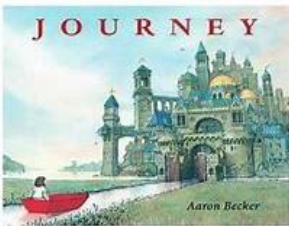
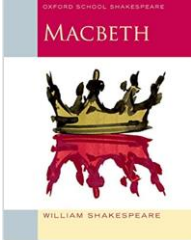

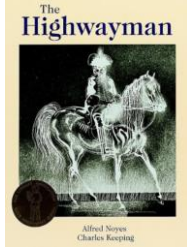
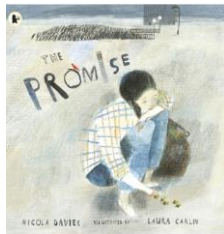
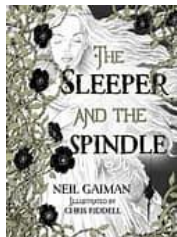








	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Events/ Key Dates/ Trips	INSET Friday 1st September 12-13th: Gilwell 16 th October: Multicultural week	INSET Monday 30th October INSET Monday 27th November 13/12/24 Macbeth Workshop 18 th Dec Festival of Lights Day John Gilbert PSHE	15 th January Wonderdome	18 th March Mental health & Wellbeing week Visit a Gurdwara John Gilbert PSHE	Polling Day 2 nd May INSET Friday 3rd May Bank Holiday 6 th May Visit Wetlands	7 th June British Museum Trip 17 th June Sports week INSET Monday 24th June Singing Partnership Festival
English Focus Text/ Stimuli	 <ul style="list-style-type: none"> Journey by Aaron Becker Tourism (linked to Geography) 	 <ul style="list-style-type: none"> Macbeth (CLPE) by William Shakespeare Sonnets by William Shakespeare 	 <ul style="list-style-type: none"> Mae Jameson Space and the solar system (Linked to Science) 	 <ul style="list-style-type: none"> The Highwayman (CLPE) by Alfred Noyes 	 <ul style="list-style-type: none"> Boy at the back of the class (CLPE) by Onjali Q. Raúf The Promise (CLPE) by Nicola Davies 	 <ul style="list-style-type: none"> Lewis Carroll Poetry Sleeper and the Spindle by Neil Gaiman
Maths	Number: Place Value Number: Addition and Subtraction Number: Multiplication and division	Number: Multiplication and division Number: Fractions A	Number: Multiplication and division Number: Fractions B Number: Decimals and Percentages	Number: Decimals and Percentages Measurement: Perimeter and Area Statistics	Geometry: Shape Geometry: Position and Direction Number: Decimals	Number: Negative Numbers Measurement: Converting Units Measurement: Volume
Science	Properties and changes of materials <ul style="list-style-type: none"> compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets know that some materials will dissolve in liquid to form a solution, and describe how to 	Forces <ul style="list-style-type: none"> explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces understand that force and motion can be transferred through 	Earth and Space <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 	Living things and their habitats <ul style="list-style-type: none"> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals 	Forest schools	Animals Including Humans <ul style="list-style-type: none"> Describe the changes as humans develop to old age.

