

	Autumn 1- 8 weeks	Autumn 2- 7 weeks	Spring 1	Spring 2	Summer 1	Summer 2
Text Driver	Goodnight Mister Tom & Letters from a Lighthouse 		Harry Potter and the Philosopher's Stone 	Harry Potter and the Philosopher's Stone 	Fantastic Beasts AND Percy Jackson and the Lightning Thief. 	Percy Jackson and the Lightning Thief.
	Interview evacuees from WWII					
Literacy Outcomes	Autobiography or Biography Letter Home	Newspaper Report Setting Description	Letter of acceptance into Hogwarts school 1 st person narrative	Setting description of Hogwarts castle Newspaper- Gringotts break-in	Diary entry (Percy's view) or narrative	Myth/ Legends narrative Fact file about the Olympic games
Vocabulary	obligatory adamant apprehensive recluse precariously dirge insipid bewildered panniers morbidly		spectacles, transfiguration, mysterious, peculiar, phoenix, abhorrent, accursed, afraid, apparition, disturbing, foul, gasping, heinous, hideous, manifestation, mesmerize, nightmarish	shudder, stunt, imagination, unblinkingly, rummage , pinprick, ruffle, bonnet, tantrum, frantically, hoodlum, snigger, boa constrictor, slither, snooze, vigorously, deafening,	cauldron, babble, cobbled, stalagmite, stalactite, ravine, infernal, collapsible, gloom Bowtruckle. Demiguise.	accomplish achievement blizzard character companion dedicate deprive document endanger frigid navigate perish portable preserve sluggish strategy uneasy wilderness
Maths	Place Value, Four operations, fractions & Position and direction	Units of measure with baking- World War II recipes	Decimals, percentages, algebra, area & perimeter, units of measure, ratio & proportion.		Properties of shape Statistics Magical potions- children use units of measure to create their own magical potions to transform their creature into something else	Maths investigations- budgeting ect...
Topic Outcomes	Know and understand the causes of WWII What it was like to be an evacuee		Know about the different environments in the UK and the habitats of different creatures		Human relationships, understand what global warming is and what can be done to prevent it.	
	Working Scientifically - KS2					
Science	Electricity Pupils should be taught to: 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 the on/off position of switches use recognised symbols when representing a simple circuit in a diagram		Light Pupils should be taught to: 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 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	Living things and their habitats- describe how living things are classified into broad groups based on similarities and differences, including micro-organisms, plants and animals Pupils should be taught to: 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	Animals, including humans Pupils should be taught to: 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 describe the ways in which nutrients and water are transported within animals, including humans	Evolution and Inheritance Pupils should be taught to: 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 identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution
Geography	Maps -European countries (Axis & Allies) looking at European Countries on maps- pre WWII		<u>Human geography</u> WALT: describe and understand key aspects of human geography including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water What is trade? Trade and the UK Trade with south America Fair trade			WALT: understand geographical similarities and differences through the study of human and physical geography of region in a European country- Greece Comparing the different island in Greece Landscapes of Greece Climates of Greece

		<p>Global economy Find out how trade has changed Imports to the UK</p> <p style="text-align: center;">WALT: use six figure grid references.</p>	<p>Human geography of Greece Plan a trip to Greece</p> <p style="text-align: center;">Different environments- Mountains Using maps 4 and 6 grid references</p> <p>WALT: describe and understand key aspects of physical geography, including mountains, biomes and vegetation belts and climate zones.</p> <p>Famous mountain rangers Mountains in the UK Features of mountains How mountains are made Mountain climates Mountain travel</p>	
