Year 1 Spring 1

RE Who is God to Muslims? Islam Unit focus: Who is God to Muslims? / Respect & attributes	Enquiry Question: How does learning about Muslim beliefs help us respect people's right to believe?	Article 14 – Freedom of belief Article 2 – Respect & non-discrimination Article 29 – Respect for others
Science Everyday Materials Unit focus: Identifying materials, properties, choosing materials responsibly	Enquiry Question: How do materials help to keep us safe, warm and healthy?	Article 6 – Right to survival and healthy development Article 24 – Right to health & safety Article 28 – Right to education
History Nurturing Nurses Unit focus: Florence Nightingale & Mary Seacole helping others	Enquiry Question: How did Florence Nightingale and Mary Seacole help protect people's right to health?	Article 6 – Right to life & care Article 24 – Right to healthcare Article 2 – Fairness & equality
Design and Technology Food: Fruit Salad	Enquiry Question	Article 24 – Right to healthy food

Unit focus: Healthy choices & food preparation	Why is choosing healthy food important for our right to grow and be healthy?	Article 29 – Learning life skills
Art Painting (Monet) Unit focus: Expressing ideas, observing and creating art	Enquiry Question How can art help us express our thoughts, feelings and ideas?	Article 13 – Right to express thoughts and creativity Article 31 – Right to play and culture
Geography United Kingdom Unit focus: Countries, cities and places we belong to	Enquiry Question How does learning about where people live help us understand who they are?	Article 8 – Right to identity and belonging Article 30 – Right to culture Article 29 – Respect for others
PSHE Unit focus: Self-belief, resilience, teamwork, achievement	Enquiry Question How can we use teamwork and persistence to achieve our dreams?	Article 28 – Right to education Article 12 – Right to be listened to Article 29 – Development of talents and confidence

Music Exploring Sounds Social Question given: How does music make the world a better place?	Enquiry Question How can music help us share feelings and bring people together?	Article 31 – Right to play and culture Article 13 – Right to self-expression
PE Machines / Agility & Dance Unit focus: Movement, resilience, teamwork, wellbeing	Enquiry Question Why is moving our bodies important for our health and happiness?	Article 24 – Health & wellbeing Article 31 – Play Article 29 – Developing confidence
Computing Programming A: Bee-Bots Unit focus: Instructions, sequences, collaboration, problem-solving	Enquiry Question How can giving clear instructions help us solve problems together?	Article 28 – Right to education Article 29 – Developing skills Article 12 – Working together and having a voice
Online Safety	Enquiry Question	Article 19 – Protection from harm

Unit focus: Trusted adults, safety, well-being	Who helps keep us safe online and how can we ask for help?	Article 3 – Best interests of the child Article 12 – Right to be listened to

Year 2 Spring 1

RE Judaism *God, covenant, trust, rules and belonging* Unit focus: God, covenant, trust, rules and belonging	Enquiry Question Who is God to the Jews? How does learning about Jewish beliefs help us respect people's right to believe?	Article 14 – Freedom of belief Article 2 – Non-discrimination & respect for differences Article 29 – Respect for others
Science Animals including humans Unit focus: Life cycles, needs for survival, exercise, healthy diet	Enquiry Question What do humans and animals need to grow, survive and stay healthy?	Article 6 – Right to life, growth and development Article 24 – Right to health & wellbeing Article 28 – Right to education
History Great Fire of London Unit focus: Past & present comparisons, safety, community response to disaster	Enquiry Question How did the Great Fire of London change the way people kept themselves safe?	Article 6 – Right to life Article 19 – Protection from harm Article 24 – Right to health & safe living conditions

DT Textiles Unit focus: Design for community & belonging	Enquiry Question How can we design something that shows who we are and where we belong?	Article 8 – Right to identity Article 13 – Right to express views creatively Article 31 – Right to play and join cultural life
Geography Hot and Cold Places Unit focus: World locations, climate zones, habitats	Enquiry Question How does the place people live affect how they live their lives?	Article 29 – Learning to respect the world and other people Article 30 – Right to culture Article 24 – Right to a healthy environment
PSHE Dreams and Goals Unit focus: Personal goals, teamwork, celebrating achievements	Enquiry Question How can we work together to achieve our goals?	Article 12 – Right to have a voice Article 28 – Right to education Article 29 – Development of talents and confidence
Art Sculpture and 3D Art- Picasso/ Cubism	Enquiry Question How can we use art to show who we are and how we feel?	Article 13 – Freedom of expression Article 31 – Cultural and creative life

