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|  | **Autumn 1**  **7 weeks** | **Autumn 2**  **7 weeks** | **Spring 1**  **6 weeks** | **Spring 2**  **6 weeks** | **Summer 1**  **6 weeks** | **Summer 2**  **7 weeks** |
| **Skills for Success** | Resilience | Self Belief | Responsibility | Understanding Yourself | Co-operation | Risk taking |
| **Visits and Visitors** | Life Skills  The Box – WW2 and The Blitz in Plymouth | Evolution Inheritance dome film? |  |  | Humanist Speaker  Christian Speaker | Residential Transition to Secondary |
| **Garden Days** | Orienteering – team activities | Signalling and communicating | Bug Houses | Weaving  Green Man | Scavenger hunt  Quadrats  Tree painting | First Aid scenarios |
| **English** | Jabberwocky –  Write own innovated version of the Jabberwocky poem  Eye of the storm- extended narrative including a flashback to manipulate the timeline for the reader | Drove of Bullocks  To write short, non-fiction passages that relate to a collective noun for an animal; that engage the reader through the use of expanded nouns and formal voice.  Personification Poetry | Tommie and John – Recount and discussion  From Slave ship to Freedom Road – explanation text of The Atlantic Slave Trade | Mysteries of Harris Burdick Fiction  To use a range of devices to vary the structure of our narrative writing adding relevant detail to engage our reader. | Poetry – Cloudbusting  To tell a story through poetry, making choices about poetic devices  The Lost Thing - Shaun Tan  To plan and draft an effective story showing an understanding of how choices made will impact on the reader; to edit and re draft our narrative to improve the desired effect on the reader  Extended narrative integrating dialogue effectively | Scientific explanation text |
| **Mathematics** | Calculating using knowledge of structures  Multiples of 1,000 | Numbers up to 10,000,000  Draw, compose and decompose shapes | Multiplication and division  Area, perimeter, position and direction | Fractions and percentages  Statistics | Ratio and proportion  Order of operations  Mean average  Revision of KS2 curriculum | Calculating using knowledge of structures (2)  Solving problems with two unknowns |
| **Science** | **Animals and humans**  **Circulatory system**  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**  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. | **Light**  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 form light sources to objects and then to our eyes.  Use the idea that light travels in straight lines to explain why shadow have the same shape as the objects that cast them. | **Electricity**  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. | **Living things Habitats – classification**  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 | **RSE** |
| **Computing and Online Safety** | Computing systems and networks – communication and collaboration  Some online behaviours are abusive. They are negative in nature, potentially harmful and in some cases can be illegal. | Creating media – web page creation  Knowing how to identify when online behaviours stop being fun and begin to create anxiety, including that there needs to be a balance between time spent on and offline. | Programming A – variables in games  Many devices/apps/games are designed to keep users online for longer than they might have planned or desired. Much of the information seen online is a result of some form of targeting. | Data and information – introduction to spreadsheets  Knowing about the different types of grooming and motivations for it, for example radicalisation, Child Sexual Abuse and Exploitation (CSAE) and gangs (county lines). Live streaming (showing a video of yourself in real-time online either privately or to a public audience) can be popular with children but it carries risk when carrying it out and watching it. | Creating media – 3D modelling  Fraud can take place online and can have serious consequences for individuals and organisations. | Programming B – sensing movement  And  Using the microbit for primary to secondary transitio  Online challenges acquire mass followings and encourage others to take part in what they suggest. |
| **French KS2** | Welcome to school super learners  1.Greetings  2.Numbers  3.Numbers  4.Days and months  5.School room  6.Classroom objects | My local area, your local area  1.Fireworks poem  2.ClassroomCommands  3.ClassroomCommands  4. Places in Town  5. Places in Town  6. Christmas Shopping | Family tree and faces  1.Epiphany  2.Family members  3.Family members  4.Faces  5.Faces  6.Faces | Celebrating Carnival  Body parts  1.-6 Faces and body parts | Feeling unwell  Jungle Animals  1.I don’t feel well  2. I don’t feel well  3 – 6 Jungle animals | The weather/ice creams/language puzzles  1 -3 The weather  4. Ice cream  5. Ice cream  6. Language puzzle |
| **History** | World War 2 1934 - 1945 - Key dates and events  -D-Day landings, Battle of Britain  Propaganda Alan Turing, Bletchley Park (WW2) |  | A non-European society that provides contrasts with British history  - 19th Century - 1968 Black Power Salute at the Olympics - Martin Luther King JR,Nelson Mandela, Tommie Smith and John Carlos |  | - 18th and 19th Century - The Industrial Revolution - Inventors or entrepreneurs |  |
| **Geography** |  | Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major |  | Compare Europe to a region in South America.  Push and pull factors  Use maps to focus on differences and similarities in climate, population and economy. |  | Human Geography – a focus on learning about trade between the UK and Europe, and Europe with the rest of the world. |
| **Music**  MoTM – each month a different artist to listen to and apparaise. | Learn the song “Happy” by Pharrell Williams.  Improvise and compose using interactive score on Charanga.  Use recorders and glockenspiels to accompany the rhythm of the song.  Clarinets (alternate classes) | Classroom Jazz 2: Learn, improvise and compose with the songs “Bacharach Anorak” and “Meet the Blues” by Ian Gray.  Christmas Songs | Learn and compose with the song “Don’t Stop Believin’” by Journey. | Easter Assembly songs  Learn, improvise and compose with “You’ve Got A Friend” by Carole King. Perform “You’ve Got A Friend” by Carole King. Accompany with glockenspiels and recorders. | Learn the song “Plastic” by Susan and Adam Sinclair.  Explore the composition or 4/4 beat structure and lyrics containing rhyming couplets in order to improvise. Perform the song PLASTIC.  Perform improvisations of PLASTIC and video using Learnpads. | End Of Year show |