<p>History</p> <p>Progression - Historical terms Record knowledge and understand in a variety of ways, using dates and key terms appropriately.</p>	<p style="text-align: center;">World War II</p> <p>WALT: a study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066.</p> <p style="text-align: center;">Progression - interpreting history Understand that the past is represented and interpreted in different ways and give reasons for this.</p> <p style="text-align: center;">Progression - significance Give reasons to why some events, people or developments are seen as more significant than others.</p> <p style="text-align: center;">Progression - historical enquiry Analyse a range of source materials to promote evidence about the past. Construct and organise response by selecting by selecting and organising historical data.</p> <p style="text-align: center;">Progression - cause and consequence Begin to offer explanations about why people in the past acted as they did.</p>			<p>WALT: ancient Greece a study of Greek life and achievements and their influence on the Western world.</p> <p>Ancient Greece - a study of Greek life and achievements and their influence on the Western world</p> <p style="text-align: center;">Progression - chronology Put events, people, places and artefacts on a timeline in greater depth. Progression - historical enquiry Devise, ask and answer more complex questions about the past, considering key concepts in history.</p>
<p>Art</p>	<p>Aeroplanes & silhouette pictures (DT)- welcome morning</p> <p>Create polystyrene printing blocks to use with roller and ink Explore monoprinting</p> <p>Design and create motifs to be turned into printing block images</p>	<p>Blitz art & propaganda posters - creating and drawing own blitz art and designing propaganda posters</p> <p>Build on previous work with colour by exploring intensity</p> <p>Develop watercolour techniques</p> <p>Explore using limited colour palettes</p> <p>Mark make with paint (dashes, blocks of colour, strokes, points) Develop fine brush strokes</p>	<p>To create sketch books and record their observations- HP art work four Hogwarts house symbols (printing)</p> <p>create sketch books to record their observations and use them to review and revisit ideas improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)</p> <p style="text-align: center;">Maurits Cornelis Escher- artist to look at</p>	<p>Carlos Hiller (artist)- research into this style- the story he tries to create when painting</p> <p>Introduce perspective, fore/back and middle ground Investigate proportions</p> <p>Use a range of mediums on a range of backgrounds Olympic Stadium</p> <p>Look at Olympic stadiums throughout the world/history.</p> <p>What does each need to contain? What is unusual? What is unique to places/decades?</p> <p>Design their Olympic stadium considering resources and needs.</p> <p>Make and evaluate their design according to difficulty etc</p>
<p>Design Technology</p>	<p style="text-align: center;"><u>To build a shelter for a purpose.</u></p> <p>Investigate a range of shelters.</p> <p>Explore how to join and combine materials and components and find out how to reinforce structures.</p> <p>Find suitable textiles for the purpose of making a shelter.</p> <p>Design a shelter for a particular purpose.</p> <p>Make a shelter for a particular purpose. Evaluate a finished product.</p>	<p style="text-align: center;"><u>Fairground Rides</u></p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products 	<p><u>Burgers</u></p> <p>Explore different types of burgers and their nutrition facts.</p> <p>Explore how to make burger patties.</p> <p>Explore sauces and side dishes for burgers.</p> <p>Explore burger buns and their suitability.</p> <p>Plan and design a burger to make.</p> <p>Make a burger and evaluate the process.</p>	

PE	<p>Real PE-</p> <p>Cognitive I review analyse and evaluate my own and others strengths and weaknesses. I can read and react to different situations as they develop. I can develop methods to outwit opponents. I can recognise and suggest patterns of play which will increase chances of success. I have a clear idea of how to develop my own and others work. I can identify specific parts of performance to work on. I can understand ways to judge performance. I can use my awareness of space and others to make good decisions.</p> <p>Invasion games In game situations explain complicated rules, make a team plan to discuss with others, lead others into a game situation.</p>	<p>Real PE –</p> <p>Creative I can effectively disguise what I am going to do next. I can use variety and creativity to engage an audience. I can respond imaginatively to different situations. I can adapt and adjust my skills, movements or tactics so they are different from or in contrast to others. I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or more challenging.</p> <p>Gymnastics and dance Combine their own work with others, copy link sequences together to timings, analyse and explain why they have used specific skills, modify and use specific skills to improve their work, create their own success criteria for evaluating a performance.</p>	<p>Real PE –</p> <p>Social <i>I can involve others and motivate those around me to perform better.</i> <i>I can negotiate and collaborate appropriately.</i> <i>I can give and receive sensitive feedback to improve myself and others.</i> <i>I cooperate well with others and give helpful feedback.