

	Autumn 1 Geography Focus Ain't no mountain high enough	Autumn 2 Science Focus Are we still evolving?	Spring 1 History Focus Battles, Blackouts and the Blitz	Spring 2 Geography focus A Pollution Solution	Summer 1 Science Focus Is it creepy, is it crawly?	Summer 2 History Focus Greece Lightning
Literacy texts	Harriet vs the Galaxy	Call of the Wild - Jack London	Blitzed - Robert Swindell (homelessness)	The Dragon with a Chocolate Heart - Stephanie Bergis	A Shape Shifter - Feather and Fang - Ali Sparkes	Percy Jackson and the Lightning Thief
Immersion Ideas & Trips/ Experiences	?planetarium visit			Book trip to a marine environment for Lesson 5 of geography unit.		
Science	Earth and Space 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 approximate spherical bodies. Use Earth rotation to explain day and night due to the apparent movement of the sun across the sky.	Evolution and inheritance Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	Sound (gap filling) Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sound gets fainter as the distance from the sound source increases	Electricity To compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. To use recognised symbols when representing a simple circuit in a diagram.	Living Things Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.	Light Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
History		What does the census tell us about our local area? Identify the type of information the census gives about people. Use the census to make inferences about people from the past, providing	What was the impact of World War 2 on the people of Britain? Identify the causes of World War 2. Identify the different phases in the Battle of Britain.			What did the Greeks ever do for us? Describe the features of ancient Greece. Identify the key periods in the ancient Greek civilisation. Make inferences about

		<p>supporting evidence for their statements. Make observations from the census and identify changes between periods of time. Identify the dangers of working in a textile mill. Create questions to identify the thoughts and feelings of a Victorian working child. Identify the key events of Mary's life and interpret her thoughts and feelings. Extract information from the census to recreate the lives of people who lived in a household from the local area. Extract information from the census and decide whether a family was rich or poor. Describing change throughout time.</p>	<p>Make inferences and deductions about a photograph. Describe how children may have felt when evacuated. Evaluate the accuracy and reliability of sources. Describe the impact WW2 had on women's lives.</p>			<p>Greek gods. Research a Greek god. Compare Athens and Sparta. Understand the different types of democracy. Explain how Athenian democracy worked. Explain what philosophy is. Identify the achievements of the ancient Greek philosophers. Identify the ancient Greeks' legacies and their impact.</p>
Geography	<p><u>What is life like in the Alps?</u> Where are the Alps? What is it like in the Alps? Why do people visit the Alps? What is there to do in our local area? How are the Alps different from our local area? What is life like in the Alps?</p>			<p><u>Why do oceans matter?</u> How do we use our oceans? What is the Great Barrier Reef? Why are our oceans suffering? What can we do to help our oceans? How littered is our marine environment? Data collection How littered is our marine environment? Findings</p>	<p><u>Would you like to live in the desert?</u> What is a hot desert biome? Where are deserts located? What physical features are found in a desert? How can people use deserts? What are the threats to deserts? Would you like to live in the desert?</p>	
Art	<p>Drawing: I need space Understand and explain what retrofuturism is. Participate in discussions and</p>	<p>Craft and design: Photo opportunity Explain how a new image can be created using a</p>	<p>Sculpture and 3D: Interactive installation. Group images together, explaining their choices.</p>		<p>Painting and mixed media: Portraits Outline a portrait drawing with words, varying the size,</p>	