| **Art** | Collage – Gustav Klimt  **Inspiration from the greats.**  1. Replicate some of the techniques used by notable artists, artisans and designers.  2. Create original pieces that are influenced by studies of others.  **Collage and Painting**  1. Combine visual and tactile qualities.  3. To extend use of collage materials revisiting texture pattern and shape.  **Textiles**  **Sculpture - ceramics**  Design, make and evaluate 3D monster head inspired by the Jabberwocky in clay. |  | Printing – Elizabeth Catlett, Corita Kent – Art as Protest  **Printing**  1. Create an accurate pattern, showing fine detail.  2. Use a range of visual elements to reflect the purpose of the work. |  |  | Drawing and Painting – Banksy Graffiti and Portrait  **Drawing**  1. To experiment with ways of creating appropriate tone and texture. To use them to enrich drawings.  2. To observe the human figure in a variety of situations.  3. To develop an understanding of perspective - focal point, distance, horizon.  4. Use a choice of techniques to depict movement, perspective, shadows and reflection**.**  **Painting**  1. Experiment with creating mood with colour.  2. Use brush techniques and the qualities of paint to create texture.  3. Develop a personal style of painting, drawing upon ideas from other artists.  4. To show evidence of independence in selecting techniques and materials for use in a painting. |
| **Design Technology** |  | Food- Celebrating culture and seasonality  Design, make and evaluate a cup cake recipe/design 0r dish such as soup, recognising cultural and seasonal aspects |  | Electrical systems  More complex switches and circuits  Design, make and evaluate a quiz board for peers to use for entertainment. | Frame and Structures and Pulleys and gears  Design, make and evaluate a functional Borrowers’ House for display. |  |
| **Personal Social Health Education** | **Mental well being**  Know how to judge what they are feeling and how they are.  Extend their vocabulary to explain both the range and intensity of their feelings  Recognise they may experience conflicting emotions and when they might need to listen to, or overcome these  **SFS : Resilience** | **Being Safe**  How to recognise and report feelings of being unsafe or feeling bad about any adult  How to report concerns or abuse and the vocabulary and confidence to do so  Know where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online)  **SFS :Risk Taking** | **Healthy Eating**  **Drugs, alcohol and tobacco**  **Health and Prevention**  Understand the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)  Understand which, why and how, commonly available substances and drugs (including alcohol, tobacco and ‘energy drinks’) can damage their immediate and future health and safety.  How to make informed choices (including recognising that choices can have positive, neutral and negative consequences)  Concept of ‘balanced lifestyle’  **SFS: Responsibility** | **Family and People who care**  **Caring Friendships**  Understand how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.  Develop strategies to resolve disputes and conflicts through negotiation and compromise  **SFS: Co operation** | **Respectful relationships Physical health and fitness**  **Physical Health and Fitness**  Know about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that some actions constitute abuse and can be a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers  Understand how and when to seek support including which adults to speak to in school if they are worried about their health  **SFS: Self Belief** | **First Aid**  What to do in an emergency 999  Understand concepts of basic first-aid, for example –  BASIC LIFE SUPPORT  Know how to do the Primary Survey  Carry out the procedure of the recovery position  **SFS: Understanding Yourself** |
| **Religious Education** | U2.7 Why do Hindus want to be good? | U2.4 Christians and how to live: 'What would Jesus do?' | U2.2 Creation and Science: conflicting or complimentary? | U2.6 For Christians, what kind of king is Jesus? | U2.10 What matters most to Humanists and Christians? | U2.14 What do religious and non-religious worldviews teach about caring for the Earth? |
| **Physical Education** | **Personal**  **Hockey:**  Demonstrate accurate dribbling and control whilst varying speed and direction, avoiding obstacles and other children.  Use spacial awareness to send the ball to a target and to a moving team member, whilst opposed. Identify when to intercept a pass and when to tackle the opposition to gain possession. Use body movement to create space away from the opposition to receive the ball. | **Social**    **Basketball**  Demonstrate how to use your body position to protect the ball from defenders.  Dribble the ball whilst keeping possession to send to a target whilst opposed.  Identify when to intercept a pass and when to tackle the opposition to gain possession.  Recognise how to create space to receive a ball to attack goal | **Cognitive**  **Tennis**  Use Agility, balance and coordination whilst playing the ball.  Place the ball to ensure a dominant court position is maintained.  Combine forearm and backhand shots with increasing accuracy. Place an underarm serve accurately to challenge opponent. | **Creative**    **Tennis**  Vary power and length of shots in attacking play.  Plan and create variations on a game to maintain a suitable level of challenge.  Create competitive games involving a small group to incorporate accurate serving and a range of shots. | **Physical**    **Striking and Fielding**  Be able to strike a moving ball with intent to challenge the opposition.  Use overarm throw with accuracy and distance and consideration of receiver.  Intercept and catch a ball effectively and return it with speed, accuracy and consideration for receiver.  Develop accurate bowling, combining underarm with overarm styles, to challenge batsman. | **Health and Fitness**    **Striking and Fielding**  Decide when to play an attacking shot and when to play defensively without compromising innings.  To bowl accurately with varying force and technique to deceive the batsman. Use cooperation and communication when fielding, to challenge the batsman.  Develop competitive games involving a small group to incorporate accurate throwing, catching and striking. |