

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	WW1	WW2	Fairtrade	Renewable Energy	Local Urban Area	Battle of Barnet
Enrichment, Trips or Visits	Young Shakespeare Company	Bletchley Park		Harry Potter Studios	PGL – Osmington Bay	Junior Citizens
English Key text • genres • grammar	Poetry and imagery from WW1 – Dulce Et Decorum Est by Wilfred Owen. Write poem that conveys an image. Use of figurative language – personification, simile and metaphor) Look at other poetic features, for example, rhyme, alliteration. Shakespeare unit – Macbeth. Writing character descriptions and play scripts.	Rose Blanche Setting descriptions Diary writing WW2 journalistic recount on The Blitz Grammar: Past perfect progressive form of verbs Fronted adverbials Complex noun phrases Prepositional phrases Passive voice Cohesive devices Semi colons Dashes	Kensuke’s Kingdom Informal letters – writing letters to grandma and Eddie Information texts – research about gibbons and produce information text Instructions – how to survive on a desert island Grammar: Degrees of formality Passive voice Subjunctive form Semi-colons, colons, dashes Past perfect, progressive verb forms Fronted adverbials Complex noun phrases Prepositional phrases Cohesive devices Apostrophes for possession Commas for clarity	Harry Potter and the Philosopher’s Stone Recounts Journalistic writing – Newspaper report about break-in at Gringotts Persuasive argument – why Harry Potter should attend Hogwarts Formal letters Grammar: Past perfect progressive verb forms Fronted adverbials Complex noun phrases Prepositional phrases Passive voice Cohesive devices Semi-colons, dashes Apostrophes for possession Commas for clarity	Continuation of book study on Harry Potter and the Philosopher’s Stone Narrative – write a chapter about a potions lesson that has gone wrong Biography – JK Rowling Grammar: Cohesion across paragraphs Colons, semi-colons and dashes Subjunctive form Passive voice Single clause sentences Adverbials of time, place and number Time conjunctions	Alma Diary writing Writing a precis Poetry Grammar: Fronted adverbials Complex noun phrases Prepositional phrases Passive voice Cohesive devices Semi colons and dashes

<p>Maths</p> <ul style="list-style-type: none"> • number • concept 	<p>Place value</p> <p>Four operations Written methods of addition and subtraction.</p> <p>Division, including long division</p> <p>Factors, multiples and primes</p> <p>Order of operations</p> <p>Brackets</p> <p>Reasoning – explanations of answers</p> <p>Mental arithmetic</p>	<p>Fractions</p> <p>Decimals</p> <p>Multiplying and dividing by 10, 100 and 1000</p> <p>Percentages</p> <p>Algebra</p> <p>Reasoning – explanations of answers</p> <p>Mental arithmetic</p>	<p>Measure – imperial and metric measures</p> <p>Perimeter</p> <p>Area</p> <p>Volume</p> <p>Ratio and proportion</p> <p>Geometry – properties of shape</p> <p>Reasoning – explanations of answers</p> <p>Mental arithmetic</p>	<p>Statistics</p> <p>The mean</p> <p>Pie charts</p> <p>Line graphs</p> <p>Reasoning – explanations of answers</p> <p>Mental arithmetic</p> <p>Revision units for SAT's</p>	<p>Revision units for SAT's</p>	<p>Investigations</p> <p>Problem solving</p> <p>Real life mathematics</p> <p>Money</p> <p>Transition units for Secondary school</p>
<p>Science</p> <ul style="list-style-type: none"> • knowledge • skills 	<p>Body Pump</p> <p>Impact of diet and exercise and drugs.</p> <p>Heart and circulation (blood vessels and blood).</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans</p>	<p>Body Health</p> <p>Data logging – data records explanation</p> <p>Healthy eating and a balanced diet</p> <p>Investigating the nutritional value of foods</p> <p>Predictions – graphs, explanation text. Recording data. Taking measurements – accuracy, precision.</p>	<p>Everything Changes</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago.</p> <p>Identify how animals and plants adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>Recognise that living things produce offspring of the same kind, but sometimes offspring vary and are not identical to their parents.</p>	<p>Light Up You World</p> <p>Recognise that light appears to travel in straight lines</p> <p>Use this idea to explain that objects are seen because they give out or reflect light into the eye</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects then our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the object which is cast.</p> <p>Investigate how to change the size of a shadow</p>	<p>Danger – Low Voltage</p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>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.</p> <p>Use recognised symbols when representing a simple circuit in a diagram</p>	<p>The Nature Library</p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.</p> <p>Give reasons for classifying plants and animals based on specific characteristics</p>

