Vocabulary Outline of Main Tasks Reflect on how South and West African music traditions influence modern music.			Perform Shosholoza as an ensemble, combining vocals and percussion. Explore African drumming traditions, focusing on call and response rhythms Learn about West African musical traditions, especially the use of the djembe drum. Combine singing, percussion, and drumming in a structured piece.
RE Forgiveness – is reconciliation possible?	New Core Knowledge Coventry Cathedral was destroyed during WWII bombings. Revisiting Core Knowledge Previous unit recap Key Vocabulary Forgiveness- letting go of hurt and choosing kindness instead of anger Reconciliation- fixing a broken friendship or making peace after a disagreement Outline of Main Tasks Tell the story of what happened to Coventry Cathedral and mention Dick Howard's ideas of forgiveness	New Core Knowledge Jesus taught forgiveness through parables (e.g., the Prodigal Son). Revisiting Core Knowledge Coventry Cathedral was destroyed during WWII bombings. Key Vocabulary Forgiveness- letting go of hurt and choosing kindness instead of anger Parable- a story told by Jesus with a deeper meaning for the audience Interpret- look for a deeper meaning in a text or story Outline of Main Tasks Use the story of Jesus and Peter to explain forgiveness	New Core Knowledge Christians believe forgiveness is both received from God and given to others. Revisiting Core Knowledge Jesus taught forgiveness through parables (e.g., the Prodigal Son). Key Vocabulary Symbol- a symbol is a picture, object, or sign that stands for something else. Peace- living happily with others, without fighting or hurting each other Outline of Main Tasks Write a guidebook about Coventry Cathedral and how the items symbolise forgiveness and peace.	New Core Knowledge Modern Christian organisations promote reconciliation (e.g., Coventry Cross of Nails community). Revisiting Core Knowledge Christians believe forgiveness is both received from God and given to others. Key Vocabulary Apartheid- a system in South Africa where the Government made unfair rules to separate people based on their skin colour Peace- being kind, working together, and living without fighting or fear Freedom- being able to make choices, speak your mind, and live without unfair rules Outline of Main Tasks Discuss how Nelson Mandela's life reflected Jesus' teaching	New Core Knowledge Forgiveness doesn't mean forgetting or excusing wrongdoing. Revisiting Core Knowledge Modern Christian organisations promote reconciliation (e.g., Coventry Cross of Nails community). Key Vocabulary Heal- to get better after being hurt or feeling sad Justice- being fair and treating everyone with kindness and respect Reconciliation- forgiving someone and actively trying to rebuild your relationship with them Outline of Main Tasks Tell the story of Desmond Tutu, including the key vocabulary	New Core Knowledge I can evaluate my own views on forgiveness and reconciliation Revisiting Core Knowledge Forgiveness doesn't mean forgetting or excusing wrongdoing. Key Vocabulary Impartial- not taking sides or favouring one person over another Equality- treating people with the same value and respect Mediation- bringing people together with respect, understanding, and care Tapestry- piece of thick textile fabric with pictures or designs formed by stitching or weaving Outline of Main Tasks Explain two examples of how quakers try to create a fairer world.	New Core Knowledge End of block quiz / recap of unit	New Core Knowledge	By the end of the unit children will.... Core Knowledge Coventry Cathedral was destroyed during WWII bombings. Jesus taught forgiveness through parables (e.g., the Prodigal Son). Christians believe forgiveness is both received from God and given to others. Modern Christian organisations promote reconciliation (e.g., Coventry Cross of Nails community). Forgiveness doesn't mean forgetting or excusing wrongdoing. I can evaluate my own views on forgiveness and reconciliation
PE Dance	New Core Knowledge Explore how to create a simple motif from a theme or piece of music. Revisiting Core Knowledge Previous unit recap	New Core Knowledge Use different levels, directions, and pathways in dance. Revisiting Core Knowledge	New Core Knowledge Explore partner/group relationships and canon. Revisiting Core Knowledge Use different levels, directions, and pathways in dance.	New Core Knowledge Experiment with speed, energy, and quality of movement. . Revisiting Core Knowledge Explore partner/group relationships and canon.	New Core Knowledge Learn how to use formations and structure dances. Revisiting Core Knowledge	New Core Knowledge Combine all elements into a final performance. Revisiting Core Knowledge Learn how to use formations and structure dances.	New Core Knowledge End of block quiz / recap of unit	New Core Knowledge	By the end of the unit children will.... Core Knowledge Explore how to create a simple motif from a theme or piece of music.

