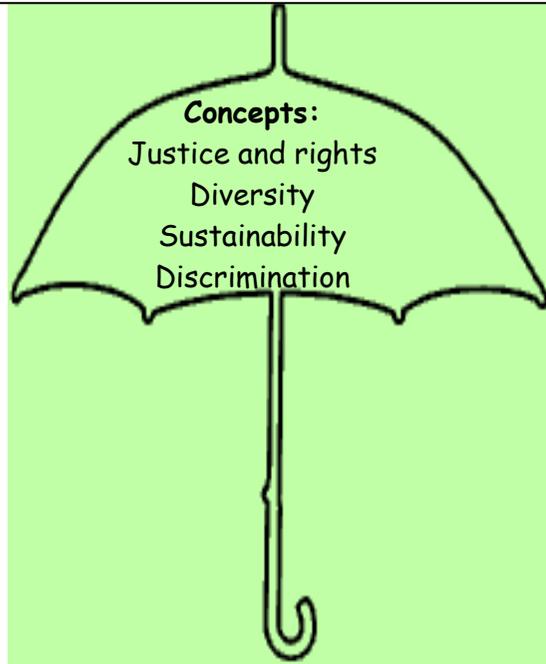


Explore

Geography and DT focus - Countryside or Country pushed aside?

Enquiry question - Does power give you rights?



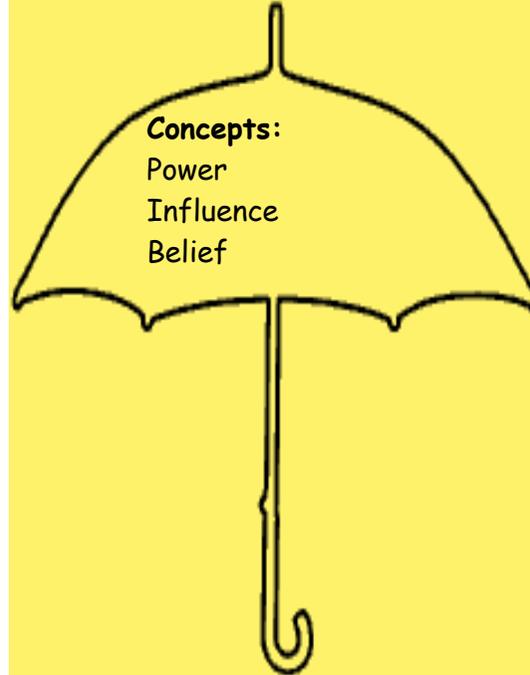
Authentic Outcome:

Epping Forest

Discover

History focus - Ancient Egyptians, Benin and West African Kingdoms

Enquiry question - Do artefacts belong in museums?



Authentic Outcome:

Tutankhamun's tomb

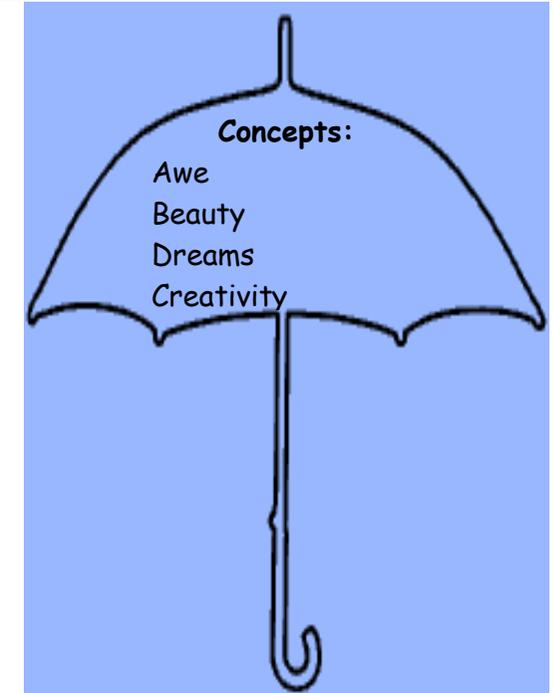
Mummification

History off the Page

Create

Arts focus - Space

Enquiry question - Are we alone?



Authentic Outcome:

Space centre

Art gallery



Year	Autumn Term - Key Skills	Spring Term - Key Skills	Summer Term - Key Skills
English (Texts)	<p>The Rhythm of the Rain by Grahame Baker-Smith Cartoon - journey of the raindrop Narrative - first person perspective</p> <p>The Wild Folk by Sylvia V Linsteadt Non-chronological reports Character perspective Descriptive language Persuasive Diary writing</p> <p>Looking Up by Abena Eyeson Stories which raise issues or dilemmas Author study Instructions Poetry day</p>	<p>The Secrets of Sun King - Emma Carroll</p> <p>Myths and Legends Persuasion Explanation Biographies Poetry day</p>	<p>Malorie Blackman? Sci-fi story writing Non-chronological reports Newspaper report Explanation Poetry day Recount Mae Jemison - first Black woman in Space Curiosity The story of the Mars Rover</p>
Maths	<p>Number: Place Value Number: Addition and Subtraction Statistics Number: Multiplication and Division Measurement: Perimeter and Area</p>	<p>Number: Multiplication and Division Number: Fractions Number: Decimals and Percentages Consolidation</p>	<p>Consolidation Number: Decimals Geometry: Properties of Shape Geometry: Position and Direction Measurement: concerting units Measurement: volume</p>
Science	<p>Experiments - properties/changes in materials Predictions and conclusions</p> <p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> There are differences in the life cycles between insects, amphibians, bird and mammal 	<p><u>Animals including humans</u> The changes as humans develop to old age</p> <p><u>Forces</u></p> <ul style="list-style-type: none"> Unsupported objects fall towards the Earth because of gravity acting between the Earth and the falling object 	<p><u>Earth and Space</u></p> <ul style="list-style-type: none"> The movement of the Earth and other planets in relation to the sun in the solar system The movement of the moon relative to the Earth The sun, moon and Earth are approximate spherical bodies



