



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Blitzed Britain	A German Fairytale	Welcome to the USA	Voyages of Discovery	Mapping the World	Olympic Efforts
Creative Curriculum Opportunities	Duxford Trip	German Market		Around the World Theme day		Sports Competitions
English	<p>My Secret War Diary – Flossie Albright</p> <p>Fictional diary entry of an evacuee in the war</p> <ul style="list-style-type: none"> <li>- Adjectives</li> <li>- Onomatopoeia</li> <li>- Incorporate feelings and imagery</li> </ul>	<p>Stories from other cultures:</p> <p>Germany - Grimm Fairytales – The Blue Light</p> <ul style="list-style-type: none"> <li>- Features of a fairy tale</li> <li>- Magical characters</li> </ul>	<p>Blogs and Guidebooks</p> <p>United States of America – Benjamin Blog and his Inquisitive Dog (Anita Ganeri)</p> <ul style="list-style-type: none"> <li>-</li> </ul>	<p>Story writing</p> <ul style="list-style-type: none"> <li>- writing a story about a journey to a new place and what is discovered</li> <li>- story structures to include problem and resolution</li> <li>- descriptive writing including adverbs and adjectives</li> <li>- considering how to engage a reader</li> </ul>	<p>Instructional writing – how to read a map, how to use a compass</p> <p>Use of time language, conventions of instructions, diagrams to support, directions, road safety</p>	<p>Biography of a famous Olympian</p> <ul style="list-style-type: none"> <li>- Features</li> <li>- Factual</li> <li>- Formal</li> </ul>
Maths	<p><u>Position and Direction: Co-ordinates</u></p> <ul style="list-style-type: none"> <li>• plot points to make a shape</li> <li>• points in the first quadrant</li> <li>• points in the second quadrant</li> </ul> <p><u>Data Handling and Statistics</u></p> <ul style="list-style-type: none"> <li>• use of different intervals when</li> </ul>	<p><u>Number and Place Value</u></p> <ul style="list-style-type: none"> <li>• count in multiples of 4 and 8</li> <li>• count in multiples of 50 and 100</li> <li>• partition a number in different ways</li> <li>• count in tenths</li> <li>• rounding numbers</li> </ul>	<p><u>Time</u></p> <ul style="list-style-type: none"> <li>• estimate time to the nearest minute</li> <li>• round times to the nearest hour and minute</li> </ul> <p><u>Measurement</u></p> <ul style="list-style-type: none"> <li>• estimate and measure using appropriate units</li> </ul>	<p><u>Addition and Subtraction</u></p> <ul style="list-style-type: none"> <li>• mental methods</li> <li>• formal written method up to 5 digits</li> <li>• solving problems including multi-step problems</li> <li>• open ended investigations</li> </ul>	<p><u>Multiplication and Division</u></p> <ul style="list-style-type: none"> <li>• times table facts</li> <li>• multiplying and dividing up to 4 digits including decimal numbers</li> <li>• dividing with remainders</li> <li>• solve two step problems</li> </ul> <p><u>Fractions,</u></p>	<p><u>Money</u></p> <ul style="list-style-type: none"> <li>• problem solving involving finding percentages and fractions of amounts of money</li> </ul>

	<ul style="list-style-type: none"> <li>constructing graphs</li> <li>distinguish between discrete and continuous data</li> <li>construct own graphs</li> </ul>	<p><b><u>Shapes: Lines and Angles</u></b></p> <p>identify right angles identify two right angles make a half turn, three right angles make a <math>\frac{3}{4}</math> turn and four make a whole turn identify angles that are greater than or less than a right angle (obtuse, acute) compare and order angles horizontal and vertical lines perpendicular and parallel lines</p>	<ul style="list-style-type: none"> <li>compare and order</li> <li>problem solve involving addition and subtraction of measurements</li> <li>calculate differences</li> <li>convert between units</li> </ul>		<p><b><u>Decimals &amp; Percentages</u></b></p> <ul style="list-style-type: none"> <li>read and write fractions</li> <li>converting to decimals and percentages</li> <li>problem solving</li> </ul>	
Science	<p><b><u>Light</u></b></p> <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</li> </ul>	<p><b><u>Chemical Reactions</u></b></p> <ul style="list-style-type: none"> <li>word and symbol equations</li> <li>Introduction to the periodic table</li> <li>Introduction to acids and alkalis</li> <li>explain that some changes result in the formation of new materials, and that this kind of change is not usually</li> </ul>	<p><b><u>Electricity</u></b></p> <p><b><u>Current electricity</u></b></p> <ul style="list-style-type: none"> <li>electric current, measured in amperes, in circuits, series and parallel circuits, currents add where branches meet and current as flow of charge</li> </ul> <p><b><u>Static electricity</u></b></p>	<p><b><u>Changing Circuits</u></b></p> <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>	<p><b><u>Evolution &amp; Inheritance</u></b></p> <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</li> </ul>	<p><b><u>Humans – the ‘what’s inside guide’</u></b></p> <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 water are transported</li> </ul>

