



Duration	7 weeks 4 days	8 weeks	6 weeks	4 weeks 4 days	6 weeks	7 weeks
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core text	When the Sky Falls - Phile Earle Wishing Tale Biography (Robert Westall)	Twitch M.G. Leonard Warning Tale Information Text - Otzi the Iceman) Julia and the Shark	The Hero Twins by Dan Jolley Conquering the Monster Tale Explanation text - The eye	Holes Police Report Finding Tale	The Jungle book Rudyard Kipling Journey 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 Mayan 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 Mayans	Equality	South America Geography focus.	Comparative study between South America and the UK
Outcome	trip to laing or trip to Beamish Exhibition @ Norham	Charity Appeal. Survival on the streets. Christmas	Trip to Safetyworks Storytelling event in the community	Political campaign for justice and equality in school. -	Podcast on preserving the rainforest - Charity appeal	STEM
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.	ANIMALS INCLUDING HUMANS 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.		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 microorganisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics.
RE	?Interfaith How and why do people care about the environment? Hinduism,		Islam What can we find out about a Muslim community? Why are Good Friday and Easter Day the most important days for Christians?		Christianity What do we know about Christianity? (exploration through the concepts)	



	<p>How Christmas was celebrated in the past.</p> <p>Christmas during the war</p>				Statutory Bridging Unit
History	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - (WAR)</p> <p>This could include:</p> <ul style="list-style-type: none"> ⇒ 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 		<p>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 civilization c. AD 900; Benin (West Africa) c. AD 900-</p>		
Geography					<ul style="list-style-type: none"> • mountains <p>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 (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>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</p>



<p>Art and Design</p>	<p>National Curriculum across Key stage 2 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 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>Painting</p> <ul style="list-style-type: none"> To apply their experience of materials and processes developing their control of tools and techniques for painting. To mix, match and extend colours and patterns. To apply their experience to mix and match colours and experiment with different tools and techniques. 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 		<p>Textiles</p> <ul style="list-style-type: none"> To collect and select visual information and develop ideas. To use relief printed textile processes to communicate their ideas and observations. To adapt work To investigate, collect and select visual information from Hundertwasser images to develop ideas To investigate, collect and select visual information from Hundertwasser images to develop ideas. To make thoughtful observations about starting points and select ideas to use in their work. To evaluate work. 	<p>3D</p> <ul style="list-style-type: none"> To use modroc (plaster bandage) as a sculptural material. To review their sculptures and say what they think and feel about them. To use tissue paper and PVA to produce a translucent 3D form. To create clay slab forms. Interpret an object in a 3D form Develop an understanding of different ways on how to finish a sculptural form e.g. paint, polish, glaze Identify and know the properties of a wide range of different sculptural materials and how to use them to create 3D forms Create models on a range of scales 		
<p>DT</p>	<p>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p>		<p>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.</p>	<p>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</p>		
<p>Music</p>	<p>Hey, Mr Miller</p>	<p>Shadows/ Composing for Protest!</p>	<p>Dona nobis pacem</p>	<p>You to me are everything/ Twinkle variations</p>	<p>Race!/ Exploring identity through song</p>	<p>RAme sau vala tara bal</p>
<p>Computing</p>	<p><u>Unit 6.1 Coding</u> Number of Weeks – 6 Main Programs – 2Code</p>	<p><u>Project Evolve</u> <u>Managing Online Information</u></p>	<p><u>Unit 6.5 Text Adventures</u> Weeks – 5 Programs – 2Code, 2Connect, 2Create a Story, Writing Templates</p>	<p><u>Unit 6.3 Spreadsheets</u> Weeks – 5 Programs – 2Calculate</p>	<p><u>Unit 6.6 Networks</u> Weeks – 3 Programs – 2Connect (Mind Map) Writing Templates</p>	<p><u>Unit 6.4 Blogging</u> Weeks – 4 Programs – 2Blog</p>
<p>Life Skills</p>	<p><u>Health and Wellbeing</u> <u>Think Positive</u></p>	<p><u>Health and Wellbeing</u> <u>Safety First</u></p>	<p><u>Relationships</u> <u>VIPS</u></p>	<p><u>Living in the Wider World</u> <u>Digital literacy and resilience</u></p>	<p><u>Living in the Wider World</u> <u>One World</u></p>	<p><u>Relationships</u> <u>Growing Up</u></p>



PE	<u>Tennis/QAA</u> <u>Swimming</u>	<u>Archery/Basketball</u> <u>Swimming</u>	<u>Netball</u> <u>Gymnastics</u>	<u>Yoga</u> <u>Dance</u>	<u>Football</u> <u>Volleyball</u>	<u>Athletics</u> <u>Rounders</u>
MFL	<u>Let's Visit a French Town</u>		<u>Let's go Shopping</u>		<u>This is France</u>	<u>All in a day</u>