	<ul style="list-style-type: none"> The life processes of reproductions in plants and animals 	<ul style="list-style-type: none"> Air resistance, water resistance and friction act between moving surfaces Some mechanisms, including levers, pulleys and gears allow a smaller force to have a greater effect 	<ul style="list-style-type: none"> The Earth rotate and use this to explain the apparent movement of the sun across the sky
Geography	<p>The water cycle - The Rhythm of the Rain</p> <ul style="list-style-type: none"> The process of the water cycle and key vocabulary related to its processes. Understand the processes of evaporation, condensation, precipitation, runoff and transpiration and the roles they play within the water cycle. <p><u>Depth Study of the UK</u></p> <p><u>Trade</u></p> <ul style="list-style-type: none"> Compare and contrast maps and pictures from then and now thinking of land use patterns etc. Use 4 figure grid references to read maps, symbols and keys. Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries of Africa. Use maps and globes to locate feature of the UK e.g. Rivers, mountains, large cities. The pros and cons of cocoa bean supply chain and trading. 	<p>The river Nile</p> <p>Benin and the West African Kingdoms</p>	



	<ul style="list-style-type: none"> The economic and environmental effects of cocoa distribution. The trading links between the UK and the rest of the world including Europe. To be able to generate solutions towards distribution of cocoa and other products. 		
DT	<u>Food and nutrition</u> Preparing and Cooking Processes A Healthy and Varied Diet Where Food Comes From Food from Around the World	<u>Structures</u> Frame structures Designing Making Evaluating	
History	Comparing maps from the past Settlement	<u>Ancient Egyptians</u> <ul style="list-style-type: none"> Describe how Egyptian artefacts and ruins tell us about their culture, and religious beliefs. Describe what Egyptian life was like for different groups of people. Describe how the Egyptian society has had an impact on modern society. Describe why people chose to settle in certain areas in ancient Egypt. Compare what was happening in the Egyptian civilisation with what was happening in Britain at the same time. Compare aspects of life such as achievements, society, beliefs, and architecture. Present what you know about the Egyptians using a variety of skills (e.g. 	



		<p>Geography, English, Maths, Computing, etc)</p> <ul style="list-style-type: none"> Use appropriate vocabulary to communicate about the Egyptians. <p>Benin and the West African Kingdoms</p>	
Music	<p>Listening and Composing Beethoven</p>		<p>Learning to play glockenspiel Improvisation and composition Space music Gustav Holst 'The Planet Suite'</p> <ul style="list-style-type: none"> How to create a motif How to create an ostinato What improvisation means What compose means How to write notation: crotchets, rests, quavers How to create a coda Who Gustav Holst was and what he was known for
Art	<p>Water colours - water cycle</p>	<p>Hieroglyphics</p>	<p>Charcoal, line and texture drawing - experiment with shading and perspective.</p> <ul style="list-style-type: none"> effect of light on objects and people from different directions interpret the texture of a surface produce increasingly accurate drawings of people concept of perspective. artists using textiles. <p>Watercolour Sculpture Andy Warhol Wassily Kandinsky</p>
Computing	<p>Internet Safety Databases</p>	<p><u>Game creator</u> To set the scene.</p>	<p><u>Coding</u> To represent a program design and algorithm.</p>



