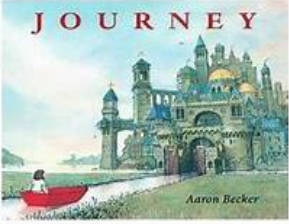
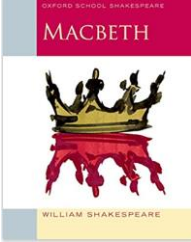

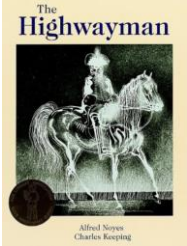
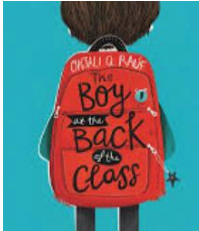









	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Events/ Key Dates/ Trips	<i>Gilwell</i>	<i>British Library Trip (Art, Geography)</i> <i>John Gilbert</i>	<i>Trip to Science Museum (Geography & Science)</i> <i>Trip to Southgate School?</i> <i>Geography Fieldwork (Migration)</i>	<i>Class Assemblies</i> <i>Fashion Workshop (Art) TBC</i>	<i>Trip to Broomfield Park/House (History)</i> <i>Forest School</i>	<i>STEM festival</i> <i>Singing Partnership Festival</i> <i>Broomfield visit including science- properties of materials and chemical reactions, music and PE.</i> <i>Gurdwara trip (RE)</i>
English Focus Text/ Stimuli	 <ul style="list-style-type: none"> Journey by Aaron Becker Maya Angelou biography 	 <ul style="list-style-type: none"> Macbeth (CLPE) by William Shakespeare Sonnets by William Shakespeare 	 <ul style="list-style-type: none"> 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. Rauf 	 <ul style="list-style-type: none"> Snow White in New York The True Story of the Three Little Pigs
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 	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 	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. 	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>liquid to form a solution, and describe how to 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 	<ul style="list-style-type: none"> • understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs 	<ul style="list-style-type: none"> • Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky 			
Computing	<p>Digital Literacy PM - Unit 5.2 Online safety Number of lessons – 3 Programs - Various</p> <p>Information Technology PM - Unit 5.3 Spreadsheets Number of lessons – 6 Programs – 2Calculate</p>	<p>Valuing Differences (PSHE) Influence and pressure of social media</p> <p>Computer Science PM - Unit 5.1 Coding Number of lessons – 6 Main Programs – 2Code</p>	<p>Information technology NCCE - Teach computing Flat-file Databases Number of lessons – 6 Programs –</p> <p>Online Safety Day</p>	<p>Information technology NCCE Teach computing Creating media: Intro to vector graphics (Number of lessons – 6)</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>Computer Science PM - Unit 5.5 Game Creator Number of lessons – 5 Programs – 2DIY 3D</p>	<p>Information Technology PM - Unit 5.8 Word processing (with Google Docs) Number of Lessons – 6</p>
Geography	<i>Why is California so Thirsty?</i>	Oceans	Migration <i>Why do people migrate?</i>	North and South America	The Amazon	Interconnected Amazon

