

## GHPS Wider Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<i>What makes me special?</i>	<i>How are the toys we play with made?</i>	<i>Why was a castle built here? Windsor Castle</i>	<i>What makes me proud of our place?</i>	<i>Who lives in the Animal Kingdom?</i>	<i>How did families have fun in the past?</i>
	<b>Photo diary - mapping Year 1 Seasonal changes linked to weather and our tree (link in clothing)</b>					
	<b>Humans</b> My body parts and my sense	<b>Everyday Materials</b> What things are made from and properties of materials		<b>Plants</b> Naming and describing basic structure	<b>Animals</b> Identify and name types and compare structures	<b>Seasonal changes</b> Review mapped changes in weather & seasonal in tree
	<b>My life compared to my grandparent's</b> Looking at how my everyday life is different	<b>My toys compared to my grandparent's toys</b> Development of toys with a focus on materials made of	<b>Local History – Windsor Castle</b> Comparing people and time periods at Windsor Castle			<b>Changes in Seaside Holidays</b> Comparing aspects of seaside holiday over time
			<b>Windsor Castle</b> Location & geographical features of Windsor and surrounding area	<b>My School and my Local area</b> Fieldwork & mapping of the school and surrounding area	<b>The United Kingdom</b> Identify the four countries of the UK, their capital cities & their characteristics	<b>The Seaside</b> Geographical similarities and differences in a seaside locality and the local area
	<b>Healthy Snacks</b> Preparing a variety of healthy crudities	<b>D&amp;M Catch a ball toy</b> Joining reclaimed materials and structures together	<b>D&amp;M Castle Drawbridge</b> Winding mechanism fixed to sheet materials		<b>D&amp;M Animal Puppet</b> Cutting and Joining textiles	<b>Fruit Salad</b> Preparing and combining a variety of fruits
	<b>Self-portrait using mixed media</b> Drawing, painting, collage & printing for frame		<b>Plaiting and Braiding</b> Explore techniques of plaiting and braiding in relation to Tudor hair	<b>Van Gogh 'The Sun Flowers'</b> Painting, collage & artists Drawing plants & trees		<b>Study of Raoul Dufy &amp; Lauren Knight</b> Comparing artists, drawing & painting in their style
	<b>We are TV Chefs</b> Filming the steps of a recipe	<b>We are treasure hunters</b> Solving problems using programmable toys	<b>We are publishers</b> Creating a multi-media eBook on Windsor castle	<b>We are digital artists</b> Creating work inspired by our local area	<b>We are rhythmic</b> Creating sound patterns	<b>We are detectives</b> Using data to solve clues
	<b>Hey You!</b> How pulse, rhythm, pitch work together. Old School Hip Hop	<b>Rhythm In The Way We Walk &amp; The Banana Rap</b> Rhythm, Reggae & Hip Hop	<b>In the Groove</b> Different styles- Blues, Baroque, Latin, Bhangra, Folk, Funk	<b>Round and Round</b> Pulse, rhythm and pitch in different styles- Bossa Nova	<b>Your Imagination</b> Using your imagination Pop	<b>Reflect, Rewind &amp; Replay</b> Musical history, language & consolidate learning Classical
	<b>The Creation Story</b> Christianity Does God want them to look after the world?	<b>The Christmas Story</b> Christianity What gift would I have given to Jesus?	<b>Jesus as a friend</b> Christianity Was it always easy for Jesus to show friendship?	<b>Easter - Palm Sunday</b> Christianity Why was Jesus welcomed like a king?	<b>Shabbat</b> Judaism Is Shabbat important to Jewish children?	<b>Chanukah</b> Judaism Does celebrating help feel closer to God?
