
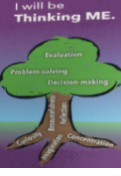





	AUTUMN		SPRING		SUMMER	
	Autumn 1 Book Study <b>Kensuke's Kingdom</b> by <i>Michael Morpurgo</i>	Autumn 2 Book Study <b>Rooftoppers</b> by <i>Katherine Rundell</i>	Spring 1 <b>Tomb Raiders</b>	Spring 2 Book Study <b>Kick</b> by <i>Mitch Johnson</i>	Summer 1 <b>Cycles and Circles</b>	Summer 2 <b>Blood and Sacrifice</b>
Core Value	Aspiration	Integrity	Grace	Integrity	Aspiration	Grace
Powerful Learning Attributes	Reflective Thinking Decision Making Collaboration	Problem Solving Decision making	Creativity Effective Communication	Reflective thinking Collaboration	Effective Communication Resilience	Independence Problem Solving
Seaside Curriculum	Inspirational people and places Spirituality	Arts	Enterprise and Technology	Diversity	Environment Inspirational people and places Diversity	Sport and Wellbeing
Global Neighbours			<b>Diversity and Inclusion</b> We all contribute to society through different values, skills and beliefs	<b>Poverty and Inequality</b> Why is there child labour in some parts of the world? What can I do to help?	<b>Poverty and Inequality</b> Why do some people not have access to clean water? <b>Climate Justice</b> How can we campaign for access to clean water across the globe?	
Brilliant Beginning	Hooke Court / Kensuke's Kingdom	Baguettes and French singing	Escape Room	Immersion into poverty – child labour	River Walk	Soundscape and dramatic poem reading/art
Fantastic Finale	Create their own movie trailer	Christmas Service	Egyptian Museum	Social Action – Global Neighbours	River Picnic	Performance
Visitors and visits	Hooke Court			Author Visit Virtual	Water Aid Speaker Virtual	Humanist speaker
Key texts	<b>Kensuke's Kingdom</b> By Michael Morpurgo	<b>Rooftoppers</b> By Katherine Rundell	<b>Egyptians</b> DK Eye Witness  <b>The Nowhere Emporium</b> By Ross Mackenzie	<b>Kick</b> By Mitch Johnson	<b>Great Rivers of the World</b> By Volker Mehnert  <b>River Poetry</b> (Valerie Bloom study)	<b>The Bear and the Piano</b> By David Litchfield
English	Word reading: <ul style="list-style-type: none"> <li>• <b>Self-correct</b> when reading aloud.</li> <li>• Read the National Curriculum's year 5 and 6 <b>spelling list</b> and words containing taught prefixes and suffixes.</li> <li>• With a finger, <b>track</b> sentences when reading at length during whole-class reading lessons.</li> <li>• When <b>reading aloud</b> recognise how the forms of punctuation affect fluency and expression during 1:1, guided and whole-class reading sessions.</li> <li>• When reading, <b>pre-empt expression</b> through the recognition of an authour's writing style or the style of a genre.</li> <li>• When asked, <b>locate</b> specific word types linked to their learning.</li> <li>• When asked, identify specific forms of grammar linked to an authour's writing style.</li> </ul>			Comprehension: <ul style="list-style-type: none"> <li>• Make <b>links</b> between books they have read through identifying similarities in genre, plot, narrative, theme, morals and character traits.</li> <li>• <b>Contrast and compare genres</b> and recognise the features of common genres as well as justifying their own genre preference.</li> <li>• Make calculated <b>predictions</b> based on multiple aspects of evidence within the text.</li> <li>• Independently use an efficient rereading strategy when <b>inferring or summarising</b> a text.</li> <li>• Use a range of <b>re-reading strategies</b> to clarify the meaning of an unfamiliar word or phrase.</li> <li>• <b>Find and copy</b> specific words or phrases.</li> <li>• Participate in a <b>constructive debate</b> by <b>gathering evidence</b> from a text to <b>support and justify</b> their argument whether they personally agree or not.</li> <li>• <b>Explain</b> how a piece of text, a chapter or book has made them feel through discussion or a written outcome.</li> <li>• <b>Evaluate</b> different text types.</li> </ul>		
	<b>Composition</b> <ul style="list-style-type: none"> <li>• Writing is appropriate to audience and purpose</li> <li>• Writing uses appropriate form</li> <li>• Develop characterisation and setting and atmosphere</li> </ul>	<b>Sentence structure</b> Consolidate previous years and introduce.... <ul style="list-style-type: none"> <li>• A range of multi-clause sentence structures</li> <li>• Split main clauses with embedded relative clause</li> </ul>	<b>Grammar/Vocabulary</b> Adverbs of time, place, manner, frequency and degree Relative pronouns Modal verb Parenthesis Bracket	<b>Punctuation</b> Consolidation of full stops, exclamation marks, question marks and inverted commas for speech. Apostrophes to mark plural possession and contraction. Dashes and brackets to add or embed extra information or for parenthesis. Commas for relative clauses, fronted adverbials and clarity.		