	<p>recover a substance from a solution</p> <ul style="list-style-type: none"> • use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • demonstrate that dissolving, mixing and changes of state are reversible changes • explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda 	mechanical devices such as gears, pulleys, levers and springs	and the apparent movement of the sun across the sky			
Computing	<p>Computer Science Unit 5.1 Coding Number of lessons – 6 Main Programs – 2 Code</p>	<p>Valuing Differences (PSHE) Influence and pressure of social media</p> <p>Information Technology Unit 5.3 Spreadsheets Number of lessons – 6 Programs – 2 Calculate</p>	<p>Teaching computing Information Technology Data and information – Flat-file databases J2E</p> <p>Computer Science Unit 5.5 Game Creator Number of lessons – 2/5 Programs – 2 DIY 3D</p>	<p>Computer Science Unit 5.5 Game Creator Number of lessons – 3/5 Programs – 2 DIY 3D</p> <p>Digital Literacy Unit 5.2 Online safety Number of lessons – 3 Programs - Various</p>	<p>Keeping Myself Safe (PSHE) Managing risk, including online safety - consequences of not keeping personal information private and the risks of social media</p> <p>Teaching computing Creating media – Introduction to vector graphics</p>	<p>Information Technology Unit 5.8 Word processing (with Google Docs) Number of Lessons – 6</p>
Geography	<p>Tourism <i>How do tourists interact with a place?</i></p>	<p>Earthquakes <i>How do earthquakes affect people and environments?</i></p>	<p>Deserts <i>Why are deserts located where they are?</i></p>	<p>Why is California so Thirsty? How have the actions of people affected the drought in California?</p>	<p>Oceans <i>How can oceans affect human behaviour and settlements?</i></p>	<p>Migration <i>Why do people migrate?</i></p>

History	Christianity in Three Empires <i>What made each early Christian state special?</i>	Islamic Civilisations: Arabia and Early Islam <i>What kind of change did Muhammad bring about in Arabia?</i>	Islamic Civilisations: Cordoba – City of light <i>How did worlds come together in Cordoba?</i>	Islamic Civilisations: The Round city: Baghdad <i>Why were there so many restless minds in Cordoba and in Baghdad?</i>	Anglo Saxons <i>How have historians learned about Anglo-Saxon Britain?</i>	Vikings in Britain: Lady of the Mercians <i>How did the Vikings change England?</i>
RE	Why do some people think God exists? Strand: <i>Believing</i> (U2.1) <u>Christianity and non-religious (e.g. Humanists)</u> What do people believe? Agnostics and atheists What is true? How the world began		What does it mean to be a Muslim in Britain today? Strand: <i>Living</i> (U2.6) <u>Islam</u> <i>Guidance</i> <i>5 pillars of Islam</i> <i>Shahadah (declaration)</i> <i>Salah (prayer)</i> <i>Zakat (charity)</i> <i>Sawm (fasting)</i> <i>Hajj (pilgrimage)</i>		If God is everywhere why go to a place of worship? Strand: <i>Expressing</i> (U2:4) <u>Christianity, Judaism, Hinduism</u> What is a place of worship? The church The Mandir The Synagogue The Gurdwara Visit a Gurdwara	
ART	Autumn 2: Drawing and Sketchbooks <u>Typography & Maps</u> <i>Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps.</i> Disciplines: Design: Typography, Drawing, Collage, Sketchbooks Themes: Identity, Environment, Habitat Medium: Pencil, Pen, Paper Artists: Louise Fili, Grayson Perry, Paula Scher, Chris Kenny		Spring 2: Surface & Colour Print, Colour, Collage <u>Making Monotypes</u> <i>Combine the monotype process with painting and collage to make visual poetry zines.</i> Medium: Graphite stick or soft B pencil, Handwriting Pen, Pastels & Chalk, Paper, (Sketchbook Making Task: Paper, string, elastic bands, glue)		Summer 2: Working in 3 dimensions <u>Set Design</u> <i>Explore creating a model set for theatre or animation inspired by poetry, prose, film or music.</i> Disciplines: Set Design, Making, Drawing, Sketchbooks Medium: Paper, Card, Construction Media, Mixed Media, Paint, Drawing Materials	
D&T	Autumn 1 – Structures Technical skill: Frame structures Product: To design, make and evaluate a tent/ shelter for Camping User/ Audience: Outdoor adventurers Purpose/ Functionality: shelter people from all weathers		Spring 1 – Mechanical systems Technical skill: Gears and Pulleys Product: To design, make and evaluate a fairground ride with gears or pulleys e.g. carousel, Ferris wheel User/ Audience: Target group Purpose/ Functionality: to spin or move using knowledge of forces		Summer 1 - Food and Nutrition Technical skill: Food and Nutrition - Celebrating culture and seasonality Product: To design, make and evaluate own bread recipe User/ Audience: Themselves/ family Purpose/ Functionality: Representing culture with added ingredients	
PSHE	Me and My Relationships <ul style="list-style-type: none"> • Collaboration Challenge! • Give and take • Communication (OPTIONAL) • How good a friend are you? • Relationship cake recipe • Our emotional needs • Being assertive 	Valuing Difference <ul style="list-style-type: none"> • Qualities of friendship • Kind conversations • Happy being me • The land of the Red People • Is it true? • Stop, start, stereotypes 	Being My Best <ul style="list-style-type: none"> • It all adds up! • Different skills • My school community (2) • Independence and responsibility • Star qualities? • Basic first aid, including Sepsis Awareness 	Rights and Respect <ul style="list-style-type: none"> • What's the story? • Fact or opinion? • Mo makes a difference • Rights, respect and duties • Spending wisely • Lend us a fiver! 	Keeping Safe <ul style="list-style-type: none"> • Spot bullying • Play, like, share • Decision dilemmas • Ella's diary dilemma • Vaping: healthy or unhealthy? • Would you risk it? 	Growing and Changing <ul style="list-style-type: none"> • How are they feeling? • Taking notice of our feelings • All change! • Preparing for changes at puberty (formerly Period positive/preparing for periods) • Growing up and changing bodies • Help! I'm a teenager - get me out of here!