	<b>D - March, March, March and Jack &amp; the Beanstalk</b> <b>G - Ball skills</b>	<b>Gym - Flight, Bounce, Jumping, Landing</b> <b>G -Throwing and catching</b>	<b>D – Fog &amp; Sunshine, wash day &amp; Handa's surprise</b> <b>Gym – points and Patches</b>	<b>Gym – Rocking &amp; Rolling</b> <b>G – Bat/Ball skills and games – skipping</b>	<b>Gym – Wide/narrow/ curl</b> <b>G – Developing partner work</b>	<b>D - Rainbow Fish &amp; We're going on a Bear Hunt</b> <b>Athletics &amp; Team games</b>
	<b>Being Me In My World</b>	<b>Celebrating Difference</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>

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Year 2	<i>What happened in the Great Fire?</i>	<i>How can we make a healthy lunchbox?</i>	<i>What is the best way for Mrs Armitage to travel?</i>	<i>What makes us like other animals?</i>	<i>What do plants need to grow?</i>	<i>How would my life be different if I lived in the Amazon?</i>
	<b>Tracking weather changes over time at school – Keep a class weather diary including temperature</b>					
		<b>Animals inc Humans</b> Needs for survival, health and offspring	<b>Everyday Materials</b> Suitability of materials and changing shapes	<b>Living things &amp; Habitats</b> Identify and how suited inc simple food chains	<b>Plants</b> Observe growth & the things they need for growth & health	
	<b>Great Fire of London</b> Looking at the event through S Pepys' diary and rebuilding with Wren	<b>Developments in nursing in wartime</b> Compare and contrast Crimean War and WW1	<b>Developments in transport</b> Significant events and developments in travel			<b>Famous Explorers</b> Looking at the significance of explorers to discovering North America
	<b>Where was the fire?</b> To locate London and set in geographical context of Bracknell and Winsor			<b>Continents &amp; Oceans</b> To locate the continents and Oceans of the world and hot and cold places	<b>Weather and Seasons</b> To identify seasonal and daily weather patterns in the UK	<b>The Amazon Rainforest</b> Compare and contrast the geographical features in the rainforest to the seaside
		<b>D&amp;M Healthy Lunchbox</b> Preparing and combining foods	<b>D&amp;M A Vehicle</b> Joining reclaimed materials, mechanisms -axles & wheels	<b>D&amp;M Animal Diorama</b> Mechanisms -levers and slides with sheet materials	<b>Where food is from</b> Learning animals, plants and countries our food is from	<b>Brazilian Bean Salad</b> Making and tasting a traditional dish
	<b>Historic portrait using drawing &amp; painting</b> Exploring line thickness, pattern and texture			<b>Weaving</b> Explore patterns and techniques of weaving to make an Easter basket	<b>3D sculpture of a flower in clay</b> Use a variety of modelling techniques & shapes	<b>Henri Rousseau &amp; landscape collage</b> Explore his works & apply to Amazon landscape
	<b>We are astronauts</b> Programming on a screen in Scratch Jr.	<b>We are game testers</b> Exploring how computer games work	<b>We are animators</b> Creating a stop motion animation	<b>We are zoologists</b> Recording bug hunt data	<b>We are photographers</b> Taking, selecting & editing digital images	<b>We are researchers</b> Research a topic online
	<b>I Wanna Play in a Band</b> Playing together in a band Rock music	<b>Ho, Ho, Ho!</b> Festivals and Christmas <b>A song with rapping and improvising for Christmas</b>	<b>Hands, Feet, Heart</b> South African music <b>Afropop, South African</b>	<b>Zootime</b> Reggae and animals Reggae	<b>Friendship Song</b> A song about being friends Pop	<b>Reflect, Rewind &amp; Replay</b> Musical history & language & consolidate learning Classical
	<b>What did Jesus teach?</b> Christianity Is it possible to be kind to everyone all the time?	<b>Christmas; Jesus as a gift from God</b> Christianity Why did God give Jesus to the World?	<b>Community &amp; Belonging</b> Judaism How important is it for Jewish people to do what God has asked them to do?	<b>Easter Resurrection</b> Christianity Is it true that Jesus came back to life again?	<b>The Covenant</b> Judaism How special is the relationship Jews have with God?	<b>Rites of Passage &amp; Good Works</b> Judaism What is the best way for a Jew to show commitment to God?