	How have the actions of people affected the drought in California?	<i>How can oceans affect human behaviour and settlements?</i>		<i>What are the pros and cons of living in a megacity?</i>	<i>In what ways does the geography of South America affect life in the Amazon?</i>	<i>How does agriculture in the Amazon interact with other parts of the world?</i>
History	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>	Norse culture <i>What connections and similarities did the Norse peoples have with other peoples?</i>	Local history study – school planned unit History of Broomfield House <i>How has Broomfield Park been impacted by historical periods?</i>	Vikings in Britain: Changing Rulers, Changing Worlds <i>How did Angles, Saxons and Vikings shape England and Scotland?</i>
RE	What does it mean to be a Muslim in Britain today? Strand: Living (U2.6) Islam <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> Invite in parent/ community speaker		Why do some people think God exists? Strand: Believing (U2.1) Christianity and non-religious (e.g. Humanists) <i>What do people believe?</i> <i>Agnostics and atheists</i> <i>What is true?</i> <i>How the world began</i>		If God is everywhere why go to a place of worship? Strand: Expressing (U2:4) Christianity, Judaism, Hinduism <i>What is a place of worship?</i> <i>The church</i> <i>The Mandir</i> <i>The Synagogue</i> <i>The Gurdwara</i> Visit a Gurdwara	
ART	Autumn 2: Drawing and Sketchbooks Typography & Maps <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: Fashion, Painting, Collage Fashion Design <i>Explore contemporary fashion designers and create your own 2D or 3D fashion design working to a brief.</i> Disciplines: Fashion, Painting, Collage, Sketchbooks Medium: Paper, Acrylic Paint, Tape		Summer 2: Working in 3 dimensions Set Design <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: Technical skill: Structures and Mechanical Systems Design Brief: Design and Make an Automaton Toy for the Local Toy Museum. Design Specifications: 1. The box to hold the cam mechanism should be a cube made of a wooden frame 13cm x 13cm x 13cm 2. The automaton toy should include at least one cam mechanism. 3. The theme for the automaton toy is ..		Spring 1: Technical skill: Structures, Mechanical systems and Electrical & Computer Program Systems. Design Specifications: 1. The base for the fairground model should be made of a wooden frame. Length: 20cm Width: 20cm Height: 8cm 2. The mechanism for the ride should be a pulley system powered by a controllable electric motor. 3. The ride model should have either vertical or horizontal rotational movement. 4. The ride model should be themed around...		Summer 1: Technical skill: Food and Nutrition Design Brief: Design and make a pizza to promote the healthy eating messages from the Eatwell Guide for Healthy Eating Design Specifications 1. The pizza should have at least one ingredient from each section of the Eatwell Guide. 2. The packaging should explain how the pizza reflects the healthy eating message of the Eatwell Guide. 3. The packaging should have a label containing nutritional information about the pizza.	

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 style="text-align: center;">Responsibility</p>  <p>We are responsible for our world...global focus leadership, influence</p>	<p style="text-align: center;">Courage</p>  <p>Being assertive...how do I say no? Consent, appropriateness</p>	<p style="text-align: center;">Appreciation & Understanding</p>  <p>What is prejudice? Understanding differences.... celebrating differences prejudice, patience, diversity</p>	<p style="text-align: center;">Trust</p>  <p>Internet safety. Can we trust everyone online? perceive, perception</p>	<p style="text-align: center;">Honesty</p>  <p>The difference between a secret or surprise good faith</p>	<p style="text-align: center;">Fairness</p>  <p>Give scenario – how do you feel? Stand on a continuum (draw in history/political focus) justice</p>
PE (Indoor)	Dance: Formations in historical dance	Gymnastics: Flight	Swimming	Swimming	Gymnastics: Bridges	Fitness
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 style="text-align: center;">Sea shanties</p> Genre: Sea shanties Period: Romantic Tradition: n/a Experience: n/a Skills: singing, performing, contextualising Elements: tempo, structure	<p style="text-align: center;">Peer Gynt Suite by Grieg</p> Genre: Classical Period: Romantic Tradition: n/a Experience: n/a Skills: listening, contextualising, notating	<p style="text-align: center;">Jazz</p> Genre: Jazz Period: Early 20th Century Tradition: n/a Experience: n/a Skills: listening, contextualising, performing, composing	<p style="text-align: center;">The Planets Suite by Holst</p> Genre: Classical Period: Early 20th Century Tradition: n/a Experience: Watching live performance Skills: listening, contextualising	<p style="text-align: center;">Ensembles</p> Genre: Rock Period: Early 20th Century Tradition: n/a Experience: Class Assemblies Skills: singing, contextualising, listening	<p style="text-align: center;">Sounds of Cyprus</p> Genre: Folk Period: Early 20th Century Tradition: n/a Experience: Singing Partnership festival Skills: singing, contextualising, performing

		Elements: dynamics, texture, silence, pitch, tempo	Elements: timbre, texture, duration	Elements: dynamics, texture, silence, pitch, duration	Elements: structure, pitch, duration, texture	Elements: tempo, structure
Spanish	Describing me and others In class People Friends Dates and birthdays	Saying what I and others have At school At home Family, teachers Revision/Assessment Vilancicos El Gordo	Saying what I and others do Compare customs (Las fallas) In language class We are close In break On a farm My bedroom	Saying how many and describing things 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