</i> <i>I help organise roles and responsibilities and I can guide a small group through a task.</i></p> <p>Ball skills dribbling throwing catching shooting Apply skills techniques and ideas consistently Make a team plan and follow it Lead others in game situations.</p>	<p>Real PE -Health and Fitness – I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme. I can self select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity. I can describe the basic fitness components. I can explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working Strength and conditioning understanding of physical health Orienteering and OAA Plan a route and a series of clues for someone use and apply knowledge of map skills.</p>	<p>Real PE –</p> <p>Physical <i>I can effectively transfer skills and movements across a range of activities and sports.</i> <i>I can perform a variety of skills consistently and effectively in challenging or competitive situations.</i> <i>I can use combinations of skills confidently in sport specific contexts.</i> <i>I can perform a range of skills fluently and accurately in practice situations.</i> <i>I can perform a variety of movements and skills with good body tension.</i> <i>I can link actions together so that they flow.</i> <u>Striking and fielding</u> Use the skills and knowledge learnt to gain points by throwing striking and catching in games. Apply tactics and field placings in games to prevent scoring or develop placing of strikes to improve chances of point scoring.</p>	<p>Real PE –</p> <p>Personal I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes. I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets. I can persevere with a task and improve my performance through regular practice. I cope well and react positively when things become difficult. <u>Athletics</u> Demonstrate stamina use taught skills and knowledge in different situations Explain how the body responds to the exercise choose appropriate warm ups and cool downs explain the need for regular and safe exercise.</p>
RE	<p>Islam Beliefs and Practices What is the best way for a Muslim to show commitment to God?</p>	<p>Christianity Incarnation How significant is it that Mary was Jesus' mother?</p>	<p>Christianity Salvation Beliefs and Meaning Is anything ever eternal?</p>	<p>Christianity Gospel Is Christianity still a strong religion 200 years after Jesus was on earth</p>	<p>Islam Beliefs and moral Values Does belief in Akhirah help Muslims lead good lives?</p>	
PSHE, FBV and Life skills	<p>Jigsaw - Unit 1 Being me in my world Class rules and expectations (FBV Law/ Responsibility) School Council elections (Link to FBV Democracy)</p>	<p>Jigsaw - Unit 2 Celebrating Difference (Link to FBV – Individual Liberty/Tolerance) Respectful Relationships - stereotypes I can explain ways in which difference can be a source of conflict or a cause for celebration and can show empathy with people in either situation</p>	<p>Jigsaw - Unit 3 Dreams and Goals (FBV Responsibility) I can describe some ways in which I can work with other people to help make the world a better place I can identify why I am motivated to do this</p> <p>Careers Day</p>	<p>Jigsaw - Unit 4 Healthy Me Mental wellbeing (self-care techniques) I can evaluate when alcohol is being used responsibly, anti- socially or being misused I can tell you how I feel about using alcohol when I am older and my reasons for this</p>	<p>Jigsaw - Unit 5 Relationships (FBV - Mutual respect/ Individual Liberty/ Tolerance) I can recognise when people are trying to gain power or control. I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control</p>	<p>Unit 6 Changing Me I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born and I recognise how I feel when I reflect on the development and birth of a baby</p>
Spanish	<p>The Classroom (familiar classroom routines)</p> <p>Clothing (cultural differences- Spanish school uniform and life)</p>	<p>Family and Home (Names of family members, occupations, cultural differences of houses abroad and home)</p> <p>Christmas and New Year</p>	<p>Family and Home (Describe an ideal home)</p>	<p>Items in the House (Identify nouns/adjectives)</p>	<p>Conversation (Sustain a conversation with 4 exchanges)</p>	<p>Vacations (Choose a Spanish speaking town/country to research. Choose a type of accommodation and write a letter to book here. Research travel/foods. Find places of interest and write a programme of activities)</p>
Trips	Eden Camp		Crucial Crew			
Computing (purple mash)	Unit 6.1 Coding - 6 weeks - 2Code Unit 6.2 Online safety - 2 weeks	Unit 6.3 Spreadsheets - 5 weeks - 2Calculate	Unit 6.4 Blogging - 5 weeks - 2Blog	Unit 6.5 Text adventures - 5 weeks - 2Code, 2 Connect	Unit 6.6 Networks - 3 weeks	Unit 6.7 Quizzing - 6 weeks - 2Quiz, 2DIY, Text Toolkit, 2Investigate
OPTIONAL <u>BINARY</u> MODULE THAT CAN BE USED IN ADDITION - IT LASTS 4 WEEKS						