

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p><u>To entertain</u> Narrative <i>Goodnight Mr Tom</i> by Michelle Magorian</p>	<p><u>To inform</u> Newspaper article <i>Windrush Child</i> by Benjamin Zephaniah</p>	<p><u>To entertain</u> Narrative <i>Who let the Gods out?</i> by Maz Evans</p>	<p><u>To persuade</u> Persuasive Speech <i>Hidden Figures</i> by Margot Lee Shetterly</p>	<p><u>To entertain</u> Narrative <i>The Janie Drake Equation</i> by Christopher Edge</p>	<p><u>To inform</u> Diary <i>Beowulf</i> adapted by Michael Morpurgo</p>
Maths	<ul style="list-style-type: none"> Number: Place Value Number: Addition and Subtraction Number: Multiplication and Division Number: Fractions 		<ul style="list-style-type: none"> Number: Multiplication and Division Number: Fractions, Decimals and Percentages Measurement: Perimeter and Area Statistics 		<ul style="list-style-type: none"> Geometry: Shape, Position and Direction Number: Decimals Number: Negative Numbers Measurement: Converting Units and Volume 	
Science	<p>Forces</p> <ul style="list-style-type: none"> Understand that force and motion can be transferred through devices such as gears, pulleys, levers and springs Understand that some mechanisms allow a smaller force to have a greater effect Explain that unsupported objects fall towards the earth because of gravity Identify the effects of air resistance, water resistance and friction 	<p>Animals including humans (Lifestyle and our body)</p> <ul style="list-style-type: none"> Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions Describe the changes as humans develop to old age 	<p>Properties and changes of materials</p> <ul style="list-style-type: none"> Compare and group together everyday materials on the basis of their properties, Understand that some materials will dissolve in liquid to form a solution Use knowledge of states of matter to decide how mixtures might be separated, (filtering, sieving and evaporation) Know that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials 	<p>Earth and Space</p> <ul style="list-style-type: none"> Describe the movement of the Earth, and other planets, relative to the Sun in the solar system Describe the movement of the Moon relative to the Earth Describe the Sun, Earth and Moon as approximately spherical bodies Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky 	<p>Living things and their habitats</p> <ul style="list-style-type: none"> Plants (including lifecycle) Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Investigate the way in which water is transported within plants Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal Describe the life process of reproduction in some plants and animals Observe and compare the life cycles of plants and animals in their local environment with other plants and animals around the world Learn about naturalists (e.g. David Attenborough) 	

Computing	<p>Online Safety and Digital Citizenship Media Balance & Well-Being My Media Choices - What makes a healthy media choice?</p> <p>News and Media Literacy A Creator's Rights and Responsibilities - What rights and responsibilities do you have as a creator?</p> <p>Computing Systems and Networks Systems and Searching</p> <ul style="list-style-type: none"> Recognising IT systems in the world and how some can enable searching on the internet. 	<p>Online Safety and Digital Citizenship Privacy & Security Private and Personal Information - What information about you is OK to share online?</p> <p>Digital Footprint & Identity Our Online Tracks - How does our online activity affect the digital footprints of ourselves and others?</p> <p>Creating Media Webpage Creation</p> <ul style="list-style-type: none"> Designing and creating webpages, giving consideration to copyright, aesthetics, and navigation. 	<p>Online Safety and Digital Citizenship Relationships & Communication Keeping Games Fun and Friendly - How can I help myself and others be positive and have fun while playing online games?</p> <p>Cyberbullying, Digital Drama & Hate Speech Be a Super Digital Citizen - How can we be upstanders when we see cyberbullying?</p> <p>Programming Selection in Physical Computing</p> <ul style="list-style-type: none"> Exploring conditions and selection using a programmable microcontroller.
	History	<p>Immigration Windrush What is meant by 'Windrush'?</p> <ul style="list-style-type: none"> To understand what Windrush was and who was affected To evaluate and analyses sources of evidence, justifying reasons for validity Identify continuity and change in the history of the locality of the school. Use dates and terms accurately in describing the events and assessing the impact on today's society investigate their own lines of enquiry by posing historically valid questions to answer. <p>-</p> <p>-</p>	<p>Kingdom of Benin How did the Kingdom of Benin become an Empire?</p> <ul style="list-style-type: none"> To recognise how the Benin Kingdom began and what it was like 500-1000 years ago To know how Benin became an Empire To understand the changes that took place when European settlers started trading. To understand how Benin contrasted with British society To understand how the Kingdom of Benin came to an end <p>-</p>

FRIENDSHIP THANKFULNESS COURAGE FORGIVENESS COMPASSION RESPECT PERSEVERANCE

Oceans

How can we save our oceans?

