

	Autumn Term	Spring Term	Summer Term
Question	Does my identity define me?	If we understand the past does it impact on the future?	Do we need wings to fly?
Characteristic	Optimism	Understanding	Possibility
Quotation	Everyone in the world should get a standing ovation.	Lest We Forget.	Sometimes we just have to accept there are things we can't know.
English Text	Cirque Du Freak By Darren Shan	The Boy In The Striped Pyjamas By John Boyne	Skellig By David Almond
Maths	Number and Place Value Calculations: The Four Operations Fractions Decimals Measurement: converting units Percentages	Measurement: Perimeter, Area and Volume Geometry: Properties of shapes, Position and Direction Negative Numbers Statistics Ratio Algebra	Bespoke Revision for SATs Transition Maths
Science	<p>Life Cycles & Reproduction</p> <ul style="list-style-type: none"> -Development of an organism from birth to growth, reproduction, death. E.g. Growth stages of a human: embryo, foetus, new-born, infancy, childhood, adolescence, adulthood, old age -Reproduction: asexual or sexual. <p>Sexual reproduction in animals</p> <ul style="list-style-type: none"> -Reproductive organs: testes (sperm) and ovaries (eggs) -External fertilisation: spawning -Internal fertilisation: birds, mammals -Development of the embryo: egg, zygote, embryo, growth in uterus, foetus, new-born <p>Reproduction in plants</p> <ul style="list-style-type: none"> -Sexual reproduction by spore bearing plants -Sexual reproduction of non-flowering seed plants: conifers -Sexual reproduction of flowering plants -Functions of sepals and petals, stamen (male), anther, pistil (female), ovary (or ovule) -Process of seed and fruit production -Seed germination and plant growth <p>Science Biographies</p> <ul style="list-style-type: none"> -Michael Faraday & Tesla (chemist and physicist, developed the electric motor and electric generator) -Elizabeth Garrett Anderson (English physician and feminist, first Englishwoman physician and surgeon) 	<p>Animals & Living Things</p> <ul style="list-style-type: none"> -Scientists have divided living things into five large groups called kingdoms, as follows: Plant, Animal, Fungus (Mushrooms, yeast, mould, mildew) -Taxonomists: biologists who specialise in classification -Different classes of vertebrates and major characteristics: fish, amphibians, reptiles, birds, mammals (review) <p>Cells</p> <ul style="list-style-type: none"> -All living things are made up of cells -Structure of cells (both plant and animal): Cell membrane, Nucleus, Cytoplasm -Plant cells, unlike animal cells, have cell walls and chloroplasts. -Cells without nuclei: monerans (bacteria) -Some organisms consist of only a single cell: e.g., amoeba, protozoans, some algae. Cells are shaped differently in order to perform different functions. -Organisation of cells into tissues, organs, and systems 	<p>Evolution</p> <ul style="list-style-type: none"> -Animals have offspring that are of the same kind but often offspring have different appearances -Animals and plants have adapted to suit the environment within which they live -Adaptation may lead to evolution: Darwin's finches <p>Hormones and reproduction</p> <ul style="list-style-type: none"> -Puberty: Glands and hormones (see below, Endocrine System), growth spurt, hair growth, breasts, voice change <p>The reproductive system</p> <ul style="list-style-type: none"> -Females: ovaries, fallopian tubes, uterus, vagina, menstruation -Males: testes, scrotum, penis, urethra, semen -Sexual reproduction: intercourse, fertilisation, zygote, implantation of zygote in the uterus, pregnancy, embryo, foetus, new-born <p>Chemistry: Matter & Change</p> <p>Atoms, Molecules & Compounds</p> <ul style="list-style-type: none"> -Basics of atomic structure: nucleus, protons (positive charge), neutrons (neutral), electrons (negative charge) -Atoms are constantly in motion, electrons move around the nucleus in paths called shells (or energy levels). -Atoms may join together to form molecules or compounds. -Common compounds and their formulas: Water H₂O, Salt NaCl, Carbon Dioxide CO₂ <p>Elements</p> <ul style="list-style-type: none"> -Elements have atoms of only one kind, having the same number of protons. There are a little more than 100 different elements. -The periodic table: organises elements with common properties: Atomic symbol and atomic number -Some well-known elements and their symbols -Two important categories of elements: metals and non-metals -Properties of metals: most are shiny, ductile, malleable, conductive <p>Chemical & Physical Change</p> <ul style="list-style-type: none"> -Chemical change changes what a molecule is made up of and results in a new substance with a new molecular structure. E.g. rusting of iron -Physical change changes only the properties or appearance of the substance, but does not change what the substance is made up of <p>Science Biographies</p> <ul style="list-style-type: none"> -Charles Darwin (English naturalist known for his theory of evolution called Natural Selection) <p>Human Body</p>