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	<p>offer ideas. Evaluate images using simple responses, sometimes using formal elements to extend ideas. Provide plausible suggestions for how a piece was created. Comfortably use different stimuli to draw from. Use past knowledge and experience to explore a range of drawing processes. Select and place textures to create a collagraph plate, applying an understanding of the material, which may be supported by testing. Create a selection of drawings and visual notes that demonstrate their ideas using sketchbooks. Generate a clear composition idea for a final piece that shows how it will be drawn. Apply confident skills to make an effective collagraph print. Independently select tools and drawing techniques, with some guidance. Demonstrate growing independence, discussing ways to improve work.</p>	<p>combination of other images. Understand what photomontage is and recognise how artists use photography. Select relevant images and cut them with confidence and a level of control. Demonstrate a competent knowledge of effective composition, discussing their ideas. Use recording devices and available software with confidence. Demonstrate a confident understanding of Edward Weston's style through their artistic choices. Discuss the features of a design, e.g. explaining what is effective about a composition. Select a suitable range of props, considering the design brief and their initial ideas. Use the viewfinder to set up an effective composition, thinking about the scale and positioning of objects. Use editing software to change their image, reflecting an artist's style. Choose a suitable painting and suggest appropriate ways to recreate it photographically with props. Set up a composition and think about a space that will provide good lighting levels. Take a portrait that is focused and appropriately framed. Draw an accurately measured grid, with some</p>	<p>Answer questions about a chosen installation thoughtfully and generate their own questions. Show that they understand what installation art means. Justify their opinions of installation artworks. Evaluate their box designs, considering how they might appear as full-sized spaces. Suggest changes they could make if they repeated the activity to create a different atmosphere in the space. Create an installation plan, model or space. Describe their creations and the changes they made as they worked. Describe how their space conveys a particular message or theme. Make and explain their choices about materials used, arrangement of items in the space and the overall display of the installation. Show they have considered options for how to display their installation best e.g. lighting effects. Present information about their installation clearly in the chosen format. Justify choices made, explaining how they improve the viewer experience or make it interactive.</p>		<p>shape and placement of words to create interest. Try a variety of materials and compositions for the backgrounds of their drawings. Communicate to their partner what kind of photo portrait they want. Show that they are making decisions about the position of a drawing on their background, trying multiple ideas. Create a successful print. Use some Art vocabulary to talk about and compare portraits. Identify key facts using a website as a reference. Explain their opinion of an artwork. Experiment with materials and techniques when adapting their photo portraits. Create a self-portrait that aims to represent something about them. Show they have considered the effect created by their choice of materials and composition in their final piece.</p>	
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		<p>support, understanding how it can support them with their drawing.</p> <p>Use the grid to translate a photograph to a drawn image that is mostly correctly proportioned.</p> <p>Create a final painting or drawing with tonal differences that create a photo-realistic effect.</p>				
Design & Technology		<p><u>Playgrounds</u></p> <p>Create five apparatus designs, applying the design criteria to their work.</p> <p>Make suitable changes to their work after peer evaluation.</p> <p>Make roughly three different structures from their plans using the materials available.</p> <p>Complete their structures, improving the quality of their rough versions and applying some cladding to a few areas.</p> <p>Secure their apparatus to a base.</p> <p>Make a range of landscape features using a variety of materials which will enhance their apparatus.</p>		<p><u>Waistcoats</u></p> <p>Consider a range of factors in their design criteria and use this to create a waistcoat design.</p> <p>Use a template to mark and cut out a design.</p> <p>Use a running stitch to join fabric to make a functional waistcoat.</p> <p>Attach a secure fastening, as well as decorative objects.</p> <p>Evaluate their final product.</p>	<p><u>Come Dine With me</u></p> <p>To be completed on cooking day</p> <p>Find a suitable recipe for their course.</p> <p>Record the relevant ingredients and equipment needed.</p> <p>Follow a recipe, including using the correct quantities of each ingredient.</p> <p>Write a recipe, explaining the process taken.</p> <p>Explain where certain key foods come from before they appear on the supermarket shelf.</p>	<p><u>Doodlers</u></p> <p>Identify simple circuit components (battery, bulb and switch) with a basic explanation of their function.</p> <p>Explain that a series circuit is assembled in a loop to allow the electricity to flow along one path.</p> <p>Describe a motor as a circuit component that changes electrical energy into movement.</p> <p>Provide examples of motorised products that use movement to rotate or spin different parts.</p> <p>Remove and replace different parts of a Doodler, as part of a team.</p> <p>Suggest ways to switch the configuration to amend the form or function of the Doodler.</p> <p>Explain, in an investigation report, each of the changes they made and the effect this had on the Doodler's ability to draw scribbles (function) and appearance (form).</p> <p>Develop design criteria with</p>