- To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones
- To know how the oceans and seas were formed
- To learn about some of the ways humans explore the deep oceans and how we can protect our oceans
- Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.
- Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in ocean around UK. Record the results in a range of ways.
- Evaluate quality of the evidence provided by different research.

Global Warming

How can we save our planet?

- Identify key topographical features (including hills, mountains, coasts and rivers), and land-use patterns
- To understand how some of these aspects have changed over time and the impacts on today's society
- Analyse evidence and draw conclusions e.g., from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it
- Describe how locations around the world are changing and explain some of the reasons for change.
- Understand why different places employ different strategies for solving similar problems

Connecting the world

Explain how the world is connected and facing similar battles

- Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere.
- Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.
- Draw a variety of thematic maps based on their own data.
- Begin to draw plans of increasing complexity and sketch maps to show varying locations and showing different climates
- Make comparisons between the ways land use differs between different countries studied (relevant countries to year group cohort)

Art	<p>Typography and Maps Key Concepts</p> <ul style="list-style-type: none"> • That when designers work with fonts and layout it is called Typography. • That we can use the way words look to help us communicate ideas and emotions. • That we can create our own typography and combine it with other visual elements to make artwork about chosen themes. 	<p>Mixed media land and cityscapes Key Concepts</p> <ul style="list-style-type: none"> • That artists use a variety of media often combining it in inventive ways, to capture the energy and spirit of land or cityscapes. • That artists often work outside (plain air) so that all their senses can be used to inform the work. • That as artists we are able to experiment with materials, combining them to see what happens. We can feel free and safe to take creative risks, without fear of getting things “wrong”. • We can share our artistic discoveries with, and be inspired by each other. • We can use sketchbooks to focus this exploration and we do not always need to create an “end result” – sometimes the exploratory journey is more than enough. 	<p>Architecture Dream Big or Small? Key Concepts</p> <p>That architects have a responsibility to design buildings which help make our world a better place, including thinking about the environmental impact of the buildings they design.</p> <ul style="list-style-type: none"> • That we can make creative choices which both serves ourselves as individuals and the communities we belong to. • That we can use form, structure, materials, and scale to design innovative buildings. • That we can build architectural models to test out our ideas and share our vision.
DT	<p>Textiles Can we make a stuffed toy with a sea theme?</p> <ul style="list-style-type: none"> • Design: designing for a purpose, considering which techniques and materials to use, creating a paper pattern piece for the main body and any additional components. • Make: selecting and using appropriate stitch types to join and attach materials depending on their properties. • Evaluate: comparing 3d object to 2d design, evaluating existing stuffed toys, identifying poor sewing techniques and where possible rectifying it (EG: pulling it tighter , sew closer stitches etc) • Technical Knowledge: Identifying methods of joining fabric effectively, running stich, cross stitch and blanket stitch, knowing how to create a hidden seam and seal stuffing. . 	<p>Mechanical Systems Can we create a moon rover that can travel 50cm?</p> <ul style="list-style-type: none"> • Design: developing designs following a list of design criteria, modelling and testing the launch chassis. • Make: selecting the materials and tools to measure, mark, cut and assemble accurately, using nets and tabs to design the rover chassis. • Evaluate: testing products in time trials, comparing to others designs, discussing and recording ways to improve the speed of the car, reviewing and learning about aerodynamic shapes in cars. • Technical Knowledge: utilising car-part vocabulary EG: Chassis, developing net and template creation and recognising key mechanisms as a spart of key functionality. 	<p>Cooking Can we create a dish that has been influenced by immigration?</p> <ul style="list-style-type: none"> • Design: researching and reading recipe books, speaking to family members and classmates to inspire and develop recipes, selecting ingredients, planning methods and determining equipment needed • Make: working hygienically and safely with food. Working to a time scale, using a variety of cooking methods such as steaming, boiling and baking. • Evaluate: tasting, scoring, and evaluating each other's 3 course meals. • Technical Knowledge: understanding the risks of meat and fish when not cooked or stored properly, understanding the safe storage of meat and fish, designing and balancing a 3 course meal.

