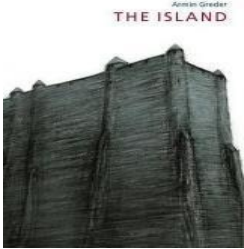
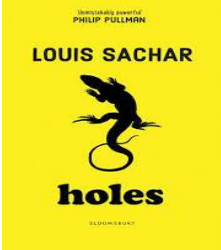
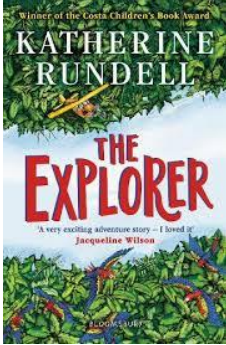

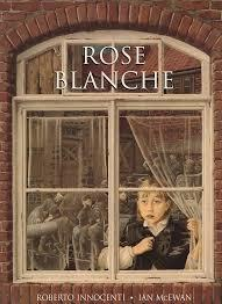








	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Events/ Key Dates/ Trips	PGL visit John Gilbert MyBnk Workshops	Broomfield Park – Remembrance Service Forest Schools	The Pluck Dissection – Science	Kew Gardens Visit TBC - Rainforest linked to Geography	SATs Week	Y6 Production Y6 Picnic in the Park Y6 Disco
English Focus Texts/ Stimuli	 <ul style="list-style-type: none"> The Island by Armin Greder 	 <ul style="list-style-type: none"> Holes by Louis Sachar Remembrance (RRIP – visit to Broomfield park) 	 <ul style="list-style-type: none"> Replay (Short Film) - Literacy Shed Human Body (linked to Science) 	 <ul style="list-style-type: none"> The Explorer by Katherine Rundell (linked to learning on the Amazon) 	 <ul style="list-style-type: none"> Alma – Literacy Shed 	 <ul style="list-style-type: none"> Rose Blanche by Roberto Innocenti
Maths	Number: Place Value Number: Addition Subtraction, Multiplication and Division	Number: Addition Subtraction, Multiplication and Division Number: Fractions A & B Measurement: Converting Units	Number: Ratio Number: Algebra Number: Decimals	Number: Fractions, Decimals and Percentages Measurement: Area, Perimeter and Volume Statistics	Geometry: Shape Geometry: Position and direction	Themed Projects, Problems Solving and consolidation
Science	Electricity <ul style="list-style-type: none"> associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and 	Forest schools	Animals including humans <ul style="list-style-type: none"> identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function 	Living things and their habitats <ul style="list-style-type: none"> 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. 	Evolution and inheritance <ul style="list-style-type: none"> 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 	Light <ul style="list-style-type: none"> 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

	<p>the on/off position of switches</p> <ul style="list-style-type: none"> use recognised symbols when representing a simple circuit in a diagram 		<ul style="list-style-type: none"> describe the ways in which nutrients and water are transported within animals, including humans 		<ul style="list-style-type: none"> identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution 	<p>to our eyes or from light sources to objects and then to our eyes</p> <ul style="list-style-type: none"> 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
Computing	<p>Digital literacy PM - Unit 6.2 Online safety Number of lessons – 2 Programs – Various</p> <p>Information Technology NCCCE - Teaching computing Creating media - web page (google sites) Number of lessons – 6</p>	<p>Computer Science PM - Unit 6.1 Coding Number of lessons – 6 Main Programs – 2Code</p>	<p>Information Technology NCCCE - Teaching computing Data and information - Introduction to Spreadsheets Number of lessons – 6</p> <p>Online Safety Day</p>	<p>Rights and Responsibilities (PSHE) Understanding media bias, including social media</p> <p>Computer Science PM - Unit 6.5 Text Adventures Number of lessons – 5 Programs – 2Code, 2Connect</p>	<p>Keeping Myself Safe (PSHE) Staying safe online - risks and legality of communicating and sharing online.</p> <p>Information Technology PM - Unit 6.7 Quizzing Number of lessons – 6 Programs – 2Quiz, 2DIY, Text Toolkit, 2Investigate</p>	<p>Growing and Changing (RSHE) Keeping Safe – Risks of sharing images online and how online influences can cause people to take unsafe risks.</p> <p>Computer Science NCCCE - Teaching computing Computing systems and networks - Communication and collaboration</p>
Geography	<p>North and South America What are the pros and cons of living in a megacity?</p>	<p>The Amazon In what ways does the geography of South America affect life in the Amazon?</p>	<p>Interconnected Amazon How does agriculture in the Amazon interact with other parts of the world?</p>	<p>Energy and climate change <i>How do local actions in the UK affect global climate?</i></p>	<p>Ethiopia <i>How do global changes affect local places in Ethiopia?</i></p>	
History	<p>Norse culture What connections and similarities did the Norse peoples have with other peoples?</p>	<p>Vikings in Britain: Changing Rulers, Changing Worlds How did Angles, Saxons and Vikings shape England and Scotland?</p>	<p>The Maya <i>How do historians know about the Maya?</i></p>	<p>Local History Study WW2 <i>How has Enfield been shaped by World War 2?</i></p>	<p>WW2 <i>Why did the Allies win the Second World War?</i></p>	