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						<p>consideration for the target user, the purpose of their Doodler, a key function and the Doodler's form and final appearance (e.g. fun, bright, soft).</p> <p>Explain simply why their Doodler has a certain configuration based on the findings of their investigation (e.g. I used four pens because the Doodler would fall over with two).</p> <p>Create a functional Doodler that creates scribbles on paper with or without a switch.</p> <p>Identify and list each of the required materials, tools and circuit components required to build a Doodler.</p> <p>Explain simply the steps to assemble a Doodler as part of a set of instructions (or storyboard).</p> <p>Write instructions to build a functional circuit, explaining how to identify if it is functional or not.</p> <p>Provide suggestions to improve a peer's set of instructions after testing how effective they are at guiding someone.</p>
Computing	<p><u>Unit 5.2 - Online Safety (3)</u></p> <p>To gain a greater understanding of the impact that sharing digital content can have.</p> <p>To review sources of support when using technology and children's responsibility to</p>	<p><u>Unit 5.6 - 3D modelling (4)</u></p> <p>To be introduced to 2Design and Make and the skills of computer aided design.</p> <p>To explore the effect of moving points when designing.</p>	<p><u>Unit 5.1 - Coding (6)</u></p> <p>To begin to simplify code.</p> <p>To create a playable game.</p> <p>To understand what a simulation is.</p> <p>To program a simulation using 2Code.</p> <p>To know what decomposition</p>		<p><u>Unit 5.5 - Game creator (5)</u></p> <p>To plan a game.</p> <p>To design and create the game Environment.</p> <p>To design and create the game quest.</p>	

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	<p>one another in their online behaviour.</p> <p>To know how to maintain secure passwords.</p> <p>To understand the advantages, disadvantages, permissions and purposes of altering an image digitally and the reasons for this.</p> <p>To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online.</p> <p>To learn about how to reference sources in their work.</p> <p>To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information.</p> <p>To ensure reliability through using different methods of communication.</p>	<p>To design a 3D Model to fit certain criteria.</p> <p>To refine and print a model.</p>	<p>and abstraction are in computer science.</p> <p>To a take a real-life situation, decompose it and think about the level of abstraction.</p> <p>To understand how to use friction in code. To begin to understand what a function is and how functions work in code.</p> <p>To understand what the different variables types are and how they are used differently.</p> <p>To understand how to create a string.</p> <p>To understand what concatenation is and how it works</p>		<p>To finish and share the game.</p> <p>To self and peer evaluate.</p>	
Religious Education	<u>Why do Hindu's want to be good?</u>	<u>Why do Hindu's want to be good?</u>	<u>Creation & Science: Conflict or Complimentary?</u>	<u>What did Jesus do to save human beings?</u>	<u>What kind of king is Jesus?</u>	<u>How does faith help people when life gets hard?</u>
PSHE - Kapow Cycle B	<p><u>Families and relationships</u></p> <p>Learning that families are varied and differences must be respected; understanding physical and emotional boundaries in friendships; exploring: the roles of bully, victim and bystander; how behaviour affects others; manners in different situations and learning about bereavement</p>	<p><u>Health and Wellbeing</u></p> <p>Learning about the importance of relaxation and sleep; understanding how to cope with failure; learning how to set goals and how to achieve goals; living a healthy lifestyle; the impact of technology on mental health and wellbeing; creating resilience strategies; the benefits of immunisation; creating good</p>	<p><u>Economic Wellbeing</u></p> <p>Exploring: attitudes to money, how to keep money safe, stereotypes in the workplace, the risks associated with gambling, and career paths.</p>	<p><u>Citizenship</u></p> <p>Recognising the role that pressure groups play in society; learning about the value of a diverse community; considering how our food choices affect the environment; understanding how to show care and concern to others; considering how rights and responsibilities are linked; learning about how</p>	<p><u>Safety and the Changing Body</u></p> <p>Learning how to be critical digital consumers; understanding that online relationships should be treated the same as face to face relationships; learning how to deal with first aid emergencies such as bleeding and giving life support; learning about puberty and menstruation</p>	

