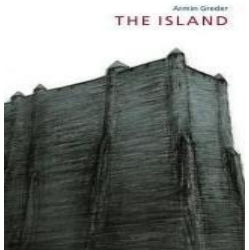

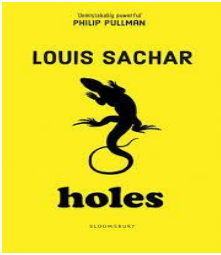


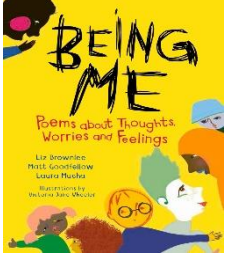


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Events/ Key Dates/ Trips	INSET Friday 1st September 16 <sup>th</sup> October: Multicultural week <b>Experience: PGL</b>	INSET Monday 30th October INSET Monday 27th November 18 <sup>th</sup> Dec Festival of Lights Day  <b>Experience: British Museum - Islamic World</b>	<b>Experience: National Portrait gallery</b>  <b>Experience: Dissect the pluck</b>	18 <sup>th</sup> March Mental health & Wellbeing week  <b>Experience: Fashion show - invite year 5 to watch &amp; video for parents</b>	Polling Day 2 <sup>nd</sup> May INSET Friday 3rd May Bank Holiday 6 <sup>th</sup> May  <b>Experience: Visit to Winchmore</b>	17 <sup>th</sup> June Sports week INSET Monday 24th June  <b>Experience: British War Museum</b>  <b>Experience: Josh's grandfathers talk</b>
English Focus Texts/ Stimuli	 <ul style="list-style-type: none"> <li>Take One Picture Stimulus: <i>Henri Rousseau Surprised (1891)</i></li> <li>The Island by Armin Greder</li> </ul>	 <ul style="list-style-type: none"> <li>Replay (Short Film) - Literacy Shed</li> <li>Remembrance (RRIP – visit to Broomfield park)</li> </ul>	 <ul style="list-style-type: none"> <li>Holes by Louis Sachar</li> <li>Human Body (linked to Science)</li> </ul>	 <ul style="list-style-type: none"> <li>Road's End - Literacy Shed</li> <li>What the teacher said by John Agard – (CLPE)</li> </ul>	 <ul style="list-style-type: none"> <li>Alma – Literacy Shed</li> <li>Musicals (Linked to Year 6 show)</li> </ul>	 <ul style="list-style-type: none"> <li>Rose Blanche by Roberto Innocenti</li> <li>Being Me by Matt Goodfellow – 'First Day' (CLPE)</li> </ul>
Maths	<b>Number:</b> Place Value <b>Number:</b> Addition Subtraction, Multiplication and Division	<b>Number:</b> Fractions A & B <b>Measurement:</b> Converting Units	<b>Number:</b> Ratio <b>Number:</b> Algebra <b>Number:</b> Decimals	<b>Number:</b> Fractions, Decimals and Percentages <b>Measurement:</b> Area, Perimeter and Volume <b>Statistics</b>	<b>Geometry:</b> Shape <b>Geometry:</b> Position and direction	<b>Themed Projects, Problems Solving and consolidation</b>
Science	<b>Electricity</b> <ul style="list-style-type: none"> <li>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> </ul>	<b>Forest schools</b>	<b>Animals including humans</b> <ul style="list-style-type: none"> <li>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> </ul>	<b>Living things and their habitats</b> <ul style="list-style-type: none"> <li>describe how living things are classified into broad groups according to common observable characteristics and</li> </ul>	<b>Evolution and inheritance</b> <ul style="list-style-type: none"> <li>recognise that living things have changed over time and that fossils provide information about living things that</li> </ul>	<b>Light</b> <ul style="list-style-type: none"> <li>recognise that light appears to travel in straight lines</li> <li>use the idea that light travels in straight lines to explain that objects are seen because they</li> </ul>