	<b>D – The Cat, Balloons, Star</b> <b>G – throwing &amp; catching – inventing games</b>	<b>Gym – Parts high and Parts Low</b> <b>G – aiming, hitting, kicking</b>	<b>D-Friends, Bubbles, Shadows</b> <b>Gym – Pathways – straight – Zig-Zig- Curving</b>	<b>Gym – turning, spinning and twisting</b> <b>G-dribbling, kicking &amp; hitting</b>	<b>D – Words &amp; Messages, Three Little Pigs</b> <b>G – group games &amp; rules</b>	<b>Gym– Linking movements together</b> <b>Athletics &amp; Team Games</b>
	<b>Being Me In My World</b>	<b>Celebrating Difference</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>

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Year 3	<i>How did Britain change from the Stone Age to the Iron Age?</i>	<i>What is Britain and the UK like now?</i>	<i>Who were the greatest builders?</i>	<i>What do plants need to stay healthy?</i>	<i>How is a region of Mexico &amp; the UK the same/ different?</i>	<i>What forces move (make) mountains?</i>
	<b>Rocks</b> Appearance and properties of rocks, fossils and soils	<b>Animals inc. Humans</b> Function of skeletons and muscles	<b>Light</b> The sun, how we see light, how shadows are formed and changed	<b>Plants</b> Function of parts including life cycles & requirements for growth	<b>*Living things &amp; their habitats</b> Grouping, classifying and changes to environments	<b>Forces and Magnets</b> Comparing how things move of different surfaces and basics of magnetic forces & magnetism
	<b>Stone and Iron Ages</b> Look at how Britain and life in Britain changed between these times		<b>Early Civilisations</b> Looking at where and when the early civilisations occurred – focus Egypt	<b>Early Civilisations</b> Comparing and contrasting building of early Mayans with Egyptians and Britons		
	<b>The location of Iron and Stone Age sites</b> Mapping locations and looking at the patterns	<b>Geographical Regions of United Kingdom</b> Naming, locating regions & their characteristics	<b>The location of Egypt</b> Using maps to locate Egypt and its key physical features & impacts of them		<b>The Geography of SE region of Mexico</b> Comparing and contrasting region with SE England	<b>Mountains and Earthquakes</b> Understanding physical processes & locations
		<b>Traditional UK food</b> Explore regional dishes and D&M Stuffed Jacket Potato	<b>D&amp;M Frames &amp; Displays</b> Join sheet material structure Egyptian Koshan Rice	<b>Mexican Dish</b> Make & taste Mexican dish Shadow Stick Puppets	<b>D&amp;M Mayan Mini Bag</b> Cutting and joining fabrics adding handles & fastener	
	<b>Early Art &amp; Natural Stone Inspirations</b> Cave paintings, draw & print fossils & Andy Goldsworthy		<b>Drawing then sculpting an Egyptian Cartouche</b>	<b>Comparing Flowers of Morris, O’Keefe &amp; Kiely</b> Refining drawing, painting & printing skills through flower		<b>‘Garrowby Hill’ by David Hockney</b> Landscape painting skills through Hockney & Monet
	<b>We are programmers</b> Programming an animation	<b>We are opinion pollsters</b> Collecting and analysing data	<b>We are greenscreen presenters</b> Videoing using green screen	<b>We are bug fixers</b> Finding and correcting bugs	<b>We are co-authors</b> eBooks	<b>We are who we are</b> Online Identity
	<b>Glockenspiel Stage 1</b> Exploring & developing playing skills <b>Mixed styles</b>	<b>Let Your Spirit Fly</b> RnB and other styles <b>RnB</b>	<b>Three Little Birds</b> Reggae and animals <b>Reggae</b>	<b>The Dragon Song</b> Music around the world, differences and being kind <b>A folk song telling a story</b>	<b>Bringing Us Together</b> Disco, friendship, hope and unity <b>Disco</b>	<b>Reflect, Rewind &amp; Replay</b> Musical history & language & consolidate learning <b>Classical</b>
	<b>Divali</b> Hinduism Would celebrating bring a feeling of belonging to a Hindu child?	<b>Christmas</b> Believing Christianity Has Christmas lost its true meaning?	<b>Jesus’ Miracles</b> Christianity Could Jesus really heal people?	<b>Easter - forgiveness</b> Christianity What is ‘good’ about Good Friday?	<b>Hindu Beliefs</b> Hinduism How can Brahman be everywhere and in everything?	<b>Pilgrimage to R. Ganges</b> Hinduism Would visiting the River Ganges feel special to a non-Hindu?