FRIENDSHIP THANKFULNESS COURAGE FORGIVENESS COMPASSION RESPECT PERSEVERANCE

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Music</p>	<p>Livin' on a Prayer This is a six-week unit of work. All the learning in this unit is focused around one song: Livin' On A Prayer.</p>	<p>Classroom Jazz This is a six-week Unit of Work that builds on previous learning. Learning is focussed on Three Note Bossa and The Five Note Swing.</p>	<p>Fresh Prince of Bel-Air This is a six-week Unit of Work. All the learning in this unit is focused around one song: The Fresh Prince Of Bel Air</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">PE</p>	<p style="text-align: center;">Netball/Handball</p> <p>The units of work will challenge pupils to apply their prior learning of passing and moving to create attacks that result in a shooting opportunity. Pupils will be able to develop tactics for both attacking and defending and apply these successfully within their teams.</p> <p style="text-align: center;">Gymnastics</p> <p>The unit of work will focus on exploring Counter Balance and Counter Tension balances on the floor and on apparatus. Pupils will create sequences by consistently applying flow and challenging their creativity. Pupils will focus on the various ways they can construct the sequence and link the balances with movements.</p> <p style="text-align: center;">Badminton</p> <p>The unit of work will challenge pupils to apply their understanding of how to create space to win a point. Pupils will refine their understanding of when to apply the forehand and backhand in a game situation to win a point and how to take control of the game from the beginning (serve).</p>	<p style="text-align: center;">Tag-Rugby</p> <p>The unit of work will challenge pupils to apply their prior learning of passing and moving, learning how to execute different passes and understanding where, when they are used in a game. Pupils will be able to develop tactics for both attacking and defending and apply these successfully within their team.</p> <p style="text-align: center;">Boccia</p> <p>The focus of learning is to explore, develop and consolidate how to send the ball, whilst applying a developing understanding of why we need to be accurate when sending the ball. Pupils will work individually and then as part of a team to apply their learning.</p> <p style="text-align: center;">OAA</p> <p>The unit of work will consolidate pupils' ability to orientate a map and locate points in a set order. They must follow the route they have been given to reach as many points as possible in an allocated time. Pupils will consolidate their ability to collaborate with others and work as a team to complete the challenges.</p> <p style="text-align: center;">Dance</p> <p>The unit of work will challenge pupils to bring different types of street art to life through movement and expression. Pupils will be able to understand and depict the emotion behind certain street art and use different types of choreographical skills to tell a story/deliver a message.</p>	<p style="text-align: center;">Tennis</p> <p>The unit of work will challenge pupils to apply their prior learning of playing the ball into space. Pupils will begin to develop their ability to serve and to volley. Pupils will be able to create tactics in a doubles game in order to score points and win the game.</p> <p style="text-align: center;">Cricket</p> <p>The unit of work will challenge pupils to refine and apply their prior learning of the skills required for both batting and fielding. Pupils will be able to create and apply tactics for both batting, and fielding (including bowling) and apply these successfully within their teams.</p> <p style="text-align: center;">Athletics</p> <p>The unit of work will challenge pupils to consolidate their knowledge, understanding and ability to sprint effectively, individually and within a team. Pupils will be able to develop their technique for throwing a shot putt and explore and develop an understanding of how to hurdle safely.</p>