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Art & Design	<p>History of Art: Art & Architecture of the Italian Renaissance -Vitruvian Man, Peasant Wedding, Self-Portrait, The School of Athens, Botticelli, Raphael, Michelangelo</p> <p>History of Art: Renaissance Sculpture -Saint George, David</p> <p>The Language of Art -Renaissance, figurative, abstract, genre, perspective</p> <p>3D Art -Use a variety of tools & techniques for sculpting in clay, papier-mâché & other mouldable materials -Use carvings to a surface to create shapes, textures & pattern -Use paper techniques such as pop-up books & origami</p> <p>Colour Vocabulary</p>	<p>Textiles -Have a sound understanding of how to use the techniques of sewing (cross stitch & back stitch), applique, embroidery, plaiting & finger knitting -Know how to create hangings -Base work on tapestries, artefacts & hangings throughout history & in other cultures</p> <p>Colour Vocabulary</p>	<p>History of Art: Victorian Art -Gothic revival, William Morris</p> <p>Collage -Experiment with techniques that use contrasting textures, colours or patterns (rough / smooth, light/dark, plain/patterned) -Experiment with ceramic mosaic techniques to produce a piece of art -Collage based on observational drawings, taking inspiration from artists & designers -Use combinations of pattern, line, tones & shape</p> <p>Colour Vocabulary</p>
Computing	<p>Communicating Autumn 1 and 2- Film -Editing, camera angles, lighting techniques can be used to achieve a desired effect in a digital text. -ICT enables you to create music with a range of input devices eg electronic keyboards. -Software can be used to create and edit complex digital texts, with elements from a variety of sources. -Use text, sound, image, video camera angles and framing editing tools and techniques to create a desired effect -Produce content for a web page -Use a range of devices to create music • Work collaboratively on an online document -As a class make use of video technologies to work collaboratively. -Critically evaluate web content. -Evaluate forms of digital media and the impact its form can have.</p> <p>Possible resources: PowerPoint Audacity Photostory Windows moviemaker Puppetspals Morfo istopmotion imovie Prezi Garageband</p> <p>ESafety: Content -Check the validity of a website, eg look for the author via the 'Contact us' or 'About us' area of the website, or through 'Who is' sites that list the author's details. -Understand the need for privacy settings on any social networking sites (and that those privacy settings may not be observed by online 'friends' who can use/share/download your images/content). -Know the importance of not uploading other people's images or content without their permission -Know that many commercial providers have sophisticated ways of trying to sell on the internet (eg hoax 'You have a virus' message box to sell antivirus software).</p>	<p>Finding Out Spring 1- Advance Searches -Searches can be refined through the use of advanced search operators. The accuracy of information on the internet should always be checked. -Refine search techniques. -Download files from websites. -Use the web based tools to ask a question, find out information or submit information or opinion. -Find specific information by searching an online database. -Create a presentation for a specific audience by gathering information from a selection of websites. -Use a moderated website, video conference, forum, or learning platform to ask a question, submit information or offer an opinion.</p> <p>Spring 2- Cloud Based Technology -Cloud based technologies provide a secure environment where information may be gathered and shared. -Understand that cloud based technologies enable people to work on a range of devices. -Software can be set up to control devices that respond differently to different inputs.</p> <p>Possible resources: 2count 2graph 2question Excel itunes 2investigate Web based databases eg Amazon, Argos, M&S, BBC weather, audio networks Apps – weather, commercial companies Data loggers</p> <p>ESafety: Contact -Understand the need for privacy settings on any social networking sites (and that those privacy settings may not be observed by online 'friends' who can use/share/download your images/content).