	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
THEME	CHILDREN OF THE REVOLUTION		SAVAGE EARTH		WHO WERE THE MAYA?	
GEOGRAPHY	Freaky Peaks (Integrated Tasks Week) Locational Knowledge • Name and locate key topographical features of the UK, including mountains Human and Physical Geography • Describe and understand key aspects of physical geography, including mountains • Describe and understand key aspects of human geography including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals Geographical Skills and Fieldwork • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		Human and Physical Geography • Describe and understand key aspects of physical geography, including volcanos and earthquakes Geographical Skills and Fieldwork • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		Geographical Skills and Fieldwork • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	
HISTORY	Study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066. *This will include:* • *Developing a chronologically secure knowledge and understanding of the period from 1837 - 1901 in British history* • *Noting connections, contrasts and trends over time* • *Developing the appropriate use of historical terms* • *Addressing and sometimes devising historically valid questions about change,*				A non-European society that provides contrasts with British history. *This will include:* • *Developing a chronologically secure knowledge and understanding of world history* • *Noting connections, contrasts and trends over time* • *Developing the appropriate use of historical terms* • *Addressing and sometimes devising historically valid questions about change, cause, similarity and difference and*	

Julie Oldroyd June 2021

	cause, similarity and difference and significance • *Constructing informed responses that involve thoughtful selection and organisation of relevant historical information* • *Understanding how our knowledge of the past is constructed from a range of sources* • *Understand that different versions of past events may exist and give some reasons for this*		*significance* • *Constructing informed responses that involve thoughtful selection and organisation of relevant historical information* • *Understanding how our knowledge of the past is constructed from a range of sources* • *Understand that different versions of past events may exist and give some reasons for this* Local History – The Battle of Tewkesbury (Integrated Tasks Week • A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality
ART & DESIGN	Pupils should be taught to: • Create sketch books to record their observations and use them to review and revisit ideas, • Improve their mastery of art and design techniques including . . . *see below* • About great artists, architects and designers in history . . . *see below*		
	Drawing (Street Art) • *Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).* • *Use a choice of techniques to depict movement, perspective, shadows and reflection.* • *Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).* • *Use lines to represent movement.* • *Banksy* *Task: final outcome to create an outdoor mural in the style of a chosen street artist*	Watercolour Painting • *Sketch (lightly) before painting to combine line and colour.* • *Create a colour palette based upon colours observed in the natural or built world.* • *Use the qualities of watercolour and acrylic paints to create visually interesting pieces.* • *Combine colours, tones and tints to enhance the mood of a piece.* • *Use brush techniques and the qualities of paint to create texture.* • *Develop a personal style of painting, drawing upon ideas from other artists.* • *David Hockney* *Tasks: final outcome to create a watercolour landscape in the style of David Hockney*	Sculpture • *Use frameworks (such as wire or moulds) to provide stability and form* • *Mask makers of the ancient Maya* *Task: final outcome to create a papier mache mask in the style of a Maya ceremonial mask*

Julie Oldroyd June 2021

	When designing and making, pupils should be taught to: Design • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world Technical knowledge. . .see below

DESIGN TECHNOLOGY

Christmas Stockings – Combined Art (Textiles) and DT Project • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures *Task: to design and make a Christmas stocking for a Victorian child*	Egg-Drop Challenge (Integrated Task Week) • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures *Task: to design a new aid drop box to be used by aid agencies across the world.*	Fairgrounds • Understand and use electrical systems in their products (for example series circuits incorporating switches, bulbs, buzzers and motors *Task: to design and make a fairground ride*

MUSIC

Pupils should be taught to:
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations
- Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music

Fresh Prince of Bel Air Theme: Hip-hop	Classroom Jazz 2 Theme: Jazz improvisation and	Dancing in the Streets (Motown)	Make You Feel My Love Theme: Pop ballads	Music and Me (Inspirational Women)	Reflect, Rewind and Replay

Julie Oldroyd June 2021

		Composition				
SCIENCE	<u>Evolution and Inheritance</u> Pupils should be taught to: • 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 *Switched On Science: We're Evolving*		<u>Light</u> Pupils should be taught to: • Understand 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 from light sources to objects and then to our eyes • Use the idea that light travels in straight lines to explain why shadows have the same shape as the object that cast them, and to predict the size of shadows when the position of the light source changes	<u>Electricity</u> Pupils should be taught to: • 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 *Switched On Science: Electrifying*	<u>All Living Things</u> Pupils should be taught to: • Explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird • Describe the life processes of reproduction in some plants and animals *Switched On Science: Circle of Life* <u>Animals, Including humans</u> Pupils should be taught to: • Describe the changes as humans develop from birth to old age *Switched On Science: Growing Up and Growing Old*	

