

Subjects	Autumn Term 1 Deadly 60	Autumn Term 2 Out of the Ordinary	Spring Term 1 War of the Worlds	Spring Term 2 World War 2	Summer Term 1 Marvellous Maya	Summer Term 2 Enterprise
Immersion and Visits.	PGL	Visit / Immersion – Circus master class	Immersion: World War 2 day	Visit: Evacuee experience at Stibbington visit	Immersion: Mexican Banquet	Watching theatre productions  Auditions
Celebrations and parental engagement				VE Day Celebrations afternoon tea, sing-a-long.		Hosting stalls at the Summer Fayre.
English	<b>Core Text: Skellig</b>  Fiction: <b>Character analysis</b>  <b>Description</b>  <b>Narrative</b>  Non-Fiction: <b>Non-Chronological Report (Deadly 60)</b>	Poetry: <b>Jabberwocky</b>  Fiction: <b>Core Text: The Savage</b>  <b>Short Graphic Novel</b>  <b>Core Text: Freaks</b>  Job applications	<b>Core Texts: Goodnight Mr Tom, Rose Blanche</b>  Fiction: <b>Story with a flashback- literacy shed unit (Mourning Dove)</b>  <b>Poetry – ‘from a railway carriage’</b>  Non-Fiction: <b>Diary</b>  <b>Instructions</b>  <b>Non-Chronological Report</b>	<b>Core Text: The Storm Runner</b>  Fiction: <b>Poetry (1 week)</b>  <b>Description</b>  Non-Fiction: <b>Persuasive brochure</b>	Non-Fiction: <b>Campaign (persuade)</b> <i>about their product/ service</i>  <b>Report (inform) report</b> <i>about the product/service</i>	

<b>Maths</b>	Number and place value  Addition, subtraction, multiplication and division	Fractions  Position and direction	Decimals  Percentages  Algebra	Converting units  Perimeter, area and volume  Ratio	Statistics  Properties of shape	Math investigations  Enterprise  Fiver Challenge
<b>Science</b>	<p>Evolution and inheritance.</p> <p><b>What impact has evolution had on our existence?</b></p> <ul style="list-style-type: none"> <li>Describe how the Earth and living things have changed over time;</li> <li>Explain how fossils can be used to find out about the past;</li> <li>Explain about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents;</li> <li>Explain how animals and plants are adapted to suit their environment.</li> <li>Link adaptation over time to evolution.</li> <li>Explain evolution.</li> </ul>	<p>Living things and their habitats.</p> <p><b>How do observable characteristics influence classification?</b></p> <ul style="list-style-type: none"> <li>Classify living things into broad groups according to observable characteristics and based on similarities and differences;</li> <li>Describe how living things have been classified;</li> <li>Give reasons for classifying plants and animals a specific way.</li> </ul>	<p>Electricity: changing circuits.</p> <p><b>What is the significance of electricity?</b></p> <ul style="list-style-type: none"> <li>Explain how the number and voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer;</li> <li>Compare and give reasons for why components work and do not work in a circuit</li> <li>Draw circuit diagrams using correct symbols.</li> </ul>	<p>Light: how we see things.</p> <p><b>How does light affect what we see?</b></p> <ul style="list-style-type: none"> <li>Explain how light travels;</li> <li>Explain and demonstrate how we see objects;</li> <li>Explain why shadows have the same shape as the object that casts them;</li> <li>Explain how simple optical instruments work.</li> </ul>	<p>Animals including humans: health &amp; the circulatory system.</p> <p><b>What is the importance of the circulatory system on our existence?</b></p> <ul style="list-style-type: none"> <li>Identify and name the main parts of the human circulatory system;</li> <li>Describe the function of the heart, blood vessels and blood;</li> <li>Discuss the impact of diet, exercise, drugs and life style on health;</li> <li>Describe ways in which nutrients and water are transported in animals, including humans.</li> </ul>	