</p>	<p>Computing Summer 1 - Spreadsheets -Spreadsheets can be used to create a simple model, perform calculations and are useful when numbers change to explore outcomes and what if scenarios. -Enter labels, numbers & formulae into a spreadsheet. -Design & create a simple spreadsheet model using information from experiments and real life situations eg predict shadow length at different times of the day from initial measurements, convert one value to another. -Change data in a spreadsheet to answer 'what if...?' questions and check predictions.</p> <p>Summer 2- Graphics -Select appropriate graphics tools to fulfil a design brief eg create an image for an advert. Use the layers tool in graphics software to create a complex design with several graphical elements. -Graphics software can be used to create and edit an image for a specific purpose. -Graphics software allows layers to be created within an image and that this allows complex images to be created and manipulated.</p> <p>Possible resources:</p> <p>ESafety: Conduct -Understand the importance of appropriate online behaviour and that online bullying is unacceptable. Know to whom to report any incidents -Understand the different audience of a school Learning Platform and an online social network.</p>
Design & Technology	<p>Design – Make - Evaluate (Aspect of D&T: Structures) -Carry out research into user needs and existing products, using surveys, interviews and questionnaires. (Design) -Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost. (Design) -Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches. (Design) -Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used. (Making) -Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks. (Making)</p>	<p>Design – Make – Evaluate (Aspect of D&T: Textiles) -Generate innovative ideas by carrying out research including surveys, interviews and questionnaires. (Design) -Develop, model and communicate ideas through talking, drawing, templates and prototypes and, where appropriate, computer aided design. (Design) -Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification. (Design) -Produce detailed lists of equipment and fabrics relevant to their tasks. (Making) -Formulate step-by-step plans and select from a range of tools and equipment to make products that are accurately assembled and well finished. (Making) -Investigate and analyse textile products linked to their final product. (Evaluate) -Compare the final product to the original design specification. (Evaluate)</p>	<p>Design – Make – Evaluate (Aspect of D&T: Electrical Systems) -Use research to develop a design specification for a functional product that responds automatically to changes in the environment. (Design) -Generate and develop innovative ideas and share and clarify these through discussion. (Design) -Communicate ideas through annotated sketches, pictorial representations of electrical circuits or circuit diagram. (Design) Formulate a step-by-step plan to guide making, listing tools, equipment, materials and components. (Making) -Competently select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional product. (Making)</p>

	<ul style="list-style-type: none"> -Use finishing and decorative techniques suitable for the product they are designing and making. (Making) -Investigate and evaluate a range of existing frame structures. (Evaluate) -Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests. (Evaluate) -Research key events and individuals relevant to frame structures. (Evaluate) <p>Frames</p> <ul style="list-style-type: none"> -Understand how to strengthen, stiffen and reinforce 3D frameworks. -Know and use technical vocab relevant to the project. -Tent, playhouse, parasol, kite etc. 	<ul style="list-style-type: none"> -Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. (Evaluate) -Consider the views of others to improve their work. (Evaluate) <p>Combining different fabric shapes</p> <ul style="list-style-type: none"> -A 3D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics. -Fabrics can be strengthened, stiffened and reinforced where appropriate. -Shopping bags, slippers, tablet case etc. 	<ul style="list-style-type: none"> -Create and modify a computer control program to enable an electrical product to work automatically in response to changes in the environment. (Making) -Continually evaluate and modify the working features of the product to match the initial design specification. (Evaluate) -Test the system to demonstrate its effectiveness for the intended user and purpose. (Evaluate) -Investigate famous inventors who developed ground-breaking electrical systems and components. (Evaluate) <p>Complex switches & circuits</p> <ul style="list-style-type: none"> -Understand and use electrical systems in their products. -Apply their understanding of computing to program, monitor and control their products. -Know and use technical vocab relevant to the project. -Alarms, electrical board games etc.