<p>RE</p>	<p>What do religions say to us when life gets hard?</p> <p>Strand: <i>Believing</i> (U2.3) <u>Christianity, Hinduism non-religious (e.g. Humanists)</u> <i>Death</i> <i>The soul</i> <i>Reincarnation</i> <i>Heaven/Jannah</i> <i>Non-religious views</i></p>	<p>What matters most to Christians and Humanists?</p> <p>Strand: <i>Living</i> (U2.7) <u>Christianity & Humanism</u> Rules Humanists Right and wrong Christians Peace Helping the world</p>	<p>What can be done to reduce racism? What can we learn from religious and non-religious worldviews?</p> <p>Strand: <i>Expressing</i> (U2.9) <u>Christianity, Islam, non-religious</u> What is racism? Case study – Bristol St. Peter Golden Rule – Can following it reduce racism? Different religious figures Individual expression</p>
<p>ART</p>	<p>Autumn 1: Drawing and Sketchbooks 2D Drawing to 3D Making Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome. Disciplines: Drawing, Sculpture, Graphic Design, Collage, Sketchbooks Medium: Card, Paper, Drawing materials. Artists: Lubaina Himid, Claire Harrup</p>	<p>Spring 1: Surface & Colour: Collage, Drawing, Sketchbooks Exploring Identity <i>Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait.</i></p> <p>Disciplines: Collage, Drawing, Sketchbooks</p> <p>Medium: Drawing Materials, Tablet (if digital), Paper</p> <p>Artists: Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett</p>	<p>Summer 1: Working in 3 dimensions Shadow Puppets <i>Explore how traditional and contemporary artists use cut outs and shadow puppets</i></p> <p>Disciplines: Making, Drawing, Sketchbooks</p> <p>Medium: Paper, Construction Materials</p> <p>Artists: Lotte Reiniger, Matisse, Wayang Shadow Puppets, Phillipp Otto Runge, Pippa Dyrllaga, Thomas Witte</p>
<p>D&T</p>	<p>Technical skill: Textiles Design Brief: Design and Make a Designer Waistcoat for the Class Fashion Show. Design Specification: The waistcoat should:</p> <ol style="list-style-type: none"> 1. Reflect the theme of the fashion show (our culture and upcycling) 2. Have buttons to fasten the waistcoat. 3. Have two pockets that can be fastened. 4. Include a printed repeated design 	<p>Technical skill: Textiles & Computer Program Systems Design Specification: The toy should:</p> <ol style="list-style-type: none"> 1. should be a soft toy that resembles an alien creature from outer space. 2. include a window on the front containing a Micro:bit that children interact with. 3. be made from fabric and be 20cm tall. 4. be packaged in a suitably themed box that is attractive to children. 	<p>Technical skill: Food and nutrition Design Brief: To design and make a healthy food product suitable for the Street Food Festival Design Specification:</p> <ul style="list-style-type: none"> •The street food product must reflect the culture and cuisine of a particular country. •The product should be a tortilla wrapped around a healthy filling. •The product filling should contain the five different groups from the Eatwell Guide.