	<ul style="list-style-type: none"> <li>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</li> <li>use recognised symbols when representing a simple circuit in a diagram</li> </ul>		<ul style="list-style-type: none"> <li>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>describe the ways in which nutrients and water are transported within animals, including humans</li> </ul>	based on similarities and differences, including micro-organisms, plants and animals give reasons for classifying plants and animals based on specific characteristics.	<p>inhabited the Earth millions of years ago</p> <ul style="list-style-type: none"> <li>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li> </ul>	<p>give out or reflect light into the eye</p> <ul style="list-style-type: none"> <li>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</li> <li>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them and to predict the size of shadows when the position of the light source changes</li> </ul>
<b>Computing</b>	<p><b>Computer Science</b> Unit 6.1 <b>Coding</b> Number of lessons – 6 Main Programs – 2Code</p>	<p><b>Digital literacy</b> Unit 6.2 Online safety Number of lessons – 2 Programs – Various</p> <p><b>Information Technology</b></p> <p><b>Teaching computing</b> Creating media - web page (google sites) Number of lessons - 6</p>	<p><b>Information Technology</b></p> <p><b>Teaching computing</b> Data and information - Introduction to Spreadsheets Number of lessons - 6</p>	<p><b>Rights and Responsibilities (PSHE)</b> Understanding media bias, including social media</p> <p><b>Computer Science</b> Unit 6.5 <b>Text Adventures</b> Number of lessons – 5 Programs – 2Code, 2Connect</p>	<p><b>Keeping Myself Safe (PSHE)</b> Staying safe online - risks and legality of communicating and sharing online.</p> <p><b>Information Technology</b> Unit 6.7 <b>Quizzing</b> Number of lessons – 6 Programs – 2Quiz, 2DIY, Text Toolkit, 2Investigate</p>	<p><b>Growing and Changing (RSE)</b> Keeping Safe - risks of sharing images online and how online influences can cause people to take unsafe risks.</p> <p><b>Computer Science</b> <b>Teaching computing</b> Computing systems and networks - Communication and collaboration</p> <p><b>Computer Science</b> Unit 6.8 <b>Understanding Binary</b> Number of Lessons – 4 Main Program – 2Code</p>
<b>Geography</b>	<p><b>Tourism</b> <i>How do tourists interact with a place?</i></p>	<p><b>Earthquakes</b> <i>How do earthquakes affect people and environments?</i></p>	<p><b>Deserts</b> <i>Why are deserts located where they are?</i></p>	<p><b>Why is California so Thirsty?</b> How have the actions of people affected the drought in California?</p>	<p><b>Oceans</b> How can oceans affect human behaviour and settlements?</p>	

<b>History</b>	<p><b>Islamic Civilisations: Arabia and Early Islam</b></p> <p><i>What kind of change did Muhammad bring about in Arabia?</i></p>	<p><b>Islamic Civilisations: Cordoba – City of light</b></p> <p><i>How did worlds come together in Cordoba?</i></p> <p><i>British Museum - Islamic World trip</i></p>	<p><b>Islamic Civilisations: The Round city: Baghdad</b></p> <p><i>Why were there so many restless minds in Cordoba and in Baghdad?</i></p>	<p><b>Anglo Saxons</b></p> <p><i>How have historians learned about Anglo-Saxon Britain?</i></p>	<p><b>WW2</b></p> <p><i>Why did the Allies win the Second World War?</i></p> <p><i>Imperial war museum?</i></p>