	<ul style="list-style-type: none"> <li>Dialogue develops character and advances action</li> <li>Select appropriate grammar and vocabulary to enhance and clarify meaning</li> <li>Build cohesion within and across paragraphs</li> <li>Organisational and presentational devices structure writing and guide the reader</li> <li>Tense is consistent throughout</li> <li>Subject and verb agreement is accurate</li> <li>Register is matched to the purpose and audience</li> </ul>		Dash Cohesion Ambiguity Adverbial	Introduction of semi-colons.		
	<p><b>Spelling</b>  - Spell and write the year 5/6 statutory spellings in the National Curriculum  - use the suffixes in their writing from the National Curriculum’s statutory list  - spell, know and recognise common homophones (e.g. farther/further; practice/practise)  - Tricky words: accommodate, accompany, according, aggressive, appreciate, attached, average, awkward, bruise, convenience, criticise, curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, equipped, equipment, especially, exaggerate, excellent, familiar, forty, frequently, immediately, individual, interfere, interrupt, lightning, marvellous, muscle, necessary, neighbour, nuisance, persuade, privilege, programme, pronunciation, recognise, recommend, rhyme, rhythm, suggest, symbol, system, temperature, thorough, vegetable  Spelling rules: Silent letters (b and t), ough, lble, able, ibly, ably, ent, ence, ei, ant, ance, ancy, cious, tious, cial, tial, homophones</p> <p><b>Handwriting</b>  Use a consistent joined handwriting style throughout their independent writing.  Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.  Choose the writing implement that is best suited for a task.</p>					
<b>Maths</b>	<p>Number : Place Value - <i>Numbers up to 1,000,000, rounding to the nearest 10, 100, 1000, 10,000, 100,000 and 1,000,000, rounding decimal numbers and negative numbers (linked to axis and scales)</i></p> <p>Number: Addition and Subtraction - <i>Adding and subtracting two or more numbers totaling 1,000,000 (or beyond)</i></p> <p>Measurement: Area and Perimeter - <i>Kilometres, Perimeter on a grid and of rectangle/rectilinear shapes</i></p> <p>Number: Multiplication and Division - <i>Multiply and divide by 0,1,10, 1000 and 10,000; decimal numbers; tables up to x12; prime numbers; factors; short division (and long division when children are secure with short)</i></p>	<p>Measurement: <i>calculate the areas and perimeter of images that have not been drawn to scale; understand squared numbers; calculate the difference between areas; convert units of measurement in order to problem solve, calculate volume.</i></p> <p>Fractions: <i>recognise equivalent fractions; fractions of quantities related to number, measure, shape and place value; calculate fractions of a quantity, order fractions, convert improper fractions into mixed numbers; add and subtract fractions (include improper).</i></p> <p>Decimals: <i>place tenths, hundredths and thousandths as decimals, on a place value grid and a number line; add decimal numbers up to three decimal points with whole numbers; add two numbers below zero, link decimals to fractions and percentages and round to the nearest whole number, tenth and hundredth.</i></p>	<p>Time: <i>Hours, minutes and seconds, years, months, weeks and days, analogue to digital 12 hour and 24 hour</i></p> <p>Statistics: <i>Interpret charts, comparisons, sum and difference, line graphs</i></p> <p>Geometry: <i>Identifying, comparing and ordering angles, triangles, quadrilaterals, lines of symmetry, describing position of shapes, drawing and moving shapes on a grid, describing movement on a grid, draw acute and obtuse angles, estimate the degree of angles between 0°-360°, calculate an angles</i></p>			
<b>RE</b>	<p><b><u>Enquiry question: What would Jesus do?</u></b></p> <p><b><u>Knowledge:</u></b>  The good news is not just about setting an example for good behaviour and challenging bad behaviour, it is that Jesus offers a way to heal the damage done by human sin.  Christians see that Jesus’ teachings and example cut across expectations – the Sermon on the Mount is an example of this, where Jesus’ values favour serving weak and vulnerable, not making people comfortable.  Christians believe that they should</p>	<p><b><u>Enquiry question: Is the Christmas story true?</u></b></p> <p><b><u>Knowledge:</u></b>  Christians believe that Jesus is the incarnation of God on Earth (God in human form).  