

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Key dates</b>	Black History month (1 <sup>st</sup> October- 31 <sup>st</sup> October)	Diwali (4 <sup>th</sup> November) Anti- bullying week (Monday 15 <sup>th</sup> - Friday 19 <sup>th</sup> November)	Chinese New Year (1 February 2022)	Easter Holi (19 <sup>th</sup> March) Science week (11-20 <sup>th</sup> March) World Book day (3 <sup>rd</sup> March)	Eid Festival	
<b>Half termly Book</b>	<b>Queen of the Falls –</b> Chris Van Allsburg	<b>The Lost Happy Endings -</b> Carol Ann Duffy and Jane Ray	<b>Arthur and the Golden Rope -</b> Joe Todd-Stanton	<b>The Darkest Dark -</b> Chris Hadfield	<b>The Paperbag Prince -</b> Colin Thompson	<b>The Hunter -</b> Paul Geraghty
<b>Literacy (AA)</b>	Diary	Traditional Tales	Myths and Legends	Biography - recount	Persuasion / information text	Adventure Stories
<b>Numeracy (AA)</b>	Place Value Addition and Subtraction Multiplication and division	Multiplication and division Statistics Measurement: perimeter, area and volume	Fractions  Decimals and percentages	Number Decimals and percentages  Year 5: Multiplication and division Year 6: Algebra and ratio	Measurement: converting units  Geometry: position and direction  Properties of shape	Investigations
<b>Additional texts</b>	Goodnight Stories for Rebel Girls: 100 Tales of Extraordinary Women by Elena Favilli and Francesca Cavallo The Amazing Tale of Ali Pasha by Michael Foreman The Boy who Swam with Piranhas by David Almond (class	Jinnie Ghost by Jane Ray and Berlie Doherty Hansel and Gretel by Neil Gaiman (class novel to link)	Myths of the Norsemen by Roger Lancelyn Green (class novel to link) DK Avengers: The Ultimate guide (optional) Norse myths: Tales of Odin, Thor and Loki by Kevin Crossley-Holland (optional)	Cosmic by Frank Cottrell Boyce (class novel to link) One Giant Leap by Robert Burleigh	The Last Wild by Piers Torday	The Child's Elephant by Rachel Campbell-Johnston

	novel to link)					
<b>Geography Year B (AA)</b>	<p><b>Water and rivers</b></p> <ul style="list-style-type: none"> <li>• Explain why people are attracted to live by rivers.</li> <li>• Explain why many of the cities of the world are situated by rivers.</li> <li>• Explain how the water cycle works</li> <li>• Explain why water is such a valuable commodity.</li> <li>• Name and locate many of the world's major rivers on maps</li> <li>• Can they create sketch maps when carrying out a field study?</li> <li>• Name the largest desert in the world.</li> </ul>	<p><b>Mountains</b></p> <ul style="list-style-type: none"> <li>• Name and locate many of the world's most famous mountain regions on maps.</li> <li>• Give extended description of the physical features of different places around the world. Including mountains and rivers.</li> </ul>	<p><b>Map reading</b></p> <ul style="list-style-type: none"> <li>• Locate the USA and Canada on a world map and atlas.</li> <li>• Locate and name the main countries of South American on a world map.</li> <li>• Identify and name Arctic and Antarctic circles</li> <li>• Explain how the time zones work.</li> <li>• Explain scales and use maps with different scales.</li> <li>• Recognise key symbols on an OS map and use the map to answer questions.</li> <li>• Accurately use a 4 figure grid reference.</li> <li>• Recognise key symbols used on OS maps.</li> </ul>			
<b>History Year B (AA)</b>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><b>World Wars</b></p> <ul style="list-style-type: none"> <li>• Can they use dates and historical language in their work?</li> <li>• Can they identify and explain their understanding of propaganda?</li> <li>• Can they describe a key event from Britain's past using a range of evidence from different sources?</li> <li>• Can they summarise how Britain has had a major influence on world history?</li> </ul>	<p>The achievements of the earliest civilizations.</p> <p><b>A study of Ancient Egyptians</b></p> <ul style="list-style-type: none"> <li>• Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently?</li> <li>• Can they describe historical events from the different period/s they are studying/have studied?</li> </ul>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><b>Women in History</b></p> <ul style="list-style-type: none"> <li>• Do they appreciate how historical artefacts has helped us understand more about British lives in the present and past?</li> <li>• Can they identify and explain their understanding of propaganda?</li> <li>• Can they describe a key event from Britain's past using a range of evidence from different sources?</li> <li>• Can they place a specific event on a timeline by decade?</li> </ul>			
<b>RE Year B (JD)</b>	<b>6.1 The Kingdom of God</b>	<b>6.2 Justice</b>	<b>6.3 Jesus, the Bread of Life</b>	<b>6.4 Jesus, Son of God</b>	<b>6.5 The Work of the Apostles</b>	<b>6.6 Called to Serve</b>