<b>RE</b>	<p><b>What do religions say to us when life gets hard?</b></p> <p><b>Strand: <i>Believing</i> (U2.3)</b></p> <p><b><u>Christianity, Hinduism non-religious (e.g. Humanists)</u></b></p> <p><i>Death</i> <i>The soul</i> <i>Reincarnation</i> <i>Heaven/Jannah</i> <i>Non-religious views</i></p>		<p><b>What matters most to Christians and Humanists?</b></p> <p><b>Strand: <i>Living</i> (U2.7)</b></p> <p><b><u>Christianity &amp; Humanism</u></b></p> <p>Rules Humanists Right and wrong Christians Peace Helping the world</p>		<p><b>What can be done to reduce racism? What can we learn from religious and non-religious worldviews?</b></p> <p><b>Strand: <i>Expressing</i> (U2.9)</b></p> <p><b><u>Christianity, Islam, non-religious</u></b></p> <p>What is racism? Case study – Bristol St. Peter Golden Rule – Can following it reduce racism? Different religious figures Individual expression</p>
<b>ART</b>	<p><b>Autumn 1: Drawing and Sketchbooks</b></p> <p><b><u>2D Drawing to 3D Making</u></b></p> <p>Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome.</p> <p><b>Disciplines:</b> Drawing, Sculpture, Graphic Design, Collage, Sketchbooks <b>Medium:</b> Card, Paper, Drawing materials. <b>Artists:</b> Lubaina Himid, Claire Harrup</p>		<p><b>Spring 1: <i>Surface &amp; Colour</i>: Collage, Drawing, Sketchbooks</b></p> <p><b><u>Exploring Identity</u></b></p> <p><i>Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait.</i></p> <p><b>Disciplines: <i>Collage, Drawing, Sketchbooks</i></b></p> <p><b>Medium: <i>Drawing Materials, Tablet (if digital), Paper</i></b></p> <p><b>Artists: Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett</b> National portrait gallery - potential trip?</p>		<p><b>Summer 1: <i>Working in 3 dimensions</i></b></p> <p><b><u>Shadow Puppets</u></b></p> <p><i>Explore how traditional and contemporary artists use cut outs and shadow puppets</i></p> <p><b>Disciplines: <i>Making, Drawing, Sketchbooks</i></b></p> <p><b>Medium: <i>Paper, Construction Materials</i></b></p> <p><b>Artists: Lotte Reiniger, Matisse, Wayang Shadow Puppets, Phillipp Otto Runge, Pippa Dyrлага, Thomas Witte</b></p>
<b>D&amp;T</b>	<p><b>Autumn 2: Electrical systems</b></p> <p><b>Technical skill:</b> More complex switches and circuits <b>Product:</b> To design, make and evaluate a winter themed light up/ sound producing product <b>User/ Audience:</b> Christmas Fete <b>Purpose/ Functionality:</b> Light up/ produce sound</p>		<p><b>Spring 2: Textiles</b></p> <p><b>Technical skill:</b> (Using computer aided design (CAD) in textiles <b>Product:</b> To design, make and evaluate an upcycled piece of clothing <b>User/ Audience:</b> representing a culture <b>Purpose/ Functionality:</b> sustainability and upcycling clothes</p>		<p><b>Summer 2: Food and nutrition</b></p> <p><b>Technical skill:</b> Celebrating seasonality <b>Product:</b> To design make and evaluate own Menu <b>User/ Audience:</b> Themselves <b>Purpose/ Functionality:</b> Celebration <b>Investigative and Evaluative Activities:</b> Using all prior knowledge</p>

<b>PSHE</b>	<b>Me and My Relationships</b> <ul style="list-style-type: none"> <li>Working together</li> <li>Let's negotiate (OPTIONAL)</li> <li>Solve the friendship problem</li> <li>Dan's day (OPTIONAL)</li> <li>Behave yourself</li> <li>Assertiveness skills (formerly Behave yourself - 2)</li> <li>Don't force me</li> <li>Acting appropriately</li> </ul>	<b>Being My Best</b> <ul style="list-style-type: none"> <li>This will be your life!</li> <li>Our recommendations</li> <li>What's the risk? (1)</li> <li>What's the risk? (2)</li> <li>Basic first aid, including Sepsis Awareness</li> <li>Five Ways to Wellbeing project</li> </ul>	<b>Valuing Difference</b> <ul style="list-style-type: none"> <li>OK to be different</li> <li>We have more in common than not</li> <li>Respecting differences</li> <li>Tolerance and respect for others</li> <li>Advertising friendships!