	<b>D – The Explorers, The Hornpipe</b> <b>G-Ball Skills, pass &amp; receive</b>	<b>Gym – Stretching, curling and arching</b> <b>G – creative games making</b>	<b>Gym – Symmetry and asymmetry</b> <b>D – The Eagle and the Fish</b>	<b>Gym – Pathways</b> <b>G – Net/Wall Games</b>	<b>D – Mechanical Progress, The Human Engine</b> <b>G – Striking/Fielding Games</b>	<b>Gym – Travelling with a change of front &amp; direction</b> <b>Athletics</b>
	<b>Core Unit 1</b>	<b>Core Unit 2</b>	<b>Core Unit 3</b>	<b>Animals</b>	<b>Food</b>	<b>At School</b>
	<b>Being Me In My World</b>	<b>Celebrating Difference</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>

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Year 4	<i>What legacies did the Ancient Greeks leave on modern culture?</i>	<i>How was William Shakespeare influenced by the Ancient Greeks?</i>	<i>What did the Romans leave behind?</i>	<i>What makes Italy roar?</i>	<i>How did the loss of the cacao bean contribute to the collapse of the Mayan Empire?</i>	<i>How does chocolate move through our digestive system?</i>
	<b>Sound</b> How sound is made, travels and is changed	<b>Electricity</b> Appliances, circuits and switches, conductors and insulators.	<b>Animals and Habitats</b> Explore types of living things, food chains and changes to environments		<b>States of Matter</b> Solids, liquids and gases, changes in state including the water cycle	<b>Animals inc. Humans</b> The digestive system, the function of teeth and *nutrition
	<b>Ancient Greece</b> Impact on culture, architecture and theatre	<b>Theatre</b> Legacy of Greek theatre and William Shakespeare	<b>The Romans</b> The Roman Empire and its impact on Britain	<b>Mt Vesuvius</b> Timeline and Impact	<b>Classical Mayans</b> A contrasting non-European society	
	<b>Location of Greece</b> Locating Greece and key geographical features	<b>Stratford upon Avon District</b> Comparing & contrasting geography of Berkshire	<b>Location of the Roman Empire</b> Naming and location the countries in the empire	<b>The Amalfi Coast</b> Comparing & contrasting with SE regions of Guatemala & UK inc. Volcanoes	<b>The Water Cycle</b> To describe and understand key aspects about the water cycle.	<b>Cocoa Trade Links</b> Mapping trade links of cocoa and changes over time
	<b>Greek Salad</b> Combining foods to make and taste a traditional dish	<b>D&amp;M Lighting Up</b> Control and electrical combined with sheet mat		<b>Pizza and Pasta</b> Combining foods to make and taste a traditional dish	<b>D&amp;M Woven Packing &amp;</b> Creating a Hot Chocolate Strengthen structures-with sheet materials & weaving	<b>D&amp;M Moving Model</b> Mechanisms -levers & slides with reclaimed mat - body
	<b>Silhouettes inspired by Ancient Greece</b> Drawing & painting skills used in silhouette art		<b>3D Roman Standard and Patterned tile</b> Techniques creating form in ModRoc & join, carve clay	<b>Italian Art, DaVinci &amp; Vesuvius textile collage</b> Look at and use Italian art forms and techniques	<b>Weaving</b> Further explore and refine techniques of weaving for DT project	<b>Artistic inspiration</b> Exploring work by Julian Opie and Albert Giacometti for DT project
	<b>We are software developers</b> Developing a simple game	<b>We are makers</b> Coding for Micro-bit	<b>We are musicians</b> Producing digital music	<b>We are bloggers</b> Creative writing	<b>We are artists</b> Turtle graphics	<b>We are meteorologists</b> Recording and presenting the weather
	<b>Glockenspiel 2</b> Exploring & developing skills in playing the glockenspiel <b>Mixed styles</b>	<b>Stop!</b> Writing lyrics linked to a theme <b>Grime</b>	<b>Mamma Mia</b> ABBA's music <b>Pop</b>	<b>Lean On Me/Production</b> Soul/Gospel music and helping one another <b>Gospel</b>	<b>Blackbird</b> The Beatles, equality and civil rights <b>The Beatles/Pop</b>	<b>Reflect, Rewind &amp; Replay</b> Musical history & language & consolidate learning <b>Classical</b>
	<b>Islam</b> Prayer at home Belonging and Behaving	<b>Christianity</b> Christmas Believing & Belonging	<b>Islam</b> Community & Belonging Believing and Belonging	<b>Christianity</b> Easter Believing & Behaving	<b>Islam</b> Hajj Believing and Belonging	<b>Christianity</b> Prayer and Worship Believing & Belonging