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	Key Vocabulary Motif, Stimulus, Phrase, Adaptation Outline of Main Tasks Respond to a short piece of music with 3–4 movements. - Work in pairs to adapt each other's motifs.	Explore how to create a simple motif from a theme or piece of music. Key Vocabulary Space, Pathway, Level, Direction Outline of Main Tasks - Travel across the hall using curved/straight pathways. - Create a short sequence using high/low levels.	Key Vocabulary Canon, Unison, Mirror, Contrast Outline of Main Tasks - Mirror a partner's movements. - Create a group sequence using canon (one after another).	Key Vocabulary Dynamics, Tempo, Energy, Expression Outline of Main Tasks - Perform the same motif slowly, then quickly. - Add contrasting dynamics (sharp vs. smooth).	Experiment with speed, energy, and quality of movement. Key Vocabulary Formation, Sequence, Transition, Stillness Outline of Main Tasks - Create group shapes (circle, line, diagonal). - Plan a routine with clear beginning, middle, end.	Key Vocabulary Performance, Fluency, Collaboration, Evaluation Outline of Main Tasks - Rehearse and perform group dance. - Peer feedback using success criteria.			Use different levels, directions, and pathways in dance. Explore partner/group relationships and canon. Experiment with speed, energy, and quality of movement. Learn how to use formations and structure dances. Combine all elements into a final performance.
French Space exploration	New Core Knowledge Revisiting Core Knowledge Previous unit recap Key Vocabulary Le système solaire – The solar system Une planète – A planet Outline of Main Tasks	New Core Knowledge Use adjectives to describe planets (e.g., chaude, froide, grande, petite). Revisiting Core Knowledge Recognise and pronounce planet names in French. Key Vocabulary Chaude / froide – Hot / cold Grande / petite – Big / small Outline of Main Tasks Pupils match planets to descriptions and write simple sentences (e.g., La Terre est bleue)	New Core Knowledge Begin forming sentences about space travel Revisiting Core Knowledge Use adjectives to describe planets (e.g., chaude, froide, grande, petite). Key Vocabulary Un astronaute – An astronaut Une fusée – A rocket Outline of Main Tasks Pupils create mini comic strips with captions in French	New Core Knowledge Use comparative phrases . Revisiting Core Knowledge Begin forming sentences about space travel Key Vocabulary Plus grande que – Bigger than Plus chaude que – Hotter than Outline of Main Tasks Pupils complete comparison sentences and sort planets by size/temperature	New Core Knowledge Apply vocabulary and grammar from previous lessons creatively. Revisiting Core Knowledge Use comparative phrases Key Vocabulary Une boule de feu – A ball of fire Un diamant glacé – An icy diamond Outline of Main Tasks Pupils choose a planet and write 2–3 metaphorical sentences using adjectives and nouns	New Core Knowledge Revisiting Core Knowledge Key Vocabulary Outline of Main Tasks	New Core Knowledge End of block quiz / recap of unit	New Core Knowledge	By the end of the unit children will.... Core Knowledge Recognise and pronounce planet names in French. Use adjectives to describe planets (e.g., chaude, froide, grande, petite). Begin forming sentences about space travel Use comparative phrases Apply vocabulary and grammar from previous lessons creatively.
Computing Programming 2 – Micro:bit	New Core Knowledge Introduction to hardware and block-based coding. Revisiting Core Knowledge Previous unit recap Key Vocabulary LED, Input, Output, Algorithm, Program Outline of Main Tasks - Explore LED display. - Write simple program to show name or icon. - Use "forever" loop.	New Core Knowledge Learn how inputs trigger outputs. Revisiting Core Knowledge Introduction to hardware and block-based coding. Key Vocabulary Input, Event, Accelerometer, Sensor, Trigger Outline of Main Tasks - Program button A to show a smiley. - Use accelerometer to	New Core Knowledge Introduce variables to store values. Revisiting Core Knowledge Learn how inputs trigger outputs. Key Vocabulary Variable, Value, Store, Data, Increment Outline of Main Tasks - Create a step counter using shake sensor. - Display variable value on LED.	New Core Knowledge Use logic to make decisions. Revisiting Core Knowledge Introduce variables to store values. Key Vocabulary Conditional, If/Else, Logic, Compare, Boolean Outline of Main Tasks - Program: if button A pressed → show heart, else → show cross. - Temperature sensor: if >25°C → show sun.	New Core Knowledge Apply loops for efficiency. Revisiting Core Knowledge Use logic to make decisions. Key Vocabulary Loop, Repeat, Forever, Sequence, Iteration Outline of Main Tasks - Create animation using repeat loop. - Program flashing pattern with "forever" loop.	New Core Knowledge Combine skills into final project. Revisiting Core Knowledge Apply loops for efficiency. Key Vocabulary Debug, Efficiency, Collaboration, Project, Test Outline of Main Tasks - Design a digital dice, step counter, or reaction game. - Peer review and debug.	New Core Knowledge End of block quiz / recap of unit	New Core Knowledge	By the end of the unit children will.... Core Knowledge Introduction to hardware and block-based coding. Learn how inputs trigger outputs. Introduce variables to store values. Use logic to make decisions. Apply loops for efficiency. Combine skills into final project.

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