God gave Jesus to the Earth to show people how to lead good lives, forgive them for the things they do wrong and prove to them (through his resurrection) that there is life after death.  In Luke it says an angel visited Mary and told her she would give birth to Jesus and he would be the son of</p>	<p><b><u>Enquiry question: How can following God bring freedom and justice?</u></b></p> <p><b><u>Knowledge:</u></b>  The Old Testament pieces together the story of the People of God.  The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt. Christians see this story as looking forward to how Jesus’ death and resurrection also rescue people from slavery and sin.  Christians apply this idea to living today by trying to serve God and to bring freedom to others by loving others, caring for others, bringing justice and telling the story of Jesus.</p> <p><b><u>Skills:</u></b></p>	<p><b><u>Enquiry question: What did Jesus do to save human beings?</u></b></p> <p><b><u>Knowledge:</u></b>  Christians read the ‘big story’ of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans’ relationship with God. The Gospels give accounts of Jesus’ death and resurrection.  The New Testament says that Jesus death was somehow ‘for us’.  Christians interpret this in a variety of ways, for example, as a sacrifice for sin, as a victory over sin, death and the devil, paying the punishment as a substitute for everyone’s</p>	<p><b><u>Enquiry question: What is the best way for a Muslim to show commitment to God?</u></b></p> <p><b><u>Knowledge:</u></b>  Muslims follow the five pillars of Islam. It is a Muslims duty to pray to Allah five times a day. Muslims believe they need to pray five times to show their belief and be reminded of God so they do not forget about Him.  Know what it means to make a commitment.  Commitment often means putting someone or something else before yourself and doing difficult things that you may not want to do.</p>	<p><b><u>Enquiry question: How could Humanists lead good lives?</u></b></p> <p><b><u>Knowledge:</u></b>  Humanists believe that as we are all human, we are equal. We do not have to agree on everything, but we should be allowed our opinion as long as that is not unfair or disrespectful to others.  Humanists follow the ‘golden rule’, which is ‘Treat others as you would like to be treated.’  Humanists believe that human life is precious and humans only have one life.</p>

	<p>bring this good news to life in the world in different ways, within their church family in their personal lives, with family, their neighbours, in the local, national and global community.</p> <p><b>Skills:</b> Identify features of Gospel texts (for example, teachings, parable, and narrative). Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations. Make clear connections between Gospel texts, Jesus' good news, and how Christians live in the Christian community and in their individual lives. Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.</p> <p><i>Inspirational people to explore: Corrie Ten Boom</i> <i>Global neighbours links.</i></p>	<p>God. It also say the shepherds visited baby Jesus. In Matthew it says that an angel appeared to Joseph in a dream and told him that Mary would give birth to baby Jesus. In Matthew it says that Kings visited Jesus with gold, frankincense and myrrh.</p> <p><b>Skills:</b> Evaluate different accounts of the Christmas story and understand that stories can be true in different ways. Explain how 'true' could mean different things to different people and how stories can be 'true' in different ways. Start to explain the Christian belief that Jesus was the incarnation of God. Start to express an opinion on whether the Christmas story is true and what this might mean to Christians. Investigate different accounts of the Christmas story in the bible – Luke Ch 1: 26-38 and Ch 2: 1-20. Matthew Ch 1: 18 – Ch 2: 12. Discuss whose account is true and why. Notice similarities and differences between the two accounts.</p>	<p>Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms. Make clear connections between Bible texts studied and what Christians believe about being the people of God and how they should behave. Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.</p> <p><i>Inspirational people to explore: Desmond Tutu</i> <i>Global neighbours links.</i></p>	<p>sins, rescuing the lost and leading them to God, leading from darkness to light. Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, Eucharist or the Mass). Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.