	<p>To learn how to search for information in a database.</p> <p>To contribute to a class database.</p> <p>To create a database around a chosen topic.</p>	<p>To create the game environment.</p> <p>To create the game quest.</p> <p>To finish and share the game.</p> <p>To evaluate their and peers' games.</p> <p><u>Modelling</u></p> <p>To be introduced to 2Design and Make.</p> <p>To explore the effect of moving points when designing.</p> <p>To understand designing for a purpose.</p> <p>To understand printing and making.</p>	<p>To create a program that simulates a physical system using decomposition.</p> <p>To explore string and text variable types so that the most appropriate can be used in programs.</p> <p>To use the Launch command in 2Code Gorilla</p> <p>To program a playable game with timers and scorepad.</p> <p><u>Spreadsheets</u></p> <p>Using the formula wizard to add a formula to a cell to automatically make a calculation in that cell.</p> <p>To copy and paste within 2Calculate.</p> <p>Using 2Calculate tools to test a hypothesis.</p> <p>To add a formula to a cell to automatically make a calculation in that cell.</p> <p>Using a spreadsheet to model a real-life situation and answer questions.</p>
PSHE	<p>The Dot Trilogy</p> <p>First aid</p> <p>The power of yet</p> <p>Prejudice</p> <p>Racism</p> <p>Sexism</p> <p>Stereotypes</p> <p>Equality</p> <p>Being anti-racist</p>	<p>Asthma and allergic reactions</p> <p>Drug awareness - legal and illegal drugs</p> <p>Food and mood</p> <p>Mutual respect and tolerance</p> <p>Picking up litter</p> <p>Exploring stereotypes and anti-racism</p>	<p>Challenging stereotypes</p> <p>When I grow up I want to be...</p> <p>Budgeting</p>
RE	<p>Christianity, Judaism and Islam</p> <p>Umbrella Question - Theology focus:</p> <p>Why do people interpret things differently?</p> <p>To understand what the Jewish people's expectations of a Messiah was.</p> <p>To talk about why Christians believe that the world needed a saviour.</p>	<p>Christianity, Judaism and Islam Umbrella Question - Human and social science focus:</p> <p>What does it mean to put religion first?</p> <p>To express own ideas about sacrifice.</p> <p>To understand what Christians believe about Jesus as a sacrifice.</p> <p>To explain the connection between the sacrifice of Jesus and the celebration of Holy Communion</p>	<p>Christianity, Judaism and Islam Umbrella Question - Philosophy focus: Is it possible for something to always be right, or always be wrong?</p> <p>To express own ideas about how the world came to be.</p> <p>To talk about different ways that the creation story is portrayed and interpreted.</p> <p>To understand how Christians worship God as creator.</p>



	<p>To explain why Christians believe that Jesus is the Messiah.</p> <p>To talk about how Christians show their belief in the incarnation of Jesus.</p> <p>To understand the significance of the Shema to Jewish people today.</p> <p>To explain why the mezuzah is so important to the Jewish home.</p> <p>To understand the difference that Wudu makes to Muslim prayer</p> <p>To talk about how prayer shows the faith of Muslims.</p>	<p>To understand how Jewish people have suffered because of their religion.</p> <p>To explain how Muslims observe Ramadam.</p> <p>To talk about the difference that Ramadan makes to the lives of Muslims.</p> <p>To explain how Muslims show love for others at Eid al Fitr.</p>	<p>To talk about how Christians could view Cosmology.</p> <p>To understand what a Kosher home is.</p> <p>To talk about why Jewish people continue to follow the laws of Kosher food today.</p> <p>To explain why Jewish people continue to celebrate Shabbat in today's world.</p> <p>To talk about how the celebration of Eid al Adha reflects obedience.</p> <p>To explain how the celebration of Eid al Adha includes the non-Muslim community.</p>
PE	<p>Swimming</p> <ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively perform safe self-rescue in different water-based situations <p>Netball</p> <ul style="list-style-type: none"> develop receiving skills within the rules of the game select the correct pass when under small pressure from opposition pass and move to keep possession play forward passes to travel towards the opposition goal at speed develop skills and tactics during small sided games 	<p>SAQ</p> <p>Leadership in sport</p> <p>Basketball</p> <ul style="list-style-type: none"> Work individually or as part of a team to exploit space and gain an advantage. Choose effective tactics to possession. Choose different tactics to attack or defend accurately. Vary skills, actions and ideas and link these in ways that suit the games activity. Shows confidence in using ball skills in various ways, and can link these together. Uses running, jumping, throwing and catching in isolation and combination 	<p>Rounders</p> <p>Indoor/outdoor athletics</p> <p>Tennis</p> <ul style="list-style-type: none"> Use a wide range of changes in speed, direction or height effectively and with control. Consistently accelerates quickly from a stationary position to contribute to successful performance. <p>Gymnastics</p> <ul style="list-style-type: none"> Performance shows precision, control and fluency Perform a range of rolls including backwards roll consistently. perform a range of actions and agilities with consistency, fluency and clarity of movement Choose and apply basic compositional ideas to the sequence thy create and adapt them to new situations.



	<ul style="list-style-type: none"> show and describe how to find space away from opposition 		<ul style="list-style-type: none"> Make similar or contrasting shapes on the floor and apparatus, working with a partner combine actions and maintain the quality of performance when performing at the same time as a partner.
French	<p>Telling the time School subjects and objects</p> <ul style="list-style-type: none"> Describe people, places, things and actions orally and in writing. Read carefully and show understanding of words, phrases and simple writing 	<p>Food and Drink</p> <ul style="list-style-type: none"> Listen attentively to spoken language by joining in and responding. <p>Sports</p> <ul style="list-style-type: none"> Ask and answer questions. (S/L) Speak in sentences. 	<p>Likes and Dislikes</p> <ul style="list-style-type: none"> Use familiar vocabulary, phrases and basic language structures. Adapt phrases learnt from memory to create new sentences to express ideas. Engage in conversations of increasing length. (S/L) Express opinions and respond to those of others. (S/L) <p>5 Times Table</p> <ul style="list-style-type: none"> Appreciate songs, stories, poems and rhymes.