Unit focus: Identity, expression, creative styles		
Music Social Question (already present): How does music make the world a better place?	Enquiry Question How can music help us share our feelings and stories with others?	Article 31 – Right to cultural participation Article 13 – Right to express ideas
PE Sporting Best / Dance Unit focus: Confidence, teamwork, health & movement	Enquiry Question How does physical activity help our bodies and minds stay healthy?	Article 24 – Health and wellbeing Article 29 – Developing talents and confidence Article 31 – Right to play
Computing Algorithms Unit focus: Sequencing, collaboration, problem-solving	Enquiry Question How can giving clear instructions help us solve problems together?	Article 28 – Right to education Article 12 – Working together and being heard Article 29 – Developing skills
Online Safety Self-image and identity	Enquiry Question How can we stay safe and confident about who we are online?	Article 19 – Protection from harm Article 16 – Right to privacy

Unit focus: Digital identity, emotional safety, trusted adults		Article 12 – Right to be listened to

Year 3 Spring 1

RE- Christianity Unit focus: Healing stories, belief vs explanation, compassion	Enquiry Question How do stories about Jesus's miracles help us think about belief, compassion, and healing?	Article 14 – Freedom of belief Article 24 – Right to health Article 2 – Equality & dignity Article 29 – Respect for others
Science Forces and Magnets Unit focus: Pushes/pulls, friction, magnetism, investigation skills	Enquiry Question How do forces help us understand how things move and stay safe in the world?	Article 28 – Right to education Article 29 – Developing skills and curiosity Article 24 – Safety and understanding the world
History Stone Age to Iron Age Unit focus: Survival, resources, migration, communities	Enquiry Question How did early people work together to survive and build communities?	Article 6 – Right to survival Article 24 – Right to basic needs Article 29 – Respect for human development

Art Prehistoric Cave Paintings Unit focus: Expression, symbolism, communicating stories	Enquiry Question: How did early art help people express their ideas and stories?	Article 13 – Freedom of expression Article 31 – Cultural life
Geography Climate Zones Unit focus: Latitude, climate differences, human impact	Enquiry Question: How does climate affect how people live around the world?	Article 29 – Respect for the world & global understanding Article 24 – Healthy living environments Article 30 – Respect for culture and identity
PSHE Dreams & Goals Unit focus: Ambition, teamwork, motivation, enterprise	Enquiry Question: How can teamwork and perseverance help us achieve our dreams?	Article 12 – Voice & participation Article 28 – Education Article 29 – Developing talents and confidence
French Unit focus: Language learning, cultural awareness, communication	Enquiry Question: How does learning a new language help us connect with other people and cultures?	Article 29 – Respect for other cultures Article 28 – Right to education

		Article 30 – Rights to language & culture
Music More Musical Styles Social Question already set: How does music help us get to know our community?	Enquiry Question: How can music connect people and help tell the story of a community?	Article 13 – Freedom of expression Article 31 – Culture, creativity & belonging
PE Coordination, Strength & Balance / Gymnastics Unit focus: Fitness, teamwork, personal bests	Enquiry Question: How does moving our body help us grow strong, confident and healthy?	Article 24 – Health & wellbeing Article 29 – Developing talents Article 31 – Play and physical development
Computing Sequencing Sounds (Scratch) Unit focus: Coding, algorithms, creativity	Enquiry Question: How can coding help us create, problem-solve and express ideas?	Article 28 – Education Article 12 – Working together & creative voice Article 29 – Skills for the future
DT Shell Structures (Trinket Box Project)	Enquiry Question:	Article 13 – Creative expression Article 29 – Skill development

Unit focus: Design, function, identity & purpose	How can we design and build strong structures to protect things that matter to us?	Article 31 – Cultural and leisure activities
Online Safety Self-Image & Identity Unit focus: Digital identity, avatars, representation	Enquiry Question: How can we stay safe and be ourselves online?	Article 16 – Right to privacy Article 19 – Protection from harm Article 12 – Voice & safety
Year 4 Spring 1		
RE Humanism Unit focus: Rules for living well, choices, responsibility, caring for others & the planet	Enquiry Question: How do Humanists decide how to live good and responsible lives?	Article 29 – Respect for others, responsible citizenship Article 24 – Healthy environment Article 2 – Respect and equality Article 12 – Having a voice
Science Electricity	Enquiry Question: How does learning about electricity help us use it safely and responsibly?	Article 28 – Right to education Article 29 – Developing scientific skills Article 24 – Health and safety