	<b>G – Net/Wall Games</b> <b>Gymnastics – Balance</b>	<b>G – Problem Solving and Inventing Games</b> <b>D - Electricity</b>	<b>Gym-Receiving Body Weight</b> <b>D-Shoes for walking, Giraffes can't dance, Incognito</b>	<b>Gym – Balance leading into change of front &amp; direction</b> <b>G – Invasion Games</b>	<b>D – Snooker Championship, Record &amp; Remember</b> <b>G-Striking/Fielding Games</b>	<b>Swimming</b> <b>Athletics and Team Games</b>
	<b>Playtime</b>	<b>My Home</b>	<b>My Town</b>	<b>Describing People</b>	<b>The Body</b>	<b>Sport</b>
	<b>Being Me In My World</b>	<b>Celebrating Difference</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>

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Year 5	<i>Why did people invade and settle in Britain?</i>	<i>Where did they settle and why?</i>	<i>How did the Kingdom of England come to be?</i>		<i>Where in the World?</i>	<i>What is the power of The River Thames?</i>
	<b>Living things and their Habitats</b> Life cycles and reproduction	<b>Properties and changes of Materials</b> Properties of everyday materials and fair testing	<b>Properties and changes of Materials</b> Dissolving, separating and irreversible changes	<b>* Electricity</b> Changing brightness and loudness and using symbols for circuits	<b>Forces</b> Gravity, resistance, friction, levers, pulleys and gears.	<b>Animals inc. Humans</b> Aging
	<b>Invaders and Settlers</b> Britain's settlement by Anglo-Saxons and Scots	<b>Origins of place names</b> What place names tell us about the past	<b>The Kingdom of England</b> Viking and Anglo-Saxon Struggle for the Kingdom			
		<b>UK counties, cities and Settlements</b> Types of settlements and Land uses in the UK	<b>Historical Geography of England</b> Regions that made the Kingdom of England		<b>Global Geography</b> Key geographical features of the world and economic food trade between them	<b>The Local area inc. the River Thames</b> Mapping the geography of the local area and rivers
	<b>Where is food from?</b> Know where grown reared, caught and processed - UK	<b>D&amp;M Building with Wood</b> Joining sheet material	<b>Bread</b>	<b>D&amp;M Moving Model</b> Mechanisms	<b>Controllable Vehicles</b> D&M Construction kits Where is food from?	
	<b>3D Artefacts inspired by Anglo Saxons</b> Develop skills in drawing and clay work		<b>Illuminated Letters – mixed media collage</b> Develop skills in drawing painting and collage work			<b>A Study of John Constable</b> Exploring the landscape paintings of Constable
	<b>We are game developers</b> Creating a video game	<b>We are cryptographers</b> Cracking codes/communicating securely	<b>We are architects</b> 3D design/virtual space	<b>We are web developers</b> Websites	<b>We are adventure gamers</b> Creating interactive adventure	<b>We are AI developers</b> Learning about machine learning
	<b>Livin' on a Prayer</b> Rock Anthems Rock	<b>Make You Feel My Love</b> Style of Pop Ballads	<b>Fresh Prince of Bel-Air</b> Style of Old School Hip-Hop Old-School Hip-Hop	<b>Dancing in the Street</b> Style of Motown Motown	<b>Classroom Jazz/Brass</b> Jazz and Improvisation Bossa Nova & Swing	<b>Brass Instruments</b> Learning and instrument with Berkshire Maestros
	<b>Belief into action</b> Sikhism How far would a Sikh go for his/her religion?	<b>Christmas</b> Christianity Is the Christmas story true?	<b>Beliefs &amp; moral values</b> Sikhism Are Sikh stories important today?	<b>Easter</b> Christianity Did God intend Jesus to be crucified and if so was Jesus aware of this?	<b>Prayer and worship</b> Sikhism What is the best way for a Sikh to show commitment to God?	<b>Beliefs and Practices</b> Christianity What is the best way for a Christian to show commitment to God?
	<b>D - Rubbish</b> <b>G – Net/Wall Games</b>	<b>Gym - Bridges</b> <b>G – Invasion and Target</b>	<b>Gym – Flight Orienteering</b>	<b>Gym – Functional use of the limbs</b> <b>G – Invasion Games</b>	<b>Cross Country</b> <b>G – Striking/Fielding Games</b>	<b>Gym – Spinning and Turning Athletics</b>
	<b>On Holiday</b>	<b>Eating Out</b>	<b>Hobbies</b>	<b>A School Trip</b>	<b>The Seasons</b>	<b>The Environment</b>
	<b>Being Me In My World</b>	<b>Celebrating Difference</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>



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Year 6	What is out of this World?	How do living things, including us, stay healthy?	What was the significance of the Battle of Britain?	Why do some creatures no longer exist?		How successful are we as entrepreneurs?