Values	<p>Respect</p>  <p>What signs of dis/respect are there?</p> <p>recognition</p>	<p>Kindness</p>  <p>When is it difficult to act kindly? How can we be the best version of ourselves?</p> <p>conflict resolutions</p>	<p>Resilience</p>  <p>Spaghetti and marshmallow challenge</p> <p>Perseverance, strategies</p>	<p>Ambition</p>  <p>Long term and short-term goals</p> <p>dedication and skills</p>	<p>Creativity</p>  <p>The great egg drops. Work together to drop an egg from a distance without it breaking</p> <p>divergence, innovation</p>	<p>Teamwork</p>  <p>Blindfold buster –travel through obstacles with only the sound of your teammate’s voice</p> <p>synergy, cooperation</p>
PE (Indoor)	Dance: Formations in historical dance	Gymnastics: Flight	Swimming	Swimming	Gymnastics: Bridges	Dance: Communicating issues through dance
PE (Outdoor)	Games: Net/Wall (Developing individual shots)	Games: Support play	Invasion ball games: Shooting and keeping	Outdoor Adventurous Activities: Responding to challenge	Athletics: Set targets and improve performance in running, jumping and throwing	Striking and Fielding: Developing range of roles and positional play
Music	<p><u>Sea shanties</u> Genre: Sea shanties Period: 17th - 20th century Tradition: n/a Experience: n/a Skills: singing, performing, contextualising Elements: tempo, structure, duration</p>	<p><u>Peer Gynt Suite by Grieg</u> Genre: Classic Period: Early 20th Century Tradition: n/a Experience: n/a Skills: listening, contextualising Elements: dynamics, texture, silence, pitch, tempo</p>	<p><u>The Planet Suite by Holst</u> Genre: Classic Period: Early 20th Century Tradition: n/a Experience: Watching live performance Skills: listening, contextualising Elements: dynamics, texture, silence, pitch</p>	<p><u>Jazz</u> Genre: Jazz Period: Early 20th Century Tradition: n/a Experience: n/a Skills: listening, contextualising, performing, notating Elements: timbre, texture, duration</p>	<p><u>Rock bands</u> Genre: Rock Period: Early 20th Century Tradition: n/a Experience: Class Assemblies Skills: singing, performing, composing, notating Elements: structure, pitch, duration, texture</p>	<p><u>Sounds of Cyprus</u> Genre: Folk Period: Early 20th Century Tradition: n/a Experience: Singing Partnership festival Skills: singing, contextualising, performing Elements: tempo, structure</p>
Spanish	Mi Casa My house & phonics	La ropa Clothes	Las Olimpiadas The Olympics	Los Planetas The planets	Describimos Describe ourselves and others	Yo soy músico I am a musician