RSHE (JD) – TBC	<b>Module 1 Created and Loved By God</b> Unit 1: Religious Understanding Unit 2: Me, My Body, My Health	Unit 3: Emotional Well-Being Unit 4: Life Cycles	<b>Module 2 Created to Love Others</b> Unit 1: Religious Understanding Unit 2: Personal Relationships	Unit 3: Keeping Safe	<b>Module 3 Created to Live in Community</b> Unit 1: Religious Understanding	Unit 2: Living in the Wider World
Science (JD)	<p><b>As Scientists</b> we will raise our own questions about the world around us. We will make our own decisions on the type of scientific enquiry we might use to answer our questions. We will work scientifically carrying out first-hand, controlled investigations using comparative and fair tests that we have designed. We will select and use equipment carefully and make decisions on the necessary observations and type of enquiry necessary. We will decide on the data to collect, make observations over time, take precise measurements and search for patterns that aid us to draw valid conclusions and predictions. We will also make identifications, classify and group materials, objects and animals when carrying out scientific enquiry. We will develop our research skills using secondary sources and will develop our understanding in aspects of biology, chemistry and physics whilst extending our use of scientific vocabulary.</p>					
Science 2021-2022 (JD)	<b>As Scientists</b> we will understand movement, forces and magnets. We will explain gravity, friction, air and water resistance	<b>As scientists,</b> we will also investigate electricity and construct simple series circuits, answering questions about what happens when we try different components, for example, switches, bulbs, buzzers and motors. We will learn how to represent a simple circuit in a diagram	<b>As Scientists</b> we will use our knowledge to decide how to mix and separate and explain changes of state. We will plan enquiries and use appropriate techniques and apparatus to conduct tests. We will record and present our own findings and give conclusions based on scientific evidence.	<b>As Scientists</b> we will understand what light is and how it travels. We will understand how we see things and explain what shadows are and how and why they change	<b>As Scientists</b> We will 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. As well as giving reasons for classifying plants	<b>As Scientists</b> we will study living things & describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird as well as describing the life processes of reproduction in some plants.

					and animals based on specific characteristics.	
<b>Foundation Subjects</b>						
<b>Art Year B (AA)</b>		<b>Collage</b> <ul style="list-style-type: none"> <li>• Combine visual and tactile qualities</li> <li>• Justify the materials they have chosen</li> <li>• Combine pattern tone and shape.</li> </ul>	<b>Printing</b> <ul style="list-style-type: none"> <li>• Print using a number of colours, including overprinting</li> <li>• Create a print design that fulfils a given criteria</li> <li>• Print on different materials</li> <li>• Look carefully at the methods they use and make decisions about the effectiveness of their printing methods.</li> </ul>	<b>Sketchbooks</b> <ul style="list-style-type: none"> <li>• Make notes about how they might develop their work further</li> <li>• Use sketchbooks to compare and discuss ideas with others</li> <li>• Adapt and refine their work using notes and annotations.</li> </ul>	<b>3D/textiles</b> <ul style="list-style-type: none"> <li>• Combine materials and processes to design and make 3D form on a range of scale.</li> <li>• Sculpt clay and other mouldable materials, including both visual and tactile elements.</li> <li>• Use sewing and textile skills as part of a project e.g. hanging, textile book etc. (this could include running stitch, cross stitch, backstitch, applique and/or embroidery)</li> </ul>	<b>Knowledge of artists</b> <ul style="list-style-type: none"> <li>• Experiment with different styles which artists have used, 1 artist and 1 designer</li> <li>• Learn of these artists work through books, internet visits to galleries and other sources</li> <li>• Discuss and record the styles and qualities in their work – using their sketchbooks to record.</li> <li>• Say what the artist’s work is influenced by</li> </ul>
<b>DT Year B (AA)</b>	<b>Cooking and Nutrition</b> <ul style="list-style-type: none"> <li>• Choose the right ingredients for a product</li> <li>• Describe how their combined ingredients come</li> </ul>					