<p>Computing</p> <ul style="list-style-type: none"> • knowledge • skills 	<p>E-safety: Google It's cool to be kind</p>	<p>Digital Literacy: Explore a topic with research and collaboration</p>	<p>Coding: scratch maths Building with numbers</p>	<p>Coding: Scratch memory game</p>	<p>Digital Literacy: Childnet video competition</p>	<p>Excel spreadsheets</p>
<p>History</p> <ul style="list-style-type: none"> • knowledge • skills 	<p>Conflict – Cause and Consequence (WW1) – cause and effect of WW1 on different countries including UK, Germany and rest of Europe. Implication of Treaty of Versailles and the lead up to WW2</p> <p>Use sources of evidence to deduce information about the past.</p> <p>Use dates and terms accurately in describing events.</p> <p>Use appropriate historical vocabulary to communicate</p> <p>Use literacy and computing skills to communicate information</p> <p>Understand cause and consequence</p> <p>Understand methods of historical enquiry, including how evidence is used rigorously to make historical claims</p>	<p>A significant turning point in British history (WW2) – Changes in Germany from WW1 to WW2 – rise of Hitler and use of propaganda as a means of indoctrination. UK response to WW2 and The Battle of Britain – Make do and mend Home Front effort.</p> <p>Select suitable sources of evidence, giving reasons for choices.</p> <p>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Use original ways to present information and ideas.</p>				<p>A local history study (The Battle of Barnet) - a study exploring the impact invasion and war leave behind. Drawing on learning from across Key Stage 2.</p> <p>Investigate how the events of The War of the Roses are reflected in the local area.</p> <p>Develop a chronologically secure knowledge and understanding of British, local and world history</p> <p>Note connections, contrasts and trends over time</p> <p>Develop the appropriate use of historical terms</p> <p>Select and organise historical information</p> <p>Recount details of important historical events in the local area</p>
<p>Geography</p> <ul style="list-style-type: none"> • knowledge • skills 			<p>Renewable Energy</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their</p>	<p>Fair Trade</p> <p>How Fair trade is working towards a living income for</p>	<p>Local Area</p> <p>Use fieldwork to observe, measure, record and</p>	

			<p>identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers)</p> <p>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</p> <p>Looking at impact of using non-renewable and renewable energy sources. Consider advantages and disadvantages of using non-renewable and renewable energy.</p>	<p>farm workers – cocoa, coffee, cotton</p> <p>Human geography – types of settlement and how the land is used in cocoa , cotton and coffee farming</p> <p>Economic activity and trade links to other countries</p> <p>Map skills – locating countries where cotton, cocoa, coffee for example, is grown. Use maps and atlases to identify human and physical features.</p> <p>Developing questioning and investigative skills – looking at images of settlements of cocoa, cotton and coffee farmers; what do the images tell us/what do we want to find out more about?</p> <p>Looking at land use from different scales – atlas maps, aerial images, zoomed in images.</p>	<p>present the human and physical features in the local area</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</p> <p>Gather evidence through urban fieldwork of how a region is meeting people's needs</p>	