FRIENDSHIP THANKFULNESS COURAGE FORGIVENESS COMPASSION RESPECT PERSEVERANCE

PSHE	<p style="text-align: center;">Relationships</p> <ul style="list-style-type: none"> Families and Friendships Safe Relationships Respecting ourselves and others 		<p style="text-align: center;">Living in the wider world</p> <ul style="list-style-type: none"> Belonging to a community Media literacy and digital resilience Money and work 		<p style="text-align: center;">Health and Wellbeing</p> <ul style="list-style-type: none"> Physical health and Mental wellbeing Growing and changing Keeping safe 	
RE	<p>Do Muslims need the Quran? Learning Objective: to explore different ways of showing belief with special reference to Islam Key Concepts: Sacred Text; Wudu; Hadith; Hafiz; Calligraphy or: Do Sikhs need the Guru Granth Sahib? Learning Objective: to explore different ways of showing belief with special reference to Sikhism Key Concepts: Sacred text; Gurus Syllabus Questions addressed:</p> <ul style="list-style-type: none"> Do Sacred Texts have to be true to help people understand their religion? Does participating in worship help people feel closer to God 	<p>Does God communicate with man? Learning Objective: to understand the Christmas story from a biblical viewpoint Key Concepts: Sacred Text; Prophecy; Revelation; Incarnation Syllabus Questions addressed:</p> <ul style="list-style-type: none"> Do Sacred Texts have to be true to help people understand their religion? Is religion the most important influence and inspiration in everyone's life? 	<p>Does the community of the Mosque help Muslims lead better lives? Learning Objective: to explore how the Mosque influences the life and belief of Muslims Key Concepts: Mosque; Community; Ummah Syllabus Questions addressed:</p> <ul style="list-style-type: none"> Is religion the most important influence and inspiration in everyone's life? Does participating in worship help people to feel closer to God or to their faith community? 	<p>Was the death of Jesus a worthwhile sacrifice? Learning Objective: to explore the death of Jesus at Easter Key Concepts: Christianity; Sacrifice; Sin; Redemption Syllabus Questions addressed:</p> <ul style="list-style-type: none"> Should religious people be sad when someone dies? Is religion the most important influence and inspiration in everyone's life? 	<p>Are you inspired? Learning Objective: to explore the work of the Holy Spirit in inspiring Christians in the past and today Key Concepts: Christ; Holy Spirit; Inspiration; Pentecost Syllabus Questions addressed:</p> <ul style="list-style-type: none"> Do religious people lead better lives? Is religion the most important influence and inspiration in everyone's life? 	<p>What is best for our world? Does religion help people decide? Learning Objective: to explore how and why believers help others through charity and service Key Concepts: Inspiration; Christianity; Charity; Islam – Zakkah or Key Concepts: Inspiration; Christianity; Sikhism; Charity; Vand Chhakna Syllabus Questions addressed:</p> <ul style="list-style-type: none"> Do religious people lead better lives? Is it possible to hold religious beliefs without trying to make the world a better place?

FRIENDSHIP THANKFULNESS COURAGE FORGIVENESS COMPASSION RESPECT PERSEVERANCE

That's' a Date

- Share timeline of WW2. Count to 20 in ones and to 100 in 10s. Play games to consolidate.
- Demonstrate how to write key dates. Practise writing key dates using set phrase
- Practise writing important dates from own family/life
- Discuss Battle of Britain
- Order key details
- Use translation dictionaries to find key words to deduce meaning

Months and Seasons

- Use say, cover, write, check to pronounce and write the seasons of the year. Add to vocabulary book.
- Show pictures of seasons and describe them using season and weather phrases
- Add simple conjunctions (see above) to extend sentences: **eg En hiver il fait froid et il neige.**
- Join in a poem about the seasons and find meaning of key words to aid memorisation
- Describe seasons using colours and antonyms

Healthy Eating

(making a fruit salad)
Introduce vocabulary for food and place in two categories:
healthy/unhealthy

- Use a translation dictionary to find names of other fruits.
- Learn imperative verbs using actions. Add to vocabulary book.
- Write instructions to make a fruit salad

Les Planetes

- Introduce and practise new vocabulary using matching game, labelling and rhyme.
- Know simple adjectives
- Ask and answer questions about the planets size and colour
- Describe the planets using simple adjectives
- Describe planets based on distance from the Sun
- Extend sentences using conjunctions: *et, mais, parce que*. Create information cards/posters for the planets using all key vocabulary

Bring a picture to life

- Using Dégas' painting of 'Scene de la plage', introduce new vocabulary and revise colours to describe items you can see.
- Annotate picture for key nouns using a dictionary.
- Know simple verbs: **regarde, glisse, dort, brose, jouent, nagent.**
- Ask and answer questions about the picture using target vocabulary.
- Revise word order and extend with colours and size: **le petit bateau bleu glisse.**
- **(size before noun. Colour after noun)*
- Write descriptive sentences about the picture using key words learnt, taking care with grammatical structure.