</p> <p><b>Skills:</b> Outline the timelines of the big story of the Bible, explaining how Incarnation and Salvation fit within it. Explain what Christians mean when they say that Jesus death was a sacrifice, using theological terms. Suggest meaning for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts. Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/the Lord's supper. Show how Christians put their beliefs into practice. Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.</p>	<p>You can show commitment by doing something on a regular basis and by demonstrating hard work, loyalty and belief. The Muslim holy day is on a Friday. Muslims believe they can worship God anywhere. However, many Muslims choose go to the Mosque for lunchtime prayers on a Friday, the Muslim holy day. Zakah (giving to charity) shows commitment to God. Muslims give to charity as they believe everything they own belongs to God. The fourth pillar of Islam is 'Sawm'. During the month of Ramadan every year, Muslims do not eat or drink at all during the hours of daylight. Muslims fast because Allah (God) says in the Qur'an that they should. Fasting is a way of showing that they are living in the way that God wants and remembering people who are hungry. They believe it shows that their religion is the most important thing in their lives - far more important than eating or drinking. Muslims are expected to visit Makkah at least once in their lifetime if conditions allow.</p> <p><b>Skills:</b> Discuss whether it is easy/difficult to keep a commitment. Think of reasons why keeping a commitment might be difficult and give examples. Understand some of the ways Muslims show commitment to God and evaluate whether there is a best way. Show an understanding of why people show commitment in different ways. Describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others.</p> <p><i>Inspirational places to explore: Mecca</i></p>	<p>People have different worldviews and different ideas about what is 'true'. Humanism is not a religion. Humanists believe that science gives many answers about life. Many humanists consider some scientists to be an example to us such as Charles Darwin. Humanists celebrate key moments in life by having ceremonies.</p> <p><b>Skills:</b> Reflect on what Humanists believe is important and how this might affect how they choose to live their lives. Consider what makes us human. Consider how a Humanist's view on life after death might affect their view on life. Consider the importance of empathy and the impact this has on others.</p>
<p><b>PSHE</b></p>	<p><b>Me and My Relationships</b> We learn about how relationships work with ourselves and others. How to stop inappropriate behaviour and how to be a good friend.</p> <ul style="list-style-type: none"> <li>• There are attributes to working collaboratively.</li> <li>• They can use strategies for resolving difficult issues and situations.</li> <li>• That socialising online must be respectful and can be</li> </ul>	<p><b>Valuing Difference</b> We learn about how our diverse community works, the role they and others play.</p> <ul style="list-style-type: none"> <li>• Explain how a friendship can last or end.</li> <li>• They can be a respectful and active listener.</li> <li>• Discriminatory behaviour can be challenged. <a href="#">Anti-Bullying Link.</a></li> </ul>	<p><b>Keeping Safe</b> We learn about risks, online safety and how these should be dealt with responsibly.</p> <ul style="list-style-type: none"> <li>• They can use strategies and skills to deal with bullying for themselves and others. <a href="#">Anti-bullying and Online Safety Link.</a></li> <li>• That disrespectful behaviour online must be reported, and personal information must be kept safe. <a href="#">Anti-bullying and Online Safety Link</a></li> </ul>	<p><b>Rights and Respect</b> We learn about how the community works and how money is managed by themselves and within the community.</p> <ul style="list-style-type: none"> <li>• There are issues that concern health and wellbeing that are highlighted in the media.</li> <li>• There is a difference between fact and opinion.</li> <li>• There is value in voluntary work in the community.</li> </ul>	<p><b>Being My Best</b> We learn about talents and emotions. We learn about how what we do to our body can affect how healthy it is.</p> <ul style="list-style-type: none"> <li>• The four main organs have specific functions.</li> <li>• That they have their own strengths or talents, and these can be improved.</li> </ul>	<p><b>Growing and Changing</b> We explore puberty, sex and how our bodies change to make babies. We understand our feelings and what we can do if we feel unsafe. We learn about how to keep ourselves and others safe,</p> <ul style="list-style-type: none"> <li>• They can use appropriate vocabulary to describe good or bad feelings.</li> </ul>