<p>Working scientifically</p> <ul style="list-style-type: none"> <li>Plan different types of scientific enquiry;</li> <li>Control variables in an enquiry;</li> <li>Measure accurately and precisely using a range of equipment;</li> <li>Record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs;</li> <li>Use the outcome of test results to make predictions and set up further comparative, and fair tests;</li> <li>Report findings from enquiries in a range of ways;</li> <li>Explain a conclusion from an enquiry;</li> <li>Explain causal relationships in an enquiry;</li> </ul> <p>Relate the outcome from an enquiry to scientific knowledge</p> <ul style="list-style-type: none"> <li>in order to state whether evidence supports or refutes an argument or theory;</li> <li>Read, spell and pronounce scientific vocabulary accurately.</li> </ul>						

<b>Computing</b>	<b>Notebook - PowerPoint</b>  Making a Deadly 60 movie. <ul style="list-style-type: none"> <li>Select, use and combine software on a range of digital devices;</li> <li>Use a range of technology for a specific project.</li> </ul>	<b>Creating media: 3D modelling</b> <ul style="list-style-type: none"> <li>What is 3D modelling</li> <li>Making changes</li> <li>Rotation and position</li> <li>Making holes</li> <li>Planning and making 3D models</li> </ul>	<b>Computing systems and networks</b> <ul style="list-style-type: none"> <li>Searching the web</li> <li>Selecting search results</li> <li>How search results are ranked</li> <li>How are searches influenced</li> <li>How we communicate</li> <li>Communicating responsibly</li> </ul>	<b>Variables in games</b> <ul style="list-style-type: none"> <li>Introducing variables</li> <li>Variables in programming</li> <li>Improving games</li> <li>Designing games</li> <li>Design a code</li> <li>Improving and sharing</li> </ul>	<b>Spreadsheets</b> <ul style="list-style-type: none"> <li>What is a spreadsheet</li> <li>Modifying a spreadsheet</li> <li>What's the formula</li> <li>Calculate and duplicate</li> <li>Event planning</li> <li>Presenting data</li> </ul>	<b>Web page creation</b> <ul style="list-style-type: none"> <li>What makes a good website</li> <li>How would you layout your website</li> <li>Copyright or copywrong</li> <li>How does it look</li> <li>Follow the breadcrumbs</li> <li>Think before you link</li> </ul>
<b>History</b>			<p style="text-align: center;"><b><u>Spring 1: How has war changed over time?</u></b></p> <p>Different formats of war: civil wars, war with one country, world wars. Similarities and differences as well as examples of each one. How many involve Britain?</p> <p>I can make connections, identify trends and contrasts over time (with growing independence).</p> <p style="text-align: center;"><b><u>Spring 2: Why was World War II so significant?</u></b></p> <p>Impact of evacuation on the lives of the children. Impact on the family make up with conscription. Impact on home front – blackout, gas masks, sirens, rationing.</p> <p>I can evaluate causes and consequences. I can use this to explain the impact on a local, national and/or international scale.</p>		<p style="text-align: center;"><b><u>Were the Maya a greater civilisation than us in Britain?</u></b></p> <p><b>Sub-enquiries:</b> When and where did they live? What was the Maya writing like? What did the number system look like? How did the Maya tell the time?</p> <p>(AD 900)</p> <p>Compare with British civilisation across the sub-enquiries. I can make connections over time (with growing independence). I can analyse the legacy of a historical period.</p>	

<b>Geography</b>	<u><b>Why is the desert deadly?</b></u> <ul style="list-style-type: none"> <li>• Use an atlas by using the index to find places.</li> <li>• Use some basic Ordnance Survey map symbols.</li> <li>• Use 6-figure grid references.</li> <li>• Name the largest desert in the world and locate desert regions in an atlas (a region within North of South America).</li> </ul>	<u><b>Does an area impact on life?</b></u> <ul style="list-style-type: none"> <li>• Collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc).</li> <li>• Describe how some places are similar and dissimilar in relation to their human and physical features (around the world).</li> <li>• Describe and understand key aspects of biomes and vegetation belts.</li> </ul>			<u><b>What is the impact of different zones in the world?</b></u> <ul style="list-style-type: none"> <li>• I explain how time zones work and calculate time differences around the world.</li> <li>• I can describe and understand key aspects of climate zones.</li> </ul>	