	<ul style="list-style-type: none"> <li>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.</li> <li>the similarities and differences between light waves and waves in matter</li> <li>light waves travelling through a vacuum; speed of light</li> <li>the transmission of light through materials: absorption, diffuse scattering and specular reflection at a surface</li> <li>use of ray model to explain imaging in mirrors, the pinhole camera, the refraction of light and action of convex lens in focusing</li> </ul>	<p>reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p>	<ul style="list-style-type: none"> <li>separation of positive or negative charges when objects are rubbed together: transfer of electrons, forces between charged objects</li> <li>the idea of electric field, forces acting across the space between objects not in contact.</li> </ul>	<ul style="list-style-type: none"> <li>use recognised symbols when representing a simple circuit in a diagram.</li> </ul>	<p>are not identical to their parents</p> <ul style="list-style-type: none"> <li>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> <li>Mammal reproduction</li> </ul>	<p><u>within animals, including humans.</u></p> <p><u>Gas exchange systems</u></p> <ul style="list-style-type: none"> <li>the mechanism of breathing to move air in and out of the lungs, using a pressure model to explain the movement of gases, including simple measurements of lung volume</li> <li>the impact of exercise, asthma and smoking on the human gas exchange system</li> </ul> <p><u>Health</u></p> <ul style="list-style-type: none"> <li>the effects of recreational drugs (including substance misuse) on behaviour, health and life processes.</li> </ul>
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<b>The World</b>  <b>(History, Geography, RE, MFL)</b>	<b>History</b> WWII - timeline of key events - country leaders/important people - allies/axis powers - why did the war start and how did it end? - key events of WWII e.g. Normandy Landings  <b>RE</b> Concepts of God	<b>Geography</b> Germany - Geography - Landscape - Rivers - Map - Population	<b>Geography</b> North America - physical geography - food - population - economy - landmarks - states - mapping - animals - Niagra Falls	<b>History</b> Voyages of discovery - Christopher Columbus - Captain James Cook and the Endeavour - Robert Falcon Scott - What was discovered & where did they travel?  <b>RE</b> Festivals	<b>Geography</b> Mapping the world Seas/oceans Continents Wonders of the World How has the world map changed over time?  <b>RE</b>	<b>History</b> Ancient Greece - Who were they? - timeline - family - Greek Gods - Olympics  <b>RE</b> Leaders and Authority