Trickbox	<p>misinterpreted. <a href="#">Anti-bullying and Online Safety Link</a></p> <ul style="list-style-type: none"> <li>There are key qualities of friendship and assess how they rate as a friend.</li> <li>They can identify what makes an unhealthy relationship.</li> <li>There emotional needs change according to their circumstance.</li> <li>There are different behaviours, passive, aggressive and assertive.</li> </ul>	<ul style="list-style-type: none"> <li>They need to have respect to live in our diverse society.</li> <li>They can identify that people sometimes get bullied because of the way they express their gender. <a href="#">Anti-Bullying Link</a></li> <li>They can have a negative or positive impact on other people as an individual or a group.</li> </ul>	<ul style="list-style-type: none"> <li>That there are strategies for dealing with risky situations.</li> <li>They can suggest ways of standing up to someone who gives a dare.</li> <li>That vaping may have potential health risks.</li> <li>That they can weigh up the risk factors when things through a decision.</li> <li>Habits can be hard to change.</li> <li>That some drugs are harmful and some cure.</li> <li>Behaviour that are unusual like smoking are more likely to get noticed.</li> </ul>	<ul style="list-style-type: none"> <li>They can define the differences between rights, responsibilities and duties.</li> <li>There are costs involved when buying and selling an item.</li> <li>They have strategies for dealing with personal finance.</li> <li>There are areas in the community that the council have responsibility for.</li> </ul>	<ul style="list-style-type: none"> <li>They can suggest ways that can improve their school community.</li> <li>There are people that are responsible for keeping us safe and they can help.</li> <li>That star qualities are not always described accurately in the media.</li> <li><b>RED CROSS (Emergency Action lesson 1)</b> Learn when to get adult help. Know how to call 999. Find out what happens when they call 999 and what information they need to give. Keep calm and help a person who needs first aid; and not worry – the 999 operator will help them.</li> </ul>	<ul style="list-style-type: none"> <li>There is appropriate or inappropriate touch and who their trusted adults are.</li> <li>They can identify situations where someone might need to break a confidence in order to keep someone safe.</li> <li>They may need certain products to help them through puberty.</li> <li>They can name the external sex parts.</li> <li>They can find someone to listen when they are sad or nervous.</li> <li>That they have feelings when they are separated from something they like.</li> </ul>
	<p>Mirror Mirror Big Voice Stand As If Super Stretch</p>	<p>Stand Tall Magic Circle Super States</p>	<p>Breathing Colour Sunny Side Signal Change Calm Thumb</p>	<p>Floating Cloud Big 'No' Break Through</p>	<p>Win-Win Light Bulb Ask How Marvellous Me</p>	<p>Free Flow Big 'Yes' Brilliant Beliefs</p>
My Personal Best	Social me: Gratitude & empathy	Thinking me: Reflection & Evaluation	Healthy me: Responsibility & Self-belief			
						
PE	<p>Outdoor: Invasion- rugby, football</p> <ul style="list-style-type: none"> <li>Use an array of different pieces of equipment that fits the sports or game</li> <li>Confidently know the rules of the game and can score</li> <li>Apply combined skills accurately and appropriately, consistently showing precision, control and fluency</li> <li>Act as a positive role model offering solutions</li> <li>Begin to put the groups interest above their own</li> <li>Demonstrating self-belief select skills with coordination, control and fluency</li> </ul> <p>Indoor: Gymnastics</p> <ul style="list-style-type: none"> <li>Choose and apply the most appropriate gymnastics</li> </ul>	<p>Outdoor: Handball and Netball</p> <ul style="list-style-type: none"> <li>Confidently explain and demonstrate the difference between defending and attacking</li> <li>Create and use tactics and compositional ideas that suit the situation with some success</li> <li>Develop coping strategies when receiving feedback from peers, demonstrating resilience and determination</li> <li>Understand and be able to follow the rules and use them most of the time</li> <li>Develop