		Switched On Science: Let It Shine		

Online Safety
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

	Project Evolve Self-Image and Identity	Project Evolve Online Relationships	Safer Internet Day Tuesday 8th February 2021	Project Evolve Online Reputation	Project Evolve Online Bullying
COMPUTING	Information Technology Pupils should be taught to: • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and	Computer Science Pupils should be taught to: • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • use sequence, selection, and repetition in programs; work with variables and various forms of input and output • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs *Context:* *Autumn 2 – Using Scratch – loops, pens and movement* *Autumn 2 – Scratch Programming – variables. Creating games* *Spring 1 – Physical Programming using Crumbles*			Information Technology Pupils should be taught to: • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information *Context:* *Summer 1 – Presenting Data Using Spreadsheets* *Summer 2 – Presenting information Using Green Screen Filming*

	presenting data and information *Context: Presenting Information using Word Processing and Desktop Publishing*				
PE	Invasion Games: Netball and Hockey		Dance Gymnastics		Athletics Rounders Swimming
RE	What does it mean to be a Muslim in Britain today? (Agreed Syllabus)	Creation/Fall: Creation & Science – Conflict or Complimentary? (2b.2 Christianity Project)	Salvation: What did Jesus do to save Human Beings? **Easter** (2b.6 Christianity Project)	Kingdom of God: What kind of King is Jesus? (2b.8 Christianity Project) Project)	How does faith help people when life gets hard? (Agreed Syllabus)
PSHE, RSE & CITIZENSHIP	Citizenship and British Values Children will learn about: • Topical issues, problems and events (including the global environment) and how to take part in debates • The range of national, regional, religious and ethnic identities in the United Kingdom • Rules and laws that protect themselves and others and how they are made and changed • Different kinds of responsibilities, rights and duties in the community • Rights in relation to the law • Resolving differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices				
	Living in the Wider World: How media commerce and social issues shape our understanding of the world Topic/Theme: Media Influence Children will learn about: • How events on TV are portrayed e.g.	Living in the Wider World Living in the Wider World: How media commerce and social issues shape our understanding of the world Topic/Theme: Financial Capability Children will learn about:	Relationships: Understanding the dynamics of healthy relationships Topic/Theme: kindness and anti-bullying Children will learn about: • Peer pressure • Different types of unkind behaviour	Relationships: understanding the dynamics of a healthy relationship Theme/Topic: Friends and Family Children will learn about: • Friends • Changes in relationships e.g. with parents, boyfriend/girlfriend • The need for trust and love in marriage and established relationships • Protective behaviours • Assertiveness (self-assured and confident without being aggressive)	Health and Well-being: Understanding Personal Change and Responsibility Topic/Theme: Growing Up Children will learn about: • Puberty/body changes • The physical changes that take

Julie Oldroyd June 2021

terrorism, racism, inappropriate behaviour of role models • Advertising e.g. influence, bias, distortion • Media influence • Body image	• Monetary value and the notion of saving up for a purchase • Difference sources of income • Different forms of money and payment • Managing a budget • Enterprise opportunities Anti-bullying Week	and bullying (emotional, physical, verbal, cyber, sexual, homophobic, racial, cultural Safer Internet Day	• Positive touch activities • The need to seek permission when we touch someone else • The need to respect personal boundaries	place at puberty, why they happen and how to manage them • Name and describe the functions of the sexual organs of boys and girls • Describe some internal differences between males and females • About the facts of the human lifecycle, including sexual intercourse
	RSE Genetic Inheritance: •Understand genetic inheritance (linked to Science Evolution and Inheritance)	RSE Relationships • Be able to challenge gender sterotyping	RSE Emotional Changes • Be self-confident in a range of situations • Recognise their own worth • Recognise the pressure of unwanted physical contact and know ways of resisting	RSE Physical Changes • Be able to recognise and compare the main external parts of male and female human bodies including agree names for reproductive organs (linked to Science Animals, Including Humans) • Know the names of the main internal parts of the body including **agreed** names for reproductive organs (penis and vagina) organs (linked to Science Animals, Including Humans) • Know about the physical changes that take place at puberty, why they happen and how to manage them organs (linked to Science Animals, Including Humans)
MFL	Pupils should be taught to: • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words			

Julie Oldroyd June 2021

	• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* • present ideas and information orally to a range of audiences* • read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally* and in writing			
	Getting to Know You • Use the simple future tense • Understand the accents found in French spelling and how they help pronunciation • Masculine and feminine adjectives • Use the near future tense	**All About Ourselves** • Parts of the body • Adjective/noun agreement • First, second and third person singular verbs • Masculine/feminine forms of colour adjectives • Emotions • au /à la / à l' /aux	**That's Tasty** • Days of the week • Time – o'clock, half past • Food and drink • Expressing a choice – je voudrais • Express preferences – I like/don't like • Adjectives to describe food • Plural forms of adjectives to describe food • French form for 'some' – du/de la/de/des	**Family and Friends** • Possessive adjectives - mon/ma/mes (my); son/sa/ses (his/her/its) • Farm animals • Furniture/household objects • Express opinions – like, don't like, love, hate . . .because . . . • Describing animals – noun/adjective agreement • 'et' and 'mais'	**School Life** • Classroom furniture and objects • 'il' and 'elle' • Prepositions – above, below, to the right, to the left • School subjects • Comparative adverb 'mieux' • 2D shapes

Julie Oldroyd June 2021