



Cornwood C of E Primary School

Row Tor Rolling Programme Overview



Row Tor class is made up of Year 4, Year 5 and Year 6 children.

The children are taught Art and Design, Music, Design Technology, Computing and PE as a whole class.

For Science, History, Geography, Religion and Worldviews, and PSHE, the children are split into Year 3/ Year 4, and Year 5/ Year 6.

Year 4/5/6		Art and Design	Music	Design Technology	Computing	PE
Year A	Autumn 1	Typography and Maps	Changes in Pitch, Tempo and Dynamics (Theme: Rivers)		Creating Media – Audio Production	Fundamental Movement Skills
	Autumn 2		Composition Notation (Theme: Ancient Egypt)	Mechanisms: Gears and Pulleys	Programming – Repetition in Games	Travelling and Jumping Balance/ Shape/ Rotation
	Spring 1	Exploring Still Life	Music in Nature: Chords and Melodies		Internet Safety – Protect Your Stuff	Health and Fitness Select Invasion Game
	Spring 2		Three Chord Pop: Playing in a Band	Cooking and Nutrition: Come Dine with Me!	Data and Information – Fact-File Databases	Attacking and Defending Orienteering
	Summer 1	Making Monotypes	Songs that Speak: Lyrics and Messages		Creating Media – Webpage Creation	Dance Fundamentals Athletics
	Summer 2		Film Music	Structures: Playground Pioneers	Programming – Variables in Games	Swimming
Year B	Autumn 1	2D Drawing and 3D Making	Samba and Carnival Sounds and Instruments (Theme: South Africa)		Creating Media – Video Production	Fundamental Movement Skills
	Autumn 2		Adapting and Transposing Motifs (Theme: Romans)	Textiles: Stuffed Toys	Programming – Selection in Quizzes	Travelling and Jumping Balance/ Shape/ Rotation
	Spring 1	Mixed Media Land and City Scapes	Blues		Internet Safety – Respect Each Other	Health and Fitness Select Invasion Game
	Spring 2		Theme and Variations (Theme: Pop Art)	Digital World: Navigating the World	Data and Information – Data Logging	Attacking and Defending Orienteering
	Summer 1	Sculpture, Structure, Inventiveness and Determination	Dynamics, Pitch and Texture (Theme: Coast)		Creating Media – 3D Modelling	Dance Fundamentals Athletics
	Summer 2		Four Chord Pop: Playing in a Band	Electrical Systems: Wobble Bots	Computing Systems and Networks – Systems and Searching	Swimming
Year C	Autumn 1	Exploring Form through Drawing	South and West Africa		Creating Media – Vector Graphics	Fundamental Movement Skills
	Autumn 2		Composition to Represent the Festival of Colour (Theme: Holi Festival)	Structures: Bridges	Programming – Selection in Physical Computing	Travelling and Jumping Balance/ Shape/ Rotation
	Spring 1	Print and Activism	Musical Theatre		Internet Safety – When in Doubt, Discuss	Health and Fitness Select Invasion Game
	Spring 2		Songs of World War 2	Mechanisms: Automata Toys	Data and Information – Introduction to Spreadsheets	Attacking and Defending Orienteering
	Summer 1	Set Design	Baroque		Computing Systems and Networks – Communication and Collaboration	Dance Fundamentals Athletics
	Summer 2		Composing and Performing a Leavers' Song	Textiles: Bags	Programming – Sensing Movement	Swimming