		habits.		parliament works.		
Music	<p>What shall we do with the drunken sailor?</p> <p>Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids. Keep the beat playing a 'cup' game.</p> <p>Sing a sea shanty expressively, with accurate pitch and a strong beat. Sing in unison while playing an instrumental beat (untuned).</p> <p>Play bass notes, chords, or rhythms to accompany singing.</p> <p>Talk about the purpose of sea shanties and describe some of the features using music vocabulary.</p> <p>Instrument - Ocarina</p>		<p>Madina tun Nabi</p> <p>Sing a song in two parts with expression and an understanding of its origins. Play a drone and chords to accompany singing. Improvise freely over a drone.</p> <p>Listen and copy back simple rhythmic and melodic patterns.</p> <p>Sing a round and accompany themselves with a beat.</p> <p>Instrument - African Drums</p>		<p>Kisne banaaya</p> <p>Sing and play the melody of <i>Kisne banaaya</i>. Sing in a four-part round accompanied with a pitched ostinato.</p> <p>Compose a simple accompaniment using tuned instruments.</p> <p>Create and perform their own class arrangement.</p> <p>Instrument - Ukulele</p>	
Physical Education	<p>Swimming</p> <p>CT</p> <p>OAA</p> <p>CT</p>	<p>Gymnastics Counterbalance</p> <p>Arena</p> <p>Handball</p> <p>CT</p>	<p>Dance WW2 CT</p>	<p>Football</p> <p>CT</p> <p>Lacrosse</p> <p>Arena</p>	<p>Athletics 5 CT</p>	<p>Cricket CT</p> <p>Tennis Arena</p>
Spanish			<p><u>Phonics lesson 3&4 (C)</u></p> <p>Introduce the third and fourth set of phonics sounds / phonemes in Spanish. The sounds introduced in this lesson are:</p> <p>Ga, ge, gi, go, gu, b, v, cc, qu, z</p> <p><u>The Date (I)</u></p> <p>I can repeat, remember and attempt to spell most of the days of the week, the</p>	<p><u>Clothes (I)</u></p> <p>I can repeat most of the clothes vocabulary presented to me in class with good pronunciation and attempt to spell some of these words from memory, but I work better with the vocabulary written down in front of me, with some pictures to prompt me. I can use un/una/unos/unas with improving accuracy.</p>	<p><u>Healthy Living (P)</u></p> <p>I can name and recognise at least 5 foods and drinks that are considered good for a healthy diet, perhaps more with the help of pictures to prompt me.</p> <p>I can also name at least another 5 foods and drinks that are considered bad for a healthy diet if eaten in excess.</p> <p>I can tell you at least one</p>	

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			<p>months of the year and numbers 1-31 in Spanish. I am able to say the date in Spanish when I am shown a few examples first and reminded what the options are.</p> <p>I am able to say the date of my birthday in Spanish when I am shown a few examples first and reminded what the options are.</p>	<p>I can say what I am wearing in Spanish if I have time to prepare and can attempt to tell you what my friend is wearing if I have the full verb conjugation of LLEVAR in front of me.</p> <p>I can tell you what I wear in different weather/scenarios but find it harder to tell you what my friend is wearing.</p> <p>I can describe clothing by colour and am beginning to understand the concept of adjectival agreement.</p> <p>I am becoming increasingly more confident using MI and MIS.</p>	<p>thing that I do during the week in terms of exercise. I can give you a general account of what I do to lead a healthy lifestyle if I have a few minutes to prepare first.</p> <p>I can now follow a simple Spanish recipe if I have some time to analyse the text first.</p>	
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