consistency and control in dribbling by demonstrating resilience</li> <li>Hit the object with purpose showing determinations and accuracy</li> </ul>	<p>Outdoor: Athletics</p> <ul style="list-style-type: none"> <li>Consistently deonstrate good control in running, jumping and throwing use the correct Jump in the correct context</li> <li>Use the correct jump in the correct context</li> <li>Use a different running strategy depending on the distance of the event</li> <li>Throw accurately and consistently, using the correct technique</li> <li>To make accurate comments about quality of their own and others' performances and actions</li> </ul> <p>Indoor: Dance Theme: Professional Dance Work – 'Swansong' by Christopher Bruce developing skills in the three strands of dance: creating, performing and appreciating.</p>	<p>Outdoor: Orienteering/communication and tactics</p> <p>Indoor: Gymnastics</p> <ul style="list-style-type: none"> <li>Choose and apply the most appropriate gymnastics movements, showing clarity and fluency</li> <li>Use gymnastic vocabulary to plan and inform their own performance</li> <li>Make adaptations whilst working on their own and with others</li> <li>Perform combinations of actions to include different levels, speeds and direction</li> <li>Begin to explore partner relationships such as canon and synchronisation</li> <li>Develop performance skills considering the quality and control of their actions, shapes and movements</li> </ul>	<p>Outdoor: Cricket x 4W &amp; Diamond x1W &amp; Matt Rounders x 1W Rounders x 3W &amp; Striking and fielding –tennis, cricket, golf &amp; rounders Core Task</p> <ul style="list-style-type: none"> <li>Strike and throw accurately and strategically to gain the most points</li> <li>Work collaboratively with other players to aid the team</li> <li>Make the best decision to outwit the opposition</li> <li>Perform a routine with an array of different shots in different sports</li> </ul> <p><b>Indoor: Dance</b> Theme: Narrative Dance developing skills in the three strands of dance: creating, performing and appreciating.</p>	<p>Outdoor Games: Net and wall - Tennis &amp; Volleyball Core Task (Tennis x 2W)</p> <ul style="list-style-type: none"> <li>Strike and throw accurately, over a good distance</li> <li>Gauge when to run to gain the best outcome</li> <li>Come up with some sensible suggestions about how to improve performances and actions</li> <li>Make decisions to outwit the opposition</li> </ul>

	<p>movements, showing clarity and fluency</p> <ul style="list-style-type: none"> <li>Use gymnastic vocabulary to plan and inform their own performance</li> <li>Make adaptations whilst working on their own and with others</li> </ul> <p>perform combinations of actions to include different levels, speeds and direction</p>	<ul style="list-style-type: none"> <li>Thinking strategically, pass the ball with some control under pressure</li> <li>Apply combined skills accurately and appropriately, consistently showing precision, control and fluency</li> </ul>				
<b>Science</b>	<p><b>Light</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 sources to our eyes or from light sources to objects and then to our eyes; use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul>	<p><b>Electricity</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> <li>use recognised symbols when representing a simple circuit in a diagram.</li> </ul>	<p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>describe the functions of the basic parts of the digestive system in humans.</li> </ul>	<p><b>Sound</b></p> <ul style="list-style-type: none"> <li>identify how sounds are made, associating some of them with something vibrating;</li> <li>recognise that vibrations from sounds travel through a medium to the ear;</li> <li>find patterns between the pitch of a sound and features of the object that produced it;</li> <li>find patterns between the volume of a sound and the strength of the vibrations that produced it;</li> <li>recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>	<p><b>States of matter</b></p> <ul style="list-style-type: none"> <li>compare and group materials together, according to whether they are solids, liquids or gases;</li> <li>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature;</li> <li>demonstrate that changes of state are reversible changes.</li> </ul>	<p><b>Animals including Humans</b></p> <ul style="list-style-type: none"> <li>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird;</li> <li>describe the life process of reproduction in some plants and animals;</li> <li>describe the changes as humans develop to old age;</li> <li>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</li> </ul>