<p>Art</p> <ul style="list-style-type: none"> • knowledge • skills 	<p>WW1 Art – Model Soldiers</p> <p>To create a 3D model soldier using modelling wire and art roc</p> <p>Use frameworks (such as wire or moulds) to provide stability and form</p> <p>Use a choice of techniques to depict movement, perspective, shadows and refraction.</p>		<p>Silk painting inspired by Kensuke's Kingdom</p> <p>Create a silk painting of the 'Great Wave.'</p> <p>Learn about great artists</p> <p>Sketch (lightly) before painting to combine line and colour</p>		<p>Monet – study of a famous artist</p> <p>Create own painting in the Impressionist style</p> <p>Use sketch books to record observations</p> <p>Explore the features of Impressionism</p> <p>Experiment with hue, tint, tone, shades and mood</p>	

	<p>Use overlapping and layering to create images and represent textures</p> <p>Use mouldable materials to create a 3D model</p>		<p>Create a colour palette based upon colours observed in the natural or built world</p> <p>Show precision in techniques</p> <p>Show awareness of scale and proportion</p> <p>Represent foreground and background</p>		<p>Select colour for a range of purposes</p> <p>Select colour to express feelings</p>	
<p>Design and Technology</p> <ul style="list-style-type: none"> • knowledge • skills 		<p>Make do and mend – linked to WW2</p> <p>Make a cushion</p> <p>Communicate ideas using a diagram and step by step planning</p> <p>Develop skills of threading a needle, joining textiles and using a range of stitches.</p> <p>Measure, cut, pin and sew fabric</p>		<p>Create a dish based on using Fairtrade products</p> <p>Explore and make links to food using different Fairtrade products</p> <p>Research and design a recipe</p> <p>Make choices about ingredients</p> <p>Use a variety of tools and equipment for spreading, grating and cutting</p>		<p>Create a prop for the end of year production</p> <p>Research the history of stage props</p> <p>Design a prop, including choice of materials</p> <p>Select from a range of tools and equipment</p> <p>Evaluate product for functionality and aesthetics</p>
<p>PE</p> <ul style="list-style-type: none"> • knowledge • skills 	<p>Tennis:</p> <p>Develop racket skills when playing tennis</p> <p>Learn specific skills such as a forehand, backhand, volley and underarm serve</p> <p>Develop tactical awareness including how to play with a partner and against another pair</p> <p>Show respect for their teammates as well as their opponents when self-managing games</p>	<p>Invasion Games - Netball, Handball and Football:</p> <p>Develop defending and attacking play during even-sided 5-a-side netball</p> <p>Learn to use a range of different passes to keep possession and attack towards a goal</p> <p>In football and handball pupils improve their defending and attacking play, developing further knowledge of the principles and tactics of each</p>	<p>Dance:</p> <p>Develop an idea or theme into dance choreography</p> <p>Work in pairs and groups using different choreographing tools to create dances e.g. formations, timing, dynamics</p> <p>Choreograph, perform and provide feedback on dance</p> <p>Consider how to use movement to convey ideas, emotions, feelings and characters</p>	<p>Gymnastics:</p> <p>Use knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences</p> <p>Build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances</p>	<p>Handball:</p> <p>Develop key skills of attacking and defending such as throwing, catching, dribbling, intercepting and shooting</p> <p>Use these skills to maintain possession of the ball and to create scoring opportunities in attack</p> <p>Develop defending principles such as gaining possession of the ball, denying space and stopping goals</p>	<p>Athletics:</p> <p>Partake in challenges for distance and time that involve using different styles and combinations of running, jumping and throwing</p> <p>Consider how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best</p>