PSHE	Me and My Relationships <ul style="list-style-type: none"> Working together Let's negotiate (OPTIONAL) Solve the friendship problem Dan's day (OPTIONAL) Behave yourself Assertiveness skills (formerly Behave yourself - 2) Don't force me Acting appropriately 	Being My Best <ul style="list-style-type: none"> This will be your life! Our recommendations What's the risk? (1) What's the risk? (2) Basic first aid, including Sepsis Awareness Five Ways to Wellbeing project 	Valuing Difference <ul style="list-style-type: none"> OK to be different We have more in common than not Respecting differences Tolerance and respect for others Advertising friendships! Boys will be boys? - challenging gender stereotypes 	Rights and Respect <ul style="list-style-type: none"> Two sides to every story Facebook friends What's it worth? Happy shoppers - caring for the environment Democracy in Britain 1 - Elections Democracy in Britain 2 - How (most) laws are made 	Keeping Safe <ul style="list-style-type: none"> Think before you click! To share or not to share? Rat Park What sort of drug is...? Drugs: it's the law! Alcohol: what is normal? 	RSE - Growing and Changing <ul style="list-style-type: none"> I look great! Media manipulation Helpful or unhelpful? Managing change Changing bodies and feelings Is this normal? Making babies
Values	<p style="text-align: center;">Responsibility</p>  <p style="text-align: center;">With rights come responsibilities human rights, rationality</p>	<p style="text-align: center;">Courage</p>  <p style="text-align: center;">Standing up for what is right What does this look like? (history) morals, acts of heroism</p>	<p style="text-align: center;">Appreciation & Understanding</p>  <p style="text-align: center;">When should I be tolerant with myself? How can I empathise? forbearance</p>	<p style="text-align: center;">Trust</p>  <p style="text-align: center;">What would life be like if I didn't trust people? faith, loyalty, humanity</p>	<p style="text-align: center;">Honesty</p>  <p style="text-align: center;">How do we create a culture of honesty? Being accountable for our actions veracity</p>	<p style="text-align: center;">Fairness</p>  <p style="text-align: center;">Use familiar games, manipulaterules to make unfair- discuss fair treatment, consideration</p>
PE (Indoor)	Gymnastics: Matching and mirroring	Dance: Visual Media	Gymnastics: Counter balance and tension	Yoga: Postures	Dance: Putting on a dance performance	Fitness: Components of fitness
PE (Outdoor)	Games: Net/Wall - Developing game play	Games: Invasion – Attacking and defending play	Games: Invasion – Teamwork and formations	Games: Outdoor Adventurous Activity	Games: Athletics – including safe practice	Games: Striking and fielding
Music	<p style="text-align: center;">Songwriting</p> Genre: Pop, Sacred music Period: Contemporary, Early 20th Century Experience: Remembrance Day Service, Class Assemblies Skills: listening, singing, contextualising, composing, performing Elements: pitch, tempo		<p style="text-align: center;">Music technology</p> Genre: Film Music Period: Contemporary Skills: listening, composing, notating, contextualising Elements: silence, pitch, dynamics, tempo, timbre, texture		<p style="text-align: center;">Musicals</p> Genre: Musicals Period: Contemporary Experience: Year 6 Show Skills: listening, singing, contextualising, performing Elements: structure, pitch, dynamics, tempo	

Spanish	Describing me and others In class People and friends Birthdays, dates Dia de los muertos	Saying what I and others have At school At home Family, teachers Revision/ Assessment Vilancico El Gordo	Saying what I and others do Customs (Las Fallas) In language class Volunteering Break time On a farm My room	Saying where you're going and what there is there Oviedo Compass points (Spain) Madrid Revision/ Assessment Easter	Saying what I and others do – cities and festivals Activities at home Preparing a party Weather and seasons La Tomatina (Spain) Fiesta Patrias, Inti Raymi (Peru) Physical geography (Spain)	Expressing likes and actions Household chores In school Travelling around Spain Revision/ Assessment Quiero una vaca
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