<b>Computing</b>	<p>Ipad (imovie): make a movie trailer for Kensuke's Kingdom</p>	<p>Excel graphs and charts Keeping data safe Safer internet day</p>	<p>Staying safe with online video</p>	<p>Create their own adverts using computers or technology</p>	<p>Design and Create their own game using Scratch: programming and decoding Digital literacy</p>	<p>Blue Bot algorithms</p>
<b>History</b>			<p><b>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</b></p> <ul style="list-style-type: none"> <li>Sumer, Indus and Shang civilisations</li> <li>Ancient Egyptian Hierarchy</li> <li>Society</li> <li>Egyptian Gods</li> <li>Pyramids</li> </ul>			<p><b>A non-European society that provides contrasts with British history –early Islamic civilization, including a study of Baghdad c. AD 900</b></p> <ul style="list-style-type: none"> <li>Baghdad</li> <li>Society</li> <li>Comparison with Britain</li> <li>House of Wisdom</li> <li>Siege Baghdad 1258</li> <li>Legacy</li> </ul>
<b>Geography</b>	<p><b>Lost at sea – how would you survive?</b> 8 compass points 4 figure and 6 figure grid refs Plot the journey Longitude and Latitude OS map symbols</p>			<p><b>Why are mountains so important?</b> Definition of a mountain? Location of world mountains. Edmund Hillary and Tenzing Norgay – inspirational people Comparison of Cambrian Mountains with the Himalaya Mountains.</p>	<p><b>What is a river?</b> Water cycle River Stour – source to mouth Rivers – new skills, fieldwork: cross section Photos, sketching, measuring Source, meander, tributary, oxbow lake, reservoir, estuary, mouth, erosion, deposition.</p>	
<b>DT</b>			<p><b>Structures</b> Design, make and evaluate a bird house.</p>		<p><b>Textiles</b> Design, make and evaluate a beanbag for a KS1 child.</p>	<p><b>Cooking &amp; Nutriion</b> Design, make and evaluate a pizza slice for Y5 children to eat at a picnic.</p>
<b>Art &amp; design</b>	<p><b>Joel Penkman - Skill-drawing</b></p> <ul style="list-style-type: none"> <li>Introduce works by Joel Penkman</li> <li>To improve their mastery of art and design techniques including drawing</li> </ul>			<p><b>Skill-drawing</b></p> <ul style="list-style-type: none"> <li>To improve their mastery of art and design techniques including drawing</li> <li>Use blind drawing and continuous line drawing to develop observation skills when drawing</li> </ul>	<p><b>Art History-Architecture- Muhammad Hassan-e-Memar Muhammad Reza Kashi Paz-e-Shirazi</b></p> <ul style="list-style-type: none"> <li>Pupils should know about great artists and architects in history</li> </ul>	<p><b>Skill-drawing</b></p> <ul style="list-style-type: none"> <li>To improve their mastery of art and design techniques including drawing</li> <li>Explore the work by David Hockney produced in France over Covid-19 Lockdown</li> </ul>

	<ul style="list-style-type: none"> <li>Use diagonal grid drawing using 4 or more sections to draw an object from a picture using pencil</li> <li>Focus on proportion and shape</li> </ul> <p><b>Art History-Hokusai</b></p> <ul style="list-style-type: none"> <li>To know about great artists and to understand the cultural developments of their art forms</li> <li>Create sketch books to record their observations and use them to review and revisit ideas</li> <li>Identify and discuss the life and work of Hokusai</li> <li>Analyse style, shape, pattern technique, colour and cultural links (Japan)</li> <li>Use sketchbooks for artist study to imitate and colour match form and shape</li> </ul> <p><b>Expression-print</b></p> <ul style="list-style-type: none"> <li>To improve their mastery of art and design techniques including print</li> <li>Imitate style by creating printing blocks by simplifying an initial sketch book idea with a focus on texture and pattern.</li> <li>Allow for trial and error/mistakes to reflect upon result to get the desired work</li> <li>Use relief or impressed method to create single layered print.</li> </ul>			<p>Draw a still life study (eg fruit) of a certain section with clear focus on drawing techniques:</p> <ul style="list-style-type: none"> <li>Spend five minutes studying object before drawing</li> <li>Describe the object with your eyes</li> <li>Spend more time looking at the object than your page</li> <li>Experiment with cross hatching, stippling to confidently show tone, shape and third dimension</li> <li>Focus closely on texture</li> </ul> <p><b>Art History-Victoria Villasana</b></p> <ul style="list-style-type: none"> <li>Pupils should know about great artists and in history</li> <li>Explore and discuss the works and <b>life</b> of Victoria Villasanna</li> <li>Why do you think she has used those colours?