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Year 3 and 4	Year A						Year B					
	Autumn 1	Autumn 2	Spring 1	Spring 1	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 1	Summer 1	Summer 2
Science	Animals Including Humans (Y3)	Electricity	Animals Including Humans (Y4)	Light	Scientists and Inventors (Y4)	Sound	Living Things and Their Habitats (Y4)	States of Matter	Rocks	Forces and Magnets	Scientists and Inventors (Y3)	Plants
History	Ancient Greece		Romans		Ancient Egypt		Stone Age		Anglo—Saxons and Scots		Indus Valley	
Geography		Climate Zones and Biomes		Our European Neighbours		Coastal Erosion		Land Use		Extreme Earth		My Region and Campania
Religion and Worldviews	L2.2 – What is it like for people to follow God?	L2.3 – What is the 'Trinity' and why is it important?	L2.11 – How and why do people mark significant events of life?	L2.10 – How do festivals and family life show what matters to Jews?	L2/4 – What kind of world did Jesus want?	L2.12 – How and why do people try to make the world a better place?	L2a.1 – What do Christians learn from the creation story?	L2.7 – What do Hindus believe that God is like?	L2.9 – How do festivals and worship show what matters to Muslims?	L2.5 – Why do Christians call the day Jesus died 'Good Friday'?	L2.8 – What does it mean to be a Hindu in Britain today?	L2.13 – How do people from religious and non-religious communities celebrate key festivals?
PSHE	Leaning out of windows Cycle safety NSPCC – Speak Out Stay Safe	Computer Safety Anti-Bullying NSPCC Talk PANTS campaign	Grief Children's Mental Health week	Jealousy Protected Characteristics	First Aid Touch Year 3 Personal Development	Relationships Year 4 Let's Learn about Autism	Medicine How can drugs common to everyday life affect health? NSPCC Speak Out Stay Safe	Healthy Living Anti-Bullying NSPCC Talk PANTS Campaign	Why should we keep active and sleep well? Stealing Children's Mental Health Week	Coming Home on Time Breaking Down Barriers Chores at Home	Working in our World What decisions can people make with money? Personal Development	Looking after our World Touch Recap British Values

Year 5 and 6	Year A						Year B					
	Autumn 1	Autumn 2	Spring 1	Spring 1	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 1	Summer 1	Summer 2
Science	Evolution and Inheritance	Light	Properties/ Changes of Materials	Living Things and Their Habitats (Y5)	Living Things and Their Habitats (Y6)	Scientists and Inventors (Y5)	Electricity	Earth and Space	Animals Including Humans (Y5)	Forces	Animals Including Humans (Y6)	Scientists and Inventors (Y6)
History	The Maya		World War II		Beyond Face Value		Victorians		Vikings and Anglo-Saxons		Black and British	
Geography		North America		Climate Change		Raging Rivers		Our Changing World		The Caribbean		The Economic activity of the UK



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Religion and Worldviews	U2.1 – What does it mean for Christians to believe that God is holy and loving?	U2.6 – What kind of King was Jesus?	U2.10 – What matters most to Humanists and Christians?	U2.4 – How do Christians decide how to live? What would Jesus do?	U2.9 – Why is the Torah so important to Jewish people?	U2.14 – What do religious and non-religious worldviews teach about caring for the Earth?	U2.2 – Creation and Science: conflicting or complimentary ?	U2.3 – Why do Christians believe that Jesus is the Messiah?	U2.7 – Why do Hindus try to be good?	U2.11 – What does it mean to be Humanist in Britain today?	U2.8 – What does it mean to be a Muslim in Britain today?	U2.13 – What can be done to reduce racism? Can religion help?
PSHE	Peer Pressure Water Safety NSPCC Speak Out Stay Safe	Computer Safety Anti-Bullying NSPCC Talk PANTS Campaign	Anger Children's Mental Health week	Worry Inclusion and Acceptance	First Aid Protected Characteristics Personal Development	Puberty Year 5 Conception Year 6 Transitions	Smoking Alcohol NSPCC Speak Out Stay Safe	Anti-Bullying How can the media influence people? NSPCC Talk PANTS Campaign	Looking out for others Stealing Children's Mental Health week	British Values Inclusion, Belonging and Extremism	Enterprise In-App purchases Personal Development	Puberty and conception recap Transitions Gambling