<b>D&amp;T</b>			<u><b>Workshop – electrical</b></u> (science link) – steady hand games <ul style="list-style-type: none"> <li>• I show that I can test and evaluate own products.</li> <li>• I evaluate my product against clear criteria.</li> <li>• I follow and refine my plans;</li> </ul> <b>User - ?</b>  <b>Product</b> – steady hand games  <b>Purpose</b> – to create a fun game for ____ to use	<u><b>Textiles</b></u> –  Create a reusable shopping bag from old materials (make do and mend!/eco friendly) Children bring in old or second hand bed covers/material/curtains/clothing <ul style="list-style-type: none"> <li>• I follow and refine my plans;</li> <li>• I show that I can test and evaluate own products.</li> <li>• I work within a budget;</li> </ul> <b>User</b> – children  <b>Product</b> – shopping bag  <b>Purpose</b> – to create a reusable shopping bag to use when out shopping to help the environment.		<u><b>Food</b></u> – children to choose something to make for the fair <ul style="list-style-type: none"> <li>• I explain how products should be stored and give reasons</li> </ul> <u><b>Enterprise - choice</b></u>  Design and make products for sale, based upon market research. <ul style="list-style-type: none"> <li>• I work within a budget;</li> <li>• I use market research to inform plans and ideas;</li> <li>• I show that I consider culture and society in plans and designs;</li> <li>• I justify plans in a convincing way;</li> <li>• I evaluate my product against clear criteria.</li> </ul>

				Reusing old fabrics like they did in WW2 times  <u>Other experiences:</u>  WW2 cooking  Poms-Poms and Rag Rug		<ul style="list-style-type: none"> <li>I explain how products should be stored and give reasons;</li> <li>I show that I can test and evaluate own products.</li> </ul> <p><b>User</b> – school children</p> <p><b>Products</b> – children choose</p> <p><b>Purpose</b> – to sell at the school fair</p>
<b>Art &amp; Design</b>	<p><b><u>Create a collage background using different resources and overprinting animals on top</u></b></p> <p>Megan Coyle and Henri Matisse</p> <ul style="list-style-type: none"> <li>I explain the style of my work and how it has been influenced by a famous artist</li> <li>I overprint to create different patterns</li> <li>I use feedback to make amendments and improvement to my art</li> <li>I use a range of e-resources to create art</li> </ul>			<p><b><u>Other experiences:</u></b></p> <p>Blitz pictures.</p>	<p><b><u>Maya Masks using papermache</u></b></p> <ul style="list-style-type: none"> <li>I explain why I have used different tools to create art</li> <li>I explain why I have chosen specific techniques to create my art</li> <li>I use feedback to make amendments and improvement to my art</li> </ul>	<p><b><u>Other experiences:</u></b></p> <p>Posters – drawing and painting to create posters for their Enterprise project</p> <p>Wire sculptures?</p>
<b>Music</b>	<p>Singing</p> <p>Understand <b>warm up</b> importance demonstrating application of <b>posture, breath, diction.</b></p> <p>Show awareness of <b>vocal health.</b></p> <p>Sing confidently in a wide variety of styles with appropriate <b>expression</b> and <b>mood.</b></p>	<p>Playing</p> <p>Read and play with confidence. from varied <b>notation styles.</b></p> <p>Play with an increased sense of <b>pulse,rhythm.(Duration) and Tempo.</b></p> <p>Perform with sensitivity to <b>dynamics</b> and <b>tempo.</b></p> <p>Maintain a <b>rhythmic</b></p>	<p><b>Exploring</b></p> <p><b>Improvisation</b></p> <p><b>Texture</b> by layering <b>rhythmic</b> and or <b>melodic ostinato.</b></p> <p>Improvise with <b>repetition, sequence</b> and <b>melody</b></p> <p>Develop ideas using musical devices - <b>call and response, repetition, ostinato.</b></p> <p>Characteristics of varied</p>	<p>Composing</p> <p>Create own simple songs/raps reflecting the meaning of the words/ <b>lyrics</b></p> <p>With given intentions compose a <b>melody</b> with a <b>rhythmic accompaniment</b></p> <p>Use a range of <b>symbols</b> (conventional or graphic) to record <b>compositions.</b></p>	<p>Listening</p> <p>Listen and recognise music from varied genres-key elements and features</p> <p>Compare</p> <p>Listen and distinguish <b>timbre</b> and <b>texture.</b></p> <p>Recognise and and identify features of <b>expression</b></p>	<p>Reflecting and Appraising</p> <p>Participate in appropriate peer feedback</p> <p>Use appropriate musical vocabulary and knowledge to help identify areas for development or refinement when composing</p> <p>Talk about the music heard from a variety of sources using appropriate advanced musical language and</p>