Unit focus: Electricity, safety, investigation skills		
History Anglo-Saxons & Scots Unit focus: Migration, settlement, identity, community	Enquiry Question: How did the arrival of the Anglo-Saxons and Scots shape who we are today?	Article 8 – Identity and belonging Article 30 – Cultural heritage Article 29 – Respect for history and diversity
Art Drawing: Tone, Texture & Proportion Unit focus: Observational drawing, expression, technique	Enquiry Question: How can we use drawing to express what we see and how we feel?	Article 13 – Freedom of expression Article 31 – Right to take part in cultural and creative life
DT Mechanical Systems: Levers & Linkages Unit focus: Product design, solving problems, meeting user needs	Enquiry Question: How can we design products that help other people?	Article 13 – Creative expression Article 29 – Developing skills for life Article 31 – Cultural participation and play
Geography	Enquiry Question:	Article 24 – Right to a healthy environment

Rainforests Unit focus: Biomes, climate, ecosystems, conservation	Why is it important to protect the rainforests and the people and animals who live there?	Article 29 – Responsibility to protect the natural world Article 30 – Respecting cultures
PSHE — Hopes and Dreams Unit focus: Resilience, goal-setting, teamwork, self-belief	Enquiry Question: How can resilience and teamwork help us achieve our hopes and dreams?	Article 12 – Right to share views Article 28 – Right to education Article 29 – Personal development and confidence •
French Les Légumes Unit focus: Language learning, cultural curiosity and communication	Enquiry Question: How does learning another language help us connect with people around the world?	Article 29 – Respect for other cultures and languages Article 30 – Cultural participation Article 28 – Education
Music Compose with Your Friends Social question already set: How does music improve our world?	Rights-based Enquiry Question: How can making music together bring people joy and connection?	Article 13 – Expression Article 31 – Cultural participation and creativity

PE Icommunicate / Dance Unit focus: Coordination, teamwork, confidence, healthy living	Enquiry Question: How does working as a team help us stay active and healthy?	Article 24 – Right to health and wellbeing Article 29 – Growing confidence and ability Article 31 – Right to play
Computing Repetition on Shapes Unit focus: Coding skills, sequencing, algorithms	Enquiry Question: How can coding help us solve problems and express our ideas?	Article 28 – Education Article 29 – Skills development Article 12 – Collaboration and voice
Online Safety Self-Image & Identity Unit focus: Online identity, impersonation, safety	Enquiry Question: How can we protect our identity and stay safe online?	Article 16 – Right to privacy Article 19 – Protection from harm Article 12 – Being heard and protected

Year 5 Spring 1		
RE *Islam: The Qur'an* Unit focus: Holy books, guidance, interpretation, respect	Enquiry Question: Why is the Qur'an so important to Muslims today and how does it guide their lives?	Article 14 – Freedom of belief Article 2 – Respect, equality and dignity Article 29 – Respect for values of others Article 12 – Voice, interpretation and discussion
Science *Forces & Mechanisms* Unit focus: Gravity, friction, air/water resistance, scientific enquiry	Enquiry Question: How do forces affect the way objects move and help us design safely?	Article 28 – Right to education Article 29 – Developing skills and curiosity Article 24 – Safety, wellbeing and understanding physical risks
History *Ancient Greece* Unit focus: Civilisations, empire, power, inequality, legacy	Enquiry Question: How did Ancient Greek civilisation shape the world we live in today — and who benefited?	Article 8 – Identity and heritage Article 29 – Respect for cultures & diversity Article 2 – Equity & fairness
Art	Enquiry Question:	Article 13 – Freedom of expression

Drawing: Emotion, Movement & Depth Unit focus: Emotional expression, symbolism, perspective	How can art communicate feelings, stories and movement?	Article 31 – Cultural participation and creativity
DT *Mechanical Toys & Systems* Unit focus: Designing mechanisms, meeting user needs	Enquiry Question: How can we design and build products that help or entertain others?	Article 13 – Creative expression Article 29 – Skill development Article 31 – play and cultural activity
Geography *Mountains* Unit focus: Physical geography, climate, human adaptation	Enquiry Question: How do mountains shape the lives of the people who live near them?	Article 24 – Healthy environments Article 29 – Environmental understanding Article 6 – Survival and shelter
PSHE *Dreams & Goals* Unit focus: Careers, aspirations, equality, fundraising	Enquiry Question: How can our dreams encourage us to support ourselves and others around the world?	Article 12 – Voice and participation Article 28 – Education Article 29 – Developing talents and ambition Article 2 – Equality and fairness