Geography	<p>Geography of the British Isles: North East</p> <ul style="list-style-type: none"> - Northumberland National Park, Cheviot Hills, Hadrian's Wall, former ship building, Durham <p>Geography of the British Isles: North West</p> <ul style="list-style-type: none"> -Lancashire Moors, Lake District, Scafell Pike, William Wordsworth, Beatrix Potter, Sellafield Nuclear Power Station, textile industry, Liverpool, Manchester <p>Geography of the British Isles: Scotland</p> <ul style="list-style-type: none"> -glens, straths, Lochs, The Trossachs, Gaelic, Robert Burns, clans, Glasgow, Edinburgh, castles, Orkney & Shetland Islands <p>Geography of the British Isles: Wales</p> <ul style="list-style-type: none"> -Snowdonia, Brecon Beacons, Welsh language, slate mines, Cardiff, Swansea 	<p>Spatial Sense</p> <ul style="list-style-type: none"> -Read maps & globes using longitude & latitude, coordinates, degrees -Time zones, -Arctic Circle -From round globe to flat map -Glaciers, industry, services, tourism, recreation, tundra, steppe 	
History		<p>World War 2 – Holocaust</p>	<p>British History</p> <p>-The Industrial Revolution & the Economy: James Watt's steam engine, George Stephenson's rocket, Stockton Darlington Railway, canals & aqueducts, cotton mills, steam power, coal mining, social changes, rapid urbanisation</p>
Languages	<p>Early Start French Programme 2</p> <p>Consolidation and recap of prior learning – numbers to 200, telling the time, places in school and town, weather</p> <p>Unit 9 – L'Euro - The Euro (paying for your shopping)</p> <p>Unit 10 – Qu'est-ce que tu aimes? - What do you like to eat?</p>	<p>Early Start French Programme 2</p> <p>Unit 11 – Bon appétit – Enjoy your meal</p> <p>Unit 12 – Les glaces – Ice Cream</p> <p>Unit 13 – Les passe-temps – Leisure activities</p>	<p>Early Start French Programme 2</p> <p>Unit 14 – Quelle est ta matière préférée? - What's your favourite lesson?</p> <p>Unit 15 – Qu'est-ce que tu portes? - What are you wearing?</p> <p>Unit 16 – Ou habites-tu? - Bridging unit, consolidation and assessment</p> <p>Unit 17 – En Classe – Classroom interaction</p>
Music	<p>Vocal</p> <ul style="list-style-type: none"> -Sing in tune -Breathe well & pronounce words, change pitch & show control in my singing -Perform songs with an awareness of the meaning of words -Hold a part in a round -Perform songs in a way that reflects their meaning & the occasion <p>BBC Ten Pieces: Florence Price – Symphony No. 1 in E minor (3rd mvt)</p> <p>Composers & their Music</p> <ul style="list-style-type: none"> -Create child-friendly biographical profiles of the following composers & listen to : -Beethoven, Symphony No 5 -Ralph Vaughn Williams, Greenselves <p>Elements of Music</p> <ul style="list-style-type: none"> -Sing unaccompanied, accompanied & in unison -Recognise harmony, sing rounds & canons, two & three part singing -Recognise verse & refrain -Recognise theme & variations <p>Songs</p> <ul style="list-style-type: none"> -Food Glorious Food -Greenselves 	<p>Percussion</p> <ul style="list-style-type: none"> -Sustain a drone or melodic ostinato to accompany singing -Play an accompaniment on an instrument (e.g. glockenspiel, bass drum, cymbal) -Improvise within a group <p>Musical Traditions: Folk music</p> <ul style="list-style-type: none"> -Listen to Vaughn Williams English Folk Song Suite -Understand that folk music is passed on by each generation & generally not written down -Recognise folk songs that are still popular today: Early one morning, Drunken Sailor, Scarborough Fair <p>Songs</p> <ul style="list-style-type: none"> -Lean on Me 	<p>Tuned Instruments</p> <p>BBC Ten Pieces: Johannes Brahms – Hungarian Dance No. 5 in G minor</p> <p>Elements of Music</p> <ul style="list-style-type: none"> -Recognise a steady beat, accents & the downbeat; play a steady beat, a simple rhythm pattern, & a syncopation pattern -Discriminate between fast & slow; gradually slowing down & getting faster; accelerando & ritardando -Discriminate between loud & soft; gradually increasing & decreasing volume; crescendo & diminuendo -Understand legato & staccato <p>Songs</p> <ul style="list-style-type: none"> -Swing Low -Strawberry Fair -Ain't no mountain high enough

	<p>Listening & Applying Knowledge & Understanding</p> <ul style="list-style-type: none"> -Combine sounds expressively -Create songs with an understanding of the relationship between lyrics & melody -Know & use standard musical notation to indicate how many beats to play -Read musical stave & work our notes EGBDF & FACE -Draw a treble clef at the correct position on a stave -Use the venue & sense of occasion to create performances that are well appreciated by the audience <p>Composing</p> <ul style="list-style-type: none"> -Know how to make creative use of the way sounds can be changed, organised or controlled using ICT -Create my own songs -Create rhythmic patterns with an awareness of timbre & duration -Create music, which reflects given intentions & uses notations as a support for performances -Identify where to place emphasis & accents in a song to create effects <p>Notation: crochet, minim, semi-breve, stave, treble clef, crochet rest, minim rest, semibreve rest, bar line, quaver, time signatures, p, pp, f, ff, mp, mf, tied & dotted notes, flats, sharps, DC, DC al fine</p>		
PE	Rounders Tag Rugby	Dance Netball	Athletics Tennis
RE	Exploring the Bible Christmas	Pilgrimages Journey Through Life Easter	Religions Here & Now and in Our Local Area
PSHE / SRE	<p>Health and wellbeing.</p> <p>To recognise that images in the media do not always reflect reality and understand the effects this can have on the way we feel.</p> <p>Understand about how commonly available drugs including tobacco and energy drinks can damage their health and safety.</p> <p>DARE- Understand that some restricted drugs are illegal to own or give to others.</p> <p>The characteristics of healthy family life and the importance of spending time together</p> <p>That others' families, either in school or in the wider world sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p> <p>Independence, increased responsibility, keeping safe, influences on behaviour, resisting pressure and the right to protect their body. Where to get help and advice.</p> <p>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable,</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p>	<p>Relationships.</p> <p>Confidentiality and when to break a confidence, managing dares.</p> <p>Managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p>Different types of relationships: positive and healthy relationships.</p> <p>Understanding how to maintain relationships. Recognising when a relationship is unhealthy and understanding what is acceptable and unacceptable physical contact, personal boundaries and the right to privacy.</p> <p>Listening to others, raising concerns and challenge. What makes people the same or different. How to recognise stereotypes, discrimination and bullying.</p>	<p>Living in the wider world.</p> <p>Discuss and debate health and wellbeing issues. Human rights; the right of a child; cultural practices and British law.</p> <p>Being part of a community; groups that support communities. Being critical of what is in the media and what they forward onto others.</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p>How resources are allocated, effect of this on individuals; communities and the environment.</p> <p>Understanding the important role money plays in our lives;</p> <p><i>Earning money</i></p> <p><i>Helping others</i></p>
Enrichment & Experiences	Residential – investigating PGL or similar (2020/21) Mark De Lisser singing workshop (2019/20)	Holocaust Centre	+Victorian School Day/ Lincolnshire Life Museum Residential – investigating PGL or similar (2019/20)