	<p>Sing a simple second part. (<b>harmony</b>)</p> <p>Sing in a 3 parts round</p> <p>Maintain own part in a round.</p> <p>Perform a song/rap from memory with attention to <b>phrasing, dynamics</b> and accuracy of <b>pitch</b>.</p> <p>Rehearse and refine a performance with stagecraft.</p>	<p><b>accompaniment</b> to a song.</p> <p>Maintain own part on a pitched/untuned instrument in a small ensemble.</p> <p>Use <b>ICT</b> to <b>record</b> and play <b>compositions</b>.</p> <p>Perform/play and refine composition with stagecraft.</p>	<p>styles.</p> <p>Explore <b>ICT</b></p> <p>Stomp percussion.</p> <p>Beatboxing.</p> <p>Movement</p> <p><b>Collaboration</b>.</p>	<p>Use <b>ICT</b> to <b>record</b>, sample, sequence, loop and manipulate sound to create <b>compositions</b>.</p> <p>Compose with recognised <b>structure</b>.</p> <p>Refine after discussion</p>	<p>Aurally recognise structure.</p> <p>Show an understanding of <b>musical history</b> and context</p>	<p><b>interrelated dimensions</b>.</p>
<b>PE/Games</b>	<p>Tag Rugby</p> <ul style="list-style-type: none"> <li>Understand new rules</li> <li>Participate in games following the correct rules</li> </ul>	<p>Hockey</p> <ul style="list-style-type: none"> <li>To build on skills learnt in previous years</li> <li>Using communication to work as part of a team</li> <li>Use wooden hockey sticks and understand the importance of adhering to the rules to stay safe</li> </ul>	<p>Gymnastics in the hall using the apparatus and putting together a sequence in a group.</p> <ul style="list-style-type: none"> <li>Combine own work with that of others;</li> </ul> <p>Formulate sequences to specific timings.</p>	<p>OAA to build on skills learnt from last year using new pieces of equipment to problem solve.</p> <ul style="list-style-type: none"> <li>Plan a route and series of clues for someone else;</li> <li>Plan with others, taking account of safety and danger.</li> </ul>	<p>Rounders and Cricket working as a team.</p> <ul style="list-style-type: none"> <li>Play to agreed rules;</li> <li>Explain rules to others;</li> <li>Umpire;</li> <li>Make a team and communicate a plan;</li> <li>Lead others in a game situation.</li> </ul>	<p>Swimming catch up.</p> <p>Athletics to prepare for Sports Day.</p> <ul style="list-style-type: none"> <li>Demonstrate stamina.</li> </ul>
<b>RE</b>	<p>Sikhism</p> <ul style="list-style-type: none"> <li>What happens in Sikh celebrations and ceremonies in the Gurdwarra?</li> <li>Why is Seva (selfless service) such an important aspect of human life?</li> <li>Sahib teach about one's relationship with the Creator, the world and life – how does reincarnation work?</li> <li>How may Gurdwaras differ in different parts</li> </ul>	<p>Christianity</p> <ul style="list-style-type: none"> <li>Understand how the Biblical stories are written in a different, and ancient, genre yet can still be seen as conveying truths for today.</li> <li>Explore how the belief in God the creator influences Christian views on environment and climate justice.</li> <li>Explore Jesus' teaching as a foundation for Christian living:</li> </ul>	<p>Judaism</p> <ul style="list-style-type: none"> <li>Know that there are different groups of Jewish people and compare and contrast traditional and progressive Judaism.</li> <li>Understand the basic difference between a traditional and progressive Synagogue.</li> <li>Know some differences between the ways traditional and progressive Jews celebrate Shabbat.</li> <li>Develop a deeper understanding of the Jewish scriptures and their teachings.