French *As-tu un animal?* Unit focus: Communication, sentence building, cultural exchange	Enquiry Question: How does learning another language help us communicate with the wider world?	Article 28 – Education Article 29 – Respect for languages and cultures Article 30 – Cultural participation
Music *Composing & Chords* Social Question already set: How does music improve our world?	Rights-Based Enquiry Question: How can music bring people together and support emotional wellbeing?	Article 13 – Freedom of expression Article 31 – Creativity and cultural life
PE *Icreate / Netball* Unit focus: Teamwork, problem solving, resilience	Enquiry Question: How can teamwork and resilience improve both fitness and confidence?	Article 24 – Physical health Article 31 – Play and recreation Article 29 – Confidence and collaboration
Computing *Physical Computing & Crumble*	Enquiry Question:	Article 28 – Education Article 29 – Skills development

Unit focus: Algorithms, control loops, digital systems	How can coding help us design solutions to real-world problems?	Article 12 – Problem-solving together
Online Safety *Self-Image & Identity* Unit focus: Digital identity, copying/impersonation, responsibility	Enquiry Question: How can we protect our identity and make positive choices online?	Article 16 – Right to privacy Article 19 – Protection from harm Article 12 – Voice & agency
Year 6 Spring 1		
RE Christianity: *Is Anything Ever Eternal?* Unit focus: Love (agape), forgiveness, covenant, heaven, moral choices	Enquiry Question: What do Christian beliefs about eternal love and forgiveness teach us about living a good life?	Article 14 – Freedom of belief Article 12 – Right to express views Article 29 – Developing moral values & respect Article 2 – Respect & dignity
Science Living Things & Their Habitats Unit focus: Classification, life processes, microorganisms, scientific enquiry	Enquiry Question: How does understanding living things help us protect people and our planet?	Article 28 – Right to education Article 29 – Developing curiosity & scientific thinking

		Article 24 – Right to health and safe environments
History Maya Civilisation Unit focus: Culture, achievements, belief systems, calendars and mathematics	Enquiry Question: What can the Maya civilisation teach us about culture, achievement and belief?	Article 8 – Identity and heritage Article 29 – Respect for cultures Article 30 – Cultural participation
DT Textiles (Cushions) Unit focus: Evaluation, stitching techniques, CAD design, user-centred products	Enquiry Question: How can we design and create products that meet people's needs?	Article 13 – Creative expression Article 29 – Developing skills for life Article 31 – Play, creativity and culture
Geography Local Geography Unit focus: Mapping skills, regions, land use, community needs	Enquiry Question: How does our local area support people to live healthy and happy lives?	Article 24 – Healthy environments Article 6 – Survival and development Article 29 – Responsible citizenship
PSHE	Enquiry Question:	Article 12 – Voice and participation

Dreams & Goals / Global Citizenship Unit focus: Aspirations, empathy, charity projects, teamwork	How can our goals help us make the world a fairer place?	Article 28 – Education Article 29 – Developing talents and empathy Article 2 – Equality and fairness
French *Le week-end* Unit focus: Communication, time phrases, opinions, daily routines	Enquiry Question: How does learning another language help us understand other people's lives?	Article 28 – Education Article 29 – Respect for languages and cultures Article 30 – Right to participate in cultural life
Music Creative Composition Existing Social Question: How does music improve our world?	Rights-Focused Enquiry Question: How can music be used to express emotions and bring people together?	Article 13 – Freedom of expression Article 31 – Cultural participation & creativity
PE Icreate / Dance & Cheerleading	Enquiry Question: How can movement and teamwork build confidence and wellbeing?	Article 24 – Right to health Article 31 – Play and physical development

Unit focus: Coordination, teamwork, choreography, wellbeing		Article 29 – Developing confidence and leadership
Computing Programming: Variables in Games Unit focus: Algorithms, coding, debugging, digital creativity	Enquiry Question: How can coding help us design creative solutions to problems?	Article 28 – Right to education Article 29 – Skills for the future Article 13 – Creative expression
Art Street Art & Murals Unit focus: Perspective, scale, environmental messaging, creative expression	Enquiry Question: How can art be used to share messages and inspire change?	Article 13 – Freedom of expression Article 31 – Cultural participation Article 24 – Environmental responsibility
Online Safety Self-Image & Identity Unit focus: Stereotypes, representation, online harm, seeking help	Enquiry Question: How can we think critically about what we see online and keep ourselves safe?	Article 16 – Right to privacy Article 19 – Protection from harm Article 12 – Voice & safety