	together • Explain how the product should be stored with reasons					
<b>Computing Year B (AA)</b>		<b>Switched On Computing Unit - We are bloggers</b> Sharing experiences and opinions Focus – Communication/Collaboration Suggested hardware/software - WordPress/learning platform/GIMP/Audacity/Movie Maker		<b>Switched On Computing Unit - We are adventure gamers</b> Making a text-based adventure game Focus – Programming Suggested hardware/software – Python (using the IDLE editor)/Trinket.io/Pythonista		<b>Switched On Computing Unit - We are computational thinkers</b> Mastering algorithms for searching and sorting Focus – Computational thinking Suggested hardware/software – Unplugged’ resources/Scratch/Snap!/Python
<b>Music (LH)</b>	Lessons led by Love Music Trust teacher					
	<p><b>Performing and Appraising</b></p> <ul style="list-style-type: none"> <li>• Can they sing and use their understanding of meaning to add expression? (P)</li> <li>• Can they recognise and use basic structural forms e.g. rounds, variations, rondo form? (P)</li> <li>• Can they perform 'by ear' and from simple notations? (P)</li> <li>• Can they improvise within a group using melodic and rhythmic phrases? (A)</li> </ul> <p><b>Composing and Appraising</b></p> <ul style="list-style-type: none"> <li>• Can they show how a small change of tempo can make a piece of music more effective? (C)</li> <li>• Do they recognise that different forms of notation serve different purposes? (C)</li> <li>• Can they use different forms of notation? (C)</li> <li>• Can they explain why they think their music is successful or unsuccessful? (A)</li> <li>• Can they respond to different moods in music? (A)</li> </ul>					
<b>PE Year B 2021-2022 (JD)</b>	<b>As athletes, we will acquire and develop the skills</b>	<b>As athletes, we will acquire and develop the skills</b>	<b>As gymnasts, we will develop our flexibility,</b>	<b>As athletes, we will acquire and develop the skills</b>	<b>As athletes we will acquire and develop the skills</b>	<b>As athletes, we will acquire and develop the skills</b>

	<p>needed to play a competitive <b>invasion game</b> and apply the basic principles of attacking and defending. We will communicate, collaborate and compete as individuals and as part of a team. <b>As gymnasts</b>, we will develop our flexibility, strength, technique, control and balance and compare our performances with previous ones to demonstrate improvement and achieve our personal best.</p>	<p>needed to play a competitive <b>invasion game</b> and apply the basic principles of attacking and defending. We will communicate, collaborate and compete as individuals and as part of a team. <b>As Dancers</b> we will develop, rehearse, perform and evaluate a range of movement patterns incorporating our knowledge of our topic.</p>	<p>strength, technique, control and balance and compare our performances with previous ones to demonstrate improvement and achieve our personal best. <b>In Fitness</b>, we will develop our flexibility, strength, technique, control and balance and compare our performances with previous ones to demonstrate improvement and achieve our personal best.</p>	<p>needed to play a competitive <b>striking and fielding and invasion game</b>. We will communicate, collaborate and compete as individuals and as part of a team.</p>	<p>needed to play a competitive <b>Net and wall game</b>. <b>As Orienteers</b>, we will take part in outdoor and adventurous activity challenges both individually and within a team and compare our performances with previous ones and demonstrate improvement to achieve our personal best.</p>	<p>needed to play a competitive invasion game. We will learn the basic rules and tactics of the game. <b>In Athletics</b>, we will develop our flexibility, strength, technique, control and balance and compare our performances with previous ones to demonstrate improvement and achieve our personal best whilst using our running, jumping and throwing skills to compete in sports day.</p>
<p><b>Foreign Languages (JW)</b></p>	<p>Language Angels led by Mrs Wakeling</p> <p>As linguists we will listen attentively to spoken language and show understanding by joining in and responding. We will explore the patterns and sounds of language through songs and rhyme and link the spelling, sound and meaning of words. We will engage in conversations; ask and answer questions; express opinions and respond to those of others. Speak in sentences, using familiar vocabulary, phrases and basic language structures. We will present ideas and information orally. We will read carefully and show understanding of words, phrases and simple writing. We will appreciate stories, songs, poems and rhymes in the language. We will broaden our vocabulary and use a dictionary. We will write phrases from memory and adapt these to create new sentences. We will describe people, places, things and actions orally, and in writing. We will understand basic grammar.</p>					
	<p>As linguists we will practice phrases</p>	<p>As linguists we look explore different</p>	<p>As linguists we will be able to talk about</p>	<p>As linguists we will look at school life.</p>	<p>As linguists we will practise phrases to</p>	<p>As linguists we will appreciate a story in</p>

	used when we meet and greet one another and be able to talk about ourselves.	countries.	our home.		help us to go shopping.	Spanish.
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