</li> <li>Know the Jewish calendar, develop knowledge of key festivals/dates. (New Year starting in Autumn, days starting with sunsets, some festivals being related to particular seasons).</li> <li>Find out more about Rosh Hashanah and Yom Kippur and the 10-day period between them when Jewish</li> </ul>	<p>Humanism</p> <ul style="list-style-type: none"> <li>What do Humanist celebrations tell us about what Humanists value?</li> <li>Why don't Humanists believe in a god or gods?</li> <li>How do Humanists believe we can lead a morally good life?</li> </ul>	<p>Christianity</p> <ul style="list-style-type: none"> <li>Find out about how the Holy Communion / Eucharist / Mass / Lord's Supper is celebrated in church and why it is important to many Christians.</li> <li>Read / listen to / sing some favourite Christian hymns and songs to discover what they tell us about Christian beliefs.</li> <li>Discover the two Biblical narratives of the birth of Jesus, the different</li> </ul>	

	<p>of the world? (eg Harmandir Sahib or Golden Temple in India, compared to a local Gurdwara in the UK)</p> <ul style="list-style-type: none"> <li>What influences the ways people behave, and what is expected of an individual choosing the Sikh way of Life?</li> </ul>	<ul style="list-style-type: none"> <li>Public life – individuals and churches active in charities e.g. Christian Aid,, foodbanks, Fair Trade</li> </ul>	<p>people try to ask forgiveness for all their wrong doings in the previous year.</p> <ul style="list-style-type: none"> <li>Find out about the spiritual meaning of the Hebrew alphabet („letters of fire”), numerical value of letters and words.</li> <li>Know that apart from the 5 Books of Moses (in the Torah Scrolls) there are more books in the Jewish Bible (24 altogether) and that the majority of them are shared with Christians, for example Book of Psalms.</li> <li>Find out about King David and his story. Interpretation of Psalms.</li> <li>Know that in Jewish tradition there exists the Written Torah (24 books) and the Oral Torah (interpretations and traditions passed down from generation to generation) and that through the Oral Torah Jewish people are given guidance on the meaning of the words of the Written Torah.</li> </ul>		<p>messages / theology that they convey and how they are now seen as one story (e.g. in a nativity play).</p> <ul style="list-style-type: none"> <li>Ascension and Pentecost. Understand how these relate to Christians’ beliefs about God, Jesus Christ and the Holy Spirit (Trinity)</li> </ul>	
<b>Religious celebrations</b>	<p>Harvest</p> <p>Yom Kippur / Sukkot - Jewish</p>	<p>Christmas</p> <p>Diwali – Hindu</p> <p>Hanukkah - Jewish</p>	<p>Shrove Tues/Ash Wed</p> <p>Lent</p>	<p>Easter</p> <p>Holi - Hindu</p> <p>Vaisakhi - Sikh</p>	<p>Vesak – Buddhist</p> <p>Ramadan - Muslim</p>	<p>Eid-Al-Fitr - Muslim</p>
<b>SMSC/PSHE</b>	<p><b>Myself and my relationships</b></p> <p>You are awesome</p>	<p><b>Myself and my relationships</b></p> <p>Family and friends</p> <p>Anti-bullying</p>	<p><b>Citizenship</b></p> <p>Rights, rules and responsibilities (British values)</p>	<p><b>Healthy and safer lifestyles</b></p> <p>Drug education</p> <p>Healthy lifestyles</p>	<p><b>Healthy and safer lifestyles</b></p> <p>Personal safety</p> <p>Digital lifestyles</p>	<p><b>Economic wellbeing</b></p> <p>Financial capability</p> <p><b>Healthy and safer lifestyles</b></p> <p>Relationships and sexual education</p> <p><b>Myself and my relationships</b></p> <p>Managing change</p>
<b>MFL (Spanish)</b>	<ul style="list-style-type: none"> <li>Be familiar with classroom routines, giving information appropriately in Spanish – answering the register; stating the date; describing the weather; asking for classroom objects</li> <li>Be able to follow instructions</li> <li>Begin preparations for a classroom sketch</li> </ul>		<ul style="list-style-type: none"> <li>Be aware of cultural differences in housing abroad and at home</li> <li>Be able to match sound to individual words in a list of unfamiliar vocabulary</li> <li>Identify the sounds of some letters of the alphabet</li> <li>Recognise the meaning of eight rooms of the house in Spanish (receptive use only)</li> </ul>		<ul style="list-style-type: none"> <li>Have an understanding of where Spanish is spoken throughout the world</li> <li>Choose a country/town for a holiday, investigating climate and selecting dates</li> <li>Choose a type of accommodation and write a letter to book accommodation</li> <li>Research and decide upon travel arrangements and note plans in Spanish</li> </ul>	