	<p><b>How is God represented across different religions?</b></p> <ul style="list-style-type: none"> <li>- does the role of God change?</li> <li>- different beliefs about God</li> </ul> <p><b>French</b></p> <p>Greetings Classroom instructions</p>	<p>Belonging and Community</p> <p><b>What does it mean to belong to a faith community?</b></p> <ul style="list-style-type: none"> <li>- where do we belong?</li> <li>- communities</li> <li>- belonging to a religious group</li> </ul> <p><b>French</b></p> <p>Seasons Christmas vocabulary</p>	<p>Creation and Science</p> <p><b>What does the Bible say about creation?</b></p> <p><b>What is the science of creationism?</b></p> <ul style="list-style-type: none"> <li>- creation stories (7 days of creation)</li> <li>- Science of creation</li> </ul> <p>Is creation science real science?</p> <p><b>French</b></p> <p>Fruit Food items Easter vocabulary</p> <p><b>French</b></p> <p>Days of the Week Months of the Year</p>	<p><b>How and why do we celebrate special times?</b></p> <ul style="list-style-type: none"> <li>- religious festivals</li> <li>- how/why are these celebrated around the world</li> <li>- symbols</li> </ul> <p><b>French</b></p>	<p>Religious Experiences</p> <p><b>How can people express the spiritual?</b></p> <ul style="list-style-type: none"> <li>- epiphanies</li> <li>- visions</li> <li>- dreams</li> <li>- conversions</li> <li>- miracle</li> </ul> <p><b>French</b></p> <p>Numbers Colours</p>	<p>Does religion need a leader to be successful? What makes a good leader?</p> <ul style="list-style-type: none"> <li>- who are the leaders in each religion?</li> <li>- modern day leaders</li> <li>- is authority and leadership important</li> </ul> <p><b>French</b></p> <p>Parts of the Body</p>
<p><b>Creativity</b></p> <p><b>(Art, Music, Dance)</b></p>	<p><b>Art</b></p> <p>Ww2 artist – Henry Moore</p> <ul style="list-style-type: none"> <li>- Sketches in human form</li> <li>- Shading &amp; shapes</li> <li>- Creating backgrounds</li> <li>- Simple sculpture using clay</li> </ul> <p><b>Music</b></p> <p><b>To perform (using voice and instruments)</b></p> <p>Dame Vera Lyn war songs</p> <p>Exploring rhythm and pulse</p> <p>Language of Music</p>	<p><b>Art</b></p> <p>German artist – Paul Klee</p> <ul style="list-style-type: none"> <li>- Abstract art</li> <li>- Use of shapes for composition</li> </ul> <p><b>Music</b></p> <p><b>To listen</b></p> <p><b>To describe music</b></p> <p><b>To create and compose music</b></p> <p>Fairy tale – FILM/TV scores. Beauty and the beast, etc.</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/z3dqhyt/articles/z7bphbk">https://www.bbc.co.uk/bitesize/topics/z3dqhyt/articles/z7bphbk</a></p> <p>Experiment with garage band.</p>	<p><b>Art</b></p> <p>Artist Focus – Keith Haring – Pop Art</p> <ul style="list-style-type: none"> <li>- comic style</li> <li>- use of colour</li> <li>- messages</li> <li>- own interpretations</li> </ul> <p><b>Music</b></p> <p><b>To perform</b></p> <p><b>To recognise different styles of music and different musical instruments and the sounds they make.</b></p> <p>Playing the blues.</p>	<p><b>Art</b></p> <p>Designing a New Land (sculptures)</p> <ul style="list-style-type: none"> <li>- Sketching new land</li> <li>- Planning and selecting building materials</li> <li>- Planning process</li> </ul> <p><b>Music</b></p> <p>Compass Art – symmetry and patterns</p> <p><b>Music</b></p> <p><b>To perform (using voice and instruments)</b></p> <p>All classes to learn, rehearse and perform a pop song. Make a video, etc.</p>	<p><b>Art</b></p> <p>Artists from around the world</p> <ul style="list-style-type: none"> <li>Jawlensky- Russian</li> <li>Henry Matisse – French</li> <li>Jackson Pollack – American</li> <li>Giuseppe Archbold.- Italian</li> <li>David Hockney - English</li> </ul> <p>Choose 2 artists to explore their work.</p> <p>Recreate using their style.</p> <p>Compare and contrast work.</p> <p><b>Music</b></p> <p><b>To perform</b></p>	<p><b>Art</b></p> <p>Ancient Greek Vases</p> <ul style="list-style-type: none"> <li>- Silhouettes</li> <li>- Pictures telling a story</li> <li>- Sculpt and decorate</li> <li>- <a href="#">Greek History For Kids - The Greek Vase - Bing video</a></li> </ul> <p><b>Music</b></p> <p><b>To listen</b></p> <p><b>To describe music</b></p> <p><b>To create and compose music</b></p> <p>See Olympics resources on O Drive.</p>

	Play and perform		Songs by Taylor Swift and Arianne Grande.		(using voice and instruments)  To recognise different styles of music and different musical instruments and the sounds they make.  Samba.	
PE	Gymnastics/yoga – Creating a routine	Netball - Shooting and defending - Footwork and match play	Tennis - Hand/eye coordination - Serving - Basic strokes	Basketball - Shooting and defending - Dribbling and footwork	Football - Attack and defence - Matchplay	Circuits/Cardio - Use of machines - Optimum heart rate zones
PSHE/Citizenship	<b>Preparing for Adulthood: Independent Living</b>  <b>PSHE/ RSE Money</b> - spending habits - needs and wants - tracking money - risks – win, lose, steal money - gambling and the impact on health and wellbeing - impact of money on feelings  <b>Citizenship/ SMSC</b> Careers Skills for work Applications	<b>Preparing for Adulthood: Social Skills</b>  <b>PSHE/ RSE Human Rights and Responsibilities</b> - rules and laws - caring for others and keep them safe - how to share responsibilities  <b>Citizenship/ SMSC</b> School council Local council What are their responsibilities? How can I contact them?	<b>Preparing for Adulthood: Health</b>  <b>PSHE/ RSE First Aid and Health</b> - basic first aid for common injuries - identifying an emergency - how to respond in an emergency - CPR - purpose of defibrillators - bacteria and viruses - personal hygiene - vaccines and immunisation - allergies	<b>Preparing for Adulthood: Employment</b>  <b>PSHE/ RSE Careers</b> - Development - Making a personal plan - Skills for work - Routes to a career  <b>Citizenship/ SMSC</b> Banking Ways to pay Loans Attitudes towards money Value for money Fairtrade	<b>Preparing for Adulthood: Wellbeing</b>  <b>PSHE/ RSE Relationships and Mental Health</b> - Healthy balance of power - Features of a positive relationship - types of families - features of a loving family e.g. love, security, stability, commitment, support	<b>Preparing for Adulthood: Community Inclusion</b>  <b>PSHE/ RSE Personal Safety</b> - age restrictions - managing risks - fire safety - instructions on products - firework safety - unfamiliar places - stranger awareness - secrets vs confidential - sun safety and reducing risk of skin damage