	<b>* Earth and Space</b> Movement of the earth and other planets around the sun including the earth's rotation	<b>Animals inc. Humans</b> Circulatory system, nutrition and healthy living	<b>Light</b> How light travel, how we see and the impact on shadows	<b>Living things, Habitats, Evolution and inheritance</b> Living things can be classified, they adapt and evolve		
	<b>Humans in Space</b> Key events linked to humans in space		<b>Battle of Britain</b> The significance of this event in turning British history – knowledge beyond 1066	<b>Charles Darwin</b> The significance of his theory of evolution		<b>Local Study</b> Study of the local area through different time periods
	<b>Significance of latitude &amp; longitude</b> Identify positions and the significance coordinates	<b>Impact &amp; distribution of natural resources</b> Location & impacts of minerals and energy	<b>Significance of WW2 airfield locations</b> Geographical locations and significance of these	<b>Climatic zones and biomes</b> Map these across the world focusing on Madagascar		
		<b>Phone Case</b> Textiles combined with cross stitch design	<b>Anderson Shelters</b> A wooden structure	<b>Biscuits</b> Combining food ingredients, healthy eating & seasonality		<b>Food/drink entrepreneurs</b> What products can be made and sold for profit
	<b>Study of Peter Thorpe</b> Reflecting on his work & use of colour used to convey space		<b>A Blitz Skyline</b> Exploring Blitz art-Lowry, Moore & Puller, combining learning to create final piece	<b>Sketching in Nature</b> Sketching plants and animals		<b>Study of Claude Monet</b> Exploring his impressionist landscape work and techniques
	Computing systems and networks - Communication and collaboration	Creating media – Web page creation	Programming A – Variables in games	Data and information - Introduction to Spreadsheets	Creating media – 3D Modelling	Programming B - Sensing movement
	<b>Happy</b> Music that makes you happy! <b>Pop/Neo Soul</b>	<b>Classroom Jazz 2</b> Jazz, improvisation and composition <b>Bacharach and Blues</b>	<b>A New Year Carol</b> Benjamin Britten's music and cover versions <b>Classical or Urban Gospel</b>	<b>You've Got A Friend</b> The music of Carole King <b>70s Ballad/Pop</b>	<b>Reflect, Rewind &amp; Replay</b> Musical history & language & consolidate learning <b>Classical</b>	<b>Year 6 Production</b>
	<b>Beliefs and practices</b> Islam What is the best way for a Muslim to show commitment to God?	<b>Christmas</b> Christianity How significant is it that Mary was Jesus' mother?	<b>Belief and meaning</b> Christianity Is anything ever eternal?	<b>Easter</b> Christianity Is Christianity still a strong religion 2000 years after Jesus was on Earth?	<b>Beliefs &amp; moral values</b> Islam Does belief in Akhirah (life after death) help Muslims lead good lives?	<b>Beliefs &amp; moral values</b> Islam Does belief in Akhirah (life after death) help Muslims lead good lives?
	<b>D – Haka</b> <b>G – Invasion (implement &amp; kicking)</b>	<b>Gym – Partner work</b> Matching & Mirroring <b>G – Net/Wall Games</b>	<b>Gym – Partner Work-</b> Canon & Synchronisation <b>Orienteering</b>	<b>Gym – Holes and Barriers</b> <b>G – Striking/Fielding Games</b>	<b>Cross Country</b> <b>G – Invasion Games (Ball Handling)</b>	<b>Gym – Counter-Balance &amp; Counter-Tension Athletics</b>
	<b>Actions</b>	<b>In France</b>	<b>Family</b>	<b>A Weekend with Friends</b>	<b>The Future</b>	<b>Jobs</b>
	<b>Being Me In My World</b>	<b>Celebrating Difference</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>

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### Key

	Main Science Unit
	Main History Unit
	Topic Historical Links
	Main Geography Unit
	Topic Geographical context
	Main Art Unit
	Additional topic art
	Main DT unit
	Additional DT cooking lesson
	Computing
	Music
	RE
	PE D- dance G- games Gym - gymnastics
	Languages
	PHSE