	<ul style="list-style-type: none"> <li>• Contribute to a group presentation and perform to an audience</li> <li>• Present confidently, speaking audibly and clearly with good pronunciation</li> <li>• Understand key details from an authentic text, recalling vocabulary learned in previous years and using a dictionary as appropriate</li> <li>• Be aware of some cultural differences relating to school uniform and school life</li> <li>• Understand details including opinions from several short spoken passages</li> <li>• Construct a short paragraph by adapting a model</li> <li>• Know the names of members of the family in Spanish</li> <li>• Demonstrate understanding of a short written text by responding to true/false questions</li> <li>• Follow a story as it is read aloud demonstrating understanding of main points and opinions expressed in the story</li> <li>• Know the names of five occupations in Spanish</li> <li>• Understand that word order/sentence structure may be different in a foreign language</li> <li>• Understand that some nouns for occupations change their spellings in relation to gender</li> <li>• Understand key details from a short spoken passage</li> <li>• Become familiar with authentic Spanish carols and join in singing, with accurate pronunciation; prepare a Christmas song (from memory) for presentation in assembly</li> <li>• Undertake internet research to extend knowledge relating to Christmas traditions in Spanish-speaking</li> </ul>	<ul style="list-style-type: none"> <li>• Contribute to a shared writing task describing an ideal home</li> <li>• Produce own piece of writing, adapting a model</li> <li>• Memorise and perform a verse from a song</li> <li>• Understand the gist of an audio recording, matching adjectives to nouns</li> <li>• Identify different text types</li> <li>• Identify nouns and adjectives contained in a text</li> <li>• Be familiar with the abbreviations used in a dictionary to identify noun, verb, adjective, adverb</li> <li>• Recognise potential hazards when using dictionaries and understand how abbreviations can help</li> <li>• Read phrases with appropriate intonation and expression</li> <li>• Be able to ask for repetition/clarification in Spanish</li> <li>• Use knowledge of pronunciation rules and sound patterns to create a rap using familiar vocabulary</li> </ul> <p>Be able to sustain an unrehearsed conversation of at least four exchanges</p>	<ul style="list-style-type: none"> <li>• Research food typical of the country and make a note in Spanish of dishes to try</li> <li>• Use immediate future tense successfully to express intentions in written form</li> <li>• Find places of interest at holiday destination, using the internet</li> <li>• Write a programme of activities for a week on holiday using the future tense</li> <li>• Complete preparation needed to present cultural information about a Spanish-speaking country</li> <li>• Present information about an aspect of culture</li> <li>• Review key vocabulary and structures learned during Y6</li> </ul>
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	<p>countries; understand the similarities and differences between different cultures in how they celebrate this event</p> <ul style="list-style-type: none"> <li>• Join in singing a song from memory</li> <li>• Follow a short story in Spanish</li> </ul> <p>Produce work for display giving information about Christmas celebrations in a Spanish-speaking country</p>				
<b>Outdoor Learning</b>	<p>Bug Hunt</p> <p>Science – Bird beak investigation</p>	<p>Science – make a habitat (Bug Hotel)</p>	<p>Dig for Victory – plant vegetables in a patch</p> <p>Create an Anderson Shelter</p> <p>Science – Shadow exploration</p>	<p>Reading challenge – find the most obscure place to read.</p>	<p>Stalls outside</p>