	Interviews		<ul style="list-style-type: none"> <li>- managing my health</li> <li>- taking medication correctly</li> </ul> <p><b>Citizenship/ SMSC</b></p> <p>Budgets Income/outgoings Managing a budget Shopping around</p>		<ul style="list-style-type: none"> <li>- how to get help if family makes me feel unsafe or uncomfortable</li> </ul> <p><b>Citizenship/ SMSC</b></p> <p>Diversity and Identity Different cultures in the UK Respecting differences</p>	<b>Citizenship/ SMSC</b> Public Institutions and Voluntary Groups Helping others  Who helps us?
<b>Technology</b> <b>(Computing, Food Tech, DT)</b>	<b>Resistant Materials</b> Design and build an Anderson Shelter. Consider: <ul style="list-style-type: none"> <li>- Materials</li> <li>- Joining techniques</li> </ul> <b>Computing</b> <u>Multimedia Text and Images</u> PowerPoint Presentation Project <ul style="list-style-type: none"> <li>- explore different features</li> <li>- advantages and disadvantages</li> </ul>	<b>Cooking</b> Traditional German desserts linked to Christmas <ul style="list-style-type: none"> <li>- Stollen</li> <li>- Spiced Cookies</li> <li>- Gingerbread House</li> </ul> <b>Computing</b> <u>Internet and Health</u> <ul style="list-style-type: none"> <li>- online pressures</li> <li>- coping strategies</li> <li>- support to control my use</li> <li>- benefits and problems health</li> <li>- promoting apps</li> <li>- assess health sites</li> <li>- online content</li> <li>- promoting unhealthy coping strategies</li> <li>- risks of health apps</li> <li>- promoting real</li> </ul>	<b>Textiles</b> Making a flag <ul style="list-style-type: none"> <li>- research flag designs</li> <li>- applique techniques</li> <li>- design and make</li> </ul> <b>Computing</b> <u>Filming Techniques</u> <ul style="list-style-type: none"> <li>- Use of iMovie</li> <li>- Planning a film</li> <li>- Editing a film</li> <li>- Evaluate</li> </ul>	<b>Resistant Materials</b> Design and make a boat/plane for a voyage. Consider impact of upthrust and floating/sinking  <b>Computing</b> <u>Online Bullying</u> <ul style="list-style-type: none"> <li>- how/why does online bullying change as we grow older?</li> <li>- different bullying types and behaviours e.g. homophobic, racist, gender, exclusion</li> <li>- differences between online and physical world bullying</li> <li>- how to intervene</li> </ul>	<b>Cooking</b> Exploring world cuisine. Create a buffet from around the world for another audience.  <b>Computing</b> <u>Copyright and Ownership</u> <ul style="list-style-type: none"> <li>- what content is copyrighted and why?</li> <li>- what are the issues with copyright?</li> <li>- when internet searching, consider who owns it and whether I can re-use it?</li> <li>- referencing and sources</li> </ul>	<b>Textiles</b> Greek sandals <ul style="list-style-type: none"> <li>- Making prototypes</li> <li>- Joining techniques</li> <li>- Design and make</li> </ul> <b>Computing</b> <u>Coding and Programming: Scratch</u> <ul style="list-style-type: none"> <li>- external triggers</li> <li>- infinite loops</li> <li>- flowcharts</li> </ul>

		<p>helpful advice or just pushing a product or agenda</p> <ul style="list-style-type: none"> <li>- seeking support</li> </ul>		<ul style="list-style-type: none"> <li>- how comments can quickly escalate</li> <li>- explain and assess routes of reporting e.g. social reporting, peer support, anonymous routes and helpline services</li> <li>- disinhibition</li> <li>- laws that govern</li> <li>- bullying vs banter</li> <li>- different contexts of bullying e.g. friends vs online forums</li> </ul>	<ul style="list-style-type: none"> <li>- illegal access e.g. streaming, pirate sites, torrent sites, peer-to-peer sharing</li> <li>- plagiarism</li> <li>- software and content licensing</li> <li>- principles of fair use</li> <li>- consequences of illegal access or downloading</li> <li>- creative commons licensing</li> </ul>	
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