



Term	*Autumn 1	Autumn 2	Spring 1	Spring 2	*Summer 1	Summer 2
Topic Title	<u>WAR</u>	<u>Survival</u>	<u>The Vikings/ Freedom</u>		<u>Rainforest</u>	<u>Rio</u>
Key Question	What was life like in Britain during WW2		Why did the Vikings invade Britain?	Are all people treated equally?		What is life like in Rio?
Duration	7wks	8wks	5wks	6 weeks	6 wks9	7 wks
Eng (Main text)	<u>The Machine Gunners - CLPE</u>	<u>King of the Cloud Forests</u> <u>The Journey</u>	<u>Viking Boy</u> <u>Literacy Shed</u>	<u>Holes</u> <u>Freedom</u>	<u>The Explorer (Katherine Rundell) CLPE</u>	<u>The Carnival of the Animals – Poetry - CLPE</u>
Science	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.	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 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 objects that cast them.		LIVING THINGS AND THEIR HABITATS 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.	
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History	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - (WAR) This could include: ⇒ the changing power of monarchs using case studies such as John, Anne and Victoria ⇒ changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century ⇒ the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day ⇒ a significant turning point in British history, for example, the first railways or the Battle of Britain		Combine overview and in depth studies: The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor This could include: ⇒ Viking raids and invasion ⇒ resistance by Alfred the Great and Athelstan, first king of England ⇒ further Viking invasions and Danegeld ⇒ Anglo-Saxon laws and justice ⇒ Edward the Confessor and his death in 1066			
Geography		• mountains			Locational knowledge Locate the world's countries, using maps to focus on South America , concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	Place knowledge •Understand geographical similarities and differences through the study of human and physical geography of a region in a within south America and the United Kingdom



h y					(including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer / Capricorn, Arctic / Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)		
Ar t a n d D e s i g n	Drawing To make detailed, analytical observational drawings. To enlarge own drawings and use selected media to develop work. To understand the visual element of tone. To respond to portraits from different times and styles.	Painting To explore ideas in response to the work of Patrick Heron . To apply their knowledge and understanding of line, shape, colour and texture in developing a response to the work of Patrick Heron . To focus on line and contour in recording from direct observation. To respond to Patrick Caulfield's use of contour and flat colour. To develop understanding of the work of the Cubists and develop their own work in the Cubist style	3D To respond to the reclining figure work of Henry Moore . To observe the figure from a range of viewpoints. To respond to the mother and child work of Henry Moore . To research the work of craftspeople and designers working in different times and cultures as a starting point for making a series of clay pendants. To apply knowledge and understanding of previously learned techniques. Viking pendants/masks	Printmaking To use natural form as a starting point. To develop unique state prints using Press Print reduction blocks and coloured tissue. To reflect on and record the development of ideas. To investigate and use the batik process. (using flour and water paste technique if wax equipment unavailable) to produce an image in the style of artist Chinwe Chukwuogo -Roy . Look at Roy's art depicting slaves.	Textiles To collect and select visual information and develop ideas using the work of Norman Foster to explore lines. To use relief printed textile processes to communicate their ideas and observations. To investigate, collect and select visual information from Hundertwasser images to develop ideas. To develop batik designs in response to the work of Antonio Gaudi . To make thoughtful observations about starting points and select ideas to use in their work. To respond to the work of North American Indians. To use natural and made materials to produce a multi-media weaving.	Collage To respond to the work of Gustav Klimt . To collect visual information to help develop ideas. To combine visual and tactile qualities of materials and match these to the purpose of their work. To use a variety of methods and approaches to communicate ideas. To respond to the work of Pablo Picasso . To apply their experience of materials and processes.	
D T	Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]		Apply understanding of computing to program, monitor and control products.		Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.		
Music	Happy	Classroom Jazz 2	New Year Carol	You've got a friend	Music and Me	Reflect Rewind and Replay	
	Unit 6.1 Coding Number of Weeks – 6 Main Programs – 2Code	Unit 6.2 Online Safety Weeks – 3 Programs - 2DIY 3D 2DIY 2Code 2Blog (Blogging)	Unit 6.6 Networks Weeks – 3 Programs – 2Connect (Mind Map) Writing Templates	Unit 6.3 Spreadsheets Weeks – 5 Programs – 2Calculate	Unit 6.5 Text Adventures Weeks – 5 Programs – 2Code, 2Connect, 2Create a Story, Writing Templates	Unit 6.4 Blogging Weeks – 4 Programs – 2Blog	Unit 6.7 Quizzing Weeks – 6 Programs – 2DIY 2Quiz Text Toolkit 2Investigate (database)
PHSE	Health and Wellbeing		Relationships		Living in the Wider World		
	<u>Tennis and Volleyball</u> <u>Swimming</u>	<u>Football Cricket</u> <u>Swimming</u>	<u>Line Dancing</u> <u>Gymnastics</u>	<u>Gymnastics and Fitness</u> <u>OAA</u>	<u>Athletics – moving and co-ordination</u>	<u>Athletics and invasion games</u> <u>Cricket</u>	



					<u>Basketball</u>	
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MFL??????

Music – Charanga Scheme of Work

Computing – Purple Mash Scheme of Work

PHSE – PHSE association Education Planning Toolkit