|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| Topic (big question) | How does a clock work? | How would you survive an ice expedition? | Would you fight for your country? | To be or not to be? | Is this the real world or is it just fantasy? | Without Science, where would we be? |
| Key Text | *Clockwork* by Philip Pullman | *Ice Trap! Shackleton’s Incredible Expedition* by Meredith Hooper  Shackleton - hardback | *Private Peaceful* by Michael Morpurgo | *Shakespeare* | *The Savage* by David Almond |  |
| Literacy | * Narrative * Instructions * Explanation | * Narrative * Writing in role – diary * Biography * Non-chronological report | * Narrative * Writing in role – informal letter * Persuasive text (formal letter) * Discussion text * Poetry | * Non-chron * Narrative * Discussion text * Recount - Police report and diary recounting event * persuasive | * Narrative * Newspaper * Recount – Police report | * Poetry |
| Numeracy | Solving problems using place value and decimals. | Solving problems using written and mental calculation and conversions.  Developing fluency in fractional equivalence. | Geometric problem solving and reasoning.  Reasoning about data. | Using written methods involving fractions to solve problems. | Revision and consolidation. | Investigating and problem solving through real life Maths. |
| Science | Electricity | Living Things | Light | Animals including humans | Evolution | SC1 – transition project |
| Geography |  | * use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world * identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle |  | * human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water |  |  |
| History |  |  | * World War One   F: a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 |  |  | * Mayan civilization c. AD 900   I: a non-European society that provides contrasts with British history |
| Art | **Drawing**  Make independent choices in drawing inc paper and media  Draw from observation Draw from imagination.  Independently demonstrate a wide variety of ways to make different marks.  Manipulate and experiment with line tone, pattern, texture, form, space, colour and shape  **Independently use sketchbook to inform and develop ideas.** | **Painting**  Create shades (any colour mixed with black) and tints (any colour mixed with white)  Use their sketchbooks to carry out preliminary studies, test media and materials and mix appropriate colours  Choose appropriate paint, paper and implements to adapt and extend their work  Work from a variety of sources inc those researched independently  Show an awareness of how paintings are created (composition)  **Independently use sketchbook to inform and develop ideas.** | **Sculpture**  Develop skills in using clay inc slabs, coils, slips etc  Create 3D sculptures and constructions with increasing independence  **Independently use sketchbook to inform and develop ideas.** | **Mixed-media**  Experiment with creating mixed-media art work by combining a range of skills already learnt (e.g. drawing, batik, printing, sculpture, collage). This could also include photography and video.  Combine different techniques, colours, and textures etc when designing and making pieces of work  To be expressive and analytical to adapt, extend and justify work.  **Independently use sketchbook to inform and develop ideas.** | Banksy-Local artist  Stencilling/street art  **Printing**  Create prints on paper and fabric.  Build up layers and colours/textures within prints.  Alter and modify work  Work relatively independently  **Independently use sketchbook to inform and develop ideas.** |  |
| Design Technology | * understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] |  |  |  | * understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] |  |
| Music |  |  |  |  |  |  |
| Computing | See Computing Curriculum Maps | See Computing Curriculum Maps | See Computing Curriculum Maps | See Computing Curriculum Maps | See Computing Curriculum Maps | See Computing Curriculum Maps |
| RE | **Theme:** Beliefs and Practices  **Key Question:** What is the best way for a Muslim to show commitment to God?  **Religion:** Islam | **Theme:** Christmas  **Key Question:** How significant is it that Mary was Jesus’s mother?  **Religion:** Christianity | **Theme:** Beliefs and Meaning  **Key Question:** Is anything ever eternal?  **Religion:** Christianity | **Theme:** Easter  **Key Question:** Is Christianity still a strong religion 2000 years after Jesus was on Earth?  **Religion:** Christianity | **Theme:** Beliefs and moral values  **Key Question:** Does belief in Akhirah (life after death) help Muslims lead good lives?  **Religion:** Islam | |
| PSHE | Jigsaw Scheme | Jigsaw Scheme | Jigsaw Scheme | Jigsaw Scheme | Jigsaw Scheme | Jigsaw Scheme |
| PE | Create Scheme | Create Scheme | Create Scheme | Create Scheme | Create Scheme | Create Scheme |
| Spanish | * Weather and seasons * Countries | * Geography: Describing local area * Preferences | * Festivals: cultural understanding and vocabulary | * Festivals: comprehension | * Holidays: composition | * Holidays continued * Cultural study: Spain (or Bolivia) |
| Enrichment events | Brilliant Club Graduation |  | Lifeskills | Post SATS celebrations |  | Camp |

Within History, learners should:

* Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
* Note connections, contrasts and trends over time and develop the appropriate use of historical terms.
* Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
* Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
* Understand how our knowledge of the past is constructed from a range of sources.
* Cover both overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content

Within D&T, learners should:

Design

* use 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
* generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

* select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
* select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

* investigate and analyse a range of existing products
* evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
* understand how key events and individuals in design and technology have helped shape the world

Cooking should be taught **at least 3 times per year** and learners should:

* 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.