</li> <li>What do you think of her art work?</li> <li>Chn ask questions and discuss a variety of examples</li> </ul> <p><b>Expression-collage/sewing</b></p> <ul style="list-style-type: none"> <li>Create sketch books to record their observations and use them to review and revisit ideas</li> <li>To have the knowledge and skills to experiment, invent and create their own works of art.</li> <li>Use a black and white photo of a famous person for children to create their own works inspired by Victoria Villasana.</li> <li>Use different coloured thread to sew patterns onto picture. Take time to plan the effect you want.</li> </ul>	<ul style="list-style-type: none"> <li>Create sketch books to record their observations and use them to review and revisit ideas</li> <li>Ask questions, discuss and analyse mosques from around the world.</li> <li>Evaluate shape, colour, form, structure. What are the similarities and differences between churches/cathedrals and mosques? How does this change a city skyline?</li> <li>Discuss mood and lighting. What do you think?</li> <li>Create short studies using pattern and coloured pencil in sketchbooks.</li> </ul> <p><b>Expression-collage</b></p> <ul style="list-style-type: none"> <li>To have the knowledge and skills to experiment, invent and create their own works of art.</li> <li>Create a 2D collage using photographs of the same object from different angles. Eg the boat</li> <li>Consider shape and pattern of final piece</li> </ul>	<p>using the ipad as a drawing tool. <b>Use app 'brushes'.</b></p> <ul style="list-style-type: none"> <li>Focus on technique eg overlapping of colour, line, pattern drawing the same landscape/natural object over a variety of days.</li> <li>Use ipad drawing app to create an observational drawing using overlapping to shade and create different effects of a landscape eg the boat/flowers outside school.</li> </ul> <p><b>Artist study- David Hockney</b></p> <ul style="list-style-type: none"> <li>To know about great artists in history</li> <li>Create sketch books to record their observations and use them to review and revisit ideas</li> <li>Use sketch books to respond to a David Hockney landscape using creative writing</li> <li>Analyse work using colour, shape, texture and pattern match with small artist studies of different parts of the painting-Use oil pastels</li> <li>Consider mood, tone and shape. How has he captured the movement of the river?</li> </ul>
<b>Music</b>	Rounds and Canons Solo and Ensemble Voice and instruments	Classroom Jazz 1 and chords Concord/Discord Learn the pieces the Three note Bossa and Five note Swing Focus on improvisation and Bossa Nova style	Flamenco and Connect it Ten pieces Live and recorded music appreciation Start the Arts Award Easter Service - Focus on singing and performance		BSO concert focus on orchestra families - brass and woodwind - Continue Arts award Britten Young Person's Guide to the Orchestra (theme and variation)	Ipad composition Basic introduction Improvise and compose
<b>French</b>	<b>Qui y a-t-il dans ta famille?</b> <ul style="list-style-type: none"> <li>Read and write simple sentences about family members and siblings.</li> <li>Reinforcement of verb 'to have' in first, second and this persons.</li> </ul>	<b>Une description physique!</b> <ul style="list-style-type: none"> <li>Read and write simple sentences about physical descriptions in the first, second and third persons.</li> <li>Explore French Christmas traditions.</li> </ul>	<b>Quelle personnalité as-tu?</b> <ul style="list-style-type: none"> <li>Read and write simple sentences about personality descriptions in the first, second and third persons.</li> <li>Introduction to some of the most popular French comic books, (linked with 'World Book Day').</li> </ul>	<b>Quelle heure est-t-il?</b> <ul style="list-style-type: none"> <li>Tell the time.</li> <li>Reinforcement of numbers.</li> <li>Say and write the verb 'to be' in the third person, masculine.</li> </ul>	<b>Vive La Révolution!</b> <ul style="list-style-type: none"> <li>Explore a French celebration: 'La Fête Nationale', its history and traditions.</li> </ul>	<b>On fête ça!</b> <ul style="list-style-type: none"> <li>End of year revision</li> <li>End of year 'Celebration of Learning'.</li> </ul>