



Duration	7 weeks	7 weeks	6wk 4 days	6 weeks	4 weeks 4 days	6 weeks and 4 days.
Term	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Core text	The Machine Gunners Wishing Tale Biography (Robert Westall)	Skellig (David Almond) Warning Tale Information Text (mountains)	Aladdin (Philip Pullman) Conquering the Monster Tale Explanation text	Holes Police Report Journey Tale	The Explorer (Rainforests) Finding Tale Persuasive Letter	Trash Rags to Riches Tale Discussion Text
Fiction Toolkit	Characterisation	Description	Dialogue	Openings	Endings	Dilemma
Question	What was life like for a child at Percy main in World War II	How have animals adapted to their environment?	What are the achievements of the Golden Age of Islamic Civilisation?	Justice for all?	Why should the rainforest be protected?	How is life different in the favela of Brazil?
Driver/Theme	Impact of WWII on Britain.	Survival. Adaptation	Achievements of the Golden Age	Equality	South America Geography focus.	Comparative study between South America and the UK
Outcome	Assembly/ Exhibition	Charity Appeal. Survival on the streets. Christmas	Storytelling/ community	Political campaign for justice and equality in school.	Podcast on preserving the rainforest	STEM
Science	<b>ELECTRICITY</b> 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.	<b>EVOLUTION AND INHERITANCE</b> 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.	<b>LIGHT</b> 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.	<b>LIVING THINGS AND THEIR HABITATS</b> 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 Give reasons for classifying plants and animals based on specific characteristics.  <b>ANIMALS INCLUDING HUMANS</b> Children will build on their knowledge and understanding of different systems within the body. They will research the parts and functions of the circulatory system. They will focus on how nutrients are transported around the human body. Children will explore how a healthy lifestyle supports the body to function and how different types of drugs affect the body.		
RE	Islam What can we find out about a Muslim community?  How Christmas was celebrated in the past.  Christmas during the war	Interfaith  How and why do people care about the environment? <b>Hinduism,</b> <b>important days for Christians?</b>  <b>Why are Good Friday and Easter Day the most</b>	Christianity  What do we know about Christianity? (exploration through the concepts)  Statutory Bridging Unit			
History	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - (WAR) This could include:	A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan				



	<p>⇒ the changing power of monarchs using case studies such as John, Anne and Victoria</p> <p>⇒ 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</p> <p>⇒ the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</p> <p>⇒ a significant turning point in British history, for example, the first railways or the Battle of Britain</p>		<p>civilization c. AD 900; Benin (West Africa) c. AD 900-</p>			
<p>Geography</p>		<p>• mountains</p>			<p><b>Locational knowledge</b>                  Locate the world's countries, using maps to focus on <b>South America</b>, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities                  (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)</p>	<p><b>Place knowledge</b>                  • Understand geographical similarities and differences through the study of human and physical geography of a region in a <b>within south America</b> and the <b>United Kingdom</b></p>
<p>Art and Design</p>	<p><b>National Curriculum across Key stage 2</b>                  Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.                  Pupils should be taught:                  to create sketch books to record their observations and use them to review and revisit ideas</p>					



	<p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.</p> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>To apply their experience of materials and processes developing their control of tools and techniques for painting.</li> <li>To mix, match and extend colours and patterns.</li> <li>To apply their experience to mix and match colours and experiment with different tools and techniques.</li> <li>To explore ideas in response to the work of <b>Patrick Heron</b>.</li> <li>To apply their knowledge and understanding of line, shape, colour and texture in developing a response to the work of <b>Patrick Heron</b>.</li> <li>To focus on line and contour in recording from direct observation.</li> <li>To respond to <b>Patrick Caulfield's</b> use of contour and flat colour.</li> <li>To develop understanding of the work of <b>the Cubists</b> and develop their own work in the <b>Cubist</b> style</li> </ul>	<p><b>3D</b></p> <ul style="list-style-type: none"> <li>To use modroc (plaster bandage) as a sculptural material.</li> <li>To review their sculptures and say what they think and feel about them.</li> <li>To use tissue paper and PVA to produce a translucent 3D form.</li> <li>To create clay slab forms.</li> <li>Interpret an object in a 3D form</li> <li>Develop an understanding of different ways on how to finish a sculptural form e.g. paint, polish, glaze</li> <li>Identify and know the properties of a wide range of different sculptural materials and how to use them to create 3D forms</li> <li>Create models on a range of scales</li> </ul>	<p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>To investigate and reform visual and tactile qualities using construction and destruction processes.</li> <li>To use a variety of methods and approaches to make a hanging.</li> <li>To apply their experience of materials and processes to form fabric relief panels.</li> <li>To apply their experience of the batik process (including using water and flour paste techniques if wax batik is unavailable) and develop their control of tools and techniques.</li> <li>Experiment with different ways of exploring textiles</li> <li>Research artists then use their methods in their textile designs</li> <li>Plan, design and create a fabric piece using mixed media</li> <li>Create work which is open to interpretation by the audience</li> <li>Include both visual and tactile elements in their work</li> </ul>			
<b>DT</b>	Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]	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.	Design: 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 Make: select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Evaluate: evaluate their ideas and products against their own design criteria and consider the views of others to improve their work			
<b>Music</b>	Happy	Classroom Jazz 2	New Year Carol	You've got a friend	Music and Me	Reflect Rewind and Replay
<b>Computing</b>	<u>Unit 6.1 Coding</u> Number of Weeks – 6 Main Programs – 2Code	<u>Unit 6.4 Blogging</u> Weeks – 4 Programs – 2Blog	<u>Unit 6.3 Spreadsheets</u> Weeks – 5 Programs – 2Calculate	<u>Unit 6.5 Text Adventures</u> Weeks – 5 Programs – 2Code, 2Connect, 2Create a Story, Writing Templates	<u>Unit 6.6 Networks</u> Weeks – 3 Programs – 2Connect (Mind Map) Writing Templates	<u>Unit 6.7 Quizzing</u> Weeks – 6 Programs – 2DIY 2Quiz Text Toolkit 2Investigate (database)
<b>PSHRE</b>	<u>Health and Wellbeing</u> <u>Think Positive</u>	<u>Relationships</u> <u>VIPS</u>	<u>Health and Wellbeing</u> <u>Safety First</u>	<u>Living in the Wider World</u> <u>Respecting Rights</u>	<u>Living in the Wider World</u> <u>One World</u>	<u>Relationships</u> <u>Growing Up</u>
<b>PE</b>	<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>Basketball</u>	<u>Athletics and invasion games</u> <u>Cricket</u>