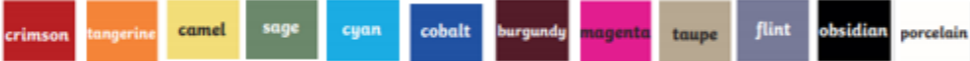


	Autumn	Spring	Summer
<b>English (Core Text)</b>	Pig Heart Boy By Malorie Blackman	London Eye Mystery By Siobhan Dowd	Phoenix By S F Said
<b>Maths</b>	<ul style="list-style-type: none"> <li><b>Power Maths:</b></li> <li>Place Value (to 1,000,000),</li> <li>Addition and Subtraction</li> <li>Graphs and Tables</li> <li>Multiplication and Division (factors, prime numbers, squares, cubes)</li> <li>Area and Perimeter</li> </ul>	<ul style="list-style-type: none"> <li><b>Power Maths:</b></li> <li>Multiplication and Division</li> <li>Fractions: comparing, ordering and division</li> <li>Fractions: adding and subtracting</li> <li>Fractions: Multiplying</li> <li>Decimals and Percentages</li> </ul>	<ul style="list-style-type: none"> <li><b>Power Maths:</b></li> <li>Decimals</li> <li>Properties of shapes (angles, protractor use)</li> <li>Converting units</li> <li>Volume and Capacity</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>Human Body - The Circulatory System</li> <li>The Respiratory System</li> </ul>	<ul style="list-style-type: none"> <li>Astronomy</li> <li>Electricity</li> </ul>	<ul style="list-style-type: none"> <li>Meteorology</li> <li>Properties of matter</li> <li>Solutions</li> </ul>
	<b>Key scientists</b> Tim Burners-Lee Michael Faraday & Tesla		
<b>History</b>	<ul style="list-style-type: none"> <li>Ancient Egypt</li> </ul>	<ul style="list-style-type: none"> <li>Vikings</li> <li>Retford Charter Day</li> </ul>	<ul style="list-style-type: none"> <li>The Industrial Revolution</li> </ul>
<b>Geography</b>	<ul style="list-style-type: none"> <li>Spatial Sense – Maps</li> <li>Africa</li> </ul>	<ul style="list-style-type: none"> <li>London</li> </ul>	<ul style="list-style-type: none"> <li>Rivers</li> </ul>
<b>Religious Education</b>	<ul style="list-style-type: none"> <li>Inspirational People of Today – Great Leaders - open choice of faiths. What can we learn from great leaders and inspiring examples in today's world?</li> <li>Hinduism What is the best way for a Hindu to show commitment to God? Prayer and worship</li> <li>Hinduism: Temple</li> <li>Christianity: Is the Christmas story true?</li> </ul>	<ul style="list-style-type: none"> <li>Hinduism: How can Brahman be everywhere and in everything? Hindu beliefs</li> <li>Christianity : How significant is it for Christian's to believe God intended Jesus to die? Easter</li> <li>Humanism – Astronomy The Big Bang Theory</li> <li>Beliefs in Action in the World - open choice of faiths. How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity?</li> <li>Architecture/Art/music</li> </ul>	<ul style="list-style-type: none"> <li>Hinduism: Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?</li> <li>Christianity: What is the best way for a Christian to show a commitment to God?</li> </ul>
<b>Art and Design</b>	<ul style="list-style-type: none"> <li>Every Picture Tells a Story – Analysing famous artists' work</li> <li>World Art - Art of Africa</li> </ul>	<ul style="list-style-type: none"> <li>Formal Elements – (Colour, Line, Shape &amp; Form)</li> <li>Learning about how artists work</li> <li>Picture the Poet</li> </ul>	<ul style="list-style-type: none"> <li>Drawing - A Walking Line</li> <li>World Art – Islamic Art &amp; Architecture</li> <li>Drawing and Painting - Packaging Collage – Kapow unit</li> </ul>
	<b>Key Artists:</b> William Morris Edvard Munch		
	<b>Colour Vocabulary:</b> 		

<b>Music</b>	<ul style="list-style-type: none"> <li>Minimalism and patterns in music, improvise within a group and compose their own minimalist style piece.</li> <li>Recognise vocal ranges of adult female voice: high = soprano, middle = mezzo soprano, low = alto</li> <li>Recognise vocal ranges of adult male voices: high = tenor, middle = baritone, low = bass</li> <li>Sing in tune</li> <li>sing simple rounds &amp; canons in small groups or individually</li> <li>Individually hold a part in a round</li> <li>Understand the relationship between lyrics &amp; melody</li> <li>Perform own compositions</li> <li>Play an accompaniment on an instrument (e.g. glockenspiel, bass drum, cymbal)</li> <li>Improvise within a group</li> <li>Create rhythmic patterns with an awareness of timbre &amp; duration</li> <li>Identify where to place emphasis &amp; accents in a song to create effects</li> </ul>	<ul style="list-style-type: none"> <li>Explore the mood or feel of a piece.</li> <li>Perform a version of the opening of Mars and compose their own ostinato pieces to represent a planet.</li> <li>Understand how sounds are combined expressively <ul style="list-style-type: none"> <li>Recognise how musical elements (specifically dynamics, pitch, tempo, timbre, duration, silence) can be used together to compose music</li> </ul> </li> <li>Sustain a drone or melodic ostinato to accompany singing</li> <li>Perform own compositions</li> <li>compose a piece of music making use of an ostinato.</li> </ul>	<ul style="list-style-type: none"> <li>Explore how music can depict a journey.</li> <li>Follow listening maps and compare pieces.</li> <li>Compose their own journey piece.</li> <li>Recognise how musical elements (specifically dynamics, pitch, tempo, timbre, duration, silence) can be used together to compose music</li> <li>Work with timbre &amp; phrasing</li> <li>Understand legato &amp; staccato</li> <li>Know that the structure can be a specific pattern e.g. ABA, ABBA,</li> <li>Perform own compositions</li> <li>Compose a piece of music depicting the journey of the River Thames past London landmarks.</li> <li>Compose a piece of music depicting the journey of a train.</li> </ul>
<b>Design Technology</b>	<ul style="list-style-type: none"> <li>Textiles: Stuffed Toys</li> </ul>	<ul style="list-style-type: none"> <li>Electrical Systems: Space Buggies</li> </ul>	<ul style="list-style-type: none"> <li>Food: What Could be Healthier?</li> <li>Structure: Bridges - (Kapow unit) – link to Industrial Revolution</li> </ul>
<b>Computing</b>	<b>Communicating</b> <ul style="list-style-type: none"> <li>Digital Texts</li> <li>Stop Frame Animation</li> </ul>	<b>Finding Out</b> <ul style="list-style-type: none"> <li>Spreadsheets</li> <li>Data Logging</li> </ul>	<b>Computing</b> <ul style="list-style-type: none"> <li>Programming and Gaming</li> </ul>
<b>PE</b>	<ul style="list-style-type: none"> <li>Football</li> <li>Gymnastics</li> </ul>	<ul style="list-style-type: none"> <li>Dance</li> <li>Handball</li> </ul>	<ul style="list-style-type: none"> <li>Athletics</li> <li>Cricket</li> </ul>
<b>PSHE</b>	<ul style="list-style-type: none"> <li>Families and Friendships</li> <li>Safe Relationships</li> <li>Respecting Ourselves and Others</li> </ul>	<ul style="list-style-type: none"> <li>Belonging to a Community</li> <li>Media Literacy and Digital Resilience</li> <li>Money and Work</li> </ul>	<ul style="list-style-type: none"> <li>Physical Health and Mental Wellbeing</li> <li>Growing and Changing</li> <li>Keeping Safe</li> </ul>
<b>Languages</b>  <b>Spanish – Language Angels</b>	<ul style="list-style-type: none"> <li>Los números – numbers</li> <li>¿Qué tiempo hace? (What is the weather?)</li> <li>La Ropa (Clothes)</li> </ul>	<ul style="list-style-type: none"> <li>Los Planetas (The Planets)</li> <li>En la cafetería (At the café)</li> </ul>	<ul style="list-style-type: none"> <li>El fin de semana (The weekend)</li> <li>Fonética (Phonics)</li> <li>Spanish cultural lesson - La Fiesta de San Fermin</li> </ul>