</li> <li>Boys will be boys? - challenging gender stereotypes</li> </ul>	<b>Rights and Respect</b> <ul style="list-style-type: none"> <li>Two sides to every story</li> <li>Facebook friends</li> <li>What's it worth?</li> <li>Happy shoppers - caring for the environment</li> <li>Democracy in Britain 1 - Elections</li> <li>Democracy in Britain 2 - How (most) laws are made</li> </ul>	<b>Keeping Safe</b> <ul style="list-style-type: none"> <li>Think before you click!</li> <li>To share or not to share?</li> <li>Rat Park</li> <li>What sort of drug is...?</li> <li>Drugs: it's the law!</li> <li>Alcohol: what is normal?</li> </ul>	<b>RSE - Growing and Changing</b> <ul style="list-style-type: none"> <li>I look great!</li> <li>Media manipulation</li> <li>Helpful or unhelpful? Managing change</li> <li>Changing bodies and feelings</li> <li>Is this normal?</li> <li>Making babies</li> </ul>
<b>Values</b>	<b>Responsibility</b> With rights come responsibilities <b>human rights, rationality</b>	<b>Courage</b> Standing up for what is right What does this look like? (history) <b>morals, acts of heroism</b>	<b>Tolerance &amp; Understanding</b> When should I be tolerant with myself? How can I empathise? <b>forbearance</b>	<b>Trust</b> What would life be like if I didn't trust people? <b>faith, loyalty, humanity</b>	<b>Honesty</b> How do we create a culture of honesty? Being accountable for our actions <b>veracity</b>	<b>Fairness</b> Use familiar games, manipulate rules to make unfair- discuss <b>fair treatment, consideration</b>
<b>PE (Indoor)</b>	<b>Gymnastics:</b> Matching and mirroring	<b>Dance:</b> Visual Media	<b>Gymnastics:</b> Counter balance and tension	<b>Yoga:</b> Postures	<b>Dance:</b> Putting on a dance performance	<b>Fitness:</b> Components of fitness
<b>PE (Outdoor)</b>	<b>Games:</b> Net/Wall - Developing game play	<b>Games:</b> Invasion – Attacking and defending play	<b>Games:</b> Invasion – Teamwork and formations	<b>Games:</b> Outdoor Adventurous Activity	<b>Games:</b> Athletics – including safe practice	<b>Games:</b> Striking and fielding
<b>Music</b>	<u><b>Songwriting</b></u> <b>Genre:</b> Pop <b>Period:</b> Contemporary <b>Skills:</b> listening, singing, contextualising <b>Elements:</b> pitch, tempo	<u><b>Songwriting</b></u> <b>Genre:</b> Pop <b>Period:</b> Contemporary <b>Experience:</b> Remembrance Day Service <b>Skills:</b> singing, composing, performing <b>Elements:</b> pitch, tempo	<u><b>Film Music</b></u> <b>Instrument:</b> Keyboards <b>Genre:</b> Film Music <b>Period:</b> Contemporary <b>Skills:</b> listening, composing, notating, contextualising <b>Elements:</b> silence, pitch, dynamics, tempo, timbre, texture	<u><b>Film Music</b></u> <b>Instrument:</b> Keyboards <b>Genre:</b> Film Music <b>Period:</b> Contemporary <b>Skills:</b> composing, notating <b>Elements:</b> silence, pitch, dynamics, tempo, timbre, texture	<u><b>Musicals</b></u> <b>Genre:</b> Musicals <b>Period:</b> Contemporary <b>Skills:</b> listening, singing, contextualising <b>Elements:</b> structure	<u><b>Musicals</b></u> <b>Genre:</b> Musicals <b>Period:</b> Contemporary <b>Experience:</b> Year 6 Show <b>Skills:</b> singing, performing <b>Elements:</b> structure
<b>Spanish</b>	<b>El fin de semana</b> The weekend	<b>En el colegio</b> In school	<b>La comida sana</b> Healthy Food	<b>Yo en el mundo</b> Me in the world	<b>La segunda guerra mundial</b> WW2	<b>Las fiestas</b> Festivals project