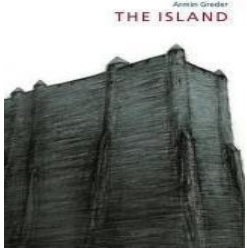
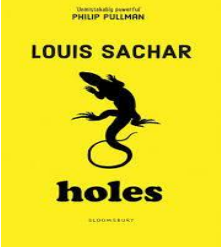

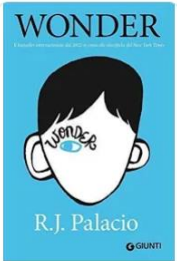










	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Events/ Key Dates/ Trips</b>	<i>PGL &amp; Activity Week</i>	<i>Broomfield Park – Remembrance Service Forest Schools D&amp;T Fashion Show – 11<sup>th</sup> December 9am</i>	<i>The Pluck Dissection – Science TTRS Day</i>	<i>TFL Talk MyMe SATs Busters Workshop Red Nose Day</i>	<i>Pre-SATs week mindfulness afternoons SATs Week Local Area Fieldwork</i>	<i>HMS Belfast – Friday 5<sup>th</sup> June Y6 Production Y6 Picnic in the Park Y6 Disco</i>
<b>English Focus Texts/ Stimuli</b>	 <ul style="list-style-type: none"> <li>The Island by Armin Greder</li> </ul>	 <ul style="list-style-type: none"> <li>Holes by Louis Sachar</li> </ul>	 <ul style="list-style-type: none"> <li>Replay (Short Film) - Literacy Shed Human Body (linked to Science)</li> </ul>	 <ul style="list-style-type: none"> <li>Wonder by RJ Palacio</li> <li>Letter to Headteacher</li> </ul>	 <p>The Harp by Harris Burdick</p>	 <ul style="list-style-type: none"> <li>Alma – Literacy Shed</li> </ul>
<b>Maths</b>	<b>Number:</b> Place Value <b>Number:</b> Addition Subtraction, Multiplication and Division	<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>
<b>Science</b>	<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> <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> </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> <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</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 based on similarities and differences, including micro-organisms, plants and animals give reasons for classifying plants</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 inhabited the Earth millions of years ago</li> <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</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 give out or reflect light into the eye</li> <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</li> </ul>

	<ul style="list-style-type: none"> <li>use recognised symbols when representing a simple circuit in a diagram</li> </ul>		water are transported within animals, including humans	and animals based on specific characteristics.	and that adaptation may lead to evolution	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
<b>Computing</b>	<p><b>Digital literacy</b> Online safety</p> <p><b>Information Technology</b> Blogging</p>	<p><b>Computer Science</b> Spreadsheets</p> <p><b>Computer Science</b> Data detectives</p> <p><b>(D&amp;T) Technical skill:</b> Textiles</p> <p><b>Design Brief:</b> Design and Make a Designer Waistcoat for the Class Fashion Show. (Using Wacom drawing tablet)</p>	<p><b>Information Technology</b> Networks – 4 lessons</p> <p><b>Online Safety Day</b></p>	<p><b>Rights and Responsibilities (PSHE)</b> Understanding media bias, including social media</p> <p><b>Information Technology</b> Spreadsheets</p> <p><b>(D&amp;T) Technical skill:</b> Textiles &amp; Computer Program Systems (using micro:bit)</p> <p><b>Design Brief:</b> Design and make a sample soft toy that has an electronic display for the MAGIC toy company.</p>	<p><b>Keeping Myself Safe (PSHE)</b> Staying safe online - risks and legality of communicating and sharing online.</p> <p><b>Computer Science</b> Coding</p>	<p><b>Growing and Changing (RSHE)</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> Introduction to Python</p>
<b>Geography</b>	<p><b>Energy and climate change</b> How do local actions in the UK affect global climate?</p>	<p><b>Ethiopia</b> How do global changes affect local places in Ethiopia?</p>	<p><b>Changing Birmingham</b> How much did Birmingham change between 1750 and the present day?</p>	<p><b>Jamaica</b> What is a preferable future for Jamaica's tourist industry?</p>	<p><b>Local area enquiry</b> How do geographers investigate a place? Fieldwork enquiry and going through the stages of the enquiry process (asking questions, collecting data, analysing data, presenting findings)</p>	
<b>History</b>	<p><b>The Maya</b> Maya rulers, customs and structure of society How do historians know about the Maya?</p>	<p><b>Medieval African Kingdoms</b> material culture, society, government and technology in the medieval kingdom of Benin and Ethiopia. How similar and different were medieval Ethiopia &amp; Benin?</p>	<p><b>Multicultural Britain</b> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066; a local history study How has migration changed Britain for the better?</p>		<p><b>WW2</b> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066; a local history study How did the Allies win the Second World War?</p>	<p><b>WW2 in Enfield</b> <b>Local history study – school planned unit</b> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066; a local history study  How has Enfield been shaped by World War 2?</p>

<b>RE</b>	<p>What can be done to reduce racism? What can we learn from religious and non-religious worldviews?</p> <p><i>Strand: Expressing (U2.9)</i></p> <p><b>Christianity, Islam, non-religious</b></p> <p>What is racism? Case study – Bristol St. Peter</p> <p>Golden Rule – Can following it reduce racism? Different religious figures Individual expression</p>		<p>What matters most to Christians and Humanists?</p> <p><i>Strand: Living (U2.7)</i></p> <p><b>Christianity &amp; Humanism</b></p> <p>Rules Humanists Right and wrong Christians Peace Helping the world</p>		<p>What do religions say to us when life gets hard?</p> <p><i>Strand: Believing (U2.3)</i></p> <p><b>Christianity, Hinduism non-religious (e.g. Humanists)</b></p> <p>Death The soul Reincarnation Heaven/Jannah Non-religious views</p>	
<b>ART</b>	<p><b>Autumn 1: Drawing and Sketchbooks</b> <b>2D Drawing to 3D Making</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</p> <p><b>Medium:</b> Card, Paper, Drawing materials.</p> <p><b>Artists:</b> Lubaina Himid, Claire Harrup</p>		<p><b>Spring 1: Surface &amp; Colour:</b> Collage, Drawing, Sketchbooks</p> <p><b>Exploring Identity</b></p> <p>Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait.</p> <p><b>Disciplines:</b> Collage, Drawing, Sketchbooks</p> <p><b>Medium:</b> Drawing Materials, Tablet (if digital), Paper</p> <p><b>Artists:</b> Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett</p>		<p><b>Summer 1: Working in 3 dimensions</b> <b>Shadow Puppets</b></p> <p>Explore how traditional and contemporary artists use cut outs and shadow puppets</p> <p><b>Disciplines:</b> Making, Drawing, Sketchbooks</p> <p><b>Medium:</b> Paper, Construction Materials</p> <p><b>Artists:</b> Lotte Reiniger, Matisse, Wayang Shadow Puppets, Phillipp Otto Runge, Pippa Dyrлага, Thomas Witte</p>	
<b>D&amp;T</b>	<p><b>Technical skill:</b> Textiles</p> <p><b>Design Brief:</b> Design and Make a Designer Waistcoat for the Class Fashion Show.</p> <p><b>Design Specification:</b> The waistcoat should:</p> <ol style="list-style-type: none"> <li>1. Reflect the theme of the fashion show (our culture and upcycling)</li> <li>2. Have buttons to fasten the waistcoat.</li> <li>3. Have two pockets that can be fastened.</li> <li>4. Include a printed repeated design</li> </ol>		<p><b>Technical skill:</b> Textiles &amp; Computer Program Systems</p> <p><b>Design Specification:</b> The toy should:</p> <ol style="list-style-type: none"> <li>1. should be a soft toy that resembles an alien creature from outer space.</li> <li>2. include a window on the front containing a Micro:bit that children interact with.</li> <li>3. be made from fabric and be 20cm tall.</li> <li>4. be packaged in a suitably themed box that is attractive to children.</li> </ol>		<p><b>Technical skill:</b> Food and nutrition</p> <p><b>Design Brief:</b> To design and make a healthy food product suitable for the Street Food Festival</p> <p><b>Design Specification:</b></p> <ul style="list-style-type: none"> <li>•The street food product must reflect the culture and cuisine of a particular country.</li> <li>•The product should be a tortilla wrapped around a healthy filling.</li> <li>•The product filling should contain the five different groups from the Eatwell Guide.</li> </ul>	
<b>PSHE</b>	<p><b>Me and My Relationships</b></p> <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>	<p><b>Being My Best</b></p> <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>	<p><b>Valuing Difference</b></p> <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>	<p><b>Rights and Respect</b></p> <ul style="list-style-type: none"> <li>• Two sides to every story</li> <li>• Fakebook 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>	<p><b>Keeping Safe</b></p> <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>	<p><b>RSE - Growing and Changing</b></p> <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>Respect</b> 	<b>Kindness</b> 	<b>Resilience</b> 	<b>Ambition</b> 	<b>Creativity</b> 	<b>Teamwork</b> 
	Having respect for yourself and remaining dignified. What does this mean? dignity, self-respect	Developing Positive Relationships with others and ourselves humanity, well-being	Managing SATs pressure, well-being, anxiety	People who have shown ambition (global focus)/ My Aspirations & Ambitions aspirations, growth mindset	Organise a celebration of talents diversity, differences, skills	Design an outdoor team game leadership, authority, morale
<b>PE (Indoor)</b>	<b>Gymnastics:</b> Matching and mirroring	<b>Forest School</b>	<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 – Volleyball	<b>Games:</b> Invasion – Attacking and defending play – Tag Rugby	<b>Games:</b> Invasion – Teamwork and formations - Basketball	<b>Games:</b> Outdoor Adventurous Activity	<b>Games:</b> Athletics – including safe practice	<b>Games:</b> Striking and fielding
<b>Music</b>	<b>Ukulele</b> <b>Skills:</b> pitched instrument, performing, notating, composing, singing <b>Inter-related dimensions of music:</b> pitch, structure, texture, duration <b>Genre:</b> Pop <b>Period:</b> Contemporary <b>Application:</b> Class Assembly, Remembrance Day		<b>Music technology</b> <b>Skills:</b> composition, notating, listening, appraising, contextualising <b>Inter-related dimensions of music:</b> timbre, tempo, pitch, texture, silence, duration, structure <b>Genre:</b> Pop <b>Period:</b> Contemporary		<b>Choir</b> <b>Skills:</b> singing, performing, listening, appraising, contextualising <b>Inter-related dimensions of music:</b> tempo, pitch, structure, dynamics <b>Genre:</b> Musical Theatre <b>Period:</b> Contemporary <b>Application:</b> Y6 Musical Theatre Show	
<b>Spanish</b>	<b>En el colegio</b> At school	<b>Los planetas</b> The planets	<b>El fin de semana</b> The weekend	<b>Comer sano</b> Healthy lifestyle	<b>Yo en el mundo</b> Me in the world	<b>En la ciudad</b> Around town