	<p>Reflect on their own and other's performances and identify areas to improve</p> <p>Swimming: Pupils partake in swimming lessons at a local pool</p> <p>Focus on swimming more fluently and with increased confidence and control.</p> <p>Improve swimming strokes</p> <p>Learn personal survival techniques and how to stay safe around water</p>	<p>Develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping</p> <p>Work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition</p> <p>Swimming: Pupils partake in swimming lessons at a local pool</p> <p>Focus on swimming more fluently and with increased confidence and control</p> <p>Improve their swimming strokes.</p> <p>Learn personal survival techniques and how to stay safe around water</p>	<p>Show an awareness of keeping others safe and will have the opportunity to lead others through short warm ups</p> <p>Swimming: Pupils partake in swimming lessons at a local pool</p> <p>Focus on swimming more fluently and with increased confidence and control</p> <p>Improve their swimming strokes.</p> <p>Learn personal survival techniques and how to stay safe around water</p> <p>The aim is for all pupils to swim a minimum of 25m unaided by the end of their lessons</p>	<p>Receive and provide feedback in order to make improvements on performances</p> <p>Develop performance skills considering the quality and control of their actions.</p> <p>Volleyball: Develop the skills to play continuous rallies in volleyball</p> <p>Learn about the ready position, ball control, sending a ball over a net and how to use these skills to make the game difficult for their opponent</p> <p>Think about how they use skills, strategies and tactics to outwit the opposition.</p> <p>Work collaboratively with others and will develop confidence to achieve their best</p> <p>Understand the importance of abiding by rules to keep themselves & others safe</p> <p>Develop character and control through engaging with coping strategies when exposed to competition and will be given the opportunity to take on the role of referee</p>	<p>Work collaboratively to develop strategies and tactics in both attack and defence</p> <p>Develop their understanding of the rules and the importance of fair play and honesty whilst self-managing matches</p> <p>Improve their ability to evaluate their own and others' performance.</p> <p>Yoga: Learn about mindfulness and body awareness</p> <p>Learn yoga poses and techniques that will help them to connect their mind and body</p> <p>Improve well-being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities</p> <p>Work collaboratively with others and be given the opportunity to create their own flows and lead others</p>	<p>Improve by identifying areas of strength as well as areas to develop</p> <p>Lead when officiating as well as observe and provide feedback to others</p> <p>Pupils learn the following athletic activities: long distance running, sprinting, triple jump, discus and shot put</p> <p>Rounders: Develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball</p> <p>Learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions</p> <p>Think about how they use skills, strategies and tactics to outwit the opposition</p> <p>Work with a partner and group to organise and self-manage their own games</p> <p>Play with honesty and fair play when playing competitively</p>
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<p>Music</p> <ul style="list-style-type: none"> • knowledge • skills 	<p>Happy – Pharrell Williams</p> <p>Listen and appraise Identify pulse</p> <p>Compare songs in the same style</p> <p>Use musical words when talking about songs</p> <p>Talk about how music makes them feel</p> <p>Singing Sing in unison</p> <p>Sing with awareness of being 'in tune.'</p> <p>Playing Play a glockenspiel with correct technique</p> <p>Select and learn an instrumental part</p>	<p>Classroom Jazz</p> <p>Listen and appraise Identify music style and instruments played</p> <p>Identify structure of songs</p> <p>Playing Recognize different ways of writing music down</p> <p>Use instruments to play along with songs</p> <p>Compose Talk about a composition</p> <p>Understand what a composition consists of</p> <p>Compose simple melodies</p> <p>Perform Understand what is meant by performance</p> <p>Rehearse and perform</p>	<p>A New Year Carol</p> <p>Listen and appraise Identify instruments in a piece Understand and describe the story being told through a song</p> <p>Explore how the music makes the songs more interesting</p> <p>Singing Learn to sing 'A New Year Carol</p> <p>Sing in unison</p> <p>Sing with awareness of being 'in tune'</p>	<p>You've Got a Friend</p> <p>Listen and appraise Identify style of music</p> <p>Discuss how song makes them feel</p> <p>Understand the story being told through the lyrics</p> <p>Discuss dynamics in the song</p> <p>Singing Learn to sing song Sing in unison</p> <p>Sing with awareness of being 'in tune'</p> <p>Playing Use glockenspiels to play riffs</p> <p>Play notes to music of song Keep pulse and rhythm</p> <p>Perform Perform using instruments</p> <p>Record performances and evaluate them</p>	<p>Music and Me</p> <p>Listen and appraise Identify instruments in a piece</p> <p>Discuss how a song makes them feel</p> <p>Express likes/dislikes of songs</p> <p>Learn about inspirational women composers</p> <p>Compose Create own lyrics – raps</p> <p>Keep pulse and rhythm</p> <p>Perform Rehearse and perform compositions</p> <p>Record and evaluate</p>	<p>Reflect, Rewind and Replay</p> <p>Listen and appraise Identify instruments from a piece Discuss how music makes them feel</p> <p>Explore tempo and dynamics, timbre and texture</p> <p>Perform Rehearse and perform songs learnt from previous units</p>
<p>RE</p> <ul style="list-style-type: none"> • knowledge • skills 	<p>Judaism Rosh Hashanah/Yom Kippur and Shabbat and the Jewish Home</p> <p>Why Jews fast on Yom Kippur and the significance of Rosh Hashanah</p> <p>The purpose of sounding the Shofar The symbols and traditions of Shabbat</p>	<p>Buddhism The Buddhist Community</p> <p>Just as Siddattha Gotama left his home and wealth, so Buddhist monks and nuns do the same in search of truth and happiness</p> <p>The life of a monk/nun/priest</p> <p>The symbols – robe, shaven head, attire</p>	<p>Islam The Hajj</p> <p>The places visited and the historical events recalled on the Hajj have great spiritual meaning for individual pilgrims and for the Muslim community as a whole</p> <p>The experiences of Hajj</p>	<p>Christianity Lent and Easter</p> <p>Christian festivals and celebrations recall key events in Jesus's life</p> <p>The events of Holly Week and Easter</p> <p>Christians use the 4 weeks of Lent to focus on their spiritual development</p>	<p>Big Question</p> <p>How do we explain and cope with death and suffering?</p>	<p>Hinduism – The Hindu community and the Mandir</p> <p>Hindu beliefs on God</p> <p>The Mandir is the focus for devotion to God through Puja and festivals</p> <p>The different practices and traditions of Hindus around the world</p>

	The rules by which observant Jews live always keep God in their minds and hearts					
PSHE / Citizenship <ul style="list-style-type: none"> • knowledge • Skills P4C Theme Events	Healthy relationships <p>Changes during puberty</p> <p>Explore attitudes around gender stereotyping</p> <p>Recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable.</p> <p>Reproduction in the context of the human lifecycle</p> <p>Roles and responsibilities of parents and careers</p> <p>Conception and pregnancy</p> <p>Staying safe online</p> <p>P4C Theme - Emotions</p> <p>Events – Multicultural week</p>	Healthy relationships <p>P4C Theme – Mental wellbeing</p> <p>Events – Anti bullying week Remembrance Day</p>	Drug, alcohol and tobacco education: weighing up risk <p>Explore risk associated with using different drugs</p> <p>Explore level of risks in different situations involving drug use</p> <p>Managing risks in situations involving drug use</p> <p>P4C Theme – Staying safe online</p> <p>Events – Safer internet day</p>	Identity, society and equality: Human Rights <p>Learn about people who have moved to other places, including refugees</p> <p>Human rights and the UN convention on the rights of the child</p> <p>Homelessness</p> <p>P4C Theme – Taking and managing risks</p> <p>Events – Sports/comic relief</p>	Mental health and emotional well being <p>Understand what mental health is</p> <p>Learn what can affect mental health and some ways of dealing with this</p> <p>Explore stigma and discrimination that can surround mental health</p> <p>P4C Theme – Human rights</p> <p>Events –</p>	Keeping safe and managing risk: Keeping safe out and about <p>Discuss feelings of being out and about in local area with increasing independence</p> <p>Recognizing and responding to peer pressure</p> <p>Learn about consequences of anti-social behaviour</p> <p>P4C Theme – Identity